

PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABOU-BAKR - TLEMCCEN
FACULTY OF ARTS, HUMAN AND SOCIAL SCIENCES
DEPARTMENT OF ENGLISH



**AN ASSESSMENT OF METACOGNITIVE
STRATEGIES USE IN EFL READING SKILL
- CASE OF FIRST-YEAR STUDENTS
AT ABOU BAKR BELKAID UNIVERSITY
- TLEMCCEN -**

*This dissertation is submitted to the Department of English in Candidacy for
the Degree of "Magister" in Applied Linguistics and TEFL.*

Presented by:

Miss. ABDAT Yasmina.

Supervised by:

Dr. BENMOUSSAT Smail.

Members of the Jury:

Dr. Zoubir DENDANE

MC. President (University of Tlemcen)

Dr. Smail BENMOUSSAT

MC. Supervisor (University of Tlemcen)

Dr. Fouzia BEDJAOUI

MC. External Examiner (University of Sidi Bel Abbes)

Dr. Amine BELMEKKI

CC. Internal Examiner (University of Tlemcen)

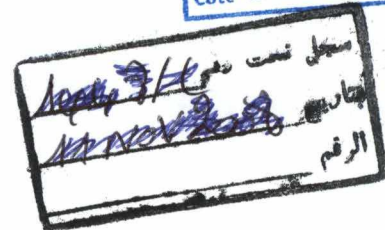
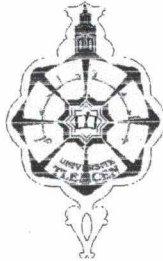
Academic Year: 2007 – 2008.

PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF ABOU-BAKR - TLEMCCEN

FACULTY OF ARTS, HUMAN AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH



إسجلت sous le N° 00294
Date le 31/01/2012
Cote

**AN ASSESSMENT OF METACOGNITIVE
STRATEGIES USE IN EFL READING SKILL
- CASE OF FIRST-YEAR STUDENTS
AT ABOU BAKR BELKAID UNIVERSITY
- TLEMCCEN -**

*This dissertation is submitted to the Department of English in Candidacy for
the Degree of "Magister" in Applied Linguistics and TEFL.*

Presented by:

Miss. ABDAT Yasmina.

Supervised by:

Dr. BENMOUSSAT Smail.

Members of the Jury:

Dr. Zoubir DENDANE	MC. President (University of Tlemcen)
Dr. Smail BENMOUSSAT	MC. Supervisor (University of Tlemcen)
Dr. Fouzia BEDJAOUI	MC. External Examiner (University of Sidi Belabbes)
Dr. Amine BELMEKKI	CC. Internal Examiner (University of Tlemcen)

Academic Year: 2007 – 2008.

012-07-21

Acknowledgments

First of all, all thanks and gratitude to Allah, lord of the world who guides and helps me, and to whom I owe everything.

I am immensely indebted to my supervisor Dr. Smail BENMOUSSAT, who has never ceased to provide guidance, encouragement and insightful comments till the completion of this thesis. In the absence of such an attitude, this work would have never been realized.

I also gratefully acknowledge the jury members, Dr. DENDANE, Zoubir, Dr. BEDJAOUI Fouzia, Dr. BELMEKKI, Amine, who have given their knowledge and expertise as researchers, and whose help and constant assistance were indeed beyond all my expectations.

I would like also to express my sincere appreciation to all the teachers of the English Department, namely Dr. Ilhem Serir, Dr. Hafida Hamzaoui, Mr. Noureddine. Mouhadjer, Mrs. Souad, Berber, Mr. Ghouti, Hadjoui, Mr. Daoudi, Frid, Mrs. Radia Benyelliss, Dr. Nassim Negadi, Mrs. Faiza Senouci, Miss. Zidane. Rahmouna, Miss. Dorni. Ammaria and Mrs. Abi Ayad. Fatima, whose constructive and considerable feedbacks were of great help.

would like to express my warmest thanks to Mr. Benziane. Abderrazek and Mr. Haoulia. Mohamed for their fatherly-like support and encouragements, and I offer collective thank to Youcef Tankoub, and all my magister mates with no exception for considerable cooperation.

but certainly not the least, I must express my gratitudes to Mr. Kada Faygal, ATTAR Abdelmadjid and Mrs. ATTAR Fatima Zohra for their insightful comments and endless help without which I could not attain my aims.

Dedications

The completion of this thesis would not have been possible without the assistance of several people:

First and foremost, I would like to express my sincere gratitude to my dearest parents who have experienced the tension, doubt, pain and encouraged me with their moral and financial support.

To my sisters and brothers for their passions, understanding and guidance in learning what at times seemed like impossible into the possible.

A special thank is addressed to BENCHERIF Karima, NEDJAR Rafika, DJEBBARI Zakia, MAATALLAH Nadia, BENADLA Lamia, KHALDI Anissa, ADDER Fatima, BELABBES Zoulikha, BELLOUZ Zakia, Malika, BELLAOUI Fatima, Saim Samia, Zohra and all who gave me their consistent reliable and long support without whom I could not have done it

At last, I gratefully dedicate this humble work to my second family "DJOUHAYNA ASSOCIATION" for their never-ending patience, precious advice and moral support during my post graduate studies especially BELMADANI Fatima, HASNAOUI Wafaa, HAJ KADOUR Manel, HAS Nadia, BENSOUNA Djaouida, KHATOU Fatiha, MEZOVAR Houria and HANAFI Khadidja.

YASMINA

Acknowledgments

First of all, all thanks and gratitude to Allah, lord of the world who guides and helps me, and to whom I owe everything.

I am immensely indebted to my supervisor Dr. Smail BENMOUSSAT, who has never ceased to provide guidance, encouragement and insightful comments till the completion of this thesis. In the absence of such an attitude, this work would have never been realized.

I also gratefully acknowledge the jury members, Dr. DENDANE, Zoubir, Dr. BEDJAOUI Fouzia, Dr. BELMEKKI, Amine, who have given their knowledge and expertise as researchers, and whose help and constant assistance were indeed beyond all my expectations.

I would like also to express my sincere appreciation to all the teachers of the English Department, namely Dr. Ilhem Serir, Dr. Hafida Hamzaoui, Mr. Nouredine. Mouhadjer, Mrs. Souad, Berber, Mr. Ghouti, Hadjoui., Mr. Daoudi, Frid, Mrs. Radia Benyelles., Dr. Nassim Negadi., Mrs. Faiza Senouci., Miss. Zidane. Rahmouna, Miss. Dorni. Ammaria and Mrs. Abi Ayad. Fatima, whose constructive and considerable feedbacks were of great help.

would like to express my warmest thanks to Mr. Benziane. Abderrazek and Mr. Haoulia. Mohamed for their fatherly-like support and encouragements, and I offer collective thank to Youcef Tankoub, and all my magister mates with no exception for their considerable cooperation.

but certainly not the least, I must express my gratitudes to Mr. Kada Fayçal, ATTAR Abdelmadjid and Mrs. ATTAR Fatima Zohra for their insightful comments and endless help without which I could not attain my aims.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
DEDICATIONS	ii
ABSTRACT	iii
TABLE OF CONTENTS	v
KEY TO ABBREVIATIONS	ix
LIST OF TABLES	x
LIST OF DIAGRAMS AND FIGURES	xii
GENERAL INTRODUCTION	01

CHAPTER ONE: Review of Foreign Language Reading Research

1.1 Introduction.....	05
1.2. Reading Defined.....	05
1.3. Reading as a Language Skill.....	07
1.4 Evolution of Foreign Language Reading Models.....	08
1.4.1. The Bottom-up Model of Reading.....	08
1.4.2. The Top-Down Model of Reading.....	10
1.4.3. The Interactive Model of Reading.....	11
1.5. Reading and Purposes.....	13
1.5.1. Intensive Reading.....	14
1.5.2. Extensive Reading.....	16
1.6. Reading and Language Learning Strategies.....	17
1.6.1. Theoretical Background and Research on Language Strategies.....	17
1.6.2. Language Learning Strategy Classifications.....	20
1.6.3. Reading Strategies.....	28
1.6.4. Metacognitive Awareness and Reading Comprehension.....	36
1.6.5. The Role of Metacognitive Awareness-Raising in Reading Proficiency.....	40
1.7. Conclusion.....	44

CHAPTER TWO: Reading Skill in the Algerian Educational Setting

2.1. Introduction.....	46
2.2. ELT Situation in Algeria.....	46
2.3. The Educational Context.....	51
2.4. Reading Comprehension Teaching Purposes.....	53
2.5. Teachers' Profile and Methodology.....	55
2.6. Learners' Profile, Learning Styles and Needs' Analysis.....	58
2.6.1. Learners' Profile.....	58
2.6.2. Learners' Learning Styles.....	59
2.6.3. Learners' Need Analysis.....	62
2.7. Research Methodology Design.....	64
2.7.1. Research Questions.....	64
2.7.2. Research Instruments.....	65
2.7.2.1. Questionnaires: Aims and Procedure.....	65
2.7.2.2. Proficiency Tests.....	68
2.7.3. Think-Aloud Protocol: Aims and Procedure.....	70
2.8. Conclusion.....	72

CHAPTER THREE: Reading Strategy: Pre-Instruction and Post-Instruction Results

3.1. Introduction.....	75
3.2. Data Collection Procedure.....	75
3.2.1. Procedure before the Instruction Phase.....	75
3.2.2. Procedure during Strategy Instruction.....	78
3.2.3. Procedure after the Strategy Instruction.....	80

3.3. Results and Discussion.....	84
3.3.1. The Pre-Instruction Phase Results.....	84
3.3.1.1. Questionnaire Results.....	85
3.3.1.1.1. Learners' Questionnaire Results.....	85
3.3.1.1.2. Teachers' Questionnaire Results.....	94
3.3.1.2. The Pre-Training Proficiency Test Results.....	99
3.3.1.3. Pre-Training Think-Aloud Protocol Results.....	101
3.3.2. The Instruction Phase Results.....	109
3.3.3. The Post-Instruction Phase Results.....	111
3.3.3.1 Post Instruction Test Results.....	111
3.3.3.2 The Post-Training Think-Aloud Protocol Result.....	113
3.4. Conclusion.....	118

CHAPTER FOUR: Implications for FL Reading Instruction

4.1. Introduction.....	120
4.2. Promoting Reading Comprehension.....	120
4.2.1. Creating Motivational Atmosphere for Reading Instructions.....	121
4.2.2. Providing Interesting Texts for Comprehension Instruction.....	122
4.2.2.1. Criteria Needed for Text Selection.....	124
4.2.3. Pedagogical Implications for Vocabulary Development (Bottom-up Processing).....	125
4.2.3.1 Rote Repetition.....	126
4.2.3.2. Using Context to Guess Vocabulary Words.....	126
4.2.3.3. Analysing Word Structure: Morphological Analysis.....	127
4.2.4. Understanding Text Organization and Discourse Cues.....	127
4.2.5. Acquisition, Elaboration and Application of Background Knowledge (Top-down Processing).....	129

4.3. Other Practical Suggestions.....	131
4.3.1. Developing Learners' Metacognitive Strategic Competence through Explicit Instruction.....	132
4.3.2 Strategic Learning Model.....	137
4.3.3. A Three-Phase Approach for Teaching Comprehension.....	138
4.3.2.1. Pre-Reading Activities.....	139
4.3.2.2. Reading Activities.....	142
4.3.2.3 Post- Reading Activities.....	145
4.3.4. Think- Aloud: Reading Comprehension Teaching Technique.....	146
4.4. Recommendations.....	148
4.4.1. Teachers' Role.....	148
4.4.2. Learners' Responsibilities.....	150
4.5 Conclusion.....	152
GENERAL CONCLUSION	154
BIBLIOGRAPHY.....	159
APPENDICES.....	174
Appendix A: The Students' Questionnaire.....	175
Appendix B: The Teachers' Questionnaire.....	181
Appendix C: Text Used in the Pre-Training Phase.....	184
Appendix D: Texts Used in the Training Phase.....	186
Appendix E: Text Used in the Post-Training Phase.....	195
Appendix F: Cognitive and Metacognitive Reading Strategy Inventory.....	198
Appendix G: Students' Verbal Protocols of the Pre-Training Phase.....	201
Appendix H: Students' Verbal Protocols of the Post-Training Phase.....	222

Key to Abbreviations

- A.F:** Absolute frequency
- C A:** Classical Arabic.
- CM:** Comprehension Monitoring.
- CBA:** Competency- Based Approach
- EFL:** English as a Foreign Language.
- ELT:** English Language Teaching.
- ESL:** English as a Second Language.
- Et al:** et alii.
- EVA:** Evaluation
- GVC:** Global Virtual Classroom.
- IBID:** Ibidem
- L₁:** A person's mother tongue.
- L₂:** Second language: the first language acquired after L1.
- MOD:** Modification
- MSA:** Metacognitive Strategy Instruction.
- PL:** Planning
- PS:** Problem- Solving
- SRLS:** Self-Regulated Approach to Strategic Learning
- TAP:** Think-aloud Protocol.
- TEFL:** Teaching English as a Foreign Language.

ABSTRACT

LIST OF TABLES

CHAPTER ONE:

<u>Table 1.1.</u> Rubin's Classification of Language Learning Strategies.....	22
<u>Table 1.2.</u> Oxford's Classification of Language Learning Strategies.	24
<u>Table 1.3.</u> Classification of Learning Strategies	25-26
<u>Table 1.4.</u> Strategy Coding Scheme: Reading Strategies (Strategy Type+Strategy Behaviour)	31-32
<u>Table 1.5.</u> Metacognitive Behaviours of Good and Poor Readers.....	35
<u>Table 1.6.</u> Processing Framework.....	39
<u>Table 1.7.</u> Processing Framework Source.....	42

CHAPTER TWO:

<u>Table 2.1.</u> Teaching load at middle school level.....	48
<u>Table 2.2.</u> EFL teaching load and coefficient at secondary school level.....	50
<u>Table 2.3.</u> Official curriculum of the 'Licence' in English studies	52
<u>Table 2.4.</u> First year EFL students' educational stream.....	58

CHAPTER THREE:

<u>Table 3.1.</u> Frequency of students' answers to question five.....	87
<u>Table 3.2.</u> Frequency of students' answers to question six.....	88
<u>Table 3.3.</u> Frequency of students' answers to question seven.....	89
<u>Table 3.4.</u> Frequency of students' answers to question eight.....	90
<u>Table 3.5.</u> Frequency of students' answers to question nine.	90
<u>Table 3.6.</u> Frequency of students' answers to question ten.....	91
<u>Table 3.7.</u> Frequency of Students' Answers of Question Eleven.....	92
<u>Table 3.8.</u> Frequency of students' answers of question twelve.....	92
<u>Table 3.9.</u> Types and frequency of learners' strategies employed in the questionnaire.....	94

Table 3.10. Teachers' Answers to Question Six.....	96
Table 3.11. Frequency of learners' answers to test questions prior to the instruction phase.....	99
Table 3.12. Types and frequency of cognitive and metacognitive strategies employed in think-aloud (pre-training phase).....	104
Table 3.13. Type and frequency of cognitive and metacognitive strategies employed in skimming strategy.....	105
Table 3.14. Type and frequency of strategies employed in scanning activity.....	106
Table 3.15. Type and frequency of strategies employed in inferring activity.....	107
Table 3.16. Type and frequency of strategies employed in guessing activity.....	108
Table 3.17. Frequency of learners' performance of predicting strategy before and after strategy training instruction.....	111
Table 3.18. Learners' performance of skimming strategy before and after strategy instruction.....	112
Table 3.19. Learners' scores in skimming before and after strategy instruction.....	112
Table 3.20. Learners' scores in inferring before and after strategy instruction.....	113
Table 3.21. Learners' scores in guessing before and after strategy training instruction.....	115-116
Table 3.22. The type and frequency cognitive and metacognitive reading strategies in TAP1 and TAP2.....	116
 <u>CHAPTER FOUR:</u>	
Table 4.1. Direct explanation of strategies.....	136

LIST OF DIAGRAMS AND FIGURES

CHAPTER ONE:

Diagram 1.1. The Interactive Aspect of Reading Act..... 11

CHAPTER THREE:

Diagram 3.1. Data Collection Procedure and Research Design..... 83

CHAPTER FOUR:

Figure 4.1. Framework for Strategies Instruction..... 35

Diagram 4.1. Self-regulated approach to strategic learning..... 138

The handling of this issue is embodied into four related chapters: The introductory chapter focuses centrally on illustrating some theoretical key points related to the present research, shedding more light on revealing the significance of implementing metacognitive strategies explicitly for learners' better performance. The second chapter attempts to give a global picture of the target teaching / learning of reading at university level. During this chapter, the sample population used in the experiment will be introduced, research questions and mainly methodology of the scientific research which will be worked through. During each phase, the researcher will elicit the different instruments to be used stating their aims and procedures. Chapter three describes the empirical phase carried through some introspective and retrospective data-gathering tools namely questionnaires, tests and think-aloud whose data will be analysed, discussed and interpreted afterwards. On the basis of the results obtained from the empirical phase, the researcher, during chapter four, will suggest multiple implication and alternative solutions to reading comprehension failure through variety of pedagogical perspectives.

GENERAL INTRODUCTION

Abstract

It would be with no exaggeration to note that English functions as an international language, and has become the language widely adopted for political, technological, social and educational development. Similarly, it has witnessed such development in its role in the Algerian educational context since 1962, and more importantly after the advent of globalization process in the early 1990s.

Yet, within the field of education, more specifically in EFL process a significant number of oriented studies has clearly shown that learners still encounter some serious pedagogical issue throughout their studies that are in some part due to the unsuccessful equal consideration of four fundamental linguistic skills: listening, speaking, reading and writing. Despite all the efforts and much time consumed by EFL teachers, the results seem strikingly unsatisfactory, and the learners still display low achievement in English language use.

For this purpose, the current exploratory research work endeavours to give a clear picture of EFL teaching / learning, with close reference to reading skill taught to first-year university EFL students at the English Department, University of Abou Bakr Belkaid Tlemcen. The present work strives not only to depict and pin down the causes of learners' deficiencies at the level of decoding and comprehension skills; which unfortunately lead them to a cycle of failure; but attempts also to suggest some creative solutions and multiple implications on the basis of learners' needs, expectations and preferences to relieve the issue.

General Introduction

Education is a lifelong process, and as teachers, one of the most important responsibilities consists ultimately in equipping the learners all the necessary tools to cope with the demands of an ever changing world. With no doubt for a more successful fulfilment of such significant responsibility, the learners need to be made consciously aware of the true nature of learning, and the importance of acquiring skills and strategies that would enhance the learning process.

As one amidst the four fundamental linguistic skills, reading is undeniably believed to be an exciting prerequisite tool and further key to research as it is widely recognized today nevertheless, what is actually observed is that too little attention is devoted to this skill. Accordingly, EFL students are still unable to read systematically and with full comprehension.

Perhaps inspired in, by this thought, the current exploratory research dissertation endeavours to review theoretically the significance of the teaching / learning of reading skill at university level paying due attention to elucidating and unearthing to what extent the explicit and integrated metacognitive reading strategy instruction at awareness-raising level may affect positively the learners reading proficiency and strategy use. Therefore, the current exploratory research work is set up to explore the following question:

- To what extent can an explicit and integrated instruction of metacognitive reading strategies at awareness-raising level in an EFL setting enhance first-year university EFL learners' reading proficiency and strategy use?

1.1. Introduction

The first part of this introductory chapter focuses centrally on defining and illustrating some theoretical key concepts related to reading skill which is often regarded to be the most intricate and complicated skill to teach / learn for it involves a myriad of complex components such as grammar, vocabulary, and more importantly intellectual comprehension. Whereas the second part of this chapter aims to provide consistent information and detailed explanation of learning strategies in general, shedding more light on revealing the significance of teaching explicitly metacognitive reading strategies as a teaching / learning approach for learners' better performance.

1.2. Reading Defined

To acquire a language competently, one needs to master the four fundamental linguistic skills: listening, speaking, reading and writing, and none of them can operate independently and effectively of the remaining ones. Reading, one amongst those skills, is undeniably said to be a primordial key to success in different endeavours in and out of the context of school, and almost the unique ingredient that provides the students with strong basis for the language development and vocabulary expansion.

Over the last few decades, a set of considerable investigations in FL reading have been conducted that have provided numerous insights for FL reading theories and reading instruction. The basic rationale of such research was to seek for an accurate and correct definition of reading. It has led to the argument that reading can be defined from two standpoints: common knowledge, and scientific view.

For the popular literature, reading is the ability of processing one's aptitude or capability to recognize the shape of a finite number of letters and alphabetical symbols that are connected to form an infinite number of meaningful items, clauses and sentences respecting the punctuation and division of paragraphs. In this regard, reading serves as a

purposeful activity that helps the learners in 'developing a considerable range of habitual responses to a specific set of patterns of graphic shapes' (Fries 1963:121).

Thus, representing the process of reading follows a common sense description of three related dimensions:

- As an opening stage, the learner recognizes the written characters he meets in print, which are organized in particular spatial order; (from the left to the right when speaking about all Indo-European languages, while it is completely the reverse for Hamito-Semitic ones); and masters their pronunciation.
- In the subsequent phase, he combines them into meaningful conventional items and sentences respecting the rules of syntax that may not resemble those of his native language. Additionally, the mastery of the printed words can be done successfully through a consistent vocabulary and syntax activities, which should not be underestimated for they contribute well in enhancing learners' comprehension of reading.
- Once the recognized written symbols are combined into meaningful items and sentences, the learner controls then the third stage that of interpretation.

In such a case, the three related dimensions discussed above are then closely related to three linguistic skills i.e. *recognition with phonology* (how to pronounce sounds in various combinations), *structuring with syntax* (rules that govern word order), and *interpretation with semantics* (when the learner assigns the accurate meaning of the printed symbols, then comprehension takes place).

However, from the scientific perspective, numerous neurological researchers notice that reading is not merely a product-oriented approach that constitutes language form, but also an intricate process actively involving both hemispheres of the brain that endeavours to negotiate understanding between the learner and the writer of the text. Furthermore, it is an inside-the head factor that plays a crucial role in comprehension. Here, reading is

merely regarded as an end product or a process-oriented approach that deals with language content.

Urquart and Weir have endeavoured to summarize the complexity of this process as follows: **'Reading is the process of receiving and interpreting information encoded in language form via the medium of print'** (Urquart and Weir 1988: 22).

1.3. Reading as a Language Skill

It is pertinent to note again that reading strives not only to teach the learner how to establish components necessary for reading process, but attempts also to model this process by specifying these components, and reveal correlations between them. According to Hoover:

Reading consists of only two components; one that allows language to be recognized through graphic representation and another that allows language to be comprehended.

(Hoover 1990:01)

For the sake of communication to take place, there should be, however, a direct association and interaction between the interlocutors, i.e. the learner being 'the reader' of the text, and the writer. In this respect, the learner necessitates both ability, and proficiency to understand the message conveyed by the writer of the text. In the same line of thought, Davies assumes that:

Reading is private. It is a mental, or a cognitive process which involves a reader in trying to follow and respond to a message from the writer who is distant in place and time.

(Davies 1995: 01)

However, it is unrealistic to believe that reading can be acquired without special effort i.e. as a passive skill. After conducting various scientific studies, a consensus seems to be building among researchers that reading is, indeed far from being a passive

skill, as it requires learner's mental and experimental input than is suggested by the mere decoding of symbols. In this context, **Goodman (1973)** maintains that, the learner:

As a user of a language interacts with the graphic input as he seeks to reconstruct a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as well as the language competence he has achieved
(Goodman 1973: 162)

1.4. Evolution of FL Reading Models

The nature of the reading act has always been characterized in accordance with the paradigm shift in Foreign Language teaching and learning. Thus, in an attempt to conceptualize the processes of reading, FL researchers strived to look at reading models to gain an in-depth explanation about reading, and obtain better understanding of its implications for further research questions. Accordingly, the reading processes have been divided into three separate psycholinguistic models: "*bottom-up*", "*top-down*" and "*interactive*" reading processes. Each of these models has revealed different aspects of reading process depending on its emphasis, for this reason, each model provides useful but partial information about its nature.

However, the central issue that has awoken a considerable debate among reading researchers turns around whether more emphasis should be placed on "*bottom-up*" or "*top-down*". Yet, it has been currently argued that the interactive model offers the most complete picture of reading since it includes the interaction of both processes.

1.4.1. The Bottom-up Model of Reading

In its most basic and simplified terms, bottom-up (also called text driven / data driven) stresses on the significance of processing the incoming printed data from the page in sequence and analysing the small chunks of the text in mechanical ways until they become familiar. This model was, in effect, elaborated by **Gouger** in **1972** which was

developed from eye fixation research whose rationale consists in demonstrating how a reader can profitably understand the writer's intended meaning from the first sight of the printed words the text contains.

Pedagogically speaking, this model lent support to a phonics-based approach to the teaching of reading which stressed lower-level sources of information such as letter-by-letter "sounding out" at the expense of other sources of information. In this context, **Nunan** explains this model as follows:

(...) the reader processes each letter as it is encountered. These letters or graphemes are matched with the phonemes of the language, which is assumed the reader already knows. These phonemes, the minimal units of meaning in the sound system of the language are blended together to form words. The derivation of meaning is thus the end process in which language is translated from one form of representation to another.

(Nunan 1991: 64)

So, it goes from identification of letters to the recognition of words, to sentences and as a latter step to meaning and thinking. The reader, thus, decodes language in linear way where meaning and comprehension is laid secondary role. This denotes that bottom-up model of reading stresses on the decoding aspect of language, where learner's reading proficiency can be measured by how well he gets meaning, and access to the writer's intended message through graphic representation of the text. In this sense, the learner is not taught how to extract the appropriate meaning from a given text, and interact with it to create meaningful discourse, rather, he is taught how to decode all words without necessarily understanding the text entirely.

Nevertheless, in spite of the advantages of this process model, experimental evidence, and informal observation proved that bottom-up was far from promoting effective reading since it totally neglected and disregarded the role of the reader's mental

capacities, thinking skills, and more essentially what he can bring to the text rather than gets from it. However, it is still increasingly used at primary level of EFL instruction. Despite its numerous disadvantages, teachers still stick to it and do not feel at all any compulsion to give it up.

1.4.2. The Top-Down Model of Reading

Following the trend of reading research, L₂ / FL reading focus shifted from text-driven model processing (Gough 1972) to reader-driven one (Goodman 1967). As a striking contrast to phonics-based educational approach, top down model was developed within the framework of psycholinguistics which stresses basically on the role of reader's background knowledge in reading process. This active role of the reader has strongly affected FL reading research. Subsequently, text-based meaning processing in reading began to fall out of favour by researchers. The proponent of such model holds that:

The reader brings to the task a formidable amount of information and ideas, attitude and beliefs. This knowledge coupled with the ability to make linguistic predictions, determines the expectation the reader will develop as he reads.

(Clarke *et al* 1977: 137)

Thus, reading under such a situation requires memorising words; to get the global meaning of the given printed text, predicting, going for gist, anticipating, and content information that is likely to function as driving forces towards an effective reading at the expense of other lower-level sources of information, namely syntactic and lexical knowledge.

Similarly, Carrell and Einterhold (1983) have adopted this top-down view of reading in L₂ / FL reading theory, where they focused centrally on the role of readers' appropriate schema in comprehending a text, assuming that:

The basic point is that much of the meaning understood from a text is really not actually in the text *per se*, but the reader in the background or schematic knowledge of the reader. What is understood from a text is a function of the particular schema that is activated at the same time of processing (i.e. reading) the text.

(Carrell & Einterhold 1983: 79)

Hence, reading is merely seen as a purposeful interaction between the reader and the text, during which he is expected to bring and retrieve various prior knowledge and experiences to make reading with full comprehension accessible to him.

It might be obvious to note that Goodman's leaping towards meaning presents a sharpening contrast to **Gough's** (1972) plodder through print. Nevertheless, just as recent evidence spoke about the weaknesses of bottom-up view of reading, so too has it revealed serious doubt on **Goodman's** leaping to meaning model. Indeed, as noted by **Eskey (1979)**, **Coady (1979)**, ESL / EFL readers do not have the same profile, strengths and weaknesses as L₁ readers, among whom they represented the population sampling of Goodman's research. Unfortunately, this model has exposed itself to complete rejection in certain educational system because it cannot be directly applied to Second / Foreign language reading processes due to the differences between L₁ and L₂ / FL reading.

Therefore, in an attempt to reach an effective reading, one must neither disregard the role of bottom-up strategies in improving his syntactic and lexical knowledge of the text, nor must he rely exclusively on his background knowledge. Rather, he needs necessarily to work at perfecting both bottom-up and top-down strategies. This idea will be described in considerable in the following section.

1.4.3. The Interactive Model of Reading

As previously noted, while bottom-up model stresses solely on the lower-level sources of knowledge and disregards totally the role of higher level processing skills in

the process of reading (readers' background knowledge), top-down reader driven model tends to ignore the fact that grammatical competence is of crucial importance for the use of higher level processes.

Indeed, heavy reliance on just one level of processes may not ensure success in SL/FL reading comprehension. **Stanovich (1980)** suggested that successful reading comprehension depends on the simultaneous interaction of both bottom-up and top-down strategies. He calls this model an "*interactive compensatory model*", because

A deficit in any knowledge results in a heavier reliance on the other knowledge sources regardless of their level in the processing hierarchy.
(Stanovich 1980:63)

This signifies that if a reader; for instance; is exposed to a set of difficulties at the level of words recognition, but has knowledge of the topic, top-down processing may compensate for this low level deficiency. Whereas, if a reader is skilled at lower processing but knows little about the topic, he may rely on the bottom-up text-driven model.

In effect, the interactive perspective of reading was initially proposed by **Rumelhart (1980)**, whose distinctive features consist of using several knowledge sources depending on text content, reader's schema, his language proficiency, strategy use, and other affective factors that may either improve or hinder FL reading comprehension, namely motivation and attitude towards reading.

In the light of what has been tackled about this model, the reader can use visual, orthographic, lexical, semantic, schematic source of knowledge to achieve an effective reading with thorough comprehension. This interaction can be well illustrated in the following diagram:

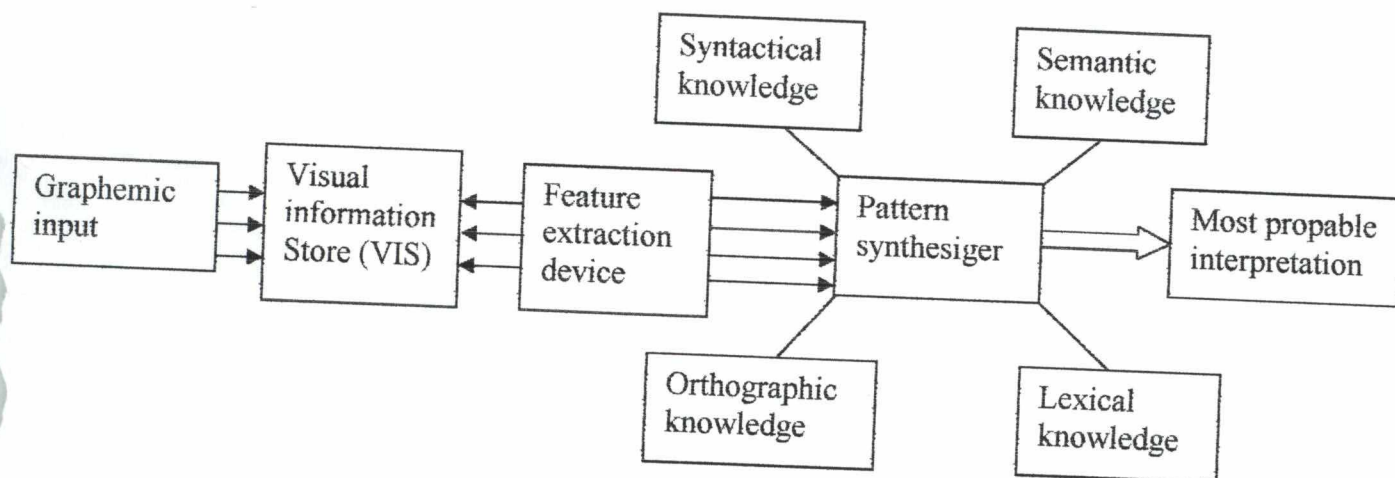


Diagram 1.1. The interactive aspect of reading act adapted from (Davies 1994: 64).

According to Eskey (1988) and Segalowitz (1991), the automatic text-driven processing must be reconsidered in reading due its potential impact upon the use of background knowledge, because SL / FL readers, who are often confronting serious difficulties at the level of words identification and decoding, are not able to rapidly sample the text and predict about what they are going to read which is basically of a crucial factor in the top-down model. Yet, if readers are able to identify words rapidly and accurately, this **'automaticity frees up the minds of fluent readers of a language to think about and interpret what they are reading'** (Eskey1988: 84)

Thus, it should be mentioned that the interactive model, is said to be the one where the reader makes a simultaneous use of bottom-up (syntactic / lexical knowledge), and top-down reading strategies (semantic / schematic knowledge). Adding up, reading as such cognitively complex process can never be successfully achieved if one relies on either alone in multiple range of contexts

1.5. Reading and Purposes

It is quite evident to note that reading does not occur in a vacuum, it is thus done on a purpose that can be internally imposed by the teacher for the learner's progress in his language learning (creative reading), as it can be done for obtaining a thorough

knowledge for his own pace and individual ability (pleasure-oriented reading) also called reading for leisure. In other terms, reading activities can be classified into two main types: intensive and extensive reading. The difference can be clearly understood through the following lines:

In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice. The goal of extensive reading on the other hand, is to "flood" learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

(Hafiz & Tudor 1989: 05)

Of course, they are different in terms of classroom procedures and purposes, though, both of them are designed to enable learner to further his progress, and develop his thinking skills in EFL reading

1.5.1. Intensive Reading

Generally, intensive reading is an activity that involves approaching a text under the guidance of the teacher, seeking to arrive at a profound and thorough understanding of a text. This type of activity tends to be fruitful means for developing the learners' overall comprehension skills and strategies that may be transferred afterward to extensive reading. In other terms, **'the intensive reading lesson is intended primarily to train student in reading strategies'** (Nuttal 1962: 23).

During this activity, the learners' attention is focused centrally on the lexical and syntactical features of the language that enable them to decode the message of the writer mediated through the text. Yet, in some cases, the decoding process requires from the learners to exploit a set of strategies to approach the printed English passage successfully, and iron out the difficulties encountered when dealing with it. These strategies can be

skimming, scanning, skipping, careful reading, taking notes, guessing from the text to figure out the meaning of some items, predicting to anticipate the writer's own words before reading them and so forth.

However, in other cases, it is preferable for the learner to study each part of the text to arrive at deep and thorough comprehension. This idea seems to follow what **Palmer** formally stated:

Intensive reading is: to take a text, study it line by line, refer every moment to the dictionary and grammar, compare, and analyse, translate and retain every expression it contains.

(Palmer 1964:111)

It is worth pointing out that the use of dictionary indeed plays a major role in the language learning process, designed to retrieve a specific information in full or part as readily as possible in case of ambiguity, though, the fact of relying too much on it, may slow down the reading speed, and interrupt learners' thinking skills. For this purpose, it is suggested to employ it when necessary, while in other instances, the learners can instead of that use some other alternative tactics or strategies to facilitate comprehension, because:

Reading for general comprehension means not stopping for every word, not analysing everything that the writer intends in the text.

(Harmer 2001: 202).

Yet, this activity may sometimes contribute to lack of interest and motivation among some learners. This unfortunately happens when being engaged with a specific selected text which does not really sustain their needs and preferences. For this reason, the teacher, being in a heterogeneous class, where the learners come from different backgrounds, should select various topics that suit most of the class. Doing so, the learners, will undoubtedly be engaged with great interest, concentration and full commitment over length of time because as described in **Nuttal's** word

Enjoyment and comprehension are closely linked to one another. Since enjoyment is a key to success, teachers must consider what kind of materials they should use carefully. If reading gives them pleasure, students will manage to find time to read even if they are busy.

(Nuttal 1996:128)

On the whole, intensive reading tends to be one of the crucial characteristics for successful learning, through which learners extend their repertoire of reading comprehension sub-skills and strategies, and more importantly promote their foreign language development.

1.5.2. Extensive Reading

Sometimes labelled independent reading, as its name suggests, it is the outside reading learners do on their own with minimal or no teacher intervention. It tends to be more relaxed, less concentrated than intensive reading, and designed to train learners to broaden their sight of vocabulary, linguistics, and world knowledge of the target culture. According to **Richards *et al***:

Extensive reading is intended to develop good habits to build up knowledge of vocabulary and structure and to encourage a liking of reading.

(Richards *et al* 1992: 133)

Concerning the material selected for extensive reading activities, it will be selected at a lower level of difficulty than that of intensive reading, whose purpose consists in training learners to read fluently in the target culture, and at the same time strives to fulfil the following fundamental objectives:

- *To strengthen learners' reading ability and develop it.*
- *To help them become autonomous readers.*
- *To increase their self-confidence and promote positive attitudes towards foreign language.*

- *To develop their ability for critical thinking.*
- *To enhance their reading speed, and improve their overall comprehension skills.*
- *To help them increase their stock of vocabulary and make them experience the language in several forms and context ... and so forth.*

In general, extensive reading tends to be a purposeful activity and essential skill which will stay with learners long after they finish their formal studies, and at the same time, it is a skill which in itself holds a major reward for the study of English.

However, in some instances, the reading materials towards which the learners are exposed does not systematically guarantee learners' successful comprehension. This is in one part due to the ineffective use of reading strategies that play a central role in filling comprehension gaps. Therefore, the following point will be devoted to defining theoretically what is meant by "learning strategies", in general and reading strategies in particular shedding a prominent light on the significance of integrating metacognitive strategies into EFL reading, as teaching / learning approach for learners' better reading performance.

1.6. Reading and Language Learning Strategies

Within the field of education, over a last few decades, a prominent shift has taken place in Foreign Language Teaching / Learning context, resulting much emphasis on learners'-centered pedagogy and learning rather than teachers'-centered practice and teaching. This shift has increasingly focused on showing the significance of integrating the language learning strategies into EFL context for making learning efficient and producing positive effect on learners' language use.

1.6.1. Theoretical Background and Research on Language Strategies

The interest in understanding human behaviour, including how people learn a language, be it native or foreign language; through studying learners' thinking process

dates back to the late 19th century, during which the founding father of scientific psychology **Wilhelm Wundt** trained introspectionists to think-aloud as they performed mental tasks. This study of human mental processing through introspection was still continued in the early part of the 20th century.

In effect, numerous researchers and teachers could evidently scrutinize that some learners tend to approach different tasks more effectively than others do. Accordingly learning strategy research findings assume that this differential success is attributable to the varying cognitive and metacognitive behaviours which learners bring to the task to enable them be more successful. Yet, before attempting to classify these strategies, it would be indeed wiser and vital to provide some diverse definitions-based on this concept put forward by a set of prominent researchers in this field of research.

The concept of 'learning strategies' is still fuzzily defined and controversially classified i.e. with some scholars using the term '**strategy**' (**O'Malley et al 1985; Oxford 1990**), others using conflicting terminologies such as '**learner strategies**' (**Rubin, 1987**) and still others opting for the term '**techniques**' (**Stern, 1992**). Despite these different terminologies, they all view learning strategies as powerful teaching / learning tools and primordial steps undertaken by learners to prevent the vast amount of their learning problems, enhance their progress in apprehending and using the foreign language. The importance accorded to learning strategies can be obviously stated '**Learning strategies are operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information**' (**O'Malley et al 1985: 23**).

Within this field, considerable effort has gone into defining the concept of learning strategies by numerous prominent researchers. Early on, **Rubin** provided very broad definition of learning strategies as **the techniques or devices which a learner may use to acquire knowledge (1973: 43)**. Her research focused on highlighting and identifying the strategies that are employed by "*good language learner*" taking for granted that once identified, such strategies could be made available to less successful learners.

Weinstein and Mayer defined learning strategies as “behaviours that a learner engages in during learning” which are ‘intended to influence the learners’ encoding process’ (1986:315). Later Mayer more specifically described learning strategies as ‘behaviours of a learner that are intended to influence how the learners processes information’ (1988:11)

Those definitions attained from educational literature reflect the root of learning strategies in the cognitive science. Yet, other researches have been carried out by other key figures in this field to study strategies used by language learners during the process of foreign language learning. Among these authors, Rubin who assumed that ‘learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly’ (1987: 22). O’Malley and Chamot, in their seminal study defined them as: ‘The special thought or behaviours that individuals use to help them comprehend learn and retain new information’ (1990: 01).

Finally, building on work in her book for teachers, Oxford provided a helpful definition of learning strategies as:

Specific actions, behaviours, steps or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization storage, retrieval or use of new language.

(Oxford 1993: 19)

As an addition to this above definition, she further summarized her view of learning strategies assuming that they:

- *Allow learners to become more self-directed.*
- *Expand the role of language teacher.*
- *Are problem-oriented.*
- *Can be taught.*
- *Are flexible.*

- *Involve many aspects not just the cognitive.*
- *Are influenced by a variety of factors.*

(Oxford 1990: 09).

Based on the definitions stated above, one can deduce that language learning strategies tend to be indeed of practical value to the teaching / learning process, which can be used by language learners either consciously or unconsciously in accordance to both their long-term goals for learning foreign language, and the particular task at hand. Since language classroom likens the problem-solving setting, where learning is taken place, the learners are confronting with new and difficult input, so they are seeking to find the easiest way to solve a particular task, that is, applying language learning strategies, seems almost all the time inescapable and unavoidable.

1.6.2. Language Learning Strategy Classifications

Before classifying the learning strategies, it is worth considering that, in spite of the contribution of various scholars and researchers in defining the concept of 'learning strategies', classifying them remains no easy task. (Skehan1989:285). This view indeed seems to follow what O'Malley *et al* stated:

There is no consensus on what constitutes a learning strategy... or how these differ from other types of learners' activities ... even within the groups of activities most often referred to as learning strategies, there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies.

(O'Malley *et al* 1985: 22)

One among of the earliest researchers who pioneered much in this field was Rubin (1987) who, after providing a very broad definition of learning strategies as: '**techniques or devices which learners may use to acquire knowledge**' (1975: 43), she classified strategies in terms of processes that may contribute directly to learning, and those strategies that contribute indirectly to learning strategies which the former (direct

strategies) can be further sub-divided into six types: *clarification / verification, monitoring, memorization, guessing / inductive inferencing, deductive reasoning and practice*, whereas the latter, i.e. indirect strategies are sub-divided into two distinct types: *creating opportunities for practice*, and *production tricks*.

She later included communication strategies under production sticks; they are less directly related to learning strategies, because they do not lead directly to the obtaining, and retrieving the information required by the learner, but focus centrally on the process of learners' contribution in conversations seeking to understand the real message articulated by the speaker.

In addition to communication strategies, social strategies according to **Rubin**, are also an integral part within the indirect learning, through which the learners are exposed to the target language, whereby to practise their knowledge, and get in touch with their culture, though they do not lead directly to the process of retrieving and solving the information sought by learner. A more detailed overview of Rubin's classification of learning strategies will be exposed in the following table

Primary Strategy Classification	Representative Secondary Strategies	Strategies
<ul style="list-style-type: none"> • <i>Strategies that affect directly learning</i> 	<ul style="list-style-type: none"> • Learning strategies 	<ul style="list-style-type: none"> • <u><i>Cognitive Strategies</i></u> They refer to the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials. <ul style="list-style-type: none"> • <i>Clarification / Verification.</i> • <i>Guessing / Inductive Inferencing.</i> • <i>Deductive Reasoning.</i> • <i>Practice.</i> • <i>Memorisation.</i> • <i>Monitoring.</i> • <u><i>Metacognitive Strategies</i></u> These strategies are used to oversee regulate or self-direct language learning. <ul style="list-style-type: none"> • <i>Planning.</i> • <i>Prioritizing.</i> • <i>Setting goals.</i> • <i>Self management.</i>
<ul style="list-style-type: none"> • <i>Strategies that indirectly contribute to learning</i> 	<ul style="list-style-type: none"> • Communication Strategy. • Social Strategies. 	<ul style="list-style-type: none"> • They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when a confronted with misunderstanding by a co-speaker. • They are those activities learners engage in which afford them opportunities to be exposed to and practise their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of the language.

Table 1.1. Classification of language learning strategies. (Rubin and Wenden 1987: 23-27).

Oxford (1990), on the other hand in her taxonomy, has developed a fairly detailed list of language learning strategies, i.e. she classified them into two main sorts: direct and indirect strategies which are further subdivided into six main categories:

- **Memory strategies:** which aids in entering information into long term memory, and retrieving information when needed for communication.
- **Cognitive strategies:** are used for forming and revising the internal mental models, receiving and producing messages in the target language.
- **Compensation strategies:** are needed to overcome any gaps in the knowledge of the language.

While, the three types of indirect language strategies are also subdivided into three distinct types:

- **Metacognitive strategies:** attempt to regulate the learners' learning process through planning, monitoring and evaluating their own learning.
- **Social strategies:** concern the way learner interacts with foreign language speakers, and cooperates with them.
- **Affective strategies:** are those strategies related to learner's feeling, and attitude toward foreign language learning.

(Oxford 1990: 71).

For better clarification, Oxford's classification of learning strategies is exposed in the table bellow:

Primary Strategy Classification	Representative Secondary Strategies	Strategies / Activities
<ul style="list-style-type: none"> • <i>Direct Strategies</i> 	<ul style="list-style-type: none"> • Memory. • Cognitive strategies. • Compensation strategies. 	<ul style="list-style-type: none"> • <i>Creating mental linkages</i> • <i>Applying images and sounds.</i> • <i>Reviewing well.</i> • <i>Employing actions.</i> • <i>Practising.</i> • <i>Receiving and sending.</i> • <i>Analysing and reasoning.</i> • <i>Creating structures for input and output.</i> • <i>Guessing intelligently.</i> • <i>Overcoming limitations in speaking and writing</i>
<ul style="list-style-type: none"> • <i>Indirect Strategies</i> 	<ul style="list-style-type: none"> • Metacognitive Strategies. • Affective Strategies. • Social Strategies. 	<ul style="list-style-type: none"> • <i>Centring your learning.</i> • <i>Arranging and planning your learning.</i> • <i>Evaluating your learning.</i> • <i>Lowering your anxiety.</i> • <i>Encouraging yourself.</i> • <i>Taking yours emotional temperature.</i> • <i>Asking questions.</i> • <i>Cooperating with others.</i> • <i>Empathising with others.</i>

Table 1.2. Classification of language learning strategies (Oxford 1990: 17).

O'Malley (1985) also in an attempt to typify language learning strategies, developed a taxonomy consisting of 26 strategies that are identified in the literature resulting from research based on cognitive psychology, which are arranged into three sub-categories depending on the level processing involved: metacognitive, cognitive, and socio-effective strategies.

- **Metacognitive strategies:** they are higher order executive skills that the learner uses for learning, which require basically: planning, thinking about learning process, monitoring one's comprehension and self-evaluation.
- **Cognitive strategies:** they involve more direct manipulation of the learning material, which require repetition, note-taking, translation, elaboration, transfer, deduction, imagery ... and so forth.
- **Socio-effective strategies:** these types of strategies are related to learner's social interaction with other speakers, and transacting with them, especially with those who are described, and classified among the proficient users of the new language. These strategies involve cooperation and questions for verifying, clarifying ideas, and correcting one's pronunciation. These strategies discussed above are therefore well explained in the following table:

Generic Strategy Classification	Representative Strategies	Definitions
<ul style="list-style-type: none"> • Metacognitive Strategies. 	<ul style="list-style-type: none"> • Selective attention. • Planning. • Monitoring. • Evaluation. 	<ul style="list-style-type: none"> • Focussing on special aspects of learning tasks as in planning to listen for key words or phrases. • Planning for the organization of either written or spoken discussion. • Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring. • Checking comprehension after completion of receptive language activity, or evaluating language production after it has taken place.

<ul style="list-style-type: none"> • <i>Cognitive strategies.</i> 	<ul style="list-style-type: none"> • Rehearsal. • Organization. • Inferencing. • Summarizing • Deducing. • Imagery. • Transfer. • Elaboration 	<ul style="list-style-type: none"> • Repeating the names of objects or items to be remembered. • Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes. • Using information in the text to guess meanings of new linguistic items / predict outcomes, or complete missing parts. • Intermittently synthesizing what one has heard to insure the information has been retained. • Applying rules to the understanding of the language. • Using visual images (either generated or actual) to understand and remember new verbal information. • Using known linguistic information to facilitate a new learning task. • Linking ideas contained in new information or integrating new ideas with known information.
<ul style="list-style-type: none"> • <i>Social Affective Strategies.</i> 	<ul style="list-style-type: none"> • Cooperation • Questioning for clarification. • Self-talk. 	<ul style="list-style-type: none"> • Working with peers to solve a problem, pool information check notes, or get feedback on a learning activity. • Eliciting from a teacher or peer additional explanations rephrasing or examples. • Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

Table 1.3. Classification of learning strategies (O'Malley and Chamot 1985: 46).

Studies done by **Sterns (1992)** conducted on language learning strategies, has led in classifying them into five main strategies. These are as follows:

- *Management and planning strategies.*
- *Cognitive strategies.*
- *Communication – Experiential strategies.*
- *Interpersonal strategies.*
- *Affective strategies.*

- ***Management and planning strategies:*** they are essentially related to learner's intention to direct his own learning (**1992: 263**), i.e. the learner in such context takes greater responsibility for his own learning, and becomes less dependent on his teacher; who is rather a mere 'advisor' and resource person; and assesses his own learning process.

- ***Cognitive strategies:*** they refer to the different steps or operations the learner uses for problem-solving situations. Among these strategies *Clarification/ verification, guessing, practice, memorization and monitoring.*

- ***Communication–Experiential strategies:*** according to **Sterns**, communicative strategies include circumlocution, paraphrase, questions for repetition gesturing and explanation.

(Sterns 1992: 265)

Thus, the key point of such strategies would seem to be that in order to improve one's capability in successfully utilizing some effective strategies, the learner should therefore keep on contributing in conversations with no interruption, even if the communication is not so perfect at the level of grammatical and lexical terms.

As for the communication strategies, the learner is exposed to the target language for cooperating with its people, whereby to become more and more acquainted with their culture.

Whereas affective strategies, not surprisingly, learning in some cases are rather tiring and frustrating at the same time, this unfortunately leads the learners to adopt a negative attitude towards the language, and its speakers. This emotional problem may hinder and slow down learning acquisition. Yet, good language learner is the one who can successfully face up emotional difficulties that threaten his learning process by drawing attention to the potential frustration or pointing them out as they arise (1992: 265).

In sum, learning strategies are of practical value to the teaching / learning of the four skills: listening, speaking, reading and writing, and through each skill, the learners use set of strategies appropriately for problem-solving tasks they commonly encounter throughout their learning process.

1.6.3. Reading Strategies

Diverse investigations have been tackled by second /foreign language researchers, which sought to elicit the surprisingly wide variety of strategies that are frequently orchestrated by both successful native and non-native language readers to effectively manage their interaction with the written texts. Yet, before classifying these strategies, it would seem undeniably wiser to consider the question: what is meant by the term strategy? And what makes it different from a skill?

The term '**strategy**' can be operationalized as learning techniques or behaviours that help learners iron out the frequent difficulties encountered whenever learning is taking place, and enable them to effectively and efficiently interact with the written passages. This concept has been defined differently by numerous specialists in this field of research. **Anderson**, one among those specialists has precisely and concisely defined reading strategies as '**deliberate cognitive steps that readers can take to assist in acquiring, storing, and retrieving new information**' (1991: 460).

In Carrell's (1991: 167) definition, reading strategies are '**actions that readers select and control to achieve desired objectives as goals**' in which the reader's active participation and performance is emphasized. Paris *et al*, in an attempt to clearly understand the difference between a skill and strategy; note that

Strategies are actions selected deliberately to achieve particular goals. An emerging skill can become a strategy when it is used intentionally. Likewise, strategy can go underground and become a skill. Indeed strategies are more efficient and developmentally advanced when they become generated and applied automatically as skills. Thus, strategies are "skill under consideration.

(Paris *et al* 1991: 611)

Therefore, it can be obviously stated that reading strategies are paramount for they enable readers to better tackle different reading tasks, and construct meaning from the written passages as competently as possible. These strategies may involve a wide range of cognitive mental activities which can be summarized as follows:

The strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, and separating main ideas from supporting ideas.

(Phan 2006: 01)

Furthermore, there are other more recently recognized text-processing strategies such as activating prior knowledge, and recognizing textual organization, which have been added to the list of strategic behaviours. These strategies discussed above have been later grouped by Carrell (1989) as '**local**' bottom-up decoding types of reading strategies and '**global**', top-down types of reading strategies (Hyeran 1999: 30). As the former, it concerns sound-to letter correspondence (phonetics-based approach), the latter has to do with readers' activated background knowledge (readers-driven types of information processing) and recognizing text structure.

Reading researchers generally typify reading strategies into two main categories: cognitive and metacognitive reading strategies. Cognitive strategies serve as primordial learning techniques that assist learners in constructing meaning from the text, which are made up of bottom-up and top-down strategies. In the case of using bottom-up reading strategies, the learners' minds

Repeatedly engage in a variety of processes ... Readers start by processing information at the sentence level. In other words, they focus on the identification of the meaning and grammatical category of a word, sentence, syntax, text detail and so forth.

(Salataci 2002:02)

Whereas top-down strategies consist of integrating one's background knowledge to the reading process to construct meaning from a text rather than passively identifying words in the text, predicting and getting the gist of text or skimming. In this sense, **'reading is asking questions of printed text, and reading with comprehension becomes a matter of getting your questions answered'** (Smith 1975: 105).

Metacognitive reading strategies, on the other side, function as a valuable means to monitor and regulate cognitive strategies which include

Checking the outcome of any attempt to solve a problem, planning one's next move, monitoring the effectiveness of any attempted action, testing, revising and evaluating one's strategies for learning.

(Brown *et al* 1984: 354)

In this respect,

Skimming a text for key information involves using a cognitive strategy, whereas assessing the effectiveness of skimming for gathering textual information would be a metacognitive strategy.

(Devine 1993: 112)

Reading researchers, later could obtain through other several case studies some strategies that successful readers generally employ to enhance reading comprehension and overcome comprehension failure. These strategies will be shown in the following list

STRATEGY TYPE	STRATEGY BEHAVIOR	DESCRIPTION
<i>Cognitive</i>	<ul style="list-style-type: none"> • Paraphrasing/ Summarizing. • Anticipating/ Predicting. • Previewing Text. • Employing Context Clues. • Repeating Words. • Analyzing. • Word Division. • Using Illustrations. • Using Titles. • Using Connectors. • Rereading. 	<ul style="list-style-type: none"> • The reader rephrases content using different words but retains the same sense. • The reader predicts what content will occur in succeeding portions of the text. • The reader previews the text to see how it is organized and related to what they know. • The reader uses clues in the story in order to make predictions or increase understanding. • The reader repeats unknown words. • The reader analyzes word structure, grammatical structures or expressions to determine the meanings of these words/sentences/expressions. • The reader divides the words into parts to make it comprehensible. • The reader uses illustrations/graphs, etc. in order to facilitate understanding of the text. • The reader uses titles/headings to facilitate understanding of the text. • The reader uses connectors to identify continuing ideas. • The reader rereads parts of a text several times in order to facilitate comprehension.
<i>Compensation</i>	<ul style="list-style-type: none"> • Guessing / Hypothesizing 	<ul style="list-style-type: none"> • The reader guesses the general meaning of a word by using context clues.

<i>Memory</i>	<ul style="list-style-type: none"> • Associating. • Word Grouping. • Word Associating. • First Language Associating-Cognates 	<ul style="list-style-type: none"> • The reader creates an association between new material and what is already known. • The reader places the new words in a group with other similar known words to determine meaning. • The reader associates a word with a known word in order to determine meaning. • The reader remembers a new word by identifying it with a word in their first language.
<i>Metacognitive</i>	<ul style="list-style-type: none"> • Monitoring. • Correcting Errors. • Word Recognition. • Recognizing/ Important. 	<ul style="list-style-type: none"> • The reader self-monitors their own understanding / pacing/ pronunciation of words. • The reader tries to correct their language/reading errors. • The reader is able to recognize unknown words by repeating them. • The reader recognizes what is important and not important and can skip those words or information
<i>Affective</i>	<ul style="list-style-type: none"> • Self-Encouragement 	<ul style="list-style-type: none"> • The reader makes encouraging statements to his/ her students and pays attention to factors that may interfere with performance or comprehension.
<i>Social</i>	<ul style="list-style-type: none"> • Clarifying • Verifying • Seeking Feedback. 	<ul style="list-style-type: none"> • The reader asks for clarification when something is not understood. • The reader asks for verification that something has been understood or said correctly. • The reader asks others for feedback about his or reading, responses, etc.
<i>Textual</i>	<ul style="list-style-type: none"> • Reacting to Text • Interpreting Text • Emotional Reaction 	<ul style="list-style-type: none"> • The reader can react to a text and express opinions about the text and characters. • The reader draws a conclusion about the text in terms of theme or interpretation of text. • The reader reacts emotionally to the text.

Table 1.4. Strategy Coding Scheme: reading strategies (strategy type + strategy behaviour). Meena Singhal (2001)

It is clearly understood from this table that metacognitive awareness tends to be a valuable tool that permits the learners to be consciously aware of the purpose of the skills and how actively they monitor, regulate and make sense out of the given text. It is in this sense the major factor that may portray the difference between good readers and poor underdeveloped ones.

1.6.4. Metacognitive Awareness and Reading Comprehension

Although studies on SL / FL reading strategies are a major trend of second foreign language research, recent research interest has focused on language learners' metacognitive knowledge or awareness of strategies, and the primordial role it plays during reading process. Yet, before tackling this effect, it would be indeed helpful to provide at first definitions-based on the concept of metacognition, and have a brief and synchronized look at its history.

The term metacognition has been variously defined as '**cognition of cognition**' (Carrell, *et al* 1989: 647), '**the conscious awareness of cognitive processes**' (Bernhardt 1991:52), and '**knowledge about learning**' (Wenden 1998: 516). In the context of learning reading comprehension, '**metacognition is the knowledge that takes as its object or regulates any aspect of any cognitive endeavour**' (Flavell 1979: 08).

Historically speaking, metacognition has its root in research conducted prior to 1976 during which Flavell's pioneering work greatly helped in giving form of this concept and provided an impetus for its study. During this period, research occurred in the field of developmental and educational psychology whereby to offer more sophisticated methodologies for asserting metacognition (Nelson 1988). The studies based on metacognition were grouped into four categories, the former category incorporates studies of cognition monitoring whose purpose consisted in examining people's knowledge of their knowledge and thought processes, and how accurately they can monitor the current state their knowledge and processes (Kluwe 1982), the second category stresses on '**regulation of one's own thinking processes in order to cope with**

changing situational demands' (Hacker 1998:12). The third category of metacognitive research has examined how people regulate their choice of strategies and recently, the fourth category attempted to throw fresh light on studying the ways in which metacognitive theory can be applied in the educational settings.

In the context of teaching / learning of reading, metacognition can be divided into five primary interrelated components of which none of them can function in isolation. These components concern:

- *Preparing and planning for reading.*
- *Deciding when to use particular reading strategies.*
- *Knowing how to monitor strategy use.*
- *Learning how to orchestrate various strategies.*
- *Evaluating reading strategy use. Anderson(2001).*

Similarly, **Hyde and Bizar** could explain these metacognitive processes as follows:

They are those processes in which the individual carefully considers thoughts in problem-solving situations through the strategies of self-planning, self-monitoring, self-regulating, self-questioning, self-reflecting and self-reviewing.

(Hyde and Bizar1989: 51)

Those processes were and are still considered to be part of metacognitive skills which play a great role in self-regulated monitoring that takes place during reading comprehension. By practising and applying these components, learners will unquestionably become good readers capable of handling any text across a curriculum.

Later, **Sheorey and Mokhtari**, could obviously notice the usefulness of metacognitive knowledge in raising learners' conscious awareness about their learning processes and helping them recognize the different learning situations in which it would be useful. They thus, believe that:

It is a combination of conscious awareness of strategic reading processes and the actual utilization of reading strategies that distinguishes the skilled from unskilled readers.

(Sheorey & Mokhtari 2001: 43).

As explained in **Flavell's** study, metacognitive knowledge can be categorized into two components namely knowledge about cognition and regulation of cognition. **(1978: 08).**

As far as the former is concerned, it includes:

Knowledge about one's own cognitive resources and knowledge about how compatible the demands of learning situations are with one's own resources. Knowledge of cognition in reading refers to one's awareness of the purpose and goals of reading as well as the knowledge of learning strategies that contributes to comprehension.

(Philip et al 2006: 04).

As noted by **Flavell**, knowledge of cognition includes three related components that are involved within any learning task. They have been labelled: '*declarative*', '*procedural*', and '*conditional*' components.

- ***Declarative knowledge***: refers to '*knowing what*' strategy to use in specific learning task e.g. one may know what is skimming or scanning.

- ***Procedural knowledge***: refers to '*knowing how*' to perform various activities or putting the knowledge into action e.g. how to sum up a text, how to skim (to get the gist of the selected passage) or how to scan (to spot the information required by the learner)... and so forth.

- ***Conditional knowledge***: refers to '*knowing why*' to use a particular strategy, and when it would be applicable and transferable effectively and appropriately in another language area, or new task to be mastered.

Whereas regulation of cognition is directly related to those processes involved within metacognitive strategies, i.e. planning, monitoring, problem-solving and evaluating. **Philip et al** presented those major macro metacognitive strategy categories which include planning, comprehension monitoring, problem-solving and evaluating and modifying in the table below:

Micro strategy	Micro strategy
Planning (PL)	(PL 1) analyse goals. (PL 2) Identify relevant and useful LS. (PL 3) Deciding and implementing on strategies. (PL 4) Planning strategic moves. (PL 5) Making preview / overview. (PL 6) Scanning information in text. (PL 7) Skimming for gist of information in text. (PL 8) Predicting content of text.
Comprehension Monitoring (CM)	(CM 1) Monitoring one's strategy use. (CM 2) Double-checking on one's comprehension. (CM 3) Relating one's prior / Background knowledge. (CM 4) Relating one's academic knowledge. (CM 5) Attending selectively to important / familiar terms to facilitate comprehension.
Problem-Solving (PS)	(PS 1) Infer from contextual clues. (PS2) Make logical and intelligent guesses. (PS 3) Integrate information into a summary. (PS 4) Seek clarification from teacher. (PS 5) Question peers and cooperate with them.
Evaluation (EVA) / Modification (MOD)	(EVA 1) Evaluate the effectiveness of strategy. (EVA 2) Identify most useful feature (s) of strategy. (EVA 3) Reflect on context within which strategy successfully implemented. (EVA 4) Modify strategy based on task demands. (EVA 5) Evaluate on strategy best combination. (EVA 6) Assess suitable conditions (when) to use strategies. (EVA 7) Evaluate ways to re-implement unsuccessful strategic moves.

Table 1.6. Processing framework (Philip et al 2006: 23)

In relation to reading comprehension, the two metacognitive factors: knowledge of cognition and regulation are respectively related to knowledge about individual thought processes, and his / her executive control of these processes for diverse situations

1.6.5. The Role of Metacognitive Awareness -Raising in Reading Proficiency

So far, the concept of ‘Language Learning Strategy’ has been defined and classified according to different prominent researchers, whose ultimate aim consists in helping learners improve their language learning and performance. This point, however, represents the core of this chapter that reviews theoretically the significance of integrating metacognitive strategy into EFL reading lesson, as a teaching approach to help learners understand the conceptual reading process, and guide them towards an valuable learning. Recall that metacognitive strategies as stated bellow:

Involve thinking about learning process, planning for learning, monitoring [of] comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed.

(O’Malley *et al* 1985: 506)

In this domain, EFL teachers are required to train their learners how to effectively work through these basic recursive processes; (planning, self-monitoring, problem-solving and self-evaluating); in coordination and organized way whereby to achieve their overall goals set before starting the reading assignment. Yet, before explaining thoroughly this idea, it would seem indeed helpful to define those processes that constitute metacognitive skills or strategies.

- ***Preparation and planning***: it is a crucial introductory step through which learners plan and organize their oral or written discourse. During this process, learners are making conscious decisions about how to carry out different tasks provided to them.

- **Monitoring strategy use:** it is generally used by learners to measure their effectiveness while working on a task. During this process, learners focus their attention on a particular aspect of language, or situational details that will help them perform the selected activity successfully.

- **Problem-solving:** learners are said to be successful problem-solvers when they know which strategy to use for facing up the difficulties they often encounter at any time while learning is taking place. For instance, if they cannot understand the meaning of some items, they may consult reference materials available to them such as dictionaries, textbook indices ... to solve their comprehension or communication problems.

- **Evaluating strategy use:** it is done after the partial or entire completion of the given task. This process allows learners to check the appropriateness and effectiveness of their own strategy use. Moreover, it enables them better and improve their language performance regardless of whether their self-evaluation is positive or negative

These metacognitive processes have been described in another study performed by **Philip (2005)**, where he has elicited the importance of each of those processes. They are thus illustrated in the table below:

Analyse

A represents **analysing**, which involves identifying learning goals, important task aspects, relevant personal characteristics, and potentially useful learning techniques. It also involves asking questions like what, who, why and how. These questions are meant to engage the learners' analytical mind before they begin on any task.

Plan

The first **P** represents planning, which means formulating plan:

Given this task (...) to be done (...) according to these criteria (...) and given these personal characteristics (...), I should use these techniques (...).

(**Snowman, 1986, Schunk 2000**).

The planning strategy involves making an overview of the task at hand, and if it is a reading task, the learner may emerge skimming and scanning strategies to help predict the content of the reading text. The learner may also need to select useful strategies which they can eventually implement in doing the task proper.

Implement

I represent implementing, which involves employing tactics to enhance learning and memory. After making strategy selection at the planning stage, the learner is ready to implement his / her strategies.

Comprehend

C represents **comprehension monitoring**. This entails assessing goal progress to determine how well tactics are working. The learners need to monitor their understanding of say, a reading text. This may involve those strategies like double-checking on one's comprehension and attending selectively to familiar terms to facilitate one's comprehension.

Solve problem

The second *P* stands for **problem-solving**, which includes figuring out solutions for given tasks. This involves strategies like making inference from contextual clues and making intelligent or logical guess.

Evaluate

E represents **evaluation**, whereby after complementing part or all a task, learners reflect on how well it went. This process allows them to see if they carried out their plans successfully and to check how well strategies implemented helped. Strategic students assess whether they met their goals for the task and if they did not, they will reason it out while finding alternative ways to re-implement strategies.

Modify

And *M* refers to **modification**; learners will continue using a strategy if the assessment is positive but modifies it if progress seems inadequate.

Table 1.7. Processing framework source (Philip 2006: 17).

Based on this definition, one can obviously notice the major role that metacognitive strategy plays in raising learners' conscious awareness about their learning process, and helping them recognize the different learning situations in which it would be useful. In the light of reading comprehension context, these processes may be organized sequentially into a three-phase approach: Pre-reading stage, reading stage post reading stage.

- **Pre-reading stage:** is considered to be the most primordial step during which learners begin planning and organizing about how to approach, and carry out reading tasks, making use of some appropriate strategies. E.g. employing context clues such as titles, subheadings to spot the important information that supplement the text. They may in other cases activate their prior knowledge, as a basic strategy to get familiarized with the text and therefore interpret it successfully.

-**Reading stage:** once planning is completed, learners then move to monitoring process. As they read the text, they check their comprehension by thinking of whether they understand the relationship between the different part of it, and its structure. If comprehension is not perceived, the learners make use of some strategies to regulate their thinking processes such as: taking notes (to refer back to these notes at any time whenever the information is complex) summarizing the selected passage, self-questioning to help themselves through any challenging task, or cooperating with their peers, to receive more feedback ... and so forth.

- **Post reading stage:** after monitoring process, learners end up their reading tasks by reflecting on how well their overall objectives set in pre-reading stage are being fulfilled. If not, they may return back to the problem-solving, pick-up the learning difficulties, and search for alternative solutions.

Based on the above discussion, it is a worthwhile to state again that metacognitive strategies tend to be an essential tool for it attempts to help learners strengthen their self-awareness about how to incorporate appropriately different strategies in meaningful way,

and when to transfer their procedural knowledge about reading strategies 'how to use' into conditional knowledge 'why, when and where to use' them.

1.7. Conclusion

This chapter attempted to outline some theoretical key points related to teaching / learning of reading skill, shedding more light on revealing significance of implementing metacognitive strategy instruction into EFL reading lessons as teaching/ learning approach to guide learners towards an effective language learning in general, and in reading performance in more particular. As an introductory sections, the researcher has provided definitions based on reading as a linguistic skill and has therefore tackled its significant role in the teaching /learning context. Then learning strategies have been discussed and thoroughly explained according to different researchers afterwards. As conclusive section, the researcher has attempted to shed a focal light on elucidating and unearthing the crucial role of the explicit teaching approach of metacognitive reading strategies in promoting reading comprehension and improving reading proficiency in EFL setting.

Chapter Two:

Reading Skill in the Algerian Educational Setting

- 2.1. Introduction.
- 2.2. ELT Situation in Algeria.
- 2.3. The Educational Context.
- 2.4. Reading Comprehension Teaching Purposes.
- 2.5. Teachers' Profile and Methodology.
- 2.6. Learners' Profile, Learning Styles and Needs' Analysis.
 - 2.6.1. Learners' Profile.
 - 2.6.2. Learners' Learning Styles.
 - 2.6.3. Learners' Needs Analysis.
- 2.7. Research Methodology Design.
 - 2.7.1. Research Questions.
 - 2.7.2. Research Instruments.
 - 2.7.2.1. Questionnaires: Aims and Procedure.
 - 2.7.2.2. Proficiency Tests.
 - 2.7.3. Think-Aloud Protocol: Aims and Procedure.
- 2.8. Conclusion.

2.1. Introduction

The empirical phase of this exploratory research work is exposed through this chapter. It strives to give a systemic description of English teaching in the Algerian educational context with close reference to the reading skill in university education, and more specifically for first-year students at the Department of English. The outset of this chapter attempts to describe and provide brief survey on the situation and objectives of English language teaching in the Algerian educational setting in general and determines the status and teaching purposes of reading comprehension module at university level. As for the population sampling, since this module is exclusively implemented at first year level, the researcher has chosen ten students by a random selection out of more than a hundred and eighty learners. This chapter equally stresses on scrutinizing and empirically examining the learners' needs and teachers' profile whereby to link them with the objectives of the present exploratory research dissertation.

This analysis therefore attempts to shed light on detecting some causes behind EFL learners' reading comprehension deficiencies, making use of three essential data-gathering tools, namely questionnaires, proficiency tests and think-aloud protocol which will be sequentially presented and thoroughly explained in the present chapter.

2.2. ELT Situation in Algeria

It is commonly argued nowadays that the teaching of Foreign Languages; not least English; is very essential and complex process in the Algerian educational background, and practically the same all over the world, because language is that human brings need to perform transactions in different endeavours, therefore, it has been argued that without it,

**We would not think thoughts expressible to others,
nor could we engage in the activities that
commonly take place in the societies we build for
ourselves thanks to language.**

(Di Pietro 1990: 131)

This basically signifies that foreign language teaching comes down to thinking social transaction and transferring knowledge and education. Besides, it embraces functional uses in economic, cultural transition and eventually promotes world peace and common understanding. This in turn helps in developing **'the sense of tolerance vis-à-vis others' differences; this being one of the most idealistic aims of language learning / teaching'** (Benmoussat 2003: 06).

In the light of FLT in Algeria, after the independence of 1962, French became the language by the virtue of the fact that Algeria was still under French domination. Giving such value to French language led to a great revolution undertaken by the Arabophones, which attempted to marginalize the French language and eradicate the existing local variety 'Tamazight' through the process of status planning called *Arabization Process*. (Benmoussat, 2003). The result of Arabization process is clearly described in Ourghi's words, stating that:

Younger generations especially those born in the late 1970's onwards appear to face serious proficiency problems either in French or English ... it is extremely difficult for new entrants to communicate in English without direct resorting to Arabic.

(Ourghi 2003: 13)

Thus, socio-linguistically speaking, Algeria; being one among the Arabo-Islamic countries; has introduced the Arabic language as an official medium of instruction at all educational levels. Hence, as Benmoussat rightly puts it, Arabic language was initially conducted

In primary school by 1976 ... by 1984 all secondary education and in 1986 most university education at least the humanities and social sciences has undergone this change.

(Benmoussat 2003: 106)

Because of the worldwide change, concerning English language teaching methodologies, Algeria like many other countries has witnessed prominent development in ELT in terms its roles, objectives, syllabuses and methodologies on the basis that the English is very important international language which facilitates a constant communication with the world, and gives access to information in different fields: business, finance, medicine, modern sciences and more importantly **'encourages creativity in its universal dimension'** (National Charter 1976)

The Teaching / learning of English in the Algerian educational context is introduced in the first year of the middle school and continues until 3 AS at secondary level. Yet, before teaching English as second foreign language, the Algerian learners; being Arab people; study the classical Arabic (CA) for six years at the primary school, while French, the first foreign language FL₁, is introduced in the second year at the same level. Suffice it to say that the EFL learners accumulate an EFL learning experience of seven years for those for those who do not choose to be specialized in the English language to obtain licence degree at the university level. Therefore the following table exposes the different subjects studied in the middle school with different time load for each level.

subject	1 st year (AM) (number of hours per week)	2 nd year (AM) (number of hours per week)	3 rd year (AM) (number of hours per week)	4 th year (AM) (number of hours per week)
Arabic	6 h	5 h	4 h	5 h
French	5 h	5h	5 h	5
English	3 h	3 h	3 h	3

Table2.1. Teaching load at middle school level.

As regards the time devoted to the teaching of English at middle school, it does not generally exceed four hours per-week for first and second years, while five hours per-week for third and fourth year learners.

Indeed, it is of no avail to dismiss the potential recent changes that have taken place during last the three years, regarding the approach selected for teaching / learning of English at the middle school level ,i.e. after the communicative approach, which prevailed in the late seventies and early eighties, a newly trendy fashionable approach labelled '*competency based*' has been adopted on the basis of helping learners promote their autonomy, creativity, and enhance their problem-solving skills. Though reality reflects the reserve i.e. almost all EFL teachers find themselves turning back to communicative approach in some cases, whereas seem often more eclectic throughout their teaching practices.

Before speaking about the teaching of English, and its major objectives at the secondary school, it is worth noting that this level can be divided into three distinct streams: scientific, technological, arts and each learner holding B.E.M degree is put into one of these streams that fits his average, and his existing level.

Concerning the implementation of English at the secondary school, it is part of the curriculum in all streams taught for three years; including a thorough preparation of the baccalaureate exam; with different coefficient and weekly time allotted for each stream at all levels, as it is illustrated in the following table:

level	Stream		Hours per week	coefficient
1 AS	Scientific stream	Natural sciences	3	2
		Exact sciences	/	/
		Technology	/	/
	Literary stream	Arabic language and literature	4	3
		Human and Islamic literature	/	/
		Arabic literature and foreign languages	/	/
2 AS	Scientific stream	Natural sciences	3	2
		Exact sciences	3	2
		Technology	3	2
	Literary stream	Arabic language and literature	4	3
		Human and Islamic literature	3	2
		Arabic literature and foreign languages	5	4
3AS	Scientific stream	Natural sciences	3	3
		Exact sciences	3	2
		Technology	3	3
	Literary stream	Arabic language and literature	4	3
		Human and Islamic literature	3	2
		Arabic literature and foreign languages	4	4

Table 2.2. EFL teaching load and coefficient at secondary school level.

At this level, the teaching of English consists basically in consolidating linguistic items already acquired during middle school: syntax, vocabulary, study skills (how to use

dictionary, how to take notes ... and so forth). All these components are paramount for reinforcing one's learning process, and more particularly at linguistic level.

As far as the methods used for teaching English, they may vary according to each level, yet, all of them strive to increase learners' both linguistic and communicative abilities.

2.3. The Educational Context

The empirical phase as stated earlier concerns the teaching / learning of English at Abou Bakr Belkaid University situated in Tlemcen. This university in effect was founded in the mid 1970s, whereas the Department of Foreign Languages with-French and English sections- was founded in 1988. Starting from September 2007, the English section has become a Department in its own right: *the English language Department*.

Likewise the implementation of English within the curriculum of middle and secondary levels, it has also a fundamental role at the higher education. Students, who choose to be specialized in English language to obtain licence degree, study it in a four-years period, during which they are trained to become future teachers of English at all levels, whereas some of them are permitted to carry out their post-graduate studies to become part-time or full-time university teachers at the same level.

Within the Department of English, learners are taught several modules in English except for the Arabic literature, which is taught as compensatory module and kept for three years while it is abandoned at the fourth one. Whereas, the remaining subjects constitute language skills of speaking, listening, reading and writing and language study of linguistics, phonetics/ phonology and grammar.

There are other modules enrolled within the curriculum such as: British and American literatures, and civilizations modules, in addition to TEFL, psychology, and third world literature, which are added and kept to the fourth year learners.

The following table provides a distribution of hours per week for the recently cited modules taught during four-year university instruction at each level

Year level discipline	First	Second	Third	Fourth
Linguistic s or / and language skills	<ul style="list-style-type: none"> • Linguistics (1/30) • Phonetics (1/30) • O.C.E (3 hours) • Grammar (3 hours) 	<ul style="list-style-type: none"> • Linguistics (1/30) • Phonetics (1/30) • O.C.E (3 hours) • Grammar (3 hours) 	<ul style="list-style-type: none"> • Sociolinguistics (1/30) • Phonology (1/30) • O.C.E (1/30) 	<ul style="list-style-type: none"> • Seminars in linguistics (1/30)
Literary	None	<ul style="list-style-type: none"> • British literature (1/30) • American literature (1/30) 	<ul style="list-style-type: none"> • British literature (1/30) • American literature (1/30) • African literature (1/30) 	<ul style="list-style-type: none"> • Seminars in literature Anglo-American (1/30)
Historical	None	<ul style="list-style-type: none"> • British civilization (1/30) • American civilization (1/30) 	<ul style="list-style-type: none"> • British civilization (1/30) • American civilization (1/30) 	<ul style="list-style-type: none"> • Seminars in civilization (1/30)
Didactic	None	None	General psychology	<ul style="list-style-type: none"> • Educational psychology (1/30) • TEFL (1/30)
Teaching time (per week)	(12 hours)	(13/30)	(12 hours)	(7/30)

Table 2.3. Official curriculum of the 'Licence' in English studies. (Benmoussat 2003: 161)

It should be mentioned that during the fourth year, students are required to prepare an extended essay (memoir) based on some topics related to one of the modular courses (TEFL, linguistics / literature / civilization) or undergo pre-service teacher-training

sessions in secondary schools which will be written down in a form of pedagogical reports as a partial fulfillment for licence degree.

As far as the pedagogical materials used for teaching / learning of English, the English Department; in the addition to the routinized materials (classroom, chalk, blackboard...); owns other fruitful materials like: tape-recorders, data-show, and two language laboratories comprising computers: one laboratory is devoted solely for teaching listening comprehension module, while the second one is newly established within the department (not more than two years ago), which is designed to make continuous internet based communication, by which learners get in touch with diverse personalities from different parts of the world to interchange their electronic data and therefore create a kind of purposeful reciprocal interaction via the internet (G.V.C.).

After describing the teaching / learning of English at the Algerian context, it would seem wiser to speak about the potential role of reading comprehension module, and determine its major status within the English Department.

2.4. Reading Comprehension Teaching Purposes

The Reading Comprehension module is one amidst the crucial components of English language curriculum, and necessary tool for consolidating the learners' knowledge, and language acquisition as well, though too little attention is devoted to this module in comparison with the remaining linguistic skills, for it is scheduled only for first year of graduation in a period of time that does not generally exceed two hours per-week. Its coefficient is therefore completed with that of written expression module, i.e. one and half an hour each module.

Methodologically speaking, the teaching of the Reading comprehension module consists of providing learners with different texts that are followed by set of comprehension questions ranked from the easiest to the most difficult ones. These questions may be classified into three basic types:

- **Yes / no questions:** also called reference questions/ on the surface questions .They usually have one correct answer found in the text. They tend to be explicit and direct, though they require learners' full concentration and commitment with the reading passage for understanding and retention of information.

- **Information questions:** sometimes labelled "*under-the-surface*" questions. They are answerable directly from the given passage, and have more than one correct answer. Such category of questions generally begins with words like: why, where, who, when... and so forth.

- **Inference questions:** they tend to be in contrast with the previous types; indirect and implicit, which necessitate learners' ability to summarize and synthesize information reflecting their understanding of the text in general and the main ideas in particular.

In the most precise and concise terms, the plain purpose of teaching reading to EFL learners consists in offering them a number of opportunities to:

- *Access information and further deepen their knowledge.*
- *Develop their virtual and creative thinking skills.*
- *To develop a capacity to read a wide range of texts in English which is in its turn 'the long range goal most teachers seek to develop through independent readers outside EFL / ESL Classroom' (Hedge in Alyoucef 2005 :147)*
- *To adopt the reading styles depending on each particular reading purposes and activities (skimming, scanning, careful reading, guessing ... and so forth).*
- *To make themselves open their mind through discovering the context of English civilization and culture (culturally-based texts).*

On the whole, reading is often seen among researchers as a must tool that constitutes language skill, and life-long process during which learners extend their knowledge, and develop their repertoire of comprehension strategies that would later reflect success throughout their learning process.

2.5. Teachers' Profile and Methodology

In order to obtain data about the methodology of teaching the Reading Comprehension module to first year university EFL learners, four teachers have been required to answer a questionnaire which consists of number of twelve (12) questions. Their teaching experience varies from eleven (11) to twenty-five (25) years as teachers of reading comprehension. All of them are Algerian teachers who obtained their degrees from Algerian universities. Two of them are senior lecturers who have already obtained their Doctorat D'état in TEFL / Applied Linguistics and Sociolinguistics, while the two other teachers are full-time teachers who are still preparing their Doctorate in the same cited specialism. Their formation has enabled them to be more aware of their teaching methods, their learners' needs and demands. Yet, what has been clearly observed is that each teacher has his particular manner of how to teach reading comprehension to their learners since no shared or common programme is set for all.

Speaking about the Reading Comprehension module, a general consensus seems to be building among many teachers from different levels that reading can be regarded as the easiest task to teach, for it consists of selecting any text, and having students answer the comprehension questions about the content, regardless of whether they understand all the lexical items that complement the text or not. However, in reality reading comprehension is far from being an effortless and easy task for it requires learners' mental and experimental input as significant factors to reach more systematic and comprehensible reading, and at the same time, it requires teachers' efforts and much time consumed to make reading with comprehension accessible to their learners.

Describing theoretically teachers' methodology, it is worth noticing that at this level reading is most of the time taught in isolation from the remaining skills, though it should be incorporated into each lesson as an integral part that cannot function effectively and independently of the remaining skills.

Another issue has frequently provoked controversy concerns the type of reading texts, which are given to learners without taking into account their preferences in terms of both what topics and themes seem to fit their styles, interest and their real level of reading proficiency. Suffice it to say that teaching of reading under such a context seems to be too much monopolized by the teachers, and much dominated by text content as well.

In addition, reading course generally stresses on building systematic vocabulary, and structural knowledge whereby to increase learners' language accuracy, though it does not provide full support of communicative nature of reading act which tends to be of practical value that helps them achieve certain level of fluency and automaticity. This idea in fact has been supported by **Grabe *et al***, who note that: '**reading for general comprehension requires rapid and automatic processing of words and efficient coordination of many processes under very limited time constraint**'(Grabe *et al* 2002: 14).

In the same line of thought, it has been argued by reading specialists that the acquisition of a skill demands heavily an equal consideration of both oral and written practices because '**one learns to read by reading, and to write by writing. Similarly, it can be argued that one learns to speak by speaking**' (Swain 1985: 248).

It is worth noticing also that at this point many EFL teachers who are in charge of this module commonly view reading as an end product to reach, and no more process that should be developed whenever learning is taking place. This is probably because they are still deeply influenced by traditional methods and theories. Hence, teaching in this context tends to disregard the fact that learners need to be taught how to develop their reading proficiency by equipping them with different sub-skills and strategies to help them understand and sort out the frequent difficulties encountered throughout their reading studies. So reading under such situation is '**represented as an end in itself, an activity that has no reliance to real knowledge and experience, and therefore no real meaning**' (Widdowson 1980: 180).

Accordingly, this situation would badly lead some students; mainly those being categorized among non-proficient readers; to regard this module as laborious and tedious, for it requires full mastery of different strategies and sub-skills to achieve more systematic reading with thorough comprehension. Indeed, to get around and prevent such teaching deficiencies, it might be of vital importance to note here that learners at different levels of instruction and in different contexts are required to be taught how to read for numerous purposes, and need to be shown how to fix up different strategies appropriately and effectively according to different type of texts, accordingly, **‘teaching students how to read text A or text B is not teaching them how to read’ (Nuttal 1982: 22).**

Furthermore, the teacher has to consider some other primordial factors that would later engender effective teaching process and efficient learning as well. These factors can be summarized as follows:

- The teacher has to provide his learners with many different types of English texts through extensive reading activities in the class and out of it, to maximize their language knowledge, and vocabulary knowledge as well, and help them transfer the acquired strategies in their native language to the target language.

- He should foster his learners' metacognitive awareness by raising their sensitivity to language, which will later help them understand and utilize different sub-skills adequately in newly provided reading tasks and so forth

However, despite the numerous pedagogically oriented innovations that have been brought by many EFL teachers with the aim of adjusting their routinized methods of teaching, and following reflective model of teaching the reading comprehension; to satisfy their learners' demands and needs; these learners seem to still display low achievement as far as this module is concerned. This idea inevitably needs to be tackled in considerable detail, regarding the learners' profile and needs and learning styles throughout the following section.

2.6. Learners' Profile, Learning Styles and Needs' Analysis

It is worth noting that any empirical study requires a selected population sampling that involves subjects studying the same discipline to build on the empirical phase and therefore check the hypotheses set by the researcher prior to the experiment.

2.6.1. Learners' Profile

The informants chosen for this experimental-based research were ten (10) out of more than a hundred and eighty post-intermediate students enrolled in the English Language Teaching Department at the Faculty of Arts, Human and Social Sciences of Abou Bakr Belkaid University, Tlemcen. The study was carried out during the beginning of the academic year 2007 – 2008. As for the participants, ten students have been chosen by a random selection as a population sampling of whom the male represented 30% percent (3) of the sample and 70% percent (7) females. Their chronological age ranges from seventeen to twenty-three years old. Two of them were in the Literature and Islamic sciences (2), whereas the majority belongs to Arabic literature and Foreign languages whose coefficient is 3 and Literature and Human Sciences. They have been exposed to the learning of English as second Foreign Language for five to seven years so far. Thus, the identification of students' educational stream is well exposed in the table below:

Students' educational stream	Number of students (out of fifty)	The percentage
Literature and Human Sciences	4	40 %
Literature and Islamic Sciences	2	20 %
Arabic Literature and Foreign Languages	4	40 %

Table 2.4. First year EFL students' educational stream.

All university EFL students were permitted to study English for the mark they obtain in the baccalaureate exam, which is of crucial educational necessity for any learner entering the university to carry out his / her studies to obtain BA degree (licence in English studies). Yet, it has been clearly observed that those informants over use both French and more often Arabic in numerous situations in and out of the EFL teaching context, whereas English is very less if not never practiced among those students.

Having attended several reading comprehension module sessions, it has been clearly noticed among a number of learners that they have shown an eager interest and an intrinsic motivation towards reading comprehension courses and even better interact with variety of texts chosen for reading assignments. However, these affective prerequisite factors do not systematically engender successful learning. Indeed, there are some other fruitful variables which are to be taken into consideration by every EFL teacher in charge of reading comprehension module, i.e. their needs, preferences and more importantly their proficiency levels whereby to select reading texts, tasks and comprehension activities on the basis of such variables.

2.6.2. Learners' Learning Styles

It would not be wiser to neglect the tremendous influx of learning styles on one's learning process since the difference between successful and unsuccessful learners cannot be attributed solely to one's mental capacities, but in the ways each individual characteristically acquires, retains and retrieves particular information as well. Due to its crucial role, this section is intended to shed fresh light on showing the vital effect of learning styles on the overall learning process from a theoretical perspective.

The nature of cognitive and learning styles is studied by cognitive psychology, which has been studied extensively in academic research by some prominent psychologists (**Heineman 1985, Lui & Grinther 1999**). These two terms are used

confusingly in the literature. Yet, no definite distinction can be set between them. As stated in **Stash**'s line

Cognitive style deals with the “form” of cognitive activity (i.e. , thinking, perceiving, remembering), not its content ... Learning styles, on the other hand are seen as a broader construct, which includes cognitive along with affective and psychological styles.

(Stash 2007: 04)

These terms, have been later used interchangeably by numerous authors, however, the second one “learning styles” was widely accepted by a set of leading theorists. In this context, **Keefe** defines learning styles as:

Cognitive, affective, psychological traits that are relatively stable indicators of how learners perceive interact with and respond to the learning environment.

(Keefe 1979: 04)

As stated earlier, learning styles can operate as an influential factor that contributes significantly on learning process in general, and reading comprehension context more specifically, which helps in characterizing the difference between learners in terms of their degree success. Thus, different set of styles can be drawn from a number of extensive oriented studies in this area of research. Indeed, it would not be possible to enumerate all the learning styles that have been identified by psychologists and educators, otherwise very long list would emerge. Yet, the most prominent ones can be elicited in step-by-step process during this section.

As far as our research work is concerned, only some learning styles, preferences are to be considered, which indeed may have a strong effect on the ways each individual proceeds particular tasks and processes information. These learning preferences concern:

- ***Visual styles.***
- ***Auditory styles***
- ***Kinesthetic styles***, which are by themselves part of perceptual styles.

Generally speaking, perceptual styles can be defined as **‘general predisposition, vocabulary or not towards processing information in a particular way’** (Skehan 1991: 288)

It has been noted by researchers of this field of research that visual learners tend to prefer pictorial information through reading and studying charts, drawings and other graphic information. Further, they need to see the teacher’s body language and facial expression to fully understand the content of the lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions. The visual style can be divided into two sub-styles: visual- verbal and visual non-verbal. Visual verbal learner learns best by looking at information in the form of language, words sentences, printed texts and so forth, while visual non-verbal learner may think in pictures and learns best from visual displays including charts, diagrams found in textbooks, overhead transparencies hand-outs etc.

Whereas auditory learner as described in Brown’s lines **‘is characterized by a preference for listening to lectures and audiotapes’** (Brown 1994: 113). This kind of learners take detailed notes to absorb information, and learn best through verbal discussions, talking things and listening to what others have to say. Moreover, they learn best through ‘interpreting the underlying meanings of speech through listening to tone of voice, pitch speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using tape recorder.

Kinesthetic / tactile learners, on the other side, are those who prefer learning things through moving, doing and touching. They are more willing to work collaboratively (pairs / groups), and may find it hard to sit still for long periods and therefore become distracted by their needs for activity and exploration.

In the light of what has been stated, it may seem wiser and essential to note that teachers are required to take these perceptual styles into account which are of course

determined by learners' brain and cannot alter at all, otherwise their learners will still remain ineffective and unsuccessful. For such a reason, being in a homogeneous classroom environment the teachers as observers and need analysts have to necessarily set up and provide variety of reading tasks based on such styles whereby to meet the needs of each individual and get them feel more comfortable, since the degree of success cannot only be measured by one's cognitive and metacognitive capacities, but also the way each individual gets, stores, retrieves information and how he responds to the learning environment..

However, in other instances, it might be worthwhile and very fruitful to balance structural methods or at least sequentially accommodated to ensure a more effective teaching of reading comprehension as proved by numerous educational psychologists, there is a category of learners who learn much better when particular information is presented and taught in a variety of modes. As mentioned in **Felder's** lines:

Research carried out several decades ago, concluded that students retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, and 50 percent of what they see and hear.

(Felder 1995: 28)

2.6.3. Learners' Need Analysis

Within the field of education, be it native a foreign language learning context, the plain purpose that all teachers seek to fulfill in their educational practices consists in eliciting, and discovering the significant difficulties that threaten their learners in their native / foreign language learning in general and reading comprehension in particular.

Analyzing these difficulties and needs are to be taken as basis upon which teachers will establish systematically and as conveniently as possible numerous topics, themes, functions, teaching methods to cater for their specific demands according to their

and will be trained in how to utilize them appropriately (*procedural knowledge*), and when to effectively transfer them in other language area or new task to be mastered (*cultural knowledge*).

Therefore, any experimental study; involving group of subjects that constitutes the sample population; undoubtedly requires particular research tools that should be used in an adequate methodology, and which are intended to help the researcher detect the frequent difficulties that threaten the selected sampling throughout their learning process, and more importantly verify the research hypotheses.

2.7. Research Methodology Design

Within the field of reading, concerns about students' performance, numerous instruments can be employed, yet the most fruitful ones are self-report methods. But before identifying these tools, it would be indeed wiser to state the following points which will be tested under the experiment.

2.7.1. Research Questions

The researcher has derived four subsequent questions for the fundamental question which has stimulated and guided such research work. These questions are to be tested under this experiment stated above whereby to get more convincing answers and therefore verify the stated hypotheses. They are as follow:

- *What are the real sources of learners' comprehension difficulties?*
- *Do they possess some cognitive reading strategies? If yes*
- *Are they metacognitively aware about the usefulness of those strategies?*
- *Does an integrated and direct instruction of cognitive and metacognitive reading strategies at awareness-raising level in an EFL setting affect university learners' reading proficiency?*

2.7.2. Research Instruments

This empirical study is to be carried out using three-attention worthy tools: questionnaires, tests and think-aloud protocol, designed to collect data along three basic sequential steps i.e. pre-training, while training and post-training phase.

2.7.2.1. Questionnaires: Aims and Procedure

The Questionnaire is chosen as research tool in this empirical phase. It is often referred to be a fruitful retrospective instrument, which is designed to elicit from the respondents their attitude towards teaching method, their profile, and styles of learners, teachers or whatever. It tends to be indeed valuable for it permits the analysis of big sample of informants in a relatively short period of time anonymously **Wallace (1998)**. It is regarded as multi stage process beginning with definition of aspects to be examined and ending with the interpretation of results. Every step requires to be designed carefully because the final results are valid only if all steps have been faithfully executed.

The present investigation has been conducted through two questionnaires. The first one on the one hand was submitted to university teachers working in the Department Foreign Languages in charge of reading comprehension module, while the second was distributed to first year university EFL learners.

Conducting a metacognitive questionnaire to first year university EFL learners has an objective of eliciting their retrospective data about:

- *Their profile, proficiency level and reading background and their learning preferences.*
- *Their potential difficulties and needs in reading comprehension.*
- *The main strategies they often orchestrate in problem solving tasks to sort out these difficulties.*

problems the learners often encounter throughout their learning of reading according to teachers' point of view.

- Rubric four includes questions (10 and 11) aim at assessing whether teachers who are in charge of the Reading Comprehension module often teach their EFL learners particular strategies explicitly or implicitly and at the same time strives to discover what these strategies usually taught to these learners that constitute the selected sampling. It must be noted here that at this level rubric four tends to be of major importance for the researcher since, it attempts to centre around the general problematics, and which will be asked mainly to obtain quantifiable empirical data more than qualitative results i.e. the research results are unknown and not pre-designed.

- As for rubric five, it includes only one open ended question where the selected teachers for this experiment purposefully suggest some solutions in terms of their methodology, and their classroom practices to help their learners overcome the frequent difficulties and improve their problem-solving skills regarding reading comprehension module.

Thus, both questionnaires discussed above were used as a diagnostic tool within the pre-training phase before applying the experiment

2.7.2. Proficiency Tests

The test can be defined according to **Seliger** and **Shohany** as a diagnostic tool generally designed to:

Collect data about the subjects' ability in the knowledge of language in the areas such as vocabulary, grammar, reading, metalinguistic awareness and general proficiency.

(Seliger and Shohany 1989: 176)

The test is becoming increasingly sophisticated diagnostic tool that helped the researcher check whether learning actually took place or not.

Relying on this exploratory case study, the informants, chosen as population sampling, were tested before training them through metacognitive strategy instruction. The aim of conducting the pre-training proficiency test consists in assessing their current abilities in the area of reading comprehension, whereby to measure their competencies in terms of the appropriateness of strategies used. This kind of test, as defined in **Oxford's** word, is

One of the soundest reasons to assess student learning strategies so you can provide training on how to improve those strategies.

(Oxford 1990: 200)

For further elaboration and clarification, this kind of test may help the researcher yield scientific results about

- *Their ability to orchestrate different strategies appropriately and in meaningful manner, prior to reading strategy training sessions.*
- *The sources that threaten their reading proficiency.*

During reading proficiency test, the learners were provided with a text followed by a set of comprehension activities related to the text content, and which were replied during one session. After completing this pre-test, learners' performance of reading was or measured, elicited, and then evaluated by the researcher.

After training the informants through strategy instruction, another test labelled **post-training test** was submitted to them. This test therefore attempts to assess how well the chosen informants orchestrate effectively the acquired strategies, already taught during the training, effectively and how they successfully and appropriately transfer them to different tasks of reading. In sum, this type of reading strategy test (*formative / progressive test*) is ultimately designed to:

Check our student's progress in learning particular element of the course the diagnostic test tries to answer the question: how well the student learnt particular material.

(Harrison 1989: 06)

2.7.3. Think-Aloud Protocol: Aims and Procedure

Within classroom and research contexts in general, especially in terms of language learning / teaching strategies, research tools may be numerous, nonetheless, the use of introspective methods seem is to be increasingly the most prevalent ones. Think-aloud technique is often said to be an advantageous introspective data gathering method for any researcher trying to unveil and describe one's conscious mental processes undertaken while performing a specific language task rather than his / her own outcomes or product. Think-aloud, according to **Chamot *et al***, is:

A technique in which a person verbalizes his or her own thought processes while working on a task ... Generally, these processes are the person's strategies for completing language task.
(Chamot *et al* 1999: 68)

For further elaboration and clarification, this technique allows the researcher to review the consecutive processes and the sequential steps undertaken by the respondents, as well as the strategies they orchestrate to solve particular learning problems, and therefore accomplish the given task competently.

Therefore, within this empirical phase, the researcher, after explaining to the informants about this procedure, selected reading passage followed by a set of comprehension activities taking into account the type of the tasks which should be challenging to require the application of some reading strategies. **Graham** seemed to support increasingly this condition advising that the task should be:

just challenging enough to bring learning strategies into play without placing so much great cognitive load on the learner that thinking aloud becomes impossible.

(Graham 1997: 196)

Since this procedure was conducted by each student individually, he being the interviewee externalized or verbalized his / her thinking processes and performed the assigned reading task simultaneously. The researcher on the other hand being the interviewer recorded her students' processes on tape to present these strategies and evaluate their appropriateness in a thorough and detailed analysis after think-aloud protocol is completed.

However, it would be worth noticing that the think-aloud is far from being easy and a straightforward technique, for its major purpose consists in making the invisible process of learning visible. For further confirmation and before conducting this procedure; **Hamzaoui (2006)** held group discussion with the selected subjects aiming to acquaint them with this procedure, and describes the sequential steps they should go through, nevertheless:

The explanation ... prior think-aloud procedure proved to be insufficient and students seem to need more training and more illustration prior to the experiment.

(Hamzaoui 2006: 126)

Therefore, to decrease the degree of this complexity, the learners were allowed to verbalize their thought processes using either L₁, L₂, or FL to describe their cognitive processes and report freely their impression. The researcher can objectively analyse their protocols.

It is worthwhile to mention again that the selected subjects of this exploratory case study constituted the 'control group', for they were not trained explicitly through cognitive and metacognitive strategy instruction. This is why they were submitted to a reading comprehension test as a pre-test to measure their ability to apply and utilize appropriately particular cognitive and metacognitive strategies. After the pre-test, they were conducted to think-aloud whereby to record their thought processes on a tape. In this context, the think-aloud protocol may act as a pre-training procedure whose ultimate

aim consists in discovering the respondents' processes while performing the reading assignment (procedural knowledge) and more importantly checking whether they master these processes before teaching them explicitly.

After taking metacognitive awareness training into EFL reading classroom, then this group were tested for the second time (post-test) intentionally for comparing their test outcomes or scores before strategy training with those obtained after the training was completed. In this context, this group rather became 'experimental'.

The respondents once again were conducted to think-aloud protocol as post training procedure after instructed explicitly through metacognitive strategy aiming at measuring their progress in terms of strategies employed, and more importantly evaluating how well they successfully master the metacognitive processes of planning, monitoring, problem-solving evaluating, and therefore checking the number of students who could respond correctly comparing with those of the pre-test. Thus, following this scientific methodology consists ultimately in proving the researcher's hypotheses regarding explicit (direct) versus implicit (embedded) teaching of reading strategies instruction and how they affect positively on their reading performance.

2.8. Conclusion

The empirical phase of this exploratory case study has been exposed in this chapter. It has attempted to describe theoretically the Algerian situation in which the teaching / learning of reading comprehension is carried out at the university level, more specifically with first year EFL learners.

Moreover, some basic parameters have been identified, which consider basically the status and objective of reading comprehension teaching within the English Department, learners' profile and teachers' methodology as well.

out their current level of reading proficiency in the application of the cognitive reading strategies selected for this case study.

Before the strategy instruction was implemented, the researcher at the start of the investigation conducted two questionnaires with ten (10) learners constituting the population sampling and four teachers of reading comprehension module. This phase functioned as a needs analysis tool and provided an initial picture for the researcher on the participants' use of cognitive and metacognitive strategies to help her in preparing the strategy instruction, i.e. the identification of the already possessed strategies that learners report using them before being taught explicitly how to utilize them and transfer them in other language areas or tasks to be mastered, and at the same time reinforcing them during strategy instruction and explaining how the metacognitive processes of self-planning, monitoring, problem-solving and evaluating have to be incorporated in each strategy to achieve reading with full comprehension.

Learners' designed questionnaire which comprises a set of fourteen (14) questions was translated into Arabic. Being Algerian learners, whose mother tongue is Arabic, the plain purpose consisted in avoiding any case of ambiguity as far as the questions were concerned. In addition, the learners when responding to the provided questions using the Arabic language help them a lot in being more consciously aware about their needs, difficulties and the specific strategies they have already acquired and frequently employ whenever being engaged in particular reading tasks and at the same time it enables them to be less frustrated, less anxious and fell at ease when answering the questions and therefore the researcher could obtain more reliable answers.

Whereas for the second questionnaire, the teachers were already informed of the research topic, and were required to contribute by answering a set of twelve (12) questions which were divided into five rubrics already explained in the preceding chapter (see 2.7.2.2). The questionnaire was designed for eliciting teachers' retrospective data about their methodology of teaching the Reading Comprehension module to their first-

year learners, and explore whether they opt for teaching through explicit instruction particular cognitive and metacognitive strategies or not.

The second step undertaken during the pre-instruction procedure consisted ultimately in checking and assessing learners' abilities in utilizing a set of particular cognitive reading strategies namely skimming, scanning, predicting, inferring and guessing in a convenient way according to difficult tasks of reading. This assessment procedure took the form of pre-training proficiency test administered to the same respondents. This pre-test consisted of providing learners with a text entitled 'The Loss of The Titanic' which was taken from the ELT textbook '*Developing Skills*' written by Alexander (1967). This text was accompanied with a set of comprehension questions which were carefully chosen, because according to the theory, **'sing texts that were slightly higher in level than the students' level of proficiency would bring about the strategy employment by the students'** (Deniz 2003: 81).

The selected respondents were required to answer the comprehension questions (see Appendix C) in a one-hour period of time. In this phase, the researchers' aim consisted in obtaining quantitative data rather than qualitative ones, aiming to assess how many learners could respond correctly each question, hence master the utilization of the strategies stated above (learners' product).

Time	Reading comprehension text	Number of Paragraphs	Source
Pre-test	The Loss of The Titanic	Two paragraphs	L.G.Alexander <i>Developing Skills</i> (1967)

Yet, it would seem indeed essential to note that the researcher; before administering a pre-test; has taken into consideration the learners' selection of text type which varied from one to another in order to help them get deeply engaged in its context and become more perseverant while tackling its questions even if confronting particular problem or difficulty.

As a conclusive step of this initial phase, the researcher conducted think-aloud protocols (TAPs) on the same respondents which took place immediately after the reading proficiency test. It came under the technique of simultaneous introspection during which each participant was asked to provide an oral commentary while undertaking the same reading task (i.e., the same text and the comprehension tasks of the proficiency test) while being engaged in reading activities, each participant made comments on what he was almost analyzing and everything using his native language (Arabic) as the easiest medium to permit him to express what actually happened in his mind. Using Arabic is indeed beneficial, for it facilitates the data elicitation using of course verbal comments like *'Keep talking'*, *'What are your thinking about?'* whenever the participants became silent. In addition, the researcher has asked some other pre-planned questions like *'What do you do before you start reading?'*, *'What do you do normally when you don't understand a part in reading text?'* whereby to extract the information about their use of cognitive and metacognitive strategies, and identify which of those strategies were deployed by ones involved in learners' designed questionnaire. In this respect, the think-aloud protocols sought to focus more on the process than the product, which later recorded on the tape and transcribed for deeper analysis afterwards.

3.2.2. Procedure during Strategy Instruction

After measuring learners' reading comprehension during the pre-training, the following step was intentionally and purposefully designed to improve their metacognitive knowledge of reading strategies through strategy training instruction. This phase tends to be of practical value, for it raises their awareness of those strategies, and therefore assists their comprehension.

Various pedagogically-oriented studies that bear on this subject are those that raise concerns about the effectiveness of training learners through strategy instruction in improving their language performance. Remarkable necessity for this essential part of language education can be summarized in the following lines:

One of the most vital factors is the need for strategy training to be 'informed' 'integrated' and to involve a high level of self-control. That is to say students need to be aware of the purpose and utility of strategy training activities.

(Graham 1997: 84)

Similarly, **Chamot** did appreciate the significance of strategy training/ teaching instruction, advocating that:

Effective language learners should have top-priority for strategy training and they should be encouraged to believe that their difficulties are due to lack of strategies rather than lack of aptitude.

(Chamot 1990: 302)

In relation to this study, strategy training is meant to provide learners with what is referred to by **Pavis et al** (1983), as '*declarative knowledge*'. This component is intended to provide description / definition-based on each strategy, i.e. 'knowing what' strategy is. For instance, the teacher as a trainer can define what is meant by guessing, inferring, scanning, skimming... and so forth.

After defining all the strategies, the next step was devoted to transfer declarative knowledge 'knowing what' to procedural one 'knowing how' to apply particular strategy adequately according to each task. In this context, the teacher can check the appropriateness of strategies use through what is called think-aloud protocol.

Once declarative knowledge becomes procedural, the teacher then must offer his/her trainees other appropriate circumstances under which the previous acquired strategies can be utilized adequately (*conditional knowledge*). This component as its name suggests consists in helping learners 'know when' – where to use a particular strategy and whether it fits the situation that conditions its application. In few words, learners must be trained to evaluate the effectiveness / ineffectiveness of each strategy use within a specific reading area or task to be mastered.

Once learners have built up knowledge about the pertinent reading strategies that constitute knowledge of cognition, the trainer then moves to the second aspect of metacognition that endeavours to help them regulate their cognition over four basic processes that are often sequentially incorporated at any task. These processes concern planning, monitoring, problem-solving and evaluating of the strategies employed.

In sum, the ultimate goal the researcher attempts to achieve during strategy training instruction consists in providing his trainees with the necessary input regarding cognitive reading strategies through strategy training instruction and more importantly raising their metacognitive awareness about the fundamental effect of their application on enhancing learners' comprehension proficiency

After presenting, naming and defining each strategy in the training sessions (procedural knowledge), the next phase of data collection was intended to test learners' understanding and application of particular strategies, and assessing whether the processes acquired during the training procedure are successfully undertaken in an organized way, i.e. those of planning, monitoring, problem-solving and evaluating.

3.2.3. Procedure after the Strategy Instruction

After the strategy instruction was administrated, the researcher conducted another test called post-training / progressive test, on the same sample, whose primary purpose consisted in checking whether the strategy instruction led to any significant differences regarding the frequency with which cognitive and metacognitive strategies were used by the participants before and after the strategy instruction, i.e. this phase helped a lot in measuring the learners' progress in terms of the five cognitive reading strategies use selected for this case study (predicting, skimming, scanning, inferring and guessing).

At post-test, all the ten participants were required to answer a set of comprehensive questions of a short passage entitled "Marriage Can Make a Dimwit Brainier" (see appendix E). These questions which had to be answered in one session, i.e. one hour and

3.1. Introduction

The researcher during the preceding chapter has attempted to provide a systemic description of EFL teaching / learning in the Algerian educational setting, more specifically at university level, and has therefore elicited three distinct data gathering instruments which were utilized to obtain as objectively as possible more convincing answers to the fundamental research questions set prior to the experiment and more importantly check the stated hypotheses.

However, this investigative chapter, which is composed of two distinct interrelated sections, is devoted to the empirical phase intended to describe theoretically throughout the introductory section the data collection procedures, i.e. pre-instruction, while and post-instruction phases. During each phase, the researcher has explained in a step-by-step process which instrument to use, how and when they have been used and with whom, whereas the second section will consist in analyzing the results obtained from each phase relying on quantitative as well as qualitative types of analysis and interpreting them afterwards.

3.2. Data Collection Procedure

The data collection previously described in the preceding chapter (see 2.7.2) has been used to obtain detailed information along three basic sequential steps, i.e. prior to the strategy instruction, while and after the strategy instruction phase.

3.2.1. Procedure before the Instruction Phase

This introductory step is with no doubt believed to be a very primordial diagnostic phase during which the researcher has attempted to identify the needs, interest and difficulties of the participants involved in the experiment, and by the same token to find

a half did not tap single pieces of information about the text, but were designed to cover main ideas of the text and evoke from simpler to more complex answers depending on the questions themselves. These students were instructed to read the questions carefully and write down everything that they could understand from the passage. Their answers were immediately collected whereby to obtain quantitative data about learners' responses to each question.

Time	Reading comprehension text	Number of paragraphs	Source
Post-test	A Marriage Can Make a Dimwit Brainier	4 paragraphs	William Lowther in Washington (My New Book of English) Daily Mail

Once the post-test was completed, the researcher conducted for the second time another think-aloud protocol as post-instruction phase procedure whose purpose consisted in evaluating the strategy instruction by enabling the researcher to compare and contrast the instruction by the cognitive and metacognitive strategies employed by the participants after receiving the strategy instruction. During administration of think-aloud, each respondent was required to make the invisible processes of reading visible and verbalize his thought as far as the strategies selected for the experiment were concerned, while the researcher was simultaneously taking notes and recording their ideas on the tape as used at the first time in pre-instruction phase.

As done in the first time, to ease the data analysis, a cognitive and metacognitive reading strategy inventory (see Appendix F) was used. The inventory was compiled from the works of researchers like **Baker and Brown (1984)**, **Wilson (1981)** and **Hosenfeld (1977, 1979)**. These researchers were interested in native and foreign language reading respectively. The benefit of this inventory was twofold, through which it was possible to identify the type and frequency of the cognitive and metacognitive reading strategies for the purpose of initially diagnosing the reading strategy use of the ten students. Secondly, this inventory has proved helpful later when observing the changes reflected in the cognitive and metacognitive strategy use after the strategy instruction was conducted, i.e. whenever the participants mentioned a particular reading strategy while reading the given

text, the researcher circled the relevant strategy used by the participant. As a last step, the results were collected of each student on the inventory that was employed during the execution of the think-aloud protocols.

To sum up the different stages that were undertaken during the data collection procedure and the main approaches that the researcher had recourse to for analysing the data obtained from each instrument, it is of paramount important to consider the following diagram 3.1.

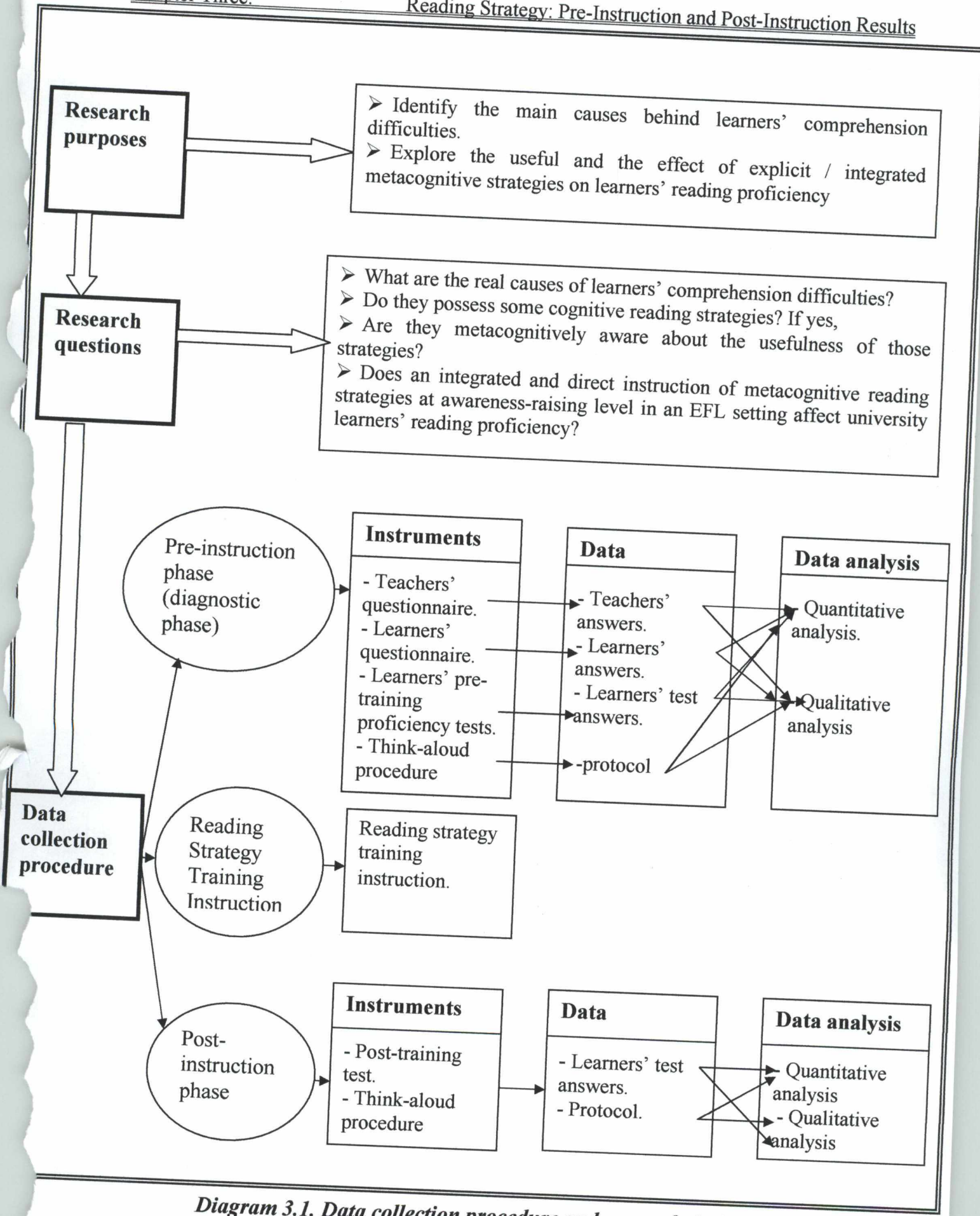


Diagram 3.1. Data collection procedure and research design.

3.3. Results and Discussion

Throughout this chapter, the researcher attempts to analyse the data obtained from the research instruments chosen for this exploratory case study, and offers interpretations for the various findings. It has been designed under four fundamental interrelated research questions that this study has set out to answer. Thus, in the learners' questionnaire, the results obtained which will help in answering the first research question will be handled, moreover proficiency tests (pre-test and post-test) which will help yield information about what the second question aims at revealing will be measured, and the same as for think aloud procedure which will attempt to offer the most convincing answers to the third and the fourth question. Indeed, the question stimulating such current study concerns whether an integrated and direct instruction of metacognitive reading strategies at awareness-raising level in an advanced level Algerian university learners' reading proficiency. Therefore, the instruments selected for this study as well as the procedure described just earlier attempted to centre around the following points:

- *Learners' comprehension deficiencies.*
- *Learners' awareness of reading strategies before while and after strategy instruction phase.*
- *Learners' progress in terms of strategies application after administering the strategy instruction phase.*

These points are to be respectively analysed and interpreted in a step- by- step process

3.3.1. The Pre- Instruction Phase Results

This introductory diagnostic phase included three data gathering tools, namely questionnaires, pre training proficiency test, and think- aloud protocol.

3.3.1.1. Questionnaires Results

So as to find out the needs, preferences and the strategies that learners already acquire, and discover whether or not learners' comprehension deficiencies are in some part due to the teaching methods of reading comprehension module, the researcher has conducted two questionnaires. The first was distributed to first year university EFL learners (10 students) while the second one was submitted to four teachers in charge of the Reading Comprehension module. The results obtained are to be gradually discussed and thoroughly interpreted in the next section.

3.3.1.1.1. Learners' Questionnaire Results

It should be worthwhile to note that learners' questionnaire was of great importance as far as the help it offered to spot the serious causes behind learners' difficulties in reading comprehension. It consisted of a set of thirteen questions divided into three rubrics (see 2.7.1.).

In an attempt to ease data elicitation as far as learners' questionnaire is concerned, they were permitted to express freely their thoughts and assumptions about reading using Arabic language because of their low proficiency level in English. To analyse the data presented in those questions, the researcher relied on both quantitative and qualitative approaches, i.e. using descriptive statistics to analyse them section by section and item by item using percentages.

As for the chosen respondents, they are all Algerian learners whose age ranges between seventeen and twenty-three years old. The majority of the present sample was girls (70%) in opposition of three boys.

As for their answers to the third question which sought to identify their secondary school stream, it was clearly noticed that the majority of the requested learners were in

the Arabic literature and foreign languages, (40%) and literature and human sciences. The remaining ones, who represent twenty percent, were in the literature and Islamic sciences, i.e. two students.

Question Four: Do you enjoy the Reading Comprehension module? Say why?

This question was evidently devised to elicit learners' attitudes towards this module, yet what has been perceived from their responses is that the total number of the respondents replied they like reading comprehension, for that reason they have shown through their supplementary remarks positive attitude towards its learning asserting that: *"Reading comprehension is very fascinating and intriguing module ...I think it is the preliminary point towards a better and valuable learning of English language in general"* .or, *"I like it very much, since it gives us a rewarding prospect to learn an infinite number of vocabulary items and train us in acquiring their meaning and their pronunciation as well"*. These are of course their personal answers about their attitudes towards the subject under investigation which were written in Arabic and translated in English.

Therefore, their answers to this question were dissimilar, yet a general compromise appears to be building among all the respondents that the reading comprehension module is with no doubt a functional subject matter in the curriculum of E.F.L. learning process, which will help them mainly in further studies or in the professional and educational spheres. Besides, as clearly stated in their answers, *"It tends to open the doors for learning and being acquainted with foreign cultures"*

Question Five: During reading sessions, what kinds of reading materials do you find yourself much more motivated to read?

This question sought to help the researcher obtain the learners' retrospective data about their preferences as far as reading materials are concerned. In this question, four types of reading texts were recommended to help the learners be aware of which text

types were more important than other. Their responses are clearly defined in the following table:

Text Type	A.F	RF
General texts	03	30 %
Culturally-based (British culture)	05	50 %
Culturally-based (Algerian culture)	02	20 %
Others	00	00 %

Table 3.1. Frequency of students' answers to question five.

From the above table one can clearly notice that the expressed preferences were dissimilar as far as reading text types are concerned, i.e. five respondents as shown in the table, tend to prefer culturally-based text (whose content is based on British culture), whereas two respondents out of the total number tend to be more prepared to deal with texts whose content is based on Algerian culture. Three students on the other hand reported they favoured general texts quite better. This category, as was already explained by the researcher before distributing the questionnaire to the requested learners can be narrative, informative, and argumentative. The rationale of this question was to help the learners be aware of the distinctive features that characterize the difference between all the categories of text types which will in turn help the elicitation of learners' responses to the present question. However, nobody could suggest other types of English reading texts, which is probably due to their powerlessness and inability to understand or suggest other kinds beyond the already suggested ones.

Question Six: What do you do if you encounter a word you do not understand?

The present question attempted to further explore which metacognitive strategy that appeared more useful towards learners' point of view when confronting a problem or misunderstanding a particular item within a given text passage. For an easier elicitation of their answers, the researcher offered a set of four discrete strategies and asked the

learners to select among the suggested possibilities. Through their answers it was unmistakably observed that eight learners assumed that the finest way to figure out the meaning of particular ambiguous word was through rereading the section which contains the words around it, while twenty percent of the sample tended to consult some fruitful reference resources (dictionaries, textbook indices...) to get the meaning clearer. These answers are better explained and identified as follows:

Question Six	A.F.	R.F.
Use other words around it to figure out its meaning.	08	80 %
Use other reference materials.	02	20 %
Pinpoint my problem by sounding it out	02	20 %
Ignore it temporally, and wait for clarification	00	00 %

Table 3.2. Frequency of students' answers to question six

Besides, two out of ten students have chosen two possibilities, keeping in mind that those reported strategies can equally assist in comprehension of the entire text in general and the unfamiliar words in particular.

Question Seven: What do you do if you come across an entire sentence which you cannot understand?

To this question, the researcher suggested four different possibilities which sought to determine which strategy the learners suppose it is the most suitable one to orchestrate when confronting an entire unclear sentence. The obtained answers to the present question can be exposed as follows:

Question Seven	A.F.	R.F.
Keep on reading and wait for further clarification	05	50 %
Spot the unfamiliar words and look for their contextual meaning	04	40 %
Disregard it completely	00	00 %
Read the problematic part of the text	01	10 %

Table 3.3. Frequency of students' answers to question seven

Five students as mentioned in the table noted rereading and visualizing strategies to sort out the difficulty encountered and whereby to make sense of the whole message expressed by the writer, whereas four students believed that spotting the unclear words from that sentence and attempting to guess their contextual meaning may certainly help them in fully understanding the whole passage in general and the sentence in particular. Yet, only one student thought that reconsidering and revising the problematic part of the text (the fourth suggested possibility) seems the most effective and useful reading strategy.

Question Eight: When reading an English text, what do you do to remember specific information?

For the sake of categorizing and determining the learners' answers to this question, the researcher suggested three distinct possibilities which the learners were required to put to tick in the appropriate answer. The analyses obtained from this question have clearly shown that eighty percent of the students replied by: searching for connection between what they know and the new information presented in the text, i.e. making use of some top-down processing strategies. While the remaining students, who represented twenty percent of the total percentage, speculated about the meaning of the sentences which are regarded to be more essential than others, i.e. distinguishing important from

less important ideas. Therefore, the table below attempts to summarize the answers of the requested respondent as far as question eight is concerned:

Question eight	A.F.	R.F.
Relate it to my prior knowledge	08	80 %
Ignore the second any details	00	00 %
Realize I need to remember one point rather than another	02	20 %

Table 3.4. Frequency of students' answers to question eight.

Question Nine: Before you start reading, what kind of plans do you make to help you understand better?

Throughout this section, the requested learners were required to choose among the suggested possibilities about whether they regularly exploit some plans a pre reading strategy before tackling the given text. Fortunately, what has been observed through their answers was that nobody could discount or disregard the fact that planning strategy has indeed a considerable role in the creation of meaning. To demonstrate this, one should consider the following table:

Question Nine	A.F.	R.F.
No specific plan is needed	00	00 %
Think about what I already know about the topic	08	80 %
Think about why I am reading	02	20 %

Table 3.5. Frequency of students' answers to question nine.

As noted down in the table, eighty percent of the respondents tend to usually activate their content schemata as a fruitful pre reading strategy to tackle the content

brought into the passage, whereas the remaining ones (2 students) reported they rather favour to go back to the general purpose during which they may possibly ask themselves the following questions: *“What do I really want to learn from this passage?”*. Or *“what am I trying to attain throughout this text?”*

Question Ten: Why would you go back and read the entire passage over again?

The requested respondents, during this section, were required to select one possible answer among the three suggested possibilities about how and when to appropriately and efficiently perform the rereading strategy. The analysis of the present question has shown that seventy percent out of the total number assumed that this strategy might be purposefully performed whenever the overall meaning of the passage appears to be unclear, while two respondents believed that rereading might function as an effective technique when attempting to elucidate particular idea (performing the skimming strategy to find out particular point whenever necessary). However, only one student has reported that summarizing strategy requires heavily from each learner to look back over the whole passage whereby to elicit only the most essential ideas that sum up up the entire passage:

Question Ten	A.F.	R.F.
I cannot understand the meaning of the text.	07	70 %
Whereby to clarify particular idea.	02	20 %
To summarize the whole passage.	01	10 %

Table 3.6. Frequency of students' answers to question ten.

Question Eleven: According to you, which sentences seem more important in the reading passage?

The analysis obtained in the question has clearly shown that forty percent of the total number of the informants confirmed that all the sentences are of equal importance asserting that they tend to be essential in the meaning-making of the entire passage. This

assumption may indicate that the less successful readers can be theoretically defined as those who are not capable to recognize the difference between the main points and supporting details, while fifty percent explained that the topic sentence which has a close relation with general idea of the text seems the most fundamental sentence within the entire passage. Unfortunately, only one learner could notice the significance of the sentences containing details and facts (the second suggestion).

Question eleven	A.F	R.F
Almost all the sentences.	04	40 %
The sentences that contain details and facts.	01	10 %
The topic sentence which has close relation with the main idea.	05	50 %

Table 3.7. Frequency of students' answers of question eleven.

Question Twelve: The best reader according to you?

The respondents were questioned to provide a definition-based on what can be said about the good reader. They were given four possibilities whereby to select one possible definition according to their point of view. Their responses can be clearly defined as follows:

Question twelve	A.F	R.F
Recognizing words.	02	20 %
Using dictionary	00	00 %
Integrating the information in the text with what you know already.	07	70 %
Differentiate between the supporting details and unnecessary ones.	01	10 %

Table 3.8. Frequency of students' answers of question twelve.

Seven students as clearly elicited in table 3.8 think that the best reader is the one who always connects between what he / she already knows about the topic with the newly

presented information in the passage. Admittedly, this assumption may lead to the fact that those learners could not disregard the crucial role of one's schemata in the meaning making process. However, only two students assumed that anyone who has a solid knowledge at lexical level (vocabulary) can be characterized as a good reader, while two students speculated about the importance of being aware of the discrepancy between the necessary and supporting details which can evidently classify the learners among the proficient readers.

Question Thirteen: According to you, what are the most important strategies that help learners who have difficulties with reading better understand the text and therefore complete the tasks in appropriate ways?

In this last open ended question, the respondents were given an opportunity to suggest some other valuable strategies as solutions to be implemented whereby to lessen the degree of their comprehension difficulties, and hopefully help the alleviation of their frequent problems in the topic under investigation. At first, all these learners have expressed; through their written answers; their interest and have therefore shown an eager motivation towards learning of English in general, and the Reading Comprehension module in particular (see the analysis of the fourth question). Nevertheless, these positive affective factors cannot systematically guarantee an efficient learning among all the students. For such reason that the researcher gave them a chance to have their say as far as the suggestions were concerned. Consequently, they mentioned the following strategies as fruitful and valuable to be necessary implemented in order to help them better tackle the issue:

- Reading extensively.
- Reading the given material whenever necessary.
- Consulting some reference materials (more importantly monolingual dictionaries).
- Making extra research on some points related the subject matter (cultural, historical... facts upon which text content are based).
- Summarizing in order to get the gist to facilitate comprehension as well as recall of the text.
- Asking teachers for clarification as a last solution.

In sum, the rationale for administering this questionnaire, as previously stated, consisted in answering the first research question which sought to provide convincing explanation of the causes behind learners' comprehension deficiencies as well as checking which type and frequency of strategies they report using whenever attempting to update their comprehension and enhance their problem-solving skills regarding the Reading Comprehension module. Therefore, the results of this current research work continue to add to our understanding of which strategies FL readers may orchestrate. Admittedly, the analysis of learners' responses to this metacognitive questionnaire clearly revealed a variety of strategies they reported using while tackling academic reading passages which can be precisely summarized and thoroughly described in the table:

Learners' employed strategies	Strategies classification	Number of students (out of ten)
Scanning (analyzing particular points).	Cognitive	07
Using external resources.	Support strategies	03
Rereading.	Cognitive strategies	05
Guessing from context.	Cognitive strategies	04
Reconsidering the problematic part of the text.	Metacognitive strategies	01
Activating background knowledge.	Metacognitive strategies	08
Distinguishing important from less important details.	Metacognitive strategies	02
Planning.	Metacognitive strategies	07
Summarizing.	Cognitive strategies	01
Identifying the purpose of the task.	Metacognitive strategies	03

Table 3.9. Types and frequency of learners' strategies employed in the questionnaire.

3.3.1.1.2. Teachers' Questionnaire Results

In order to significantly enrich the present research and mainly unveil the causes behind first-year learners' difficulties of understanding during reading comprehension

courses, it was indeed necessary to combine learners' questionnaire with another data collection which is questionnaire administered to teachers in order to purposefully check the reliability of learners' responses. Furthermore, it attempted to determine teachers' perception of the problem and their opinion concerning what would be done to lessen the consequences of the problem faced.

The data obtained as discussed in preceding chapter; were well thought out to be analysed section by section, and item by item making use of descriptive statistics. The analysis is therefore gradually presented, and objectively interpreted in step-by step process.

The present questionnaire consists of a number of twelve questions divided into five rubrics (see 2.7.2.1). The results of which are summed up in appendix A. The teachers who contributed to the present experimental research are three males and one female. All of them are experienced teachers in the sense that 4/4 teachers taught English Language more than 10 years (including of course reading comprehension module). They are Algerian teachers, who obtained their degree from Algerian universities. In addition to the Reading Comprehension module, the requested teachers are also in charge of TEFL, General Psychology, Oral Expression and Linguistics

Question Six: What objectives do you intend to reach in your teaching of the Reading Comprehension module?

The researcher, during the present question, attempts to obtain teachers' retrospective data about the overall objectives they try by all means to achieve as far as the teaching of the Reading Comprehension module is concerned. Admittedly, since no common programme is set for all teachers, the answers attained from this question were not similar. They are therefore summarized in the table:

Informants	The analysis of question six
Teacher A	Equip learners with some reading comprehension strategies (cognitive, metacognitive and socio affective).
Teacher B	To develop learners' capability to draw the most important things from the text.
Teacher C	To learn how to make culturally loaded English text.
Teacher D	<ul style="list-style-type: none"> - Develop an ability to skim adequately. - To scan for infer, summarize. - To be aware of as the distance features of different types of discourse.

Table 3.10. Teachers' answers to question six.

Attempting to analyse the answers attained from the present question, the requested teachers have shared educational purpose they intend to fulfill in their teaching process which basically concerns how to develop as efficiently and effectively as possible an ability to utilize different strategies when tackling any English written material. In other terms, what strategy to utilize in different tasks (declarative knowledge), how to use it or put the knowledge into action (procedural knowledge).

Question Seven: What are the sequential steps do you often undertake in teaching EFL reading?

This question required from teachers to elicit or sequentially describe how they processed the teaching of the Reading Comprehension module at first-year university level. Thus, the analysis of the present question yielded dissimilar results for three teachers, while the fourth one could not respond, which is probably due to the reliance of eclecticism (no unique approach or method is used). The remaining ones on the other hand, gave dissimilar answers.

As regards the answers, one teacher stresses more on oral skills as a pre reading activity, where he sometimes introduces his teaching of reading through aloud thinking

or makes use of the tape, during which the learners are required to listen and guess what is said by the native speakers of English before distributing the text. As a second step, he tries to make his learners informed about how to get the gist of the text ('skimming') and how to obtain particular idea (scanning), while as a conclusive post-reading step, he attempts to make learners verbalize what was learned from the topic and therefore summarize it paying due attention to the number of lexical use and sentences structures. While the analysis attained from the present question done by another teachers clearly yielded similar answers while the fourth teacher prefers to focus on the explanation of culturally loaded key terms, and make a contrastive analysis between the British and home cultures.

Question Eight: How could you assess your learners' level of reading comprehension?

During this close ended question, where the informants were asked to select only one possible suggestion, the researcher attempted to obtain quantitative rather than qualitative results about teachers' evaluation of learners' reading performance in particular. Most of the informants (three out of four) further confirmed that their learners' level has rather average, while the fourth one further confirmed that his learners were unfortunately weak at reading.

Question Nine: According to you, what are the main reasons behind their reading comprehension weaknesses?

This question probed to unmistakably discern teachers' point of view by offering their own opinions and perceptions which concern the reasons behind learners' comprehension difficulties. The results obtained revealed that all the respondents believed their learners' lack of awareness was the primary and the most strikingly cause of their failure in reading comprehension. In addition, two teachers attributed that failure to the lack of learners' interest, i.e. the inadequacy of topic selections, while only one

teacher further confirmed that the most influential cause resulting unfortunately such reading comprehension weakness was the lack of appropriate reading materials.

Question Ten: Do you teach your learners particular reading strategies to overcome these weaknesses?

The present question attempted to further describe teachers' method used in teaching reading comprehension module to their first-year university EFL learners. The analysis has clearly confirmed that the requested teachers tend to explicitly teach some particular reading strategies.

Pre reading strategies

- Setting a purpose before tackling the content.
- Predicting.

While reading

- Taking notes.
- Searching for general idea.
- Searching for particular details.
- Using monolingual dictionary.
- Reading.

Post-reading

- Looking for similar texts in terms of the content.
- Summarizing strategy.

In question number eleven, all the respondents opt for teaching explicitly some metacognitive strategies among them self-monitoring and self-evaluation strategies.

Question Twelve: Relying on your teaching experience, what suggestions would you make to help your learners improve their reading performance?

A great deal of suggestions considered primarily what could be done to remedy learners' failure in reading or at least lessen problem faced by these learners. The answers

attained have shown that all the informants advocated the explicit teaching of reading strategies in general and metacognitive strategies in particular.

Similarly, some have assumed that in an attempt to develop the learners' proficiency, and prevent any case of failure as far as reading is concerned, they should be encouraged to read extensively in and out of the teaching/learning context, while only one teacher further suggested other valuable solutions as devoting sometimes to teach reading in the library with all learners in charge of this module, and at the same time providing extra resources for intensive reading classroom activities to be performed such as magazines, and other additional articles taken from textbooks implications can be partially interpreted as preliminary data towards solving the problem.

3.3.1.2. The Pre-Training Proficiency Test Results

As previously noted, the pretest was a second step undertaken prior to the strategy training instruction sessions which consisted in assessing learners' reading proficiency, their linguistic level, as well as their capability in utilizing adequately the five reading strategies of predicting, skimming, scanning, inferring and contextual guessing. During this procedure, the researcher relied more on the quantitative approach for analyzing the data obtained from this test. It consisted of an informative text followed by a set of nine comprehension questions related to the content. The number of respondents who could respond correctly on the required tasks was counted. And then, the researcher through the analysis could differentiate between the proficient and less proficient readers. The results could be better illustrated in the following table:

Predicting		Skimming		Scanning		Inferring		Guessing from context	
A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
07	70 %	10	100 %	05	50 %	03	30 %	4	40 %

Table3.11. Frequency of learners' answers to test questions prior to the instruction phase.

For the sake of analyzing learners' answers to test questions, it is indeed worthwhile to consider each strategy separately. To begin with, before distributing the text to the sample, the researcher gave them the title of the text, and then asked them to brainstorm what they already know about it. The major objective of this activity was to activate their schemata, and make them aware of the importance of integrating their background knowledge about the topic which would help them a lot in getting the general understanding, and anticipating what a reading text contains.

As for the analysis of predicting question, Seven students out of ten could respond correctly to the present question since the topic tends to be very famous history that was known by almost all learners at different levels. Nevertheless, the three remaining students could not write anything to this question which is probably due to their inability to extract even one idea from the given title. To prove that, during the analysis of the following skimming questions, those learners gave very short answers to the first question from the text before tackling the second one.

Skimming strategy was examined through question two during this activity, the learners were encouraged to make predictions over the content by reading through it quickly. As shown in the preceding table all the informants could perform the skimming strategy and thus gave the convenient answer about the main idea.

Similar to skimming, scanning was processed through question three, four and five, during which the informants were required to read the text quickly but for different purposes, i.e. to look for specific information. As illustrated in the above table, five learners out of the total number could be able to find the answers required for these scanning questions in very short time, whereas five other students could not respond correctly especially question four since the term strategy is still new and unfamiliar.

Inferring strategy was examined through question six and seven during which the learners were required to read carefully to be able to adequately infer what was implied in this passage. The analysis has shown that only three students could be able to perform

this strategy in a convenient manner. Conversely, seven students, through their written answers have really displayed a difficulty in providing the correct answers to the present inference questions.

As for contextual guessing strategy, the informants complained a lot about the number of unknown words during the administration of the test. This is of course the main skill they need a considerable training on. This strategy was processed through the last two remaining questions where only four students were able to guess the meaning of the selected words from their context (30 %) while the remaining were unlikely to understand their contextual meaning from the given passage. All in all, the number of the subjects who could respond correctly to the provided tasks representing 30 % of the total number, which may be taken to mean that these learners can be characterized as proficient readers.

3.3.1.3. Pre-Training Think-Aloud Protocol Results

In order to answer the third research question, both quantitative and qualitative data analyses were deployed. First of all, results generated by the implementation of think-aloud were carried out immediately after completing the pre-training proficiency test. This introspective technique holds twin benefits. First, it was intended to help the researcher to comprehensively measure the learners' comprehension monitoring capabilities, and secondly it was designed as a tool to obtain more convincing answers about whether the strategies they reported using in the questionnaire were deployed or not in the think-aloud.

During the procedure, the learners have elicited summaries answers of the comprehension questions both of the pre-test and post-test and evaluation of text comprehensibility (See Appendix G and H). Therefore, each learner while being interviewed was given enough time to think and report exactly what he /she was thinking about while reading. It is probably due to this factor which led to the absence of vocalizing inner speech, i.e. hum, ok, ah ... etc. Yet, the analysis of these protocols

clearly revealed that the learners suffered and are still suffering from some striking linguistic deficiencies since the researcher has transcribed each word uttered and produced by the learner while listening to their recorded speech from the tape.

Another factor which indeed merits special consideration concerns the fact that through the analysis of the learners' protocol, it was clearly observed and well understood by the researcher that learners could be categorized into strategic and non-strategic readers as the answers have revealed that some learners already possess some strategies that are employed for problem-solving tasks, while the others do not. Being in a homogeneous mixed ability classes, these protocol analyses clearly prove that the researcher has chosen the learners by a random selection for contributing in the present research work.

Yet, before discussing and analysing the data obtained from the learners' verbalized protocol, the researcher as a starting point provided two pre-planned questions during which the learners were required to answer. The first question "*What kind of strategies do they use before reading a text?*" was analysed. Thus, it was clearly observed from their verbalized answers that the majority of the learners could not offer any answer to this question. To prove it, it is worth considering the following answers provided by the learners themselves during which they relied heavily on mixing code approach (using Arabic, French, English and even dialectal Arabic) from time to time so that to purposefully make the invisible processes of reading visible.

- كيفاش - آه؟ شاندير مفهمتش بلاك نشوف شحال من paragraphe و نعاود نشوف كيش داير النوع ما دام ما تعرفتش على الموضوع ما كانش حتى plan.

- What,.. ahh, what to do . I couldn't understand, maybe I am going to check how many paragraphs it contains, then I'll try to check the type of the provided passage, yet since I still have not the text, so no plan is utilized (See Appendix G student C).

(The present question therefore was misunderstood for they have been told to elicit the steps undertaken before distributing the text).

- **Aucune idée about the text** → **no idea about the text so no particular plan is used** (student B).
- **Je réfléchis, imagine about the type of the text, then ... hum. no plan**, ما كانش → I try to think about the text, type. Above all, no plan is used (Student E).

These answers may be taken to mean that the non-strategic readers tend to read without setting a purpose, thus no self-planning strategy was utilized. On the reverse, three out of ten students responded as follows:

- **Ah ... bon, ... imagine about the type**
I try to get the meaning from the title and think **واسم يجي ممبعد** (Student F, appendix G) .Or,

- قبل قراءة النص مباشرة، أول مرحلة نقوم بها هي معرفة العنوان و ذلك لمعرفة حول ما يدور الموضوع، و ممبعد نحاول نجلب الأفكار لي عندي من معرفتي السابقة و أيضا ...

I see the key words of the title. (See Appendix G, Student G) .

- Before reading a text, the first step I should normally go through is to read the title, I try to simultaneously activate my content schemata about the topic the text discusses; in addition, I will circle or underline the key words of the title.

These learners may be classified among the strategic readers since they could notice the crucial importance of self-planning strategy as a primordial metacognitive process that each learner should go through prior to reading activity for enhancing better reading performance.

As for the frequency of strategies mentioned under the question “*What do you normally do when you don’t understand a part of reading text?*” Almost able reported using some comprehension monitoring strategies like rereading, willing the key works, and guessing their contextual meaning by reading the section around them to figure out their meaning which was evidenced several times. Yet, only one student assumed that

using either social strategies or support strategies may be the most convenient solution for solving the problem under consideration. Thus, they responded as follows:

- **I try to understand the whole text.**
 - **I underline the key words.**
 - **I read the text several times or**
 - عندما نقرأ النص جيداً، و أثناء قراءتي نجد كلمة صعبة في هذه الحالة نحاول نفهم الفكرة أو الكلمة لي بعدها و لي قبلها.
 - عند قراءة النص و عدم معرفة ألفاظه ...أم نحاول بعدا نفهم واسم تقصد بعد أن اقرأ الجمل المجاورة لها، و لا نسقي واحد من الأصدقاء لي شوية fort عليا في الفهم، أو الأستاذ و آخر وسيلة نستعمل
- dictionnaire**
- i.e. while reading, I come across an unfamiliar word, in this way I try to read the section around it to figure out its meaning. If I still unclear, I ask the help from one of my peers, or my teacher and as a last solution, I check its meaning in the dictionary. (Student G).

As for the analysis of the answers obtained from the five cognitive strategies (predicting, skimming, scanning, inferring and contextual guessing), the rationale of examining these answers during think-aloud procedure consists in providing insights on the metacognitive strategy used by the selected participants during their actual reading process. Because of the fact that the strategy changes for different purposes, frequencies and percentages are determined for each strategy type used by the participants which are presented in the following table:

	Strategy unveiled	Strategy classification	R.F	A.F
Predicting	Activating background knowledge	Metacognitive strategy	09	90 %
	Translation.	Cognitive strategy	01	10 %
	Re-reading.	Cognitive strategy	01	10 %
	Self-management.	Metacognitive strategy	02	20 %
	Underlying key words of the title.	Cognitive strategy	01	10 %
	Advance organism.	Metacognitive strategy	01	10 %

Table 3.12. Types and frequency of strategies employed in think-aloud (pre-training phase).

From the above table, it might be obvious and well observed that on the whole, the respondents made use of more types of cognitive strategies than metacognitive ones, while performing predicting strategy. The examples of cognitive and metacognitive strategies the learners reported using them prior to the strategy training instruction can be well explained through the following answers:

- عرفت من معرفتي السابقة، و زيد بزيادة، تفرجت للفيلم شحال من مرة، آه ... ما عناتش كيسمها، الحصة لي جابوا فيها Titanic ، أم ... آه سايبى تفكرت "ساعة من ذهب" و معناه شيطان عظيم.
(Student A).

- تفكرت الأحداث نتع الفيلم بالعربية و بديت نترجم بالإنجليزية

Concerning skimming strategy, the learners made use of set of strategies that can be categorized into cognitive and metacognitive strategies which are exposed in the table below:

	Strategy employed	Strategy classification	R.F	A.F
Skimming	Finding key words.	Cognitive strategy	06	60 %
	Re-reading.	Cognitive strategy	03	30 %
	Using background knowledge	Metacognitive strategy	03	30 %
	Directed attention.	Metacognitive strategy	02	20 %
	Self-management.	Metacognitive strategy	03	30 %
	Ignoring unnecessary details.	Metacognitive strategy	02	20 %
	Reading with a purpose.	Metacognitive strategy	01	10 %
	Linking sounds with imagery.	Cognitive strategy	01	10 %
	Selective attention.	Metacognitive strategy	01	10 %

Table 3.13. Type and frequency of strategies employed in skimming strategy.

As shown in the above table, when the frequency with which these students used such strategies was analysed, it was seen that the most frequently employed strategy

when performing skimming was 'identifying the key words' (cognitive strategy) which was employed by seven students, whereas the use of metacognitive reading strategies which was clearly employed once the learners were interviewed during the think-aloud was 'integrating one's background knowledge' which was employed by three students as far as the second question of the pre-test was concerned. To prove it, one may consider the following answers as exactly recorded on the tape:

- قرئت text deux fois ، و puisque تيتانيك هي الكلمة المفتاحية، فتشت على الأفكار لي عندها علاقة معاه في النص.

- I.e. I have read the text twice, and since the word 'Titanic' represents the key word, I went straightforward to highlight the main ideas that are related to 'Titanic'. (Student A)

- قرئتو شحال من مرة ... و راني عاد عاعة على الفيلم.

- I have read the text several times ... and I still remember the events of this story.

Concerning scanning, the respondents rely on a set of cognitive and metacognitive strategies which are clearly identified and thoroughly explained in the following table:

	Strategy employed	Strategy classification	R.F	A.F
Scanning	Rereading.	Cognitive strategy.	06	60 %
	Selective attention.	Metacognitive strategy.	07	70 %
	Linking sound with imagery.	Cognitive strategy.	01	10 %
	Highlighting main ideas.	Metacognitive strategy.	02	20 %
	Finding key words.	Cognitive strategy.	03	30 %

Table 3.14. Type and frequency of strategies employed in scanning activity.

Therefore, to prove the idea that the already elicited strategies explained above were put into practice during think-aloud, it might be worthwhile to consider their answers which were of course provided using mixing code approach.

- ركزت على les details و surtout على الأفكار لي فيها اعداد، أحداث وقائع و لا شخصيات.

-I focus on the main ideas (especially those imprising numbers, events and characters).
(Student B).

As regard the use of cognitive and metacognitive reading strategies when performing inferring activity, which were unveiled during think-aloud by the participants, it is clearly felt by the researcher that most of them neither reply the question of the pre-test that required the utilization of this strategy nor unveil any particular strategy to help them solve such problem, claiming that the lack of vocabulary was more influential than the effect of background knowledge. Through the story of 'Titanic' was well known by almost the majority of people, it was hard for some to understand the entire content of the text because of several unfamiliar words. In addition, it was even difficult and complex for them to infer the meaning implicitly stated in the text. The results are to be shown in the table:

	Strategy employed	Strategy classification	R.F	A.F
Inferring	Self-management.	Metacognitive strategy.	02	20 %
	Circling the key words.	Cognitive strategy.	01	10 %
	Rereading.	Cognitive strategy.	01	10 %

Table 3.15. Type and frequency of strategies employed in inferring activity.

As obviously shown in the present table, only two students out of ten respondents tended to use self-management metacognitive strategy. However, the least frequent of all the cognitive strategies observed in the TAP1 circling the key words and re-reading strategies, which were employed more than one time. Thus, one may consider what was exactly uttered by the learners themselves while performing 'inferring' strategy during the think-aloud procedure.

- من القصة بحدك تفهم بلي normalement هاذيك l'alarme كانت موجهة ل capitaine

- و زيد الكاتب ختار her / she باش يمنع repetition

- It was clearly understood that the alarm had been given to the captain (1st question).
- In addition, the writer preferred to use 'she' and 'her' just in the case to avoid repetition. (2nd question Student B)

Concerning the last activity, which concerns the performance of guessing strategy, some of learners still encounter some difficulties, while the others utilize some cognitive and metacognitive strategies as shown in the following table:

	Strategy employed	Strategy classification	R.F	A.F
Contextual	Self-management.	Metacognitive strategy.	02	20 %
	Using words around them.	Cognitive strategy.	01	10 %
Guessing	Integrating one's background knowledge.	Metacognitive strategy.	02	20 %
	Translation / knowledge transfer	Cognitive strategy.	01	10 %
	Rereading.	Cognitive strategy.	01	10 %

Table 3.16. Type and frequency of strategies employed in guessing activity.

As shown in the above table, concerning the use of metacognitive strategies with the ten students in think-aloud, the most frequent strategies were trying to integrate one's background knowledge (employed twice), and self-management strategy (also employed two times). However, the least frequent strategies, which were both employed only one time. On the other hand, the remaining students could neither provide answers during the pre-test nor unveil any particular strategy as noted as follows:

- قرئت section لي فيها هاذ الكلمات ... hum و عاودت قرئت باش نقد نفهم المعنى من contexte .
- I have read the section around these words to figure out their meaning and guess also their contextual meaning. (Student A).

- Je savais بلي كاين هاذ الكلمة بالفرنسية (colossal)، donc فهمت بلي المعنى نتاعها ي كبيرة .
- Prof- نتاعها نتع lycée قراهانا هذ الحكاية، وتفكرت بلي flooded معناها sink ولا نفيض .
- I have already known that the word 'colossal' has a Latin origin, (in French colossal), so I could understand its meaning.
 - Our teacher, of the secondary school, acquainted us with this story, and I could remember the meaning of floated. (Student C).

Above all, one may claim while analysing the data obtained from the learners' verbalized protocol that they do possess some cognitive strategies since they reported using them during the implementation of think-aloud, however, it was clearly felt that they almost have absolutely no metacognitive strategies as was better proved in the preceding tables.

3.3.2. The Instruction Phase Results

Once learners' reading level was checked in the pre-instruction phase, the conclusive step has attempted purposefully in raising learners' awareness of reading strategies with their important types of knowledge. Although this type of strategy instruction may not provide many opportunities for practice, it is indeed very important stage which should be accommodated in whichever type of training is chosen to be executed. In this particular study, the selected informants were subjected to a metacognitive awareness-raising training which took place in the second term of the academic year 2007 – 2008 and lasted for four sessions. It was designed so as to fulfil some aims as explicated by **Flartz et al.**

Metacognitive awareness-raising is defined as the process heightening learners' general awareness of some strategies ... which includes interaction with the material, involvement of the students, use of higher order thinking skills and accommodation of students' social and affective needs.

Flartz et al quoted in (Deniz 2003: 321)

During this session, the trainer, as previously explained in the preceding chapter, made the learners aware of the value of the strategy and further explained which situations that required their utilization and how to evaluate the success of each strategy.

As for the strategy training sessions (4 sessions), four different texts were used in each session (see appendix D). The researcher started with brainstorming activity whose rationale consisted in activating learners' content schemata which is of course crucial important that helps them read considerably, and raise their metacognitive awareness of how to transfer or employ it with other language learning tasks.

During this activity, the informants were expected to elicit the main important words / ideas related to each topic at hand. This activity was immediately followed by another reading task, where the learners were required to deal with skimming and scanning, i.e. how to run respectively their eyes over the passage when asked to locate particular ideas or get the gist of it. They were also required to answer some inference questions and make contextual guessing of some underlined words which were provided by the trainer and therefore evaluate their guessing (metacognitive strategy).

All in all, the set of cognitive and metacognitive strategies that were targeted during the four sessions were as follows respectively: making guesses, reading the text, and, identifying the main ideas, referencing, brainstorming and finally reflecting on how well they completed their reading comprehension activities. As for the results obtained from this phase, the trainer could saliently make a difference through classroom observation, and learners' contribution within classroom reading activities the difference between those learners who are said to be proficient readers, and the less proficient ones. The former have shown their ability in understanding the provided tasks assigned to them while the latter seemed unable to use strategies already defined explicitly, and explained directly. Hence, they did not contribute at all to reading comprehension courses.

3.3.3. The Post-Instruction Phase Results

So as to see whether the metacognitive reading strategy instruction at awareness raising level had a significant effect on learners' reading proficiency, the present phase consisted in assessing learners' progress in terms of the use and application of cognitive and metacognitive reading strategies respectively through a post-test and think aloud protocol conducted on the same respondents constituting the population sampling of the present research work.

3.3.3.1. Post Instruction Test Results

As noted earlier, the present phase of achievement of diagnostic test which was administered immediately after receiving instruction in the cognitive and metacognitive reading strategies that lasted four weeks. The plain purpose of this test consisted in assessing the learners' actual acquisition of reading strategies as well as their appropriate application for each. (See Appendix G).

At first, before distributing the text to the learners, they were required to read the title whereby to predict the main idea the text discusses. As noticed from their written answer, almost the total number of the respondents could perform the predicting strategy successfully, (90 %) in spite of the two unfamiliar words the title contains, they could understand the text talks about marriage (See Appendix D). In an attempt to compare between results obtained prior the instruction phase and after training sessions, one may consider the following table:

	Before strategy instruction		After strategy instruction	
	Successful	Unsuccessful	Successful	Unsuccessful
Predicting	70 %	30%	90 %	10 %

Table 3.17. Frequency of learners' performance of predicting strategy before and after strategy training instruction.

Concerning the second task related to 'skimming' strategy, the analysis of learners' answer have been shown that only seven students performed successfully on this task, i.e. (70 %), on the other hand, three subjects failed to apply the strategy adequately on the task. In spite of complexity of some words that are totally related to the text content, the successful readers were encouraged to read and confront those repealed / obstacles. However, the three remaining students regarded those unfamiliar words as barriers that prevent them to continue reading in a systematic way.

	Before strategy instruction		After strategy instruction	
	Successful	Unsuccessful	Successful	Unsuccessful
Skimming	100 %	00%	70 %	30 %

Table 3.18. Learners' performance of skimming strategy before and after strategy instruction.

In relation to scanning strategy, three respondents could not perform this strategy successfully, while seven students who could it succeed in locating specific information that was needed. The results obtained during this activity suggest that learners made slightly progress after strategy instruction comparing with the results obtained in proficiency test.

	Before strategy instruction		After strategy instruction	
	Successful	Unsuccessful	Successful	Unsuccessful
Scanning	50 %	50%	70 %	30 %

Table 3.19. Learners' scores in scanning before and after strategy instruction.

Concerning inferring, four informants out of ten could make appropriate inferences of the given task, i.e. 40 %, six learners on the other hand still find difficulties in making correct inferences. Similarly to scanning, the strategy of inferring has marked a little progress among the learners when comparing it with the results obtained prior to the instruction phase.

	Before strategy instruction		After strategy instruction	
	Successful	Unsuccessful	Successful	Unsuccessful
Inferring	30 %	70%	40 %	60 %

Table 3.20. Learners' scores in inferring before and after strategy instruction.

As regards contextual guessing strategy, which was examined through question five, the analysis has shown that out of the total number of respondents, only five students could be able to guess the meaning of five selected words from their contexts (50 %) while the five remaining ones were unlikely to understand their meaning from the given passage. As compared to reading proficiency-test, insignificant progress is noticed as it is illustrated in the following table:

	Before strategy instruction		After strategy instruction	
	Successful	Unsuccessful	Successful	Unsuccessful
Scanning	40 %	60 %	50 %	50%

Table 3.21. Learners' scores in guessing before and after strategy training instruction

3.3.3.2. The Post-Training Think-Aloud Protocol Results

So as to see whether the metacognitive reading strategy instruction at awareness-raising level had a significant effect on the reading proficiency, a second think-aloud was conducted on the sample respondents constituting the population sampling of the present research work, which was implemented immediately after completing the post-training test. The plain purpose of this think-aloud consisted in discussing and comparing the types and frequency of the strategies employed before and after receiving the strategy instruction which lasted for four weeks. Yet, before discussing this difference, it might be worthwhile to consider the learners' answers to the pre-planned questions which were exactly uttered as it is recorded on the tape.

Relating to the analysis of the question “**What kind of strategies do the learners employ before reading a text?**” The answers prior to the strategy training were as follows:

(Student C) plan ما كانش، ما كتتش شا ندير، ما كانش le texte

- Since I still haven't the text at hand so no plan is utilized.
- **I will try to imagine what I can find in the text,** يبالي هاذ هو، ما تقدرش نزيد حتى حل

(Student D)

-أم... كيفاش... شاندير... ما فهمتش... ما دام ما تعرفتش على الموضوع ما كانش plan

- Since I still haven't the text, I cannot predict. The topic discussed in the passage.

Yet, once receiving the strategy training instructions, the answers obtained to the present question can be illustrated as follows:

- نسيي نفهم le titre نتع النص، و نستخرج الكلمات المفتاحية هي فيه باش نشوف إيلا نقدر نحس الموضوع قبل ما نقوله، و نشوف ثانيك إيلا عندي كاش معرفة سابقة على الموضوع.

- First of all, I will try to understand the title and elicit the key words so as to see whether I can predict the entire content before reading the text. In addition, I will try to activate my content schemata to help me understand much better.

Thus, it might be understood from the answers obtained from this question that the respondents could recognize the crucial role of self-planning strategy as a pre-reading technique which was not somehow recognized prior to the strategy instruction.

Whereas the analysis of the question “**What do you normally do when you don't understand a part of reading a text?**” has clearly shown that there was no striking or clearest difference in terms of the importance of rereading, and writing the key words strategies even prior to the importance of strategy instruction.

As far as the strategies unveiled by the students once performing the five cognitive reading strategies, one may notice the fact that the integrated and direct instruction of metacognitive reading strategies at awareness-raising level in EFL setting affected to some extent positively the reading proficiency of the participants. The results can be presented as follows:

	Strategies employed	TAP ₁	TAP ₂
		Frequency	Frequency
Predicting.	- Integrating one's background knowledge.	10	07
	- Making inferences.	00	01
	- Identifying key words.	01	04
	- Advance organizers.	01	00
	- Planning ahead.	00	02
	- Translation.	01	00
	- Self-management.	01	04
	- Re-reading.	00	01
Skimming.	- Finding key words.	04	05
	- Summarizing.	00	01
	- Self management.	03	06
	- Skipping unnecessary details.	02	02
	- Re-reading.	02	02
	- Integrating one's background knowledge.	03	02
	- Directed attention.	01	00
	- Reading with a purpose.	01	00
	- Skimming as needed.	01	00
	- Selective attention.	00	02
	- Translation.	01	00

Scanning.	- Scanning.	01	00
	- Re-reading.	00	01
	- Selective attention.	06	03
	- Highlighting important ideas.	08	06
	- Linking sounds with visual imagery.	01	01
	- Identifying key words.	00	01
	- Ignoring unnecessary details.	01	00
	- Self-management.	01	01
Inferring.	- Re-reading.	01	02
	- Summarizing.	00	03
	- Self-management.	03	02
	- Circling key words.	01	00
	- Self-questioning.	00	01
	- Selective attention	01	03
	- Note-taking.	00	01
Guessing from the context.	- Self-management.	01	03
	- Self-monitoring.	01	01
	- Re-reading.	01	00
	- Translation.	00	00
	- Knowledge transfer.	00	01
	- Activating content schemata.	00	01

Table 3.22. The type and frequency cognitive and metacognitive reading strategies in TAP1 and TAP2.

In an attempt to consider the results obtained from think-aloud in the pre-training and post-training phases, one may notice that the most frequency used metacognitive strategy was integrating one's background knowledge; which was employed ten times during the first and seven times during the think-aloud protocols; while the least frequent metacognitive self-management, directed attention, and self-monitoring strategies which were all evidenced not more than three times as far as the strategies unveiled while

performing the five reading strategies of predicting, skimming, scanning, inferring and guessing.

Apart from the most frequent and least frequent metacognitive strategies explained previously, it was obviously noticed during the learners' protocols that they did rely on a set of cognitive strategies (as already shown in the table above) among which the most frequent strategy was re-read (employed six times), and circling and identifying key words (employed four times). However, the least frequent of all the cognitive strategies observed in think-aloud TAP1 and TAP2 were skimming and scanning as needed (employed solely in the think-aloud two times), summarizing, and linking sounds with imagery (employed one time), knowledge transfer, translation and note-taking strategies as well.

To sum up, it might be worthwhile to note down the following points:

- First of all, the qualitative and quantitative analysis obtained from think-aloud data has proved the fact that some participants, if not all, have already possessed some strategies which can be categorized into cognitive and metacognitive strategies, which socio-affective ones could not be unveiled during their verbal protocol.

- Secondly, some strategies; which are clearly identified and objectively explained from the inventory compiled from the works of **Barker *et al* (1984)**, **Wilson(1981)**, **Hosenfeld (1977,1979)** (see appendix F), as well as the inventory which comprises a set of learning strategies categorized into metacognitive, cognitive and socio-affective strategies, which are themselves made up of some sub-categories (see Appendix G); have not been employed by the learners when being interviewed individually during think-aloud procedure.

- Finally, the results which were discussed and interpreted in a step-by-step process during this assessment verify the validity of the fourth hypothesis which states that the explicit / integrated strategy instruction can have to some extent positive effect on learners' reading proficiency in EFL setting though results obtained in the present study

have not shown statistically significant and remarkable difference in terms of the types and frequency of strategies employed which is probably due to the fact that the learners may have already learnt or possessed effective strategies before coming to the university.

3.4. Conclusion

This analytical chapter was intended to discuss the results and offer interpretations for the various findings. It was made up of two interrelated parts. As for the first part, it has described the phases that were undertaken for collecting data obtained from three data gathering tools namely questionnaires, pre-test and post-test as well as think-aloud which was conducted; on the same respondents constituting the population sampling; prior to the strategy training and after strategy training instruction was completed. The rationale of conducting think-aloud for twice consisted in checking whether the learners are already acquired with crucial role of utilizing reading strategies for problem-solving situations and therefore employ them whenever necessary while the second think-aloud was intended to assess learners' metacognitive strategies use after being explicitly taught for a four- week period.

As regards the second part of this investigative chapter, the researcher has analysed the results obtained from questionnaires, tests and think-aloud and interpreted the data afterwards relying on two specific approaches namely quantitative and qualitative data analysis techniques.

4.1. Introduction

On the basis of the results obtained in the preceding analytical chapter, the researcher attempts to offer directions to the Department of English after checking and confirming the validity of the third hypothesis, which states that learners comprehension deficiencies are in one part due to their lack of metacognitive knowledge or awareness of where and how to utilize adequately particular strategies to fix their comprehension problems, as well as to when to transfer them in other learning situations that condition their application.

As aforementioned, the present chapter attempts to suggest some alternative and hopefully useful proposals that need to be taken into consideration by both sides, i.e. the teachers in charge of the Reading Comprehension module and the learners as well whereby to tackle the issue faced in the skill under consideration. In addition, some practical suggestions and pedagogical implications are proposed and presented throughout this chapter, which are intended to be thoroughly discussed, and sequentially presented in considerable details in the next section.

4.2. Promoting Reading Comprehension

Numerous factors that contribute to developing the ability to decode and comprehend the text at hand have been identified. They include creating motivational atmosphere as a starting point or stage that should not be neglected because of its crucial importance in nurturing an intrinsic motivation towards learning in general and reading comprehension in particular. The second factor which somehow holds an equal importance concerns providing interesting texts based on learners' needs, preferences and expectations. During this section, the researcher endeavours to elucidate some criteria that need to be carefully considered since it is widely held view that learners' weaknesses as far as this skill is concerned can be to some extent due to the inadequate selection of reading materials without taking into account the needs and interest of the learners,

paying due attention on determining the major criteria that should be taken as a basis for developing and enhancing learners' reading proficiency.

4.2.1. Creating Motivational Atmosphere for Reading Instructions

Currently, tremendous wave of interest has been reflected on exploring the numerous influential factors that help the learners develop their overall comprehension strategies and better their performance in the area of reading. Not surprisingly, sustaining a motivational classroom-learning atmosphere tends to be indeed one among those crucial factors that may act as a key departure towards an effective teaching / learning process. For this, common sense suggests that motivation must be necessarily an integral accompaniment whenever learning takes place, more importantly when it concerns language learning / teaching strategies, be it native language or second / foreign language. The importance accorded to this potential affective component can be well illustrated in the following lines: **'Of particular importance is the inclusion of motivational training with learning strategy in order to develop will as well as skill for learning'**. (O'Malley *et al* 1990: 185)

This implies that strategy training instruction can in no way be effective only if motivation is to be present among the majority of learners, which will later help them raise their awareness about reading process, and become more willing to acquire other fruitful strategies, and therefore be convinced of their values. Thus, **'motivation can be considered as a component of metacognition in so far as it plays a self-regulation role in learning'**. (ibid)

Similarly, Paris (1988) equally stresses the vital role that this affective factor plays in learners' overall learning strategy instruction asserting that:

Informed training in the use of strategies is not sufficient but that of motivational training component needs to be added to learning instructional program.

Although, the teacher may not be able to choose his / her actual classroom, he can do a lot about his physical appearance and emotional atmosphere of his lesson. Dare say, an effective comprehension instruction can support the development of motivated readers only if some factors are to be considered, i.e. rewarding improvement and emphasizing efforts. (Cambrell 2001: 08). In regards to the former, a consensus seems to be building among numerous educationists (Nolen 1988, Pressley 2000) that classroom competition tends to affect negatively on learners' contribution within classroom reading activities, and impede their thinking skills and self-reliance, especially with those who are not generally the winners in competitive reading assignments. So, in an attempt to foster the learners' intrinsic desire to read, the teacher can structure comprehension instruction around recognizing and rewarding improvement of learners' reading performance.

Yet, if reading centres on the goal of getting better, the learner is then likely to understand at deep level what he is reading, whereas if he attributes success to his ability, then his motivation may be undermined. Conversely, if the learner believes that ability explains achievement, he is likely to invest an effortful energy to solve a problem or complete a specific task of reading to make comprehension accessible to him.

In view of this, it is undeniably obligatory for the teacher to reward his learners' efforts, and tolerate at the same time their repeated mistakes whenever comprehension breaks down. This may later help him adopt a positive attitude towards his overall learning process, and will therefore be willing to read with enthusiasm and greater concentration over length of time.

4.2.2. Providing Interesting Texts for Comprehension Instruction

In an attempt to raise learners' metacognitive awareness about the reading process, and help them develop their strategies repertoire in the area of reading comprehension, it would seem essential to consider some other primordial factors that have to be taken into consideration by EFL teachers in charge of the Reading Comprehension module. One of these factors consists primarily in providing suitable texts that cater for learners' needs

and more importantly nurture an intrinsic motivation to read with enthusiasm and full concentration relying on particular introspective / retrospective data gathering techniques (questionnaires, interviews or by the learners' reaction towards various activities or topics they are engaged with).

Yet, the chosen texts should be substantially more diverse because the individual students have individual interests so, it is unlikely that all members of a class will be interesting in the same things. (Harmer 2000: 206). As such, the teacher is supposed to select numerous topics to meet the needs of the majority of his learners, their preferences and their existing level of proficiency. These texts are to be varied in terms of the content, genre and readability level.

Indeed, selecting interesting texts for reading comprehension instruction can be said to have paramount importance according to numerous researchers. Morrow (1992) one among them aptly put it as follows: **'Students who read interesting texts in a physically appealing classroom increased their frequency and time spent reading in free-time activities'**. (Web-retrieved document)

For further elaboration and explanation, one can unmistakably state that the selection of suitable texts tends to be beneficial for the learners since it allows them spend more time reading personally these texts, and will be more willing to devote effort, attention and persistence to learn from the content he finds intriguing and enjoyable.

All in all, the teacher is supposed to expose his learners to a variety of interesting text types, i.e. narrative, expository, informative (explanatory), argumentative, whose content should be struggling as readers capacities grow, containing some highlighted key vocabulary, headings, and other supporting details that complement the text to facilitate comprehension, and help them predict what will be read (predictive tasks).

To sum up what has been stated during this section, it might be worthwhile to consider the criteria that have been identified by Nuttal (1996) and which need to be

taken into account by the teachers in charge of the Reading Comprehension module, i.e. *suitability of the context, readability and exploitability*, which can be discussed and thoroughly explained throughout the subsequent section.

4.2.2.1. Criteria Needed for Text Selection

Obviously, the present section as its name implies seems to complement what has been previously tackled just earlier. It strives to consider three basic criteria that need to be taken into account as a crucial basis whenever attempting to select any kind of reading material. These criteria have been introduced by **Nuttal (1996)** which concern suitability, readability and exploitability, i.e. the selection must be necessarily involve these criteria and none of them can operate effectively and independently of the two remaining ones.

Concerning the suitability of the context, since it is impossible to choose a specific text genre that pleases all the members of the class, the teacher should therefore include a variety of reading texts from many sources whereby to heighten the learners' interest and foster an intrinsic desire to read over a length of time. Otherwise, in **'the absence of interesting text, very little is possible'** (William 1986: 47)

On the other hand, **Carrell**, seems to support this idea explains that: **'reading teachers should use materials the students are interested in including materials of self-selected by the student'**. (Carrell 1984: 339)

Hence, such criterion should be taken as a basis before selecting any material to be read since it is often agreed that 'interest' seems to function as a primordial and crucial factor for it is related to motivation.

Furthermore, in terms of readability of foreign language texts, the teacher should avoid choosing texts that are either too easy or far too difficult for learners' level. Yet, he can instead of that provide them with texts that are accessible in terms of their structural, and lexical features of the language that expresses them, and challenging their

intelligence at the same time to make the reading tasks '**difficult but achievable**'. (Scrivener1994: 149).

With respect to exploitability, the text content has to be developmentally, and linguistically, appropriate for improving the learners' comprehension strategies, and overcoming the vast amount of their reading deficiencies, because at the end, the basic aim that the teacher attempts to fulfil from such reading tasks is to make the learners deeply engaged in the meaning-making process of the selected text and therefore arrive successfully at thorough understanding of it.

One way reading teachers can determine the exploitability of a passage is to provide some exercises and activities in the reading lesson. If for example, one of the objectives is to have students discover the author's point of view; the teacher in such a case could perform that activity to see if the passage could be exploited by the learners, can allow them to discover the author's point of view.

4.3.2. Pedagogical Implications for Vocabulary Development (Bottom-up Processing)

The focus of reading instruction has been evolved from text-driven processing (bottom-up) to reader-driven processing (top-down). Admittedly, it is generally agreed on the fact that heavy reliance on just one level of processes cannot guarantee successful outcome since it is believed that for a more effective learning reading comprehension to take place, one should necessarily depend on the simultaneous interaction of both processes for they tend to complement each other.

Thus, as the messages are carried out from the author to the reader through the words presented in the print text, lack of sufficient vocabulary knowledge may be seen as one of the most strikingly frequent sources of teachers' comprehension difficulties in FL reading comprehension. Thus, assumption has been empirically proved by the researcher throughout the preceding chapter once the learners were externalizing their thought

processes while thinking-aloud, during which the majority cited vocabulary weakness as a major source of their comprehension weaknesses. Therefore, in the present section, one may ask this provocative question: *How can we enhance learners' reading ability?* Probably, as suggested by **Nation (1990)**, teaching explicitly basic vocabulary can be done through the following techniques which are presented as follows:

4.2.3.1. Rote Repetition

By rote repetition, the learners can enhance their reading ability and promote their comprehension through a contextual repetition of words and their meaning until they feel that words are learned and stored in memory. By so doing, learners can become fluent readers and more importantly when they accustom themselves to utilize such an effective strategy not only in the classroom learning setting but also outside the context of schools. According to **Nation (1990)**, using flashcards and wordlists tend to be very a primordial and useful technique which helps the learners in instituting their vocabulary background and more importantly promoting their general autonomy towards learning.

4.2.3.2. Using Context to Guess Vocabulary Words

In this technique, the learners should be explicitly taught how to guess the meaning of the unfamiliar words from their context through highlighting the clues. Through this activity, the learners could become more sensitive towards vocabulary learning and coherence of the text as well. Yet, one may claim that once performing this activity of contextual guessing, learners may sometimes become anxious especially when failing to discover the accurate meaning of some words from their real context. Therefore, so as to reduce learners' anxiety about weak vocabulary, and help them facilitate their reading comprehension, the teacher should present the unclear words that appear frequently in a given passage before getting the learners to read it. In this domain, **Aebersold and Field (1997)** suggest presenting '**topic specific**' or '**context specific**' vocabulary in pre-reading activities '**to help the students gain a general meaning of those words**'. (1997: 139) Nevertheless, introducing a word does not automatically lead the students to understand

and use the word because numerous types of knowledge about a word are involved in word acquisition. In this context, **Nation (1990)** identifies them as follows:

- Form (the word in print and its grammatical form).
- Position (the grammatical patterns and structures in which the word is used).
- Function (the types of situations in which the word would likely appear).
- Meaning (the various meanings and nuances of the word).

(Nation 1990: 29)

In this sense, previewing the topic specific seems to be insufficient for the students to acquire the words. However, **it may raise their consciousness so that they can constantly monitor their understanding when they encounter words that were previously introduced in the text. (Nation 2005: 104)**

4.2.3.3. Analysing Word Structure: Morphological Analysis

The present technique is not without benefit. It strives to encourage the learners to study roots and inflections (prefixes / suffixes), and transfer this strategy once being engaged in other similar activities where other vocabulary words are presented during which they can find the meaning of ambiguous concepts of words by breaking it into small elements, and interpreting them afterwards.

4.2.4. Understanding Text Organization and Discourse Cues

The present section seems to complement what has been tackled and suggested in the previous section, since it strives to enhance learners' reading proficiency and promote their comprehension through considering the primordial role of using text-driven bottom-up strategies. In effect, several reading researchers could recognize the essential role of understanding the text organization and have therefore demonstrated through their oriented studies some effective ways for discourse uses and text cues and text

organization in academic context. Here are some activities adopted by **Utah (2005)** which would be useful in high school context as shown below:

- Identifying the sentences that convey the main ideas of the text.
- Underlining transition phrases.
- Explaining what a set of pronouns refers to in prior text.
- Recognizing a scrambled paragraph and discussing textual clues used for decisions.
- Matching the titles or heading with a set of paragraph in the text.

(Utah 2005: 07)

In university setting, so as to help the learners perform such primordial activity in most convenient way, the teachers need to provide activities which make students consciously aware of the basic level of textbook organization and discourse cues like coherence makers and cohesive devices. As shown below, one sample activity adopted by **Utah** which seeks to achieve this,

The World Health Organization says that almost million people die each year from the effect of smoking tobacco.

Most of these people die of lung cancer, heart disease (1) other cancer. "Tobacco use is the main cause of these diseases", doctors say.

International health specialists believe health problems linked to smoking will get worse in the years to come. A WHO study shows smoking decreased by one percent in industrialized countries (2). It increased by about two percent in the rest of the world.

- 1- Give the meaning of the underlined words.
- 2- Choose and insert the following words into (1) and (2): *therefore, however* and *then*.

IBID.

According to Hyeran (1997)

Knowledge of text organization seems to allow students to see a bigger picture rather than remain focused at the lower levels of a text such as word or sentence level ... helping L₂ students identify different discourse structures seemed to be effective in improving reading comprehension retention and recall.

(Hyeran 1997: 107)

Furthermore, Bernatt (1989) suggests that in order to have the students become more familiar with FL text structures and develop their ability to follow text structure, teachers in charge of the Reading Comprehension module

Should show a summary of text structure types to students so that they become familiar with a text oriented by a recognizable structure to discover the structure type and analyse the author's intention in using particular structure.

(Quoted in Hyeran 1999: 108)

Above all, stressing on the primordial role of rhetorical organization should not be neglected for it can help the learners better activate their background knowledge and monitor its appropriate use (text organization and background knowledge) needs to be tackled in considerable details throughout the subsequent section.

4.2.5. Acquisition, Elaboration and Application of Background Knowledge (Top-down Processing)

The importance of the knowledge of vocabulary and discourse organization has already been mentioned in the previous sections. The aforementioned factors tend to be components of background knowledge. Obviously, background knowledge includes both of all languages as well as readers' whole knowledge of the world. Therefore in the present section, the researcher attempts to elucidate and unearth the usefulness and

applicability of activating one's content schema in promoting learning in general, and reading in particular.

As schema theory or top-down model of reading stresses on the crucial role of integrating one's background knowledge in reading comprehension. The verbal data could show how the participants understood the content brought into the provided passages (pre-test, post-test) once they activate their background knowledge. As such, it could be worthwhile and wiser at the same time to mention down that this strategy tends to play a central role in FL reading comprehension, while it tends to be more effective once it is utilized to compensate for readers' weak vocabulary or syntactic knowledge whenever comprehension gaps occurs or breaks down.

One of the significant ways to build learners' background knowledge can be done through *semantic mapping*. A key concept from the reading material is given to the readers during which the learners

Are asked to generate words and concepts they associated with the key word or concept. The material can be graphically organized on the blackboard. Students can link the ideas and concepts to their own prior knowledge.

(Utah 2005: 23)

During the performance of this strategy, the teacher may ask the students questions such as **what made you think of?** whereby to stimulate a discussion. This interactive process also provides the students with the opportunity to accept, reject and alter their own initial association and to integrate them in more accurate pictures of the target concept.

Above all, **'the purpose of helping the students to link his / her background knowledge with concepts in the text is to set up appropriate expectations about the language and content of the passage'** (Parviz 2003: 07)

There are other several ways for facilitating students' background knowledge in the classroom settings. Carrell (1984) argues that:

Activating existing background knowledge as well as building new background knowledge should be done through pre-reading activities, to help the reader to read better. These background knowledge building activities need to include not only discussions on the topic of the text but also bringing cross-cultural aspects of the text if necessary.

(Carrell 1984: 334)

The appropriate application of background knowledge is as important as the activation and expansion of knowledge in reading. Though self-monitoring comprehension, either at the lower or higher levels, FL readers can corroborate whether the application of their background knowledge might be consistent with their overall comprehension of the remaining parts of the text whereby to prevent the overreliance of top-down processing (integrating one's background knowledge).

4.3. Other Practical Suggestions

During this section, some other practical suggestions are put forward hopefully to raise learners' metacognitive awareness about reading strategies employed and therefore improve their reading performance. These alternative solutions consist in developing learners' strategic awareness of reading through an explicit instruction, and at the same time suggesting some reading activities that are organized and sequentially identifies through a three phase approach. The last section on the other side attempts to shed more fresh light on elucidating how this introspective techniques help the non-strategic learners improve their comprehension.

4.3.1. Developing Learners' Metacognitive Strategic Competence through Explicit Instruction

This section tends to be one of the most primordial solutions that has received a notable support among numerous strategy investigators aiming to help the learners improve their reading performance and increase their problem-solving strategies in the area of EFL learning process. Nevertheless, despite the potential impact of strategy training / teaching instruction on learners' reading achievement, several teachers still hesitate to add it to their educational curriculum stating that **'it sounds wonderful, but I don't have time to teach anything extra'** (Quoted in O'Malley *et al* 1999: 179).

Therefore, in an attempt to encourage the teachers of reading comprehension to implement it in their EFL programme as an integral part rather than an add-on component, it would seem wiser to start at first with giving a definition-based on the "explicit teaching" of strategy instruction. As described in Dolly's lines:

Explicit teaching is intentional and direct about teaching individual strategies on the assumption that clear and unambivalent information about how strategies work well put the suggesting readers in a better position to control their own comprehension.

(Dolly 2002:30)

A significant oriented study has been undertaken by Van and Abraham on the basis of exploring the specific components that help characterize the difference between the successful and the less successful learners. The results obtained have clearly provided evidence that the difference lies in the inadequate understanding of the metacognitive strategies among the less competent learners, accordingly they:

Apparently ... lacked ... what are often called metacognitive strategies which would enable them to assess the task and bring the bear the necessary strategies for its completion.

(Van and Abraham 1990: 132)

On the other hand, **Chamot (1990)** did notice the efficacy of the explicit / direct instruction of strategies on learners' language proficiency stating that:

Research indicates that the embedded strategy instruction does not lead to transfer but that direct instruction is linked to the maintenance over time and transfer to new task.

(Chamot 1990: 499)

This implies that if the learners are not directly instructed through the metacognitive knowledge about reading strategies then, they are likely to be learners without directions or opportunities to review their language improvement, and therefore be incapable to exploit particular strategies strategically and tactically. Thus, training the learners explicitly through metacognitive reading strategy instruction requires from the teacher to consider five basic sequential steps that constitute complete teacher explanation. These phases are to be described respectively as follows:

- *Preparation phase*, i.e. during this introductory instructional sequence, the teacher is supposed to prepare his learners for particular reading strategy instruction, and should discover their spontaneous strategies they currently use. Once these strategies have been demonstrated then, the learners become ready for the next phase.

- *Presentation phase*, i.e. during which the teacher is expected to provide a definition-based on each strategy (declarative knowledge) and should keep in mind that it is not the matter of how many strategies he is going to train his learners to integrate them, but should raise their metacognitive awareness of the usefulness and the applicability of those strategies. In other terms, learners' reading performance may not be improved by merely presenting a discrete list of strategies, but they do require appropriate contexts where reasons for strategy training are explicitly presented. As **Nunan** puts it:

A mistake to assume that learners come into the language classroom with a sophisticated knowledge or pedagogy or with natural ability to make informed choices about their own processes.

(Nunan 1999: 11)

- After listing, naming and providing supporting information about the targeted reading strategies, the next step (*practice phase*) consists in devising a variety of challenging reading activities that promote the implementation of learners' strategic processes, to build up their capability for independent learning, i.e. to utilize the strategies that have been discovered during the preceding phase.

- The following sequence known as *evaluation phase* will be designed to encourage the learners reflect on the degree of success / failure in integrating the chosen reading strategies through particular introspective / retrospective data gathering techniques such as a metacognitive reading questionnaire, guided interviews, think-aloud, etc. The focus of this phase is in a large part on learners themselves, though learners' self-evaluation might be new to them for they have been accustomed to teacher-directed classes, thinking that evaluation is exclusively teachers' responsibility.

- The last conclusive step labeled *expansion phase* requires from the teacher to delineate other reading circumstances under which the acquired strategies are transferred from familiar contexts to surprising variety of unfamiliar ones. Dare say, this phase tends to permit the learners transform their declarative knowledge of reading strategies to conditional one. All in all,

the outside instructor taught the structure strategy by explaining what it was in session one (step A), why it should be learned in session two (step B), how to use it in session three (step C), when to use it in session four (step D), short quizzes were provided to help the subjects evaluate their use of the strategy in session five (step E).

(Raymond 1993: 448-49)

To recapitulate what has been stated above about the five recursive phases that constitute complete teacher explanation about direct instruction of reading strategies, it would seem worthwhile to consider the following figure:

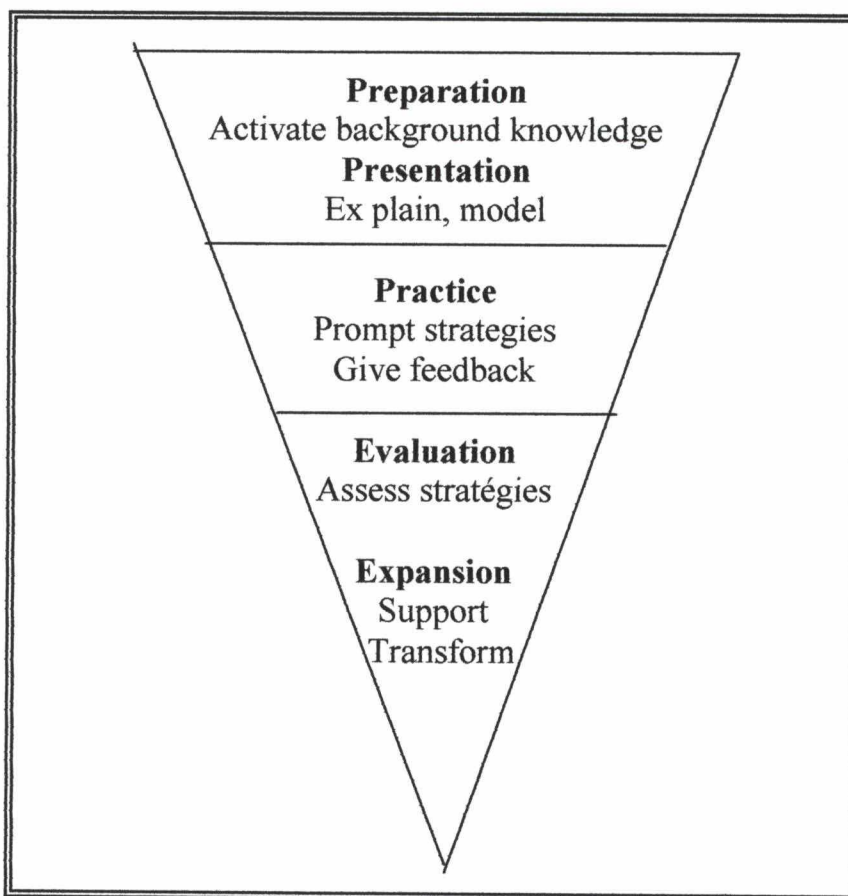


Figure 4.1: Framework for strategies instruction (adopted by El Dinary in (O'Malley et al 1999: 46)

Above all, in an attempt to recapitulate the potential factors that have been already discussed and thoroughly explained it may seem worthwhile to outline the following list put forward by (Philip et al (2006) which sheds fresh light on eliciting the steps that should be sequentially undertaken for explicitly and directly explaining particular strategies.

<p>Direct Explanation</p>	<ul style="list-style-type: none"> - Introduce each strategy explicitly. - Define each strategy explicitly. - Describe each strategy very clearly. - Outline critical features of each strategy - Provide reasons/ Rationales for learning each strategy. - Break down each strategy into components. - Explain the relationship among various component of a single strategy. - Recommend the use of graphic organizer to facilitate strategy use. - Delineate clearly appropriate circumstances when and where each strategy may be use. - Show how to evaluate successful or unsuccessful use of each strategy. - Explain clearly an ineffective use of strategy in some circumstances. - Emphasize the importance of evaluating the success of one's strategy use. - Explain that is possible to monitor strategy selection and implementation.
----------------------------------	---

Table 4.1. Direct explanation of strategies. (Philip et al 2006: 25)

4.3.2. Strategic Learning Model

Obviously, this section seems to complement of the former one, which strives to present a metacognitive model of learning that students can use to work through a language task in general, and reading comprehension in particular. This model, as explained by O'Malley *et al* 'organizes learning strategies according to their metacognitive processes of planning, monitoring, problem-solving and evaluating'

(1999: 10). This model endeavours to show the learners how they should go through four recursive processes that are not systematically and strictly sequential, but may be employed as a basis depending on the task itself, and the interaction between the task and the learners.

Initially, the learner should analyse a reading activity in terms of its overall goals, its aspects and the most important personal characteristics. **Snowman** (in **Schunk 2000: 382**) calls this “**strategic skills**”. During this introductory procedure, the learner begins reading by setting the goals he intends to reach at the end of the task through *self-monitoring strategy*, then moves to the next step which is still part of strategic skills i.e. *monitoring process* during which he checks several times whether the story is making sense. Once feeling somehow overwhelmed and frustrated then he can make use of some social strategies, especially when being engaged in more challenging tasks that are undoubtedly effort and time consuming. After completing the given task, he should reflect on how well it went and check whether the plans set prior to reading produce successful goals (*self-evaluating*). If not, he needs to go back to the material, elicit where comprehension breaks down and look for other alternative solutions (*problem-solving*).

In the context of this study, these strategies are implemented within strategic processing framework called **Self-Regulated Approach to Strategic Learning (SRSL)**. The rationale for using SRSL is to enable an effective coordination of strategy used. This coordination is essential because according to **Chamot et al**, ‘**strategies are often more powerful when they are used in appropriate combination**’ (1999: 32). Therefore, this framework can be better illustrated and explained through the following figure:

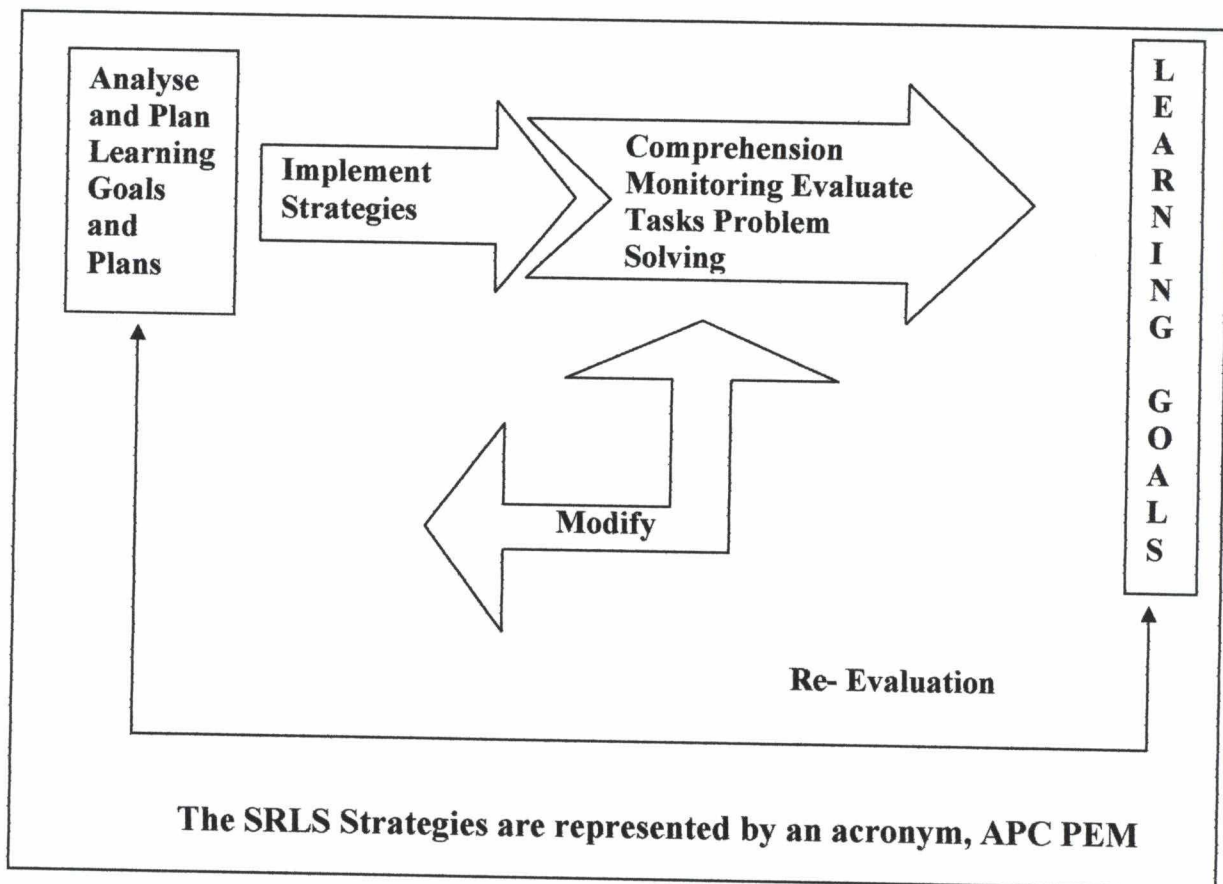


Diagram 4.1. Self-regulated approach to strategic learning (SRSL) in (Philip et al 2006:14)

4.3.3. A Three-Phase Approach for Teaching Comprehension

As the learners' needs and weaknesses in reading comprehension have been tackled in the previous chapter, the present section consists in suggesting some practical activities that should be implemented in sequential organization organisation. Unlike the traditional materials, these contemporary reading tasks involve three phase procedures i.e. pre, while, and post reading stages.

4.3.3.1. Pre- Reading Activities

A general consensus seems to be building among numerous researchers in the field of native/ foreign language research that pre-reading stage tends to hold a major importance than the remaining phases as proved in the following lines: '**Comprehension is facilitated by explicitly introducing schemata through pre reading activities**' (Zhang 1993:05). This may signify that pre reading stage helps in activating the relevant schemata which tends to be a fruitful strategy in promoting reading comprehension. Nevertheless, most teachers tend to neglect this introductory procedure, though it may function as the most primordial stage. As advocated by **Drucker** teachers need to

...relate the passage students are going to read to do something that is familiar to them. Next provide a brief discussion question that will engage the students and after that provide an overview of the section they are about to read.

(Drucker 2003:23)

Above all, the primary purpose of this procedure consists in purposefully helping the learners to:

- Improve the learners' interest in the topic
- Provide some predicting/ guessing activities for the reading passage
- Make use of learners' background knowledge about the topic
- Prepare them for the context of the text passage
- Build a bridge between the reading passage and the learners' background knowledge and interest

(Saricoban 2002: 3-4)

Yet, it might the more interesting way if the teacher discusses in a short period of time about the topic as a way to elicit their already stored information. This should be done through providing some questions related to the title for checking whether predicting could be executed and carried out in the most convenient way. Therefore the present guideline suggested by **Parviz** can be supportive in raising learners' awareness about reading and enhance their capability in activating their content schemata which

would later assist them in performing the predicting strategy in adequate and successful way:

- *Ask the students to read the title of an article. Do they know anything about this subject?*
- *Have the students read the first few paragraphs which generally introduce the topics discussed in the text. Can you determine the general themes of the text?*
- *Then ask them to read the first sentence of each paragraph. Usually the topic sentence which gives the main idea of the paragraph. Can you determine the major point of the article?*
- *Read the last paragraph which often reveals the conclusion of the author, and have the students discuss how the author organizes the information to present his point of view.*

(Parviz 2003:08-09)

As for the specific reading activities that may be suggested whereby to be implemented and performed before reading a text:

- **Visualizing /predicting and connecting** are pre reading strategies used in activities to spark learners' interest, stimulate their curiosity and mainly foster an intrinsic motivation towards reading. These strategies can also help them activate their prior knowledge so that they can begin to make connection to the reading.

- **Word splash** calls attention to vocabulary skills, during which the teacher should unavoidably begin this activity by splashing and highlighting a collection of key words from the passage then ask them to note down full sentences that may explain how the terms are related to the topic chosen. This activity can be either performed individually or cooperatively then share the results obtained at the final step. Here are some questions that may possibly be raised before getting the learners to read:

- *Read the title of the text, and try to find out the main ideas can be found in the passage.*
- *Read the following words, and try to explain how they can be related to the passage.*

Or in some instances, the learners can be shown some pictures related to the passage during which they are asked to predict what kind of ideas they may expect to find in the text before reading it.

- **KWLWH** strategy can also be employed once the learners are being engaged with some activities performed before reading the passage it is designed to activate what the learners know and need to know before reading. Individually or, in small group, the learners design a chart with five columns where they are required to answer the following questions:

- *What do you think you know?*
- *What do I wan to know?*
- *What did I learn?*
- *What else do we need to learn?*
- *How will I find out?*

Similarly, in their article entitled **Bringing Reading Research in ESL classroom**, **Awerback and Paxton** assume that for a more effective and successful comprehension to take place, one should necessarily consider the following pre-reading strategies that should be named explicitly and taught directly:

- *Accessing prior knowledge.*
- *Writing your way into reading.*
- *Asking question based on the title.*
- *Semantic mapping.*
- *Making predictions based on previewing.*
- *Identifying the text structure.*
- *Skimming for the general idea.*

- *Reading the introduction and conclusions.*
- *Writing a summary of the article based on previewing.*

(Auerback and Paxton 1997:258)

In sum, the importance of these activities lies in increasing learners' concentration, imagination and stimulates their curiosity. Besides, those already elicited tasks tend to offer the learners a purpose for reading since they are primordial means for checking particular details and clarifying some views.

4.3.3.2. Doing Reading Activities

Before introducing the specific strategies that may be performed during reading activities, it may seem wiser to mention down that this stage strives to fulfil the following major objectives, as explained below:

- *Students 'understanding the writer's purpose, the language structure and the logical organization in the reading text.*
- *Developing and helping comprehension for the reading text content,*
- *Helping students use their inferring and judging abilities*
- *Reminding the students of the importance of vocabulary for contextual clues for meaning and guessing the meaning of unfamiliar words,*
- *Helping students make use of cross-cultural elements.*
- *Helping students develop their linguistic and sociolinguistic knowledge.*
- *Learning to generalize on the issue under discussion*
- *Reading consciously*
- *Skimming (looking for general information)*
- *Scanning (looking for specific information)*

(Saricoban 2002:04)

Questioning and clarification strategies can be employed during this stage whose rationale insists in reforming learner's comprehensive and more importantly maintaining self-interest. Example of these strategies may include.

- **Graphic Organizer:** a strategy that helps the learners in organizing their knowledge and how they are interconnected and linked to each other while in other contexts, it may be utilized whereby to clarify text structure .there are some organizational steps that learner should go through whereby to perform this strategy adequately and in most effective way :

- *Before or after a first reading a text, the teacher should select some words they want their learners to explore in the centre of the board.*
- *Make very short discussion about the target word, words, their meaning, and their use in the to text they came from*
- *Ask the learners to brainstorm what they know about the words then generate the ideas that are related to these concepts.*
- *As a last concluding step, the learners copy the map down so that they can add to their knowledge of the subject.*

(Marras1997:77)

Semantic maps, marginal notes and drawing pictures strategies may also be employed in the while reading stage. In addition to other strategies which can be illustrated as follows:

Skimming: this strategy requires from the learners to selectively and quickly read the passage and whereby to obtain the general idea of the text in a period of time that should not exceed 10 minutes. Here are some possible questions that require from the learners to get the gist of the text (skimming).

- *Read the passage, and find the main ideas the text discusses?*
- *Suggest another title to this passage. Or, the teacher may propose three possible titles and ask them to choose the most convenient one*

In the activities related to scanning, the learners may be provided with a passage where they should seek for some specific information (word, date, name of a person, events...and so forth). In this activity, the learners should employ **selective highlighting strategy** which helps them select what is more important in the given written passage. Here are some possible questions that should be raised:

- *Find in the text words, expressions or clauses that have close relation with the topic?*
- *True/false questions (reference questions, by eliciting a list of sentences. This type of exercise should be completed under a very limited time constraint.*

In the activities related to scanning, the learners may be provided with a passage where they should seek for some specific information (word, date, name of a person, events...)in this activity, the learners should employ selective highlighting strategy which helps them select what is more important in the text. Here are some possible questions that should be asked.

In the activities related to inferring and contextual guessing, the learners may be provided with a passage followed by some inference questions which require from the learners to guess or infer the meaning that is implicitly expressed, this category of questions require much concentration and full commitment within the content brought into the text .The questions of guessing and inferring can be:

- *Multiple choice questions*
- *True / false statement*
- *Reordering ideas into chronological arrangement*

Once the reading is completed, the post reading strategies are implemented to give a true understanding of what the students have just read.

4.3.3.3. Post-Reading Activities

According to Saricoban (2002), the major objectives of these reading activities can be:

- *To help students use their acquired knowledge in similar readings.*
- *To help them integrate their reading skills with other language skills, listening, speaking, and writing.*
- *To help them integrate with the foreign culture*
- *To make use of key words and structures to summarize the reading passage.*
- *To extract the main idea of o paragraph or a reading text.*
- *To interpret descriptions (outlining and summarizing)*
- *To make use of classroom games for reading.*

(Saricoban 2002 :05)

Indeed, understanding a text requires from the learners to read it several times for the sake of checking whether a detailed comprehension of the subject has taken place or not this assessment can be practically and objectively done. The learners during this procedure are required to:

- *Write a summary*
- *Analyse, synthesize and evaluate the value of the material...*
- *Create a semantic map as a fruitful medium for summarizing the global content.*

In this context, ‘semantic mapping affords students the opportunity to recall, organize and represent graphically the pertinent information’ (Scotter 1994 : 2).

In sum, this three-phase approach does not seem to be carried out mechanically on every occasion , sometimes the teacher may wish to cut out the pre-reading stage and get the learners to work straight forward on the text directly, or in other cases the post-reading activities may not be implemented. However, one may assume that this procedure contains twin benefits. Firstly, it enhances the learners to integrate or at least activate their content schema about the topic to be mastered, and secondly this approach

can successfully lead to the integration of the four skills in an organized and well structured manner.

4.3.3. Think-Aloud: Reading Comprehension Teaching Technique

As an introspective data gathering tool, think-aloud is regarded as beneficial metacognitive strategy that teaches the learners to monitor their comprehension as they read, and more importantly provides them with a fruitful opportunity to improve their comprehension by understanding how “a good reader” utilizes particular comprehension strategies to break down any problem encountered whenever being asked to tackle a given material. Probably, due to its crucial importance, it may seem wiser and worthwhile to enhance the teachers of reading comprehension to implement it in their pedagogy as a medium to develop learners’ reading proficiency and raise their metacognitive awareness or knowledge about how to utilize particular strategy (ies) and when to transfer their application into other dissimilar situations.

In essence, six interconnected sequential procedures should be undertaken once attempting to utilize this strategy in reading comprehension sessions which are presented as follows:

- Select a passage of about 200 words (\approx 20 lines) which should be at a comfortable reading instructional level and length for the learners.
- ***Review the reading and select the reading strategies the learners need to employ:***

In this phase, the teacher is necessarily required to identify the strategy that should be used prior to reading (declarative knowledge, i.e. ‘what strategy’), and further explain how and why they are useful so that the learners can more easily identify them (procedural knowledge).
- ***Set a purpose for reading and be clear about it with the learners:***

This is the first thing that each strategic reader more often does.

- ***Read the passage and model the strategies:***

Here, the teacher should explain to the learners that the passage should be read in sequent marked arch stopping points during which the learner is co-required to stop and explain or externalize what he thought that pieces of text means. This verbalization should be recorded whereby to permit the teacher to observe meaning construction process.

- ***Identify and discuss how each strategy could be adequately employed:***

After think-aloud is completed, the learner in the present procedure should first of all identify and pick up the strategy used whenever stopping at particular point, and further explicitly explain how such strategies could be useful according to his point of view.

In this phase, the teacher needs to analyse the results obtained during the verbalization process to check whether the learner:

- Formulate hypotheses.
- Provides information to support those hypotheses.
- Draws from background knowledge to make intertextual connections.
- Uses strategies to deal with breakdowns in comprehension such as rereading.
- Uses the strategies to figure out the meaning of unfamiliar words.
- Notices inconsistencies between interpretations and text.
- Understands the meaning of the passage.

(Marras 1997: 73)

- ***Provide the learners with other reading tasks and have them do the think-aloud technique:***

The rationale of this conclusive step consists in assessing whether the learners are capable of appropriately undertaking the metacognitive processes, self-planning, comprehension monitoring, problem-solving and self-evaluating of strategies to achieve particular goal of any task to be mastered. This activity can be performed individually or

in pair in mix-ability classes where the non-strategic learners can be offered an opportunity to learn a lot from the strategic one.

4.4. Recommendations

This part will be devoted for suggesting some creative solutions to address the issues that learners face in their daily learning as far as reading comprehension is concerned. These difficulties concern the lack of awareness-raising about the reading process which can be cured only if some roles and responsibilities are to be assumed by teachers of reading comprehension and EFL learners as well.

4.4.1. Teachers' Role

Throughout their ELT process, teachers seem to assume numerous roles which may vary according to different tasks and activities taught to their learners. Yet, at a first glance, the teachers must have an understanding of the learners' needs, styles and preferences. Furthermore, they should be necessarily supported with specific curriculum framework to meet those needs, and more importantly satisfy their demands. Thus, the teacher as a needs analyst assumes the responsibility of identifying his learners' weaknesses, interest and their existing level of proficiency relying on particular institutional procedures beyond his classroom observation like surveys, questionnaires and interviews, which will later help him select numerous types of reading passages that fit their needs and more importantly heighten their interest to contribute within classroom reading activities with concentration and full commitment. These procedures may even allow him to explore his learners' current strategies relying mainly on introspective techniques (think-aloud, talk-aloud, diaries) to discern which strategies seem most relevant to their styles and goals.

The teacher as a perseverent needs to be patient to teach his learners other strategies devising them with different texts whose tasks should be just challenging to require the incorporation of different strategies into the text. Once these strategies are acquired

(declarative knowledge), the teacher then will suggest other similar reading activities that will be intended to check their abilities to transfer the acquired strategies adequately (conditional knowledge), reminding them that good learners usually plan, monitor, problem-solve and evaluate recursively during the task (procedural knowledge). **(Chamot *et al* 1999: 39)**. The role of the teacher is going on being assessor, i.e. it is his task to check the learners' feedback after completing the activity. He may start at first **by having them compare their answers in pairs and then ask for answers from the class in general. (Harmer 2001: 213)**. In case of wrong answers, the teacher should tolerate his learners' mistakes and follow up their answers to describe where learners' logic went astray. **(Chamot *et al* 1999: 37)**

As a psychologist, the teacher assumes the responsibility of exploring the learners' reading strategies in the context of their perceptual / cognitive styles (whether they are visual or auditory; global, analytic etc), and as a diagnostician, he needs to discover the numerous personality factors that help differentiate the successful learners from less successful ones in the area of reading comprehension. In addition to their affective factors like students' anxiety, self-esteem, motivation, self-reliance and intelligence. Knowing these variables has often been considered as significant factors according to numerous strategy investigators. **Cohen (1996)**, one of these researchers did notice the strong influence of learners' cognitive styles upon their learning processes, and more importantly on their choice of learning strategies. He thus advocates that: **Learning strategies do not operate by themselves but rather are directly tied to the learners' underlying styles and other personality variables. (1996:10)**

Apart from those responsibilities, the teacher in some cases may act as a counsellor, and assistant of learners, where he is supposed to encourage them, mainly those unstrategic or less successful learners to identify their comprehension difficulties when performing the task of reading and helps them cope with these problems.

Because learning would never take place without a warm teacher –learner relationship, the teacher should in some cases play the role of a team member and co-

learner, where he is supposed to contribute within learners' collaborative reading activities. Indeed, involvement of the teacher in reading tasks tends to be crucial factor for it permits the learner enjoy and appreciate his overall learning, and will never feel himself under a continuous pressure of an authoritarian teacher. Therefore, he will break down or at least lessen his psychological barriers, mainly shyness and anxiety, and will be more willing to improve.

Moreover, to ensure a more effective teaching practice, the teacher should act as a language researcher i.e. he is expected to keep up with new materials, methods, and techniques to bring innovations to his ELT process. This implies that in order to develop, the teacher has to explore his reading teaching practices, identify the real problems and seek adequate solutions.

4.4.2. Learners' Responsibilities

Identifying the roles of the teacher of reading comprehension needs necessarily to be completed with what is referred to as learners roles. Indeed, the teacher should at first strive to fulfill his objectives of making his learners strategic, effective and active thinkers before assuming some other responsibilities. In other terms, the teacher being trainer must offer his learners numerous lectures on strategies aiming at improving their comprehension skill and more importantly increasing their strategy repertoire. These lectures devoted to them should include awareness-raising, explicit naming of strategies showing them how metacognitive processes of reading strategies are used in sequential manner i.e. self-planning, monitoring strategies, problem-solving and self-evaluation. Regardless of their language learning experiences, these learners do require instructions in how to implement particular strategies effectively into the task required, and need to be shown how to successfully transfer them to other activities. Yet, if learners are well instructed in using different strategies of reading then other responsibilities may be added to them.

Before establishing these roles, it would be probably worthwhile to mention at first that the question: **What is good language learner?** has indeed received a notable reawakening interest among numerous strategy investigators (**Wenden and Rubin 1987; Chamot and O'Malley 1990**) seeking to explain why some learners succeed more than others, and whose findings have clearly shown that the difference lies in the fact that the successful learners tend to assume different roles and are more willing to take responsibilities for their overall learning processes than do the less successful learners. These roles may intuitively vary from one skill or activity to another. Yet, learner-centredness, though time and energy consuming approach, appears to have more obvious advantages and is therefore more overemphasized, i.e. which means for the learner to be responsible for his own learning while the teacher will rather act as a facilitator of learning and no more absolute holder of knowledge. Thus, the first step towards learner-centred classroom is getting the learners actively involved within the tasks of reading and having them set different learning goals they should meet at the end of the course.

Once the learner identifies his reading purposes then his role is going on being decision-maker where he is supposed to decide in advance how to approach a text and what sort of plans he is going to undertake sequentially with no help provided from his teacher. Starting to make decisions leads to an increase in learner creativity and autonomy, i.e. seeking for individualized approaches to specific reading objectives.

As a perseverent, the learner must be willing to break down the frequent obstacles into manageable pieces, and strives to face up those problems by investing higher energy and effortful attention to gain knowledge from the text whereby to arrive at deep understanding of it and therefore accomplish the task competently.

As an organizer, the learner should resort to the necessary metacognitive strategies to guide his learning, which might help him to successfully solve different tasks i.e. those of self-monitoring, problem-solving and mainly self-evaluation of the overall strategy use. Working through each of these processes will probably enable him transfer different reading strategies flexibly and effectively in multiple learning assignments. **Graham**

(1997), one among strategy researchers did notice the potential usefulness of learner self-evaluation of strategies used in raising his awareness about reading strengths and weaknesses declaring that: **For learners, a vital component of self-directed learning lies in the on-going evaluation of the methods they have employed on tasks and of their achievement within the program. (Graham 1997: 170)**

Apart from those responsibilities, the learner in some situations needs to increase his positive self-concept, and develop his social / communication strategies by learning cooperatively with his peers and must be comfortable in working with diverse personalities. Doing so, the learner will structure his personality and develop his capacity for engagement with and critical reflection on reading processes. Not surprisingly, cooperative learning activities indeed have always produced satisfactory outcomes, for it enhances reciprocal interactions among learners and more importantly promote one's autonomy, creativity and regulate one's emotional problems.

In gross, these recommendations are significant in reading comprehension teaching/ learning, however some other implications are to be suggested for more effective teaching / learning processes.

4.5. Conclusion

The researcher, during this chapter, has strived to offer some directions to university education, more specifically to the Department of English and suggest some creative solutions that are hoped to alleviate the learners' comprehension problems as far as reading comprehension is concerned. These applications concern basically establishing well-structured environment as a primordial key towards an effective teaching / learning process, providing interesting texts that cater for learners' needs and preferences, and more importantly proposing some pedagogical implications that focus on both bottom-up and top-down reading processing for more effective and successful reading performance. While the second part tends to be more practical during which some activities have been suggested whereby to be implemented sequentially and in an organized way utilizing a

three phase approach, i.e. pre, while and post reading activities. Furthermore it has been suggested that for a more successful of reading comprehension to take place, the EFL teacher in charge of the Reading Comprehension module should teach metacognitive strategies through an explicit / directed approach so that to hopefully develop their strategic competence. As a last concluding step, as a fruitful reading comprehension introspective, technique think-aloud has been suggested whereby the non-strategic learners can benefit a lot from the strategic one in terms of the processes undertaken that lead to a more comprehensive reading and therefore engender a successful outcome among the majority of the learners.

GENERAL CONCLUSION

General Conclusion

As an international language, English has indeed become a primordial tool for cultural, political and technological development and has been given much concern in the Algerian educational setting since 1962 and more importantly after the advent of the globalization process. Yet, within the field of education, be it native or foreign language teaching /learning context, EFL learners are still said to confront a number of serious difficulties that threaten their acquisition whenever learning takes place. This is probably due to the unequal consideration of the four fundamental linguistic skills of listening, speaking, reading, and writing.

Inspired by this thought, the researcher has strived throughout this exploratory research work to consider one amidst those skills notably reading, and has therefore intentionally tackled its crucial importance in learning not only in the native language setting but also in second and foreign language setting as well. Thereafter, the introductory chapter has provided background information about learning strategies and strategy instruction during which the researcher has offered various definitions set by numerous researchers and has presented typologies that have been used to classify strategies. As a concluding section, the primordial role of metacognitive awareness in teaching /learning of reading was thoroughly discussed and examined paying a due attention to illuminating and elucidating its usefulness in promoting and enhancing better learning in general and reading in particular.

The subsequent chapter has attempted to give a rough picture of English teaching /learning in the Algerian educational context paying a due attention on determining the major status of reading comprehension module in the overall teaching

of English at university level. In addition, the targeted population samplings as well as research instruments have been introduced afterwards.

The third chapter has dealt with the results and has offered interpretations for the various findings. It was designed under four research questions that the study has set out to answer. Thus, in the first part of this chapter the results obtained from learners' questionnaire have helped in answering objectively the first research question which sought to unveil the real causes behind learners' comprehension deficiencies. Then the results, that helped to yield information about what the second research question aimed at revealing, have been considered through analysing the learners' scores of the pre training proficiency test as far as the five reading strategies were concerned. While the third research question which has sought to assess whether the learners are metacognitively aware of the usefulness of reading strategies could be empirically answered once implementing think aloud prior to the strategy training instruction. The last research question, on the other hand, which was set out to unveil the possible effect of an integrated and direct instruction of metacognitive strategies in reading at awareness raising level on the learners' reading proficiency at EFL setting was answered through a post test and another think aloud making use of course both quantitative and qualitative data whereby to analyse the type and frequency of strategies deployed as well as comparing the result obtained before receiving explicitly strategy training instruction with those obtained once strategy instruction was completed.

The fourth chapter has tackled some multiple implications and alternative solutions for both university teachers in charge of the Reading Comprehension module and EFL learners hopefully to remedy the problem and tackle the issue. Therefore it might be worthwhile to note the following points which were deduced once analysing data obtained from questionnaires pre-test and post-test as well as think aloud protocols.

In an attempt to offer convincing answer to the first question, and at the same time confirm the validity of the first stated hypothesis, one may notice that the real causes behind learners' comprehension weaknesses can be either due to:

- Their incapability to utilize adequately and effectively some cognitive reading strategies and how to transfer them in newly provided situations that condition their application
- A dilemma which faced the learners particularly when employing the embedded approach which was evidenced by numerous researchers whose findings have clearly proved that such approach generally leads to little use and transfer of strategies to other tasks.

As for the second research question which sought to assess whether the learners already possess some reading strategies or not, the analysis of the pre-test clearly proved that some learners are unable to utilize some reading strategies in the required activities, while others could utilize them in the most convenient way whenever necessary.

As regards the third research question which sought to find out whether the learners are metacognitively aware of the usefulness of the strategies employed during the pre-test, the answers could be empirically and objectively provided once the first think-aloud protocol was conducted. Their verbalized data have proved that not all the learners were consciously aware of the strategies employed, while the others were not. This difference can be regarded as a factor that helps characterize the difference between strategic learners and non strategic ones.

As for the fourth research question, the researcher confirmed the validity of the last hypothesis which states that metacognitive reading strategy instruction at awareness-raising level had to some extent an effect on the learners' reading proficiency and strategy use which was empirically verified during the implementation of the second think aloud protocol.

It might be wiser to note that once analysing the data during the investigative chapter, the findings of the present exploratory research indicated that *metacognitive reading strategy instruction did not result significant gains on the part of the learners after receiving strategy instruction, though it was clearly proved that the participants were utilizing more cognitive and metacognitive strategies after receiving the strategy instruction than before. Yet, it would be unwise to cast aside strategy instruction owing to the fact that the research literature is full of studies that have proved otherwise. What should be pondered on them is to elucidate and unearth the reasons for the insignificance results which can be discussed as follow:*

- *The reason can be in one part due to the fact that some learners have already possessed some reading strategies and are therefore consciously aware of their applicability in numerous provided tasks.*

- *Another reason behind such insignificant results may be due to some variables such as motivation, emotion, age, personality gender and learning styles which were probably disregarded or could not be taken into prominence.*

- *One other reason for the insignificant difference between the results obtained in the pre instruction and post instruction phases can be due to the fact that strategy instruction offered at awareness raising level for only a four-week period was not enough to improve the learners' reading proficiency and foster the use of the relevant metacognitive reading strategies*

As a conclusive comment, one may state that the results obtained in this exploratory case study are suggestive rather than conclusive due to the limited number of the chosen respondents who constituted the population sampling. Yet, what can be said about ten students can be further generalized to a big population sampling.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Ajideh, P. (2003). *Schema Theory Based Pre-Reading Tasks: A Neglected Essential in the ESL Reading Class*, The Reading Matrix (1, 1-12).
- Akyel, A., and Salataci, R. (2002). *Possible Effects of Strategy Instruction on L₁ and L₂ Reading in Foreign Language*.
- Alyousef, S. H. (2005). *Teaching reading Comprehension to ESL /EFL Learners*. in Reading Matrix.
- Anderson, N. J. (1991). *Individual Differences in Strategy Use in Second Language Reading and Testing*. In Modern Language Journal. (75, 460 – 472).
- _____. (2002). *The Role of Metacognition in Second Language Teaching and Learning*, Eric Digest, Education Resources Information Center.
- _____. (2003). *Scrolling, Clicking and Reading English*. Online Reading Strategies in a Second / Foreign Language. In Reading Matrix, (4, 1- 33).
- Anderson, N.Y. (2003). *Metacognitive Reading Strategies Increase L₂ Performance*, The Language Teacher, USA: Birmingham Young University, Bravo, Utah.
- Auerback, E. R., & Paxton, D. (1997). *It's Not the English Thing: Bringing Reading Research into ESL Classroom*. TESOL Quarterly. (31, 237-260).
- Baker, L., & Brown, A. (1984). *Metacognitive Skills and Reading*. In Pearson, D. (Eds). *Handbook of Reading Research*. (353-439). New York: Longman.

- Bastidas, A. Y. (1984) *The Class Procedure as a Teaching Technique to Improve Reading Comprehension*. English Teaching Forum (2, 20-24).
- Benmoussat, S. (2003) *Mediating Language and Culture: An Investigative Analysis of the Cultural Dimension in the Algerian Newly-Designed ELT Textbook*. Algeria: Abou Bakr Belkaid University –Tlemcen.
- Block, E. (1986). *The Comprehension Strategic of Second Language Readers*. In TESOL Quarterly, (20, 463- 493).
- Bouchard, D.X., & Spaventa, L. J. (1980). *A TEFL Anthology: English Division Educational and Cultural Affairs*, International and Communication Agency. USA: Washington.
- Brown, H D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall.
- Carrell, P. L., & Eisterhold, J. (1983). *Schema Theory and ESL Reading Pedagogy*. TESOL Quarterly, (23, 647-678).
- Carrell, P. L., Pharis B.G., & Liberto, J. (1989). *Metacognitive Strategy Training for ESL Reading*. In TESOL Quarterly, (23, 647-678).
- Carrell, P. L (1998). *Can Reading Strategies Be Successfully Taught?* The Japan Association for Language Teaching Journal.
- Carrier, K. A. (2003). *Improving High English Language Learners' Second Language Through Strategy Instruction*, Bilingual Research Journal (3, 384-387).

- Chamot, A. U. (1990). *Cognitive Instruction in Second Language Classroom: The Role of Learning Strategies*. In George Town University.
- _____. (1995) *Implementing the Cognitive Academic Language Learning Approach*. English Teaching Forum. (19, 379-384).
- _____. (2004) *Issues in Language Learning Strategies Research and Teaching*. ELT Journal. (1, 14-26).
- Chamot, A. U., El Dinary. P.B., & Robbins, J. (1999). *The Learning Strategies Handbook*. White Plains, NY: Addition Wesley Longman.
- Cicerkoglu, D. (2003). *The Effect of Direct and Integrated Instruction of Cognitive and Metacognitive Reading Strategies at Awareness-Raising Level on Reading Proficiency and Strategy Use*. Unpublished Master Thesis, Middle East Technical University.
- Clarke, M.A., & Silberstein, S. (1977). *Towards a Realization of Psycholinguistic Principle in the ESL Reading Class*. Language Learning. (27, 135-154).
- Clouston, M. L. (1997). *Language Learning Strategies. An Overview for L₂ Readers*. Japan: Kwansci Gakuin University.
- Coady, J. (1979). *A Psycholinguistic Model of ESL Reading in a Second Language*. Rowley, MA: Newbury House.
- Cohen, A. D. (1998). *Strategies and Using a Second Language*, C.N Candlin (Eds). London: Longman.

- Cohen, D. A. (1994). *Second Language Learning and Use Strategies: Clarifying the Issues*. University of Minnesota.
- Cook, G. (1990). *Metacognitive Behaviours of Good and Poor Readers: Strategic Learning in the Content Areas*. Madison: Wisconsin Department of Public Instruction.
- Corder, S. P., & Ellen, Y. P. (1974). *Techniques in Applied Linguistics*. Oxford: Oxford University Press.
- Davies, F. (1995). *Introducing Reading*. Penguin Group.
- Davies, A. S., & Elder, C. (2004). *The Handbook of Applied Linguistics*. Oxford: Oxford University Press.
- Devine, J. (1993). *The Role of Metacognitive in Second Language Reading and Writing*. In Joan, G and Carson, L. I. (Eds). Reading in the Composition Classroom, Second Language Perspective. (105-130). New York: Academic Press.
- Dhieb, N. H (2006). *Applying Metacognitive Strategies to Skimming Research Articles in ESP Context*, English Teaching Forum. (44, 01-06).
- Dickinson, L. (1987). *Self-Instruction in Language Learning*. Cambridge: Cambridge University Press.
- Dunn, R., & Griggs, S. (1988). *Learning Styles: Quiet Revolution in American Schools*. Reslon, VA: National Association of Secondary School Principals.

- Eskey, D. (1988). *Holding in the Bottom: An Interactive Approach to the Language Problems of Second Language Readers*. In Carrell, P., Devine, J., & Eskey, D. (Eds): Interactive Approach to Second Language Reading. (93-100). New York: Cambridge University Press.
- Felder, R., & Henriques, E. R. (1995). *Learning and Teaching Styles*. In Foreign Language Annals, (28, 21-31).
- Flavell, J. H. (1978). *Metacognitive Development* . In Scandura, J. M., & Brainerd, C .J. (Eds) Structural / Process Theories of Complex Human Behaviour. (213-245). The Netherlands:Sijthoff and Wordhoff.
- Frisby, A.W. (1957). *Teaching English*. London: Longman.
- Grabe, W. (2002). *Reading for Academic Purposes: Guidelines for ESL / EFL Teacher*. In Murcia, C. M. (Eds) Teaching English as a Foreign Language (3rd Edition). (187-203). Boston: Heinle.
- Grabe, W. & Stoller, F. L. (2002). *Teaching and Researching Reading*. Harlow: Pearson Education. Longman.
- Graham, S. (1997). *Effective language Learning*. Cleverton, Avon: Multilingual Matters.
- Griffiths, C. (2004). *Language Learning Strategies: Theory and Research*.
- Goodman, K. (1973). *Analysis of Reading Miscues*. In Smith, F. Psycholinguistics and Reading. New York: Rinhart and Winson.

- Hacker, D. J. (1998). *Self-Regulated Comprehension during Normal Reading*. In Hacker, D. J., Junlosky, J., & Gralsser, A. (Eds), Metacognition in Educational Theory and Practice, (1-24). Mahwa, N. J. Lawrence Erlbawn Associates.
- Hafiz, F. L. (1989). *Extensive Reading and Development of Language Skills*. In ELT Journal, (43, 4-13).
- Hamzaoui, H. (2006). *An Exploration into the Strategies Used for Essay Writing Across Three Languages: The Case of EFL University Students*. Unpublished Doctorate Thesis. Algeria: Abou Bakr Belkaid University –Tlemcen.
- Hamzat El Wasl, Link n° 5 (1980). *A Pedagogical Publication by and for the Teachers of English in Algeria*.
- Haoulia, M. A. (2004). *Reading Comprehension: Towards a Socio-Psycholinguistic Process*. Algeria.
- _____. (2005). *The Metacognitive Strategies in Competency Based Approach: A Neglected Concept in Our EFL Classes. Theoretical Bases and Instructional Implication*. Algeria: University of Tlemcen.
- Harmer, J. (1994). *How to Teach English*. England: Longman.
- _____. (2001). *The Practice of English Language Teaching*. (3rd Edition). Pearson Education Limited.
- Harrison, A. (1989). *A Language Testing Handbook*. In Flavell, J. H. (Eds). London: McMillan Press.

- Hedge, T. (2003). *Teaching and Learning in the Language Classroom*. UK: Oxford University Press.
- Hoover, W. A., & Tunner, W. E. (1993). *The Components of Reading in* Thompson, G. B., & Nicholson, T. (Eds) Reading Acquisition Processes. (1-19), Cleverton, UK: Multilingual Matters.
- Hosenfeld, C. (1977). *A Preliminary Investigation of the Reading Strategies of Successful and Non-successful Second Language Learners*. System. (5, 110-123).
- Hyde, A., & Bizar, N. (1989). *Thinking in Context*. White Plains, New York: Longman.
- Hyeran, C. (1999). *Interactive Use of Reading Strategies: Seven Cases in Second Language Reading*. Ottawa, Ontario: Carleton University.
- Jiménez, R. T., Garcia, G. E., & Pearson, P. D. (1996). *The Reading Strategies of Bilingual Latina /o Students Who Are Successful English Readers: Opportunities and Obstacles*. In Reading Research Quarterly. (31, 90-112).
- Keefe, J. W. (1979). *Student Learning Styles: Diagnosing and Prescribing Programs*. Reston, VA.: National Association of Secondary School Principals.
- Kern, R. G. (1989). *Second Language Reading Strategy Instruction: Its Effects on Comprehension and Word Inference Ability*. In Modern Language Journal, (73,135-149).
- Knight, S. L., Padon, Y. W., & Waxman, H. C. (1985). *The Cognitive Reading Strategies of ESL Students*. TESOL Quarterly. (19, 789-792).

- Liu, Y., & Genter, D. (1999). *Cognitive Styles and Distance Education*. Online Journal of Distance Learning Administration.
- Mellouhi, N. (1996). *Reading Strategy Instruction in Interactive Reading: The Case of First Year Students at Djilali Liabes: University of Sidi Belabes*.
- Miholic, V. (1994). *Reading Strategy Awareness Inventory*. Journal of Reading. (02, 84-86).
- Mokhtari, K., & Reichard, C. A. (2002). *Assessing Students' Metacognitive Awareness of Reading Strategies*. In Journal of Educational Psychology. (94, 249-259). Oklahoma State University.
- Nation, L. S. (1990). *Teaching and Learning Vocabulary*. New York: Newbury.
- _____. (2005). *Teaching and Learning Vocabulary*. In Hinkel, E. (Eds) Handbook of Research in Second Language Teaching and Learning. (581-595). Mahwa, N. J.: Erlbaum.
- National Research Consortium (2003). *Meeting the needs of Failing Readers: Cautions and Consideration for State Policy*. Washington: University of Washington.
- Nunan, D. (1991). *Language Teaching Methodology*. Wiltshire: Prentice Hall International.
- Nuttal, C. (1982). *Teaching Reading Skill in Foreign Language*. London: Heinmann.
- _____. (1996). *Teaching Reading Skill in Foreign Language*. (2nd Edition). Oxford: Heinmann.

- O'Malley, J. M., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J. M., Chamot, A. U., Stewner-Mazanares, G., Rosso, R., & Kupeper, L. (1985). *Learning Strategies Applications with Students of English as a Second Language*. In *TESOL Quarterly*. (19, 557-584).
- Ourad, B. (2004). *TEFL: From Theory to Practice, Pedagogical Support*. Sidi Belabbes-Djilali Liabes University.
- Ourghi, R. (2002). *The Implication of Critical Reflection and Discourse Awareness for Educational Change: The Case of Writing Curriculum Learner and Teacher Development at the University Level*. Unpublished Doctorate Thesis. Algeria: Abou Bakr Belkaid University –Tlemcen.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Oxford: Heinle and H, Publication.
- _____. (1991-1993). *Language Learning Strategies in a Nutshell Update and ESL Suggestions*. In *TESOL Journal* (2, 18-22).
- Palmer, H. F. (1964) *The Principles of Language Study*. Oxford: Oxford University Press.
- Pang, J. (2008). *Research on Good and Poor Reader Characteristics: Implications for L₂ Research in China*. *Reading in Foreign Language*. (20, 1-21).
- Philip, B., & Hua, K. (2006). *Metacognitive Strategy Instruction (MSI) For Reading: Co-Regulation of Cognition*. Unpublished PhD Thesis, University Kebangsaan Malaysia, Bangi.

- Richard, R. D., & Bamford, J. (1998). *Extensive Reading in Second Language Classroom*. Cambridge: Cambridge University Press.
- Paris, S. G. *et al.* (1991). *The Development of Strategic Readers*. In Barr, . Kamel, M. L., & Pearson, P. D. (Eds). Handbook of Reading Research, (2, 609-640). New York: Longman.
- Parviz, A. (2003). *Schema Theory-Based Pre-Reading Tasks: A Neglected Essential in the ESL Reading Class*. (3, 1-13).
- Phan, N. (2006). *Effective Reading*. Teachers Article. (11, 1- 4).
- Rivers, W. (1981). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Rosenblum, W. (1978). *Students Feedback on Reading Comprehension Course*. English Teaching Forum (16, 41-42).
- Roth, J (1996). *Adopting Reading to Encourage Slower Readers*. English Teaching Forum (34, 34-35).
- Rubin, J. (1987). *Learner Strategies: Theoretical Assumptions, Research History and Typology*. In Wenden, A., & Rubin, J. (Eds). (11-30).
- Rumelhart, D. (1980). *Toward an Interactive Model of Reading*. In Dormic, S. (Eds). Attention and Performance (5, 573-603). New York: Academic Press.

- Saricoban, A. (2002). *Reading Strategies of Successful Readers through the Three-Phase Approach*. The Reading Matrix (02, 01-60).
- Seliger, H. W. and Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.
- Segalowitz, D. (1991). *Does Advanced Skill in a Second Language Reduce Automaticity in the First Language?* In Language Learning, (41, 59-83).
- Sheng, H. J. (2000). *A Cognitive Model for Teaching reading Comprehension*. English Teaching Forum (38, 21-23).
- Sheorey, R , & Mokhtari, K. (2001). *Differences in the Metacognitive Awareness of Reading Strategies Among Native and Non-Native Readers*. System (29, 431-449).
- Singhal, M. (2001) *Reading Proficiency, Reading Strategies, Metacognitive Awareness and L2 Readers*. In Reading Matrix (1, 01-09).
- Skehan, P. (1991). *Individual Differences in Second Language Learning.: Studies in Second Language Acquisition*, (13, 275-298).
- Smith, F. (1978). *Reading*, Cambridge :Cambridge University Press .
- Snow, C. E. (2002). *Reading for Understanding: Towards and AED Program in Reading Comprehension*. RAND: Department of Education.
- Stash, N. (2007). *Incorporating Cognitive /Learning Styles in a General Purpose*. Adoptive Hypermedia System. Netherland: Eindhoven University.

- Stanovich, K. E. (1980). *Towards an Interactive-Compensatory Model of Individual Differences in the Development of Reading Fluency*. In Reading Research Quarterly, (16, 33-71).
- Sterns, H. A. (1983). *Issues and Options in Language Teaching: (eds)*. Allan, P., & Hally, B. Oxford: Oxford University Press.
- Susser, B., & Robb, N. T. (1990). *EFL Extensive Reading Instruction: Research and Procedure*. In JALT Journal. (12, 1-9).
- Swain, M. (1985). *Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in its Development*. In Gass, S., & Madden, C. (Eds). Input in Second Language Acquisition. (235-253). Rowley, MA: Newbury House.
- Swicegood, M. M. (1994). *The Effect of Metacognitive Strategy Training on The Reading Performance*, Bilingual Research Journal (1, 84-94).
- Tarone, E. (1983). *Some Thoughts on the Notion of Communication Strategy*. In Faerih, C and Kasper, G (Eds), Strategies in Interlanguage Communication (61-74). London: Longman.
- Urquhart, S., & Weir, C. (1998). *Reading in Second Language: Process, Product and Practice*. London: Longman.
- Wallace, J. M. (1998). *Action Research for Language Teachers*. UK: CUP.
- Walsh, V. (1982). *Reading Scientific Texts in English*. English Teaching Forum (20, 41- 43).

- Weinstein, C. E., & Mayer, R. E. (1986). *The Teaching of Learning Strategies*. In Handbook of Research on Teaching, (3rd Edition). (315 - 327). New York: Macmillan.
- Wenden, A. L., & Rubin, J. (1987). *Learner Strategies in Language Learning*. UK: Prentice Hall.
- Widdowson, G. (1980). *Exploration in Applied Linguistics*. Great Britain: Oxford University Press.
- Windograd, P., & Hare, V. C. (1988). *Direct Instruction of Reading Comprehension Strategies: The Nature of Teacher Explanation*. In Weinstein, C. E., Goetz, E. T., & Alexander, P. A. (Eds). Learning and Study Strategies: Issues in Assessment Instruction and Evaluation, (121-139). San Diego: Academic Press.
- Willis, J. (1996). *A Framework for Task-Based Learning*. Longman: Longman University Press.
- Yang, F. Y. (2002). *Reassessing Readers' Comprehension Monitoring*. In Reading a Foreign Language. (14, 18-40). National Yunglin University.
- Zhang, L. J. (2001). *Awareness in Reading: EFL Students' Metacognitive Knowledge of Reading Strategies in an Acquisition Poor Environment*. (10, 265-288). Singapore: National Institute of Education. Non Young Technological University.

Web-Retrieved Documents

<http://www.aws.edu/cas/matesol>

<http://www.cal/ericall/digest/alloanderson.html>.

<http://www.jcu.edu.au/studying/services/studyskills/learnigst/index/html>

<http://www.languagehypper.chubu.ac.jp/jalt/pub/tlt/98/mar/carrel/html>.

<http://www.nflrc.hawaii.edu/rfl/april2002/salataci/salataci/html>

<http://www.nflrc.hawaii.edu/rfl/April2008/pang/pang.html>

<http://www.nlc-bnc.c2/obj/sy/f2/dsk3/flp04/nq22956.pdf>.

<http://www.reading.org/Library/Retrieve.cfm?>

<http://www.tesl-ej.org/ej43/toc.html>

[http://www.xlic.es/sgfp.ilicencies/1997/memories T Maiguire/pdf](http://www.xlic.es/sgfp.ilicencies/1997/memoriesTMaiguire/pdf).

APPENDICES

Appendix A: The Students' Questionnaire.

Appendix B: The Teachers' Questionnaire.

Appendix C: Text Used in the Pre-Training Phase.

Appendix D: Texts Used in the Training Phase.

Appendix E: Text Used in the Post-Training Phase.

Appendix F: Cognitive and Metacognitive Reading Strategy Inventory.

Appendix G: Students' Verbal Protocols of the Pre-Training Phase.

Appendix H: Students' Verbal Protocols of the Post-Training Phase.

APPENDIX A:
STUDENTS' QUESTIONNAIRE

APPENDIX A: Learners' Questionnaire

Dear students,

The following questionnaire submitted to you attempts systematically to collect information about your current difficulties you commonly encounter when reading an English text, and assess the strategies you may incorporate to face up these frequent issues.

Therefore, you are kindly requested to answer the following questions by checking on the answer you think it is more appropriate, and make comments when necessary.

Miss ABDAT Yasmina

1- Age

2- Sex: male female

3- Stream of secondary school studies.....

4- Do you enjoy the Reading Comprehension Module?

➤ Yes

➤ No

Write why

5- During reading sessions, what kind of materials do you find yourself much more motivated in?

➤ General

➤ Culturally based Algerian

British

➤ Others Specify

- 6- What do you do if you encounter a word you do not understand?
- Use other words around it to figure out its meaning
 - Use other reference materials such as dictionaries and textbook indices
 - Pinpoint my problem by sounding it out
 - Ignore it temporarily, and wait for clarification
- 7- What do you do if you come across an entire sentence which you cannot understand?
- Keep on reading, and hope for further clarification
 - Spot the unfamiliar words and look for their contextual meaning
 - Disregard it completely
 - Read the problematic part of the text
- 8- When reading an English text, what do you do to remember specific information?
- Relate it to your prior experience and knowledge
 - Ignore the secondary details
 - Realize I need to remember one point rather than another
- 9- Before you start to read, what kind of plan do you make to help you understand better?
- No specific plan is needed
 - Think about what I already know about the topic
 - Think about why I am reading
- 10- Why would you go back and read the entire passage over again?
- I cannot understand the overall meaning of the text
 - To clarify a particular idea
 - To summarize the passage

11-According to you, which sentences seem not important in reading passage?

- Almost all sentences, otherwise they would not be mentioned at all
- The sentences that contain details or facts
- The topic sentences that have close relation with the main idea

12-The best reader, according to you, is the one who is capable of

- Recognizing words
- Using dictionary
- Integrating the information in the text with what you know already
- Differentiate between the supporting details and the unnecessary ones

13-According to you, what are the most important strategies that help learners who have difficulties with reading better understand the text and therefore complete the tasks in appropriate ways?

.....

.....

.....

استمارة للطلبة المتعلمين

أيها الطلبة الأعزاء

هذه الاستمارة ترقى لجمع المعلومات حول الصعوبات التي عادة ما تتلقونها عند قراءة النصوص باللغة الإنجليزية، و تقييم الاستراتيجيات المستعملة لمواجهة تلك الصعوبات. و بالتالي نرجو منكم الرد على الأسئلة التالية بوضع علامة في الخانة المناسبة، و لكم الحرية في التعليق متى رأيتم ذلك مناسباً. شكراً.

1- السن:

2- الجنس: ذكر أنثى

3- الشعبة:

4- هل تحبون القراءة باللغة الإنجليزية؟ ما رأيكم في المقياس؟

5- أثناء الحصص المخصصة للقراءة ما نوع النصوص المحفزة التي تعينكم على ذلك؟

• نصوص عامة

• نصوص مبنية على الثقافة الجزائرية

• نصوص مبنية على الثقافة الإنجليزية

• أخرى حدد النوع

6- ما الحل في نظرك لو صادفت كلمة صعبة أثناء القراءة؟

• أركز على الكلمات المجاورة و المحيطة بها في النص لأتعرف أو أحس معناها

• أستعين ببعض المراجع مثل القاموس أو فهارس الكتب المدرسية

• أحدد الصعوبة بإمعان و إحكام

• أتجاهل / أتغاضى عن الكلمة مؤقتاً، و أنتظر التوضيح

7- ماذا تفعل لو صادفت جملة غامضة؟

• أتابع القراءة على أمل توضيح إضافي

• أستخرج الكلمات غير المألوفة و أبحث عن معناها الضمني (غير مصرح في النص)

• أتجاهلها كلياً

• أركز على الجزء الذي يحتوي على الإشكالية التي يدور حولها النص

8- أثناء قراءة نص بالإنجليزية، كيف تتذكر معلومة معينة؟

• أربطها بمعرفتي و تجاربي السابقة

• أترك التفاصيل الثانوية

• أدرك مدى حاجتي لتذكر معلومة أكثر من أخرى

9- قبل القراءة، ما نوع التخطيط الذي ترسمه لإعانتك على الفهم؟

• التخطيط المسبق غير ضروري

• أفكر مسبقا على ما أعرفه على الموضوع

• أفكر في معنى و مغزى القراءة

10- لماذا تعود إلى النص مرة أخرى و تقره من جديد؟

• لأنني لم أستوعب المعنى الإجمالي للنص

• قصد إيضاح فكرة معينة

• لتلخيص النص

11- في رأيك، ما هي الجمل التي تبدو لك أكثر أهمية في النص؟

• تقريبا كل الجمل أساسية و إلا فلا وجود لها في النص

• الجمل التي تحتوي على التفاصيل

• الجمل التي لها علاقة بالفكرة العامة

• الجملة المتعلقة بالموضوع

12- القارئ الأفضل هو في نظرك الشخص القادر على:

• استيعاب معنى الكلمات

• استعمال القاموس

• إدماج المعلومات الموجودة في النص و ربطها بالمعلومات السابقة

• التمييز و التفريق بين التفاصيل الضرورية و الثانوية

13- ما هي في نظرك أهم الإستراتيجيات التي تعين المتعلمين على استيعاب مضمون النص و حل التمارين

الموجهة إليكم بكفاءة؟

.....

.....

.....

APPENDIX B:
UNIVERSITY TEACHERS' QUESTIONNAIRE

APPENDIX B: University Teachers' Questionnaire

Dear teachers,

The following questionnaire seeks to gather your retrospective data about your methodology of teaching the reading skill to first year EFL students.

You are therefore kindly requested to answer the following questions by putting a tick (√) on the appropriate box and making your comments when necessary.

Thank you very much for your collaboration.

1- Male female

2- Teaching experience: number of years?

3- Post graduate specialization?

4- Modules in charge?

5- How many years have you been a teacher of the Reading Comprehension module for first year university EFL learners?.....

6- What objective do you intend to reach in your teaching of the Reading Comprehension module?

7- What are the sequential steps do you often undertake in teaching EFL reading?.....

8- How could you assess your learners' level of reading performance?

- Good
- Average
- Weak

9- According to you, what are the main reasons behind their reading weaknesses?

- Difficulty of the reading skill itself
- Lack of learners' interest
- Lack of appropriate reading materials
- Lack of learners awareness
- If others please specify?

10- Do you teach your learners particular reading strategies to overcome these weaknesses?

- Yes
- No

If yes, what are these strategies?.....

11- Do you opt for teaching explicit metacognitive strategies?

- Yes
- No

If yes, which one do you often teach your learners in your reading class?.....

12- Relying on your teaching experience, what suggestions would you make to help your learners improve their reading performance?.....

APPENDIX C:

TEXT USED IN THE PRE TRAINING PHASE

TEXT: The Loss Of The Titanic

The great ship, *TITANIC*, sailed for New York from Southampton on April 10th, 1912. She was carrying 1316 passengers and a crew of 891. Even by modern standards, the 66,000 ton *TITANIC* was a colossal ship at that time, however, she was not only the largest ship that had ever been built, but was regarded as unsinkable, for she had sixteen watertight compartments. Even if two of these were flooded, she would still be able to float. The tragic sinking of this great liner will always be remembered, for she went down on her first voyage with heavy loss of life.

Four days after setting out, while *TITANIC* was sailing across the icy waters of the North Atlantic, a huge iceberg was suddenly spotted by a look-out. After the alarm had been given, the great ship turned sharply to avoid a direct collision. The *TITANIC* turned just in time, narrowly missing the immense wall of ice which rose over 100 feet out of the water beside her. Suddenly, there was a slight trembling sound from bellow, and the captain went down to see what had happened. The noise had been so faint that no one thought that the ship had been damaged. Bellow, the captain realized to his horror that the *TITANIC* was sinking rapidly, for five of her sixteen watertight compartments had already been flooded. The order to abandon ship was given and hundreds of people plunged in the icy water. As there were not enough life-boats for everybody, 1500 lives lost.

Comprehension Questions

- 1- Read the title of the text and try to find out the main ideas the text discusses.
- 2- What is *TITANIC*?
- 3- How many passengers were there in *TITANIC*?
- 4- Why was it regarded as unsinkable?
- 5- Find in the text words or expressions that reveal the tragedy.
- 6- To whom had the alarm been given?
- 7- What the following words refer to in the text she and her?
- 8- Guess from this passage the meaning of the following words: colossal, flooded, faint?

APPENDIX D:

TEXTS USED IN THE TRAINING PHASE

TEXT A:

“.....”

Of the 4,000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually intelligible dialects little used outside China. On the other hand the million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one sixth of the world's population.

Barriers of race, colour and creed are no hindrance to the continuing spread of the use of English. Besides being a major vehicle of debate at the United Nations and the language of command for NATO, it is the language of international aviation, and unofficially is the first language of international sport and the pop scene.

It was however the introduction of English to the indigenous peoples of British colonies which led to the existence today of numerous independent states where English continues in daily use. The instrument of colonial power, the medium for commerce and education, English became the common means of communication.

English or French are often the only common languages available once a speaker has left his own area. English is accordingly the official language of both Ghana and Nigeria, use in every walk of daily life. Indeed, English has become a significant factor in national unity in a broad band of nations from Sierra Leone to Malaysia. It is the national language of twenty-nine countries (USA and Australia, of course, but also Lesotho and Liberia) and it is also an official language in fifteen others, South Africa and Canada, predictably, but also Cameroon and Dahomey.

There is, however, a further reason why English enjoys world-wide currency, apart from political and historical considerations. The rapidly developing technology of the

English-speaking countries has made British and American television and radio programmes, films, recordings and books readily available in all but the most underdeveloped countries. Half of the world's scientific literature is written in English. By comparison, languages like Arabic, Yoruba and Malay have been little equipped to handle the concepts and terms of modern sciences and technology. English is therefore often the only available tool for twentieth-century learning.

A. BENZIAN, COMET (A Communicative English Teaching Course Book for all streams).

Comprehension Questions

- 1- Read the first and the last sentence of the text. Try to predict its content.
- 2- Supply a suitable title to this passage.
- 3- Why was the English language regarded as only the available tool in the 20th century?
- 4- How do you consider this language today?
- 5- Summarize the text in no more than five lines.
- 6- Guess from the text the meaning of the following words:
Hindrance - indigenous.

TEXT B: Justice Was Done

The world justice is usually associated with courts of law. We might say that justice has been done when a man's innocence or guilt has been proved beyond doubt. Justice is part of the complex machinery of the law. Those who seek it, undertake an arduous journey and can never be sure that they will find it. Judges, however wise or eminent, are human and can make mistakes.

There are rare instances when justice almost ceases to be an abstract conception. Reward or punishment is meted out quite independent of human interference. At such times, justice acts like a living force. When we use a phrase like 'it serves him right', we are, in part, admitting that a certain set of circumstances has enabled justice to act of its own accord.

When a thief was caught on the premises of a large fur store on morning, the shop assistants must have found it impossible to resist the temptation to say 'it serves him right'. The shop was an old-fashioned one with many large, disused fireplaces and tall, narrow chimneys. Towards midday, a girl heard a muffled cry coming from behind one of the walls. As the cry was repeated several times, she ran to tell the manager who promptly rang the fire brigade. The cry had certainly come from one of the chimneys, but as there were so many of them, the firemen could not be certain which one it was. They located the right chimney by tapping at the walls and listening for the man's cries. After chipping through a wall which was eighteen inches thick, they found that a man had been trapped in a chimney. As it was extremely narrow, the man was unable to move, but the firemen were eventually able to free him by cutting a huge hole in the wall. The sorry-looking, blackened figure that emerged, at once admitted that he had tried to break into the shop during the night but had got stuck in the chimney. He had been there for nearly ten hours. Justice had been done even before the man was handed over to the police.

Comprehension Questions

- 1- Read the title and check about what the text might be about?
- 2- Suggest another title to this passage.
- 3- Why can those who seek justice never be sure what they will find it?
- 4- When does justice seem to act like a living force?
- 5- What the following words mean in the text?
eminent – arduous – guilt – ceases.
- 6- Spot the topic sentence.
- 7- Sum up the passage in no more than five lines.

TEXT C: Tolerance in The Crowded World

When they are asked spiritual quality is necessary to rebuild civilization, most people will reply "Love". Most men love one another, they say; nation must do the same and then the series of cataclysms which is threatening to destroy us will be stopped.

Respectfully but firmly, I disagree. Love is a great force in private life; but love in public affairs does not work. The idea that nation should love one another, or that business concerns should love one another, or that a man in Peru Of whom he has never heard – it is absurd, unreal dangerous. We can only love what we can love personally. In public affairs, something less emotional is needed, namely, tolerance.

The world is very full of people – appallingly full; it has never been so full before, and they are tumbling over each other. Most of these people one does not know, and some of them one doesn't like; doesn't like the colour of their skins, say, or the shapes of their noses, or their clothes, or their fondness for jazz or their dislike of jazz, and so on. Well what is one to do? There are two solutions. One of them is the Nazi solution. If you don't like people, kill them, banish them, segregate them, and then strut up and down proclaiming that you are the salt of the earth. The other way is much less thrilling, but it is on the whole the way of the democracies, and I prefer it. If you don't like people, put up with them as well as you can. Don't try to love them; you can't, you'll only strain yourself. But try to tolerate them. On the basis of that tolerance, a civilised future may be built.

I don't regard tolerance as a great eternally established principle. It's just a makeshift, suitable for an overcrowded and overheated planet. It carries on when love gives out, and love generally gives out as soon as we move away from our home and stand among people we don't know. Tolerance is necessary in the tube; otherwise we

think, “Why are some people so fat?” It is wanted at the telephone, or “Why are they so deaf?” or conversely, “Why do they mumble?” It is wanted in the street, in the office at the factory, and it is wanted above all between classes, races and nations. It is dull. And yet it

Comprehension Questions

- 1- Read the text and check about what the text might be about?
- 2- Supply another title to this passage.
- 3- Is the writer a tolerant person?
- 4- Why does the writer use sometimes ‘we’ and others ‘I’?
- 5- Is over population mentioned in the passage?
- 6- What do the following words mean in the passage?
Thrilling – segregate – dull – makeshift.
- 7- Does the writer favour emotions or the spirit?
- 8- Summarize the text.

TEXT D:

“.....”

Development in communication technology will have important consequences. It is now possible to for some to do virtually all their work at home, and at the executive level are doing just that. Their members will increase, and that will lead to a diminution of commuting, an activity in which you waste half your life sitting in traffic jams and breathing polluted air. I think one of the reasons I became a writer is that I work at home: it takes me approximately ten steps to get from my bedroom to my office.

Advances in communication will also affect the way people interact. For example, technology enables us to be in touch with each other more. The only reason I can now live in Sir Lanka permanently is satellite communications that enable me to pick up my telephone and be in touch with my friends almost immediately. It takes me longer to dial the number than to complete the call.

But for some people, advances in communication mean reduction in contact with others. We have kids who interact with their computers and not with others. In some of this book, Isaac ASIMOV has described a world in which humans literally couldn't bear to be in each others' presence; they communicated through TV screens. That would be a pathological society, and I could see that happening. In fact I'm quite sure that there are already quite a few pathological computer backers.

I'm keen on the use of technology for education, particularly the development of the electronic tutor. This device would make it possible to teach almost anything; you could program it, and it could talk to you and teach you a language. It could even check your pronunciation. The possibilities are limitless. You could multiply the number of teachers in the world a million fold. These machines would be rugged and cheap and work twenty four hours a day. They could start an educational revolution.

A. C. CLARKE, in *U.S. News & World Report*.

Comprehension Questions

- 1- Read the first and the last sentences of the text and try to predict its content.
- 2- Suggest a title to the text.
- 3- What makes commuting unpleasant?
- 4- List some advantages of the electronic tutor.
- 5- Which paragraph deals with technological education?
- 6- Does the writer use “interaction” and “contact” interchangeably?
- 7- What do the following words mean in this passage?
Commuting – tutor – hackers – a millionfold.
- 8- Sum up the passage in few words.

APPENDIX E:

TEXT USED IN THE POST-TRAINING PHASE

TEXT: Marriage Can Make a Dimwit Brainier.

When a bright woman marries a dim man, she will eventually sink to his level. And if a stupid woman marries a smart man, she will become as sharp as he is, according to a scientist. “So he dumb blonde who marries a professor has everything to gain”, says Dr. Warner Schaie a 30 year study.

“Women who marry men brighter than themselves get brighter and women who marry losers get worse”, says the Washington University psychologist who tested the same 175 couples throughout the study.

They tended to quickly adopt each other’s personality traits and intellect during the first seven years of marriage and then levelled off for another seven years. But as the couples grow older and their children had left home, they became increasingly similar. Marital bliss mirrors these changes says Dr. Schaie. “Couples are happiest shortly after marriage, became less happy when the children are small and became happily when the children grow up and move out. At the last stage, even their ability to do mathematics increases or decreases depending on their spouse”.

But his studies show it is the wife who changes for better or worse, and not the husband. “Probably for economic reasons, because in the couples we’ve been studying men are the primary breadwinners,” says Dr. Schaie.

From William Lowther Washington.

(My New Book of English) Daily Mail, 10/05/87.

Comprehension Questions

- 1- Read the text and find the main ideas that can be found.
- 2- Read the first sentence of each paragraph and find the general idea, the text discusses.
- 3- After reading the text carefully, list the different phases that the couples go through during their marriage.
- 4- Do you think that the writer is totally right (refer to the last paragraph).
- 5- Guess from the text the meaning of the following words:
Dumb – blonde – trait – intellect – sharp.
- 6- Summarize the text in no more than four lines.

APPENDIX F:

**COGNITIVE AND METACOGNITIVE READING
STRATEGY INVERTORY**

APPENDIX F:**Cognitive and Metacognitive Reading Strategy Inventory.**

Cognitive reading strategies	Metacognitive reading strategies
1. Rereads the section if meaning is not clear.	1. Overviews the text before reading to activate schemata.
2. Recognizes formulas and patterns.	2. Identify the purpose of the task.
3. Reads title (make inferences).	3. Reconsiders and revises hypotheses about the meaning of text based on text content.
4. Identifies main ideas.	4. Changes the reading strategies when comprehension is blocked.
5. Skims and scans ideas.	5. Attempts to relate important points in the text to one another to understand the text as a whole.
6. Summarizes, makes notes, paragraphs, highlights, etc to remember what has been stated in the text.	6. Evaluates guesses.
7. Compares L ₁ with L ₂ .	7. Highlights important information (by underlining, circling, etc).
8. Translates into native language.	8. Tries to activate content schemata.
9. Attempts to infer information from context.	
10. Looks for markers of cohesion (i.e. preference words, linkers).	
11. Analyses grammatical category of words.	
12. Applies rules in L ₁ to the L ₂ context.	

13. Tries to guess meaning of vocabulary from context.	
14. Pays attention to text structures.	
15. Uses visual clues (punctuation, marks, bolded or italicized parts).	
16. Employs top-down approach.	
17. Employs bottom-up approach.	
18. Identifies key words and figures.	
19. Makes use of cognates.	
20. Uses personification.	
21. Attempts to link sound and visual imagery.	
22. Uses visualization.	
23. Acknowledges the importance of concentration.	

APPENDIX G:

**THE STUDENTS' VERBAL PROTOCOLS OF
THE PRE-TRAINING PHASE.**

APPENDIX G: The Students' Verbal Protocol of the Pre-Training Phase

The researcher before transcribing learners' verbal protocol about EL reading process, has asked them some pre-planned questions to extract information about their use of cognitive and metacognitive strategies in general. In addition, they were required to be translate from time what has been understood from the text entitled 'The Loss of the Titanic' whereby to check whether their comprehension took place or not.

Student A

Question One: What do you do before you start reading?

كيفاش ... آه شاندير مفهمتش ... بل اك نشوف شحال من paragraphs و نعاود نشوف كيش داير النوع

Question two: What you normally do when you do not understand a part of reading a text?

آ ... زعما، je peux dire que كما نفهمش نستخرج الكلمات المفهومة نقرا ليمن موراها و لا قبلها بلاك نصيب كاش حاجة تفهمني، و لا، نسطر على الكلمات المفتاحية، و نفتش على شخصيات و ل event نتع story.

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	آه هذ القصة تتحدث على Titanic . بابور كبير سافرت من Newyork في أفريل 1912 . 8B سفينة، ... هي فلحق Big ship و الحمولة نتاعها شحال ترفد يبينو العظمة نتاعها و même ... nm . يصرا فيضان تقعد قادرة و تخمقش ... المأساة نتاعها نقعدو دايمًا و متفكرينها.
2 nd paragraph: [Four days ... lost.]	ربع أيام ممبعد Titanic was sailing في الماء المجلد و ماشية فجأة إكتشف الحبل الجليدي، ممبعد بدا القبطان يدور فيها باش يجنبها الاصطدام. هنا آه دارت خطوة برك بقرب الجدار 100 feet قياس هذا بجانبها. ما كانش بعيدة عليها بزاف. فجأة حسو بحا لاهتزاز مشاو يشوفو ماذا يحدث. noise كانت خفيفة ممبعد captain عرف بلي Titanic كانت تغرق و ل passagers بداو يغرقو. إيا و هودو و غاصو في البحر. هاذي هي الحكاية.

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.

Strategies used for predicting:

- Activating context schemata

- كي قرئت العنوان عرفت بلي راه يهدر على Titanic

- عرفت من معرفتي السابقة و زيد بزيادة تفرجت الفيلم شحال من مرة

Task Two: Skimming: What is Titanic?

Strategies used for skimming:

- Finding key words

- هاذيك القصة ... آه ... معقلتش على العنوان ... سايي كسمها "ساعة من ذهب" و معناه شيطان عظيم.

- قرئت texte deux fois , و puisque Titanic هي الكلمة المفتاحية فنشئت على الأفكار لعندها علاقة معاه في النص.

Task Three: Scanning: - How many passengers were there?

- Why was it regarded as unsinkable?

- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- Re-reading.

- قرئت texte شحال من مرة.

- Selective attention.

- ركزت على الفقرة لي فيها الإجابة و انيوريت (ignorer) الفقرات المتبقية.

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?

Strategies used for inferring: No strategies unveiled.

Task Five: Guessing from the context: Guess from this passage the meaning of the following words: colossal, flooded, faint?

Strategies used for guessing:

- Self-management.

- قرئت section لي فيها هذ الكلمات ... آ و عاودت قرئت باش نقد نفهم المعنى من context

Student B**Question One: What do you do before you start reading?**

- Aucune idée about the text puisque ما عنديش text, donc ما عنديش plan حتى

Question Two: What you normally do when you do not understand a part of reading a text?

- نستخرج بالاك key words و نسطر عليهم (underlying key words)

- نقراه عدة مرات بش نفهم المضمون.

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	Bon، هاذ Titanic باخرة كبيرة مشات ل York New في أبريل 1912. وكان فيها كيما يؤولو 1316 passagers . و تأد ترفد 66 ألف طن و هي الباخرة الكبيرة لتهدمت فيها. Bon ، هاذ la tragedie كل وأت يتفكروها.
2 nd paragraph: [Four days ... lost.]	الفكرة الرئيسية الأولى، كانوا الناس لي في Titanic شافو جليد أبلمهم إيا و عملو جرس، و هاذ الباخرة دارت في l'autodirection في وأت أصير إيا عياو ما يدوروها ، ça n'a rien donné ، alors اصطدمت بالجليد، أه، و Titanic، هاذ l'accident عملت حس كبير، هبط capitaine يشوف واسم كايين il a remarqué بلي Titanic بدا يغرق hmm...، البيوت كامل وصللهم لما، عاود في التالي بزاف الغاشي بداو ي plonger فلما الجامد ما كانش عندهم آلات للإنقاذ إيا و 1500 واحد مات.

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.

Strategies used for predicting:

- Using integrating background knowledge.

- تفرجت الفيلم.

- Advance organization.

- قرئت العنوان.

Task Two: Skimming: What is Titanic?**Strategies used for skimming:**

- Finding key words

- فتشت على الكلمات لعندها علاقة مع Titanic.

- Re-reading. - قريتو شحال من مرة
- Integrating background knowledge. - راني عاد عائلة على الفيلم

Task Three: Scanning: - How many passengers were there?

- Why was it regarded as unsinkable?
- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- Selective attention. ركزت على les details و surtout على الأفكار لي فيها أعداد، أو أحداث و لا شخصيات.
- Re-reading. عرفتو من puisque, texte كان très facile و ما صبتش صعوبات بزاف.
- Highlighting important ideas. فتشت uniquement على الأفكار الرئيسية. و تجاهلت الأفكار لي ما مهمش.
- Linking sounds with visual imagery. تفكرت l'image نتع iceberg كي دخل في البابور.

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?

Strategies used for inferring:

- Self-management. من القصة تفهم بلي normalmente هذيك l'alarme كانت موجهة ل capitaine
- Circling the key words. Puisque الفقرة لولا كانت تهدر على Titanic , donc , she و her systematiquement تعود على الباخرة و زيد، الكاتب ختار و باش يمنع repetition.

Task Five: Guessing from the context: Guess from this passage the meaning of the following words: colossal, flooded, faint?

Strategies used for guessing:

- Self-management. حددت الإشكالية فاين باش نسيي نحلها.
- Using words around them to figure out their meaning. استعملت الكلمات المجاورة، و زيد il faut bien comprendre le texte باش نسييو نفهمو الكلمات الصعبة.

Student C**Question One: What do you do before you start reading?**

- ما دام texte ما عنديش مكانش شاندير مفهمتش ... ما كانش plan

Question Two: What you normally do when you do not understand a part of reading a text?

- نحوس على key words الغامضة و نسيي نشرحها و هاذ ما كان.

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	York New كان منوجه ل Un grand bateau called Titanic les passagers نتع هادوك Le nombre, ... um, ok. 1912 في 1916 كانت تقدر ترفد حمولة 66 ألف طن و كانت كبيرة عتايرو بلي و كان حتى هادوك watertight تقدر 2 من Titanic يغرقو، تبقى debout ... القصة تبقى في mémoire pour toujours، و فقدت بزاف الحياة.
2 nd paragraph: [Four days ... lost.]	صدمت فيه Titanic مبعد الإنذار، دارت باش تتفادي الصدمة. مشى capitaine باش يشوف واسم صرا. و تما تكاكا بلي البابور نتاعه راه ماشى يغرق. و نزاف ماتو.

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.

Strategies used for predicting:

- Integrating background knowledge.
- Translation.

- تفرجته من قبل الفيلم.

- تفكرت الأحداث نتع الفيلم بالعربية و بديت نترجم
للإنجليزية.

Task Two: Skimming: What is Titanic?**Strategies used for skimming:**

- Directed attention. فلول مشيت directement للفقرة لولا خاطر هي لي فيها الجواب و إنيوريت (ignore) الأفكار التدعيمية للنص.
- Re-reading. من لول حتى التالي. My knowledge about the story و زيد (in addition) فهمت غاية

Task Three: Scanning: - How many passengers were there?

- Why was it regarded as unsinkable?
- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- Re-reading. شحال من مرة . Just reading it
- Selective attention. I pay attention to the most important ideas.

Yet, for the third question, no strategy unveiled, because the Student C could not understand the term unsinkable, i.e. this word is ambiguous ما قدرتش نفهمها .

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?
- No strategy unveiled since the answers were wrong.

Task Five: Guessing from the context: Guess from this passage the meaning of the following words: colossal, flooded, faint?

Strategies used for guessing:

- Translation (knowledge transfer). Je savais - المعنى نتاعها هي كبيرة. donc, colossal في الفرنسية فهمت بلي
- Integrating my background knowledge. prof - نتاعها نتع قرا هانا هذ الحكاية، و تفكرت بلي كلمة معناها 'sink'

Student D

Question One: What do you do before you start reading?

- I read the title.
- Imagine that I can find in the text.

- بيالي هاذ هو ما نقدرش نزيد حتى حل.

Question Two: What you normally do when you do not understand a part of reading a text?

- نفتش على الكلمات المهمة في النص باش بالاك تعاوني نفهم المشكلة.

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	هاذ بابور كبير بدا الرحلة من نيويورك في أفريل 1912. قع الصوالح لي كانوا فيه كانوا moderne... يرفد البضاعة الثقيلة، و زيد ما كانش كامل البابور لي كبير عليه ... و في الرحلة فقد بزاف الناس و المفقودين.
2 nd paragraph: [Four days ... lost.]	... و عاود جاتهم ضبابية عطاوهم تنبيه، دارت بلخف باش ما تتلاقاش مع هاذ iceberg دارت هزة خفيفة و le capitaine had ما ظنش بلي البابور غادي يتلف، بابور ذاك لوقت بدا يغرق شوية بالشوية من بعد ليتقسم على زوج ... و ماكانش كافي.

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.

Strategies used for predicting:

- Integrating my background knowledge.

- تفرجناه من قبل.

Task Two: Skimming: What is Titanic?**Strategies used for skimming:**

- Reading with a purpose. - راني عارفة الهدف نتع هاذ النص donc راني نقرا و نتمتع في الأحداث نتع القصة.
- Re-reading. -
- Self-management. - كنت نفتش على les adjectifs Titanic لي توصف
- Ignoring unnecessary details. - ركزت على الأفكار الرئيسية نتع القصة و ما قريتش لخرين (remaining ideas)

Task Three: Scanning: - How many passengers were there?

- Why was it regarded as unsinkable?
- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- Re-reading. - بالنسبة للسؤال لول فتشت على le mot passager
- Selective attention. - حوست على الكلمات لي فيهم danger

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?
- No strategy unveiled since the questions were little bit above her existing understanding.

Task Five: Guessing from the context: Guess from this passage the meaning of the following words: colossal, flooded, faint?**Strategies used for guessing:**

- Translation (knowledge transfer). - نعرف le mot colossal بالفرنسية خاطر عندو Latin origin.
- Re-reading the section around it to figure out their meaning. - قريت قراءة متأنية لمرات عديدة باش نخمن المعنى نتاعها.

Student E

Question One: What do you do before you start reading?

- Je réfléchis.
- Imagine about the type of text.
- No plan is used.

Question Two: What you normally do when you do not understand a part of reading a text?

- I focus on the title.
- I read many times.
- I... hum... key words synonyms.

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	، immense كان رحلمن نيويورك، كان un grand bateau ، hm كانت باخرة كبيرة. اعتبر بلي هاذ الباخرة il ne coule jamais ... صرات في التالي مأساة.
2 nd paragraph: [Four days ... lost.]	بعد مرور ربع أيام كان اتجاه ماء مجلد حجرة متجمدة كبيرة. هاذاك un bateau ، سوا ب ، حكمه، سoudain ، iceberg ظهرت قدام ، و القائد مشى يشوف واسم يصرا لتحت. كان الصوت faint. 100 شخص قفزوا في الماء الجامد.

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.

Strategies used for predicting:

- Activating context schemata سببت نسترجع الأفكار لي نعرفها على All people know the story -
الموضوع.

Task Two: Skimming: What is Titanic?**Strategies used for skimming:**

- Self-management. - عرفت بلي راه في texte ، donc قرينه.
- Using the background knowledge. - راني عاد عاقله على القصة لي صرات فلبابور.

Task Three: Scanning: - How many passengers were there?

- Why was it regarded as unsinkable?
- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- Re-reading. - قرئت النص شحال من خطرة.
- Selective attention. - Toujours من النص فتشت على الأفكار لي elle représentent الخطر و en plus، danger ل'expression تكررت شحال من مرة.

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?

Strategies used for inferring:

- Self-management. - It is not clear and I couldn't understand especially the first question because to whom جاتني شوية صعيبية.

Task Five: Guessing from the context: Guess from this passage the meaning of the following words: collssal, flooded, faint ?

Strategies used for guessing: No strategy since the answers were not provided

Student F**Question One: What do you do before you start reading?**

- Ah, bon ... imagine about the type.
- Try to get the meaning from the title and think واسم يجي

Question Two: What you normally do when you do not understand a part of reading a text?

- Read the text many times.
- Try to understand the different words.

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	Titanic is great ship. 1 st trip of Titanic.
2 nd paragraph: [Four days ... lost.]	Nothing was said about the second paragraph by the student F

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.

Strategies used for predicting:

- Integrating background knowledge.
- I show the dory.

Task Two: Skimming: What is Titanic?**Strategies used for skimming:**

- Finding key words. فتشت على الكلمات المفتاحية puisque النص يهدر على Titanic.
- Ignoring the unnecessary details. فتشت على الأفكار لي عندها علاقة مع هاذ البابور.

Task Three: Scanning: - How many passengers were there?

- Why was it regarded as unsinkable?
- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- Re-reading. - الجواب من بعد لي قرئت texte شحال من مرة.
- Selective attention. - Words لي فيهم danger.
- Understanding the main ideas. - سطرت على الأفكار لي تسرد القصة في le moment لي كان ماشي يغرق البابور و تانيك لي اصطدم بال iceberg ، puisque ، هاذ الحادثة تنجم تكون فكرة لتبين ال tragedy .

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?

Strategies used for inferring:

- No strategies unveiled, the first question was difficult according to her point of view.
- The second question: re-reading the sentences that proceed 'she' and 'her' - قرئت الجمل لي قبلها باش عرفت 'she' لمن تعوض و 'her' تايناك لمنع repetition

Task Five: Guessing from the context: Guess from this passage the meaning of the following words?**Strategies used for guessing:**

- No strategy was unveiled; all the three words هاذ الكلمات جداد عليا ما فهمتهمش قرئت النص were unfamiliar.

Student G**Question One: What do you do before you start reading?**

- قبل قراءة النص مباشرة، أول مرحلة نقوم بها هي معرفة العنوان، و ذلك لمعرفة حول ما يدور الموضوع،
و ممبعد نحاول نجلب الأفكار لي عندي من المعرفة السابقة و أيضا we see key words of the title

Question Two: What you normally do when you do not understand a part of reading a text?

عند قراءة النص و عدم معرفة ألفاظه... أم نحاول بعدا نفهم واسم تقصد بعد أن أقرأ الجمل المجاورة لها و لا نسقسي
واحد من الأصدقاء لي شوية fort عليا في الفهم أو الأستاذ و آخر وسيلة بالنسبة ليا هو dictionary

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	باخرة تدعى Titanic متوجهة ل York New منطلق من Southampton، رفدت 1316 مسافر. عدوها من أفضل الباخرات خاطر ... أم قدرت أه تقدر تحمل 66 ألف طن، بصح ماشي هي الوحيدة لي صنعوها ذاك الوقت، و كان حتى 2 من هاذوك watertight يغرقوا تتجم تضيفو على الماء و impossible تغرق.
2 nd paragraph: [Four days ... lost.]	أربعة أيام من بعد كان عاد باقي في الما يسير فجأة اصطدم بصخرة مصنوعة من الثلج من North Atlantic عملوا إنذار mais c'est trop tard ... فجأة سمعوا صوت جا من الأسفل، و وو ... وليهبط القا ...أم، كي سمعوا ال capitaine عرف من بعد بلي الباخرة لصنعها سايي راها ماشية تغرق، فرقوا المئات نتاع الناس beaucoup هاذوك الوسائل المنجية كملوا.

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.

Strategies used for predicting:

- Integrating background knowledge. - للإجابة على هاذ السؤال استعملت معرفتي السابقة لأنني قمت بمشاهدته على صورة فيلم.
- Finding key words. - كذلك العنوان يتكون من كلمة رئيسية تشكل كلمة مفتاحية.

Task Two: Skimming: What is Titanic?**Strategies used for skimming:**

- Re-reading. اعتمدت على قراءة النص و فهمه، و من تم محاولة استخراج الفكرة التي توضح عدد المسافرين.
- Finding key words. الكلمة الرئيسية هي Titanic ، قاع هادوك الجمل التي توصف الbateau سطرت عليهم.

Task Three: Scanning: - How many passengers were there?

- Why was it regarded as unsinkable?
- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- Re-reading. كذلك للإجابة على هاذ السؤال قمت بقراءة النص شحال من خطرة باش نخرج الفكرة لتوضيح الاصطدام.
- Guessing and rereading. هاذ السؤال ما كانش موضح في النص، و لكن كي قرئو فهمت من context ، و جاوبت.

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?

Strategies used for inferring:

- Self-management. اعتمدت على النص و عرفت بلي نقد نصيب الجواب d'ailleurs الجواب كان في الفقرة الثانية.

Task Five: Guessing from the context: Guess from this passage the meaning of the following words?

Strategies used for guessing:

No strategies were unveiled because even in the pre-test, the answer was not provided.

Student H**Question One: What do you do before you start reading?**

Hum, Ah كيفاش، خاص يكون عندي texte، و لا لا ...، سما قبل ما نتحصل على texte واسم نعمل... dans quel sense? بالا كنسيي نقرأ العنوان، فيما بعد نحاول نفكر في العنوان إيلا كان عندي معلومات سابقة عليه و أن نفتح لمحة خفيفة في ذهني حول ما يمكنني أن نفهم من العنوان.

Question Two: What you normally do when you do not understand a part of reading a text?

- خص تكون عنني كلمة غير واضحة، no one word or words or even a passage ولا العديد student's interviewer .
- أم، نقرأ النص غاية، و كي نصيب الغموض، في هاذل الحالة نسيي نفهم الكلمة ولا الجمل لي مداورين بها، و bien sur نكون نقراه عدة مرات.

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	السفينة الكبرى تيتانيك اتجهت نحو نيويورك في أبريل 1912. رفدت شحال من مسافر قرابة 1316 لوحد ... كانت توزن 66 ألف طن ... حسبوا الناس بلي عمرها ما تغرق . mais أتت إلى الهلاك و الضياع لكثير من الأشخاص...
2 nd paragraph: [Four days ... lost.]	مور ربع أيام، مشات تيتانيك عبر المحيط الأطلسي، و ممبعد سمعت صفارات الإنذار في الباخرة على خاطر كانت متوجهة directement للجبل الجليدي، رغم المعاناة الكبيرة... أم ... كي شغل دخلت فيه، حدثت صدمة و حس، كي هبطوا الناس و capitaine أدرك حتما بلي الباخرة غادي تغرق ... شي صاب هاذلك ليماجتتن كما الباخرة صغار بصح، و لخرين 1500 واحد ما صابوش.

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.

Strategies used for predicting:

- Using background knowledge

- قرريت العنوان، و حاولت نزيد الأفكار لي عندي و déjà من معرفتي السابقة.

Task Two: Skimming: What is Titanic?

Strategies used for skimming:

- Self-management. - عرفت بلي الجواب راه بحد داتو في النص.
- Reading with a purpose. - puisque راني عرفت déjà المغزى من هذ القراءة، donc بديت نقرا و الهدف بين عيني باش نصيب الجواب.
- Linking sound with imagery. - و زيد بزيادة كي بديت نقراه تفكرت les scenes لي شفتهم في التناز و قارنتهم مع النص.

Task Three: Scanning:

- How many passengers were there?
- Why was it regarded as unsinkable?
- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- Careful reading. - باش عرفت الجواب il suffit uniquement باش نولي ل la source لي هي النص قرأته جيدا..
- Selective attention. - فتشت على كلمة passager في text و قديت فالتالي نصيب الجواب.

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?

Strategies used for inferring: No strategies unveiled.

Task Five: Guessing from the context: Guess from this passage the meaning of the following words?

Strategies used for guessing:

- Self-management. - اعتمدت في هاذ السؤال على التدقيق في إيجاد المعنى رغم أن الكلمات كانت غامضة، donc حاولت استحضار معلومات م القواعد باش نفتش على تاغ category قاع الكلمات.

Yet, the synonyms of the selected words were not correct when analysis the answers of the pre-test.

Student I**Question One: What do you do before you start reading?**

كيفاش، ما فهمتش ... أم... no idea... ما عندي حتى فكرة أصلا، ما عنديش قاع plan.

Question Two: What you normally do when you do not understand a part of reading a text?

- I try to ... hm كيش نقول . May be i think about the meaning of these words.

و لا ما قدرتش نسقسي الأستاذ و لا ما قدرتش نشوف القاموس.

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	السفينة الكبيرة Titanic مشات من نيويورك في أبريل 1912. و ... كانت ترفد 1316 راكب. هاذ السفينة غرقت في أول رحلة لها بعدد كبير من الخسائر البشرية.
2 nd paragraph: [Four days ... lost.]	قبل ربع أيام من الغرق Titanic ، بحرت في المياه المتجمدة في شمال المحيط الأطلسي. فجأة ظهر جبل نتع la glace في طريق السفينة ... بعد إطلاق الإنذار، نعظت، و دارت السفينة لتحاول تجنب الاصطدام بالجبل لكن الجبل الجليدي لمس السفينة، و فجأة سمعت أصوات! اصطدام فذهب الربان و الكابتن ليرى ماذا حدث... عرف الكابتن أن Titanic سوف تغرق بسرعة. قفز المئات في المياه الباردة ... خاطر هاذوك الزوارق لي يصوفيووا (sauver) الناس كملوا ماتوا 1500 جثة.

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.

Strategies used for predicting:

- In the text, no answer to this question, since the student was not capable of describing and narrating the event, through, it was felt from the researcher during the think-aloud procedure that he knew → no strategy but could not express his thoughts.

Task Two: Skimming: What is Titanic?**Strategies used for skimming:**

- Integrating background knowledge. - أجبت على هذا السؤال بدون قراءة النص بل بواسطة ما أعرفه عن السفينة.

Task Three: Scanning: - How many passengers were there?

- Why was it regarded as unsinkable?
- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- Scanning when needed. - استخدمت تقنية 'المسح' (scanning) قرأت النص جيدا و أجبت رغم أنني لم أعمل بهذه التقنية في السؤال الأول، و أعرف أنه كان يجب علي العمل لها على ذلك السؤال.
- No strategy unveiled for question 5 (Find in the text ... the tragedy) since the word 'tragedy' was not familiar. - لم أعرف معنى كلمة 'tragedy' و لهذا معرفتش نستخرج لي توري ولا عندها علاقة معاها.

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?

Strategies used for inferring:

- Self-management. - Malgré لفقرة ما كانت واضحة بصح كانت logic بلي l'alarme عملوها workers
- No strategy unveiled for question 8.

Task Five: Guessing from the context: Guess from this passage the meaning of the following words? Colossal, flooded, faint.**Strategies used for guessing:**

- No strategy unveiled. - ما فهمتش الكلمات.

Student J**Question One: What do you do before you start reading?**

- I read the title et w... j'essaye d'imaginer the subject that the text talks about which will help me for to guess the general idea.

Question Two: What you normally do when you do not understand a part of reading a text?

- I try to understand the general idea of each sentence in order to understand its words.

What the text says	What the student says
1 st paragraph: [The great ship Titanic ... loss of life.]	السفينة العظيمة Titanic كانت متوجهة من نيويورك في أبريل 1912. على متنها 1316 مسافر و طاقم مكون من 891 عامل. كانت هذيك السفينة كيما يقولو hm.. نموذج الصناعة، و كانت من المستحيل أن تغرق du tout.
2 nd paragraph: [Four days ... lost.]	بعد ربع أيام من الابحار، صادفت هذ السفينة في خطر الغرق. ممبعد طلقوا هاذوك الزوارق الصغار باش يصوفيو الناس و البقية غرقوا.

Task One: Predicting: Read the title of the text and try to find out the main ideas the text discusses.**Strategies used for predicting:**

- Self-management. C'est normal كي نقرأ العنوان ننجموا نحدسوا الموضوع لي يدور عليه النص.
- Integrating background knowledge. العنوان ماشي واعر، قدرت عني ملكلمة لي فيه Titanic نعرف الموضوع. و زيد استدركت معلوماتي السابقة على النص.

Task Two: Skimming: What is Titanic?**Strategies used for skimming:**

- Selective attention.

- ركزت uniquement على الفقرة لولة.

Task Three: Scanning: - How many passengers were there?

- Why was it regarded as unsinkable?

- Find in the text words / expressions that reveal the tragedy?

Strategies used for scanning:

- No strategies unveiled.

Task Four: Inferring: - To whom had the alarm been given?

- What the following words refer to in the text?

Strategies used for inferring:

- The first question was misunderstood, so neither correct answer, nor strategy was applied.

- As for the second question (she / her → Titanic)

- Selective attention.

- Toujour نفرا uniquement الفقرة لولة و الجمل المجاورة لها.

- Integrating background knowledge.

- علمونا الأسانذة بلي ship ، car ، نجموا نعوضوهم ب she.

Task Five: Guessing from the context: Guess from this passage the meaning of the following words? Colossal, flooded, faint.**Strategies used for guessing:**

- No strategy unveiled.

- الكلمات كانوا صعاب مقدرتش حتى نخمن المعنى نتعهم من النص. جاوني واعرين.

APPENDIX H:
THE STUDENTS' VERBAL PROTOCOLS OF
THE POST-TRAINING PHASE

APPENDIX H: The Students' Verbal Protocol of the Post-Training Phase

Here too, the students were required to answer the pre-planned questions, then translate the text whereby to find out whether comprehension took place or not.

Student A

Question One: What do you do before reading a text?

- نسيي نفهم le titre نتع النص ونستخرج الكلمات المفتاحية باش نشوف إ يلا نقدر نخدس المضمون قبل ما نقرأه ونشوف تانيك إ يلا عندي كاش معرفة سابقة على الموضوع.

Question Two: What do you normally do when you cannot understand a part of reading a text?

- إ يلا ما نفهمش كلمة نعود إلى ما قبلها ولي موراها ولا الفقرة كامل باش نفهمها في الأخير .
- نسأل نفسي وأحول المعنى إلى المنطق الاجتماعي الذي نعيشه ولا نسيي نحوس على المعنى من خلال ما أستخلصه في الأخير.

What the text says	What the student says
<p><u>1st paragraph</u></p> <p>When a bright woman...30 years of study.</p>	<p>ما فهمته من النص هو... هذا الكاتب تحدث على زواج الغبي بالمرأة الذكية ثم العكس وشحال كل واحد يور فلأخر.</p>
<p><u>2nd paragraph</u></p> <p>Women.... throughout the study.</p>	<p>المرأة تتأثر بزوجها...سما إ يلا وكان غبي ولأت كيفية والعكس صحيح هذا على حساب نظرية Washington.</p>
<p><u>3rd paragraph</u></p> <p>They tended ... their spouse.</p>	<p>درس حالة الشخصيات بعد 7سنوات الأولى من الزواج...ثم هدر على حالة الآباء بعد قدوم الأطفال وبعد بلوغهم.</p>
<p><u>4th paragraph</u></p> <p>But his studies.... share</p>	<p>أستخلص هاذ الكاتب نتائج المرأة لي تتغير.</p>

Task One: Predicting: Predict from the title the main ideas that can be found in the text?

Strategies Used for Predicting:

- Reading the title (make reference)
- I understand that the text is speak about marriage throughout these words: marriage, dimwit, brainier.

- Identifying key words marriage systematiquement donc, عنوان النص فيه كلمة يهدر على نوعية العلاقة بين الرجل والمرأة.

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.

Strategies Used for Skimming:

- Underlining and circling the key ideas and the main information - فتشت على الأفكار الرئيسية لكل فقرة ولخصتها في جملة واحدة
- Summarizing. - فتشت على الأفكار الرئيسية لكل فقرة ولخصتها في جملة واحدة
- Self-management عرفت بلي كي نقرأ النص بتمعن ودقة نصيب حتما الجملة الأساسية لي راه يتحدث عليها الكاتب.

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- Scanning when needed - قرئت النص بتمعن وتركيز كبير حتى صبت الجواب.
- Re-reading. - قرئت أكثر من مرة
- Selective attention. - مشيت directement لفقرة الثالثة خاطر لي فيها total description ننع الزوجين أيا منتهم عرفت الجواب.

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

- No strategy unveiled since these questions were misunderstood by the student.

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- No answer neither strategy employed.

Student B**Question One: What do you do before reading a text?**

- There are many kinds of plans to do before reading a text:
- Read the text carefully.
- I select the key word of the title, for example:

Marriage Can Make Mimwit Brainer.

- يعني العنوان هادا يحتوي على 3 كلمات لي تتجم تفهمننا المضمون نتع النص بلا ما نكونو قريناه.

- I try to understand this key word by returning to my knowledge, and reread the title many times to better understand.

Question Two: What do you normally do when you don't understand a part of reading text?

- When I don't understand, I read and reread the section that contains this word or words.
- I make self-questions and to answer them.
- If I really don't understand the key words, I will return to the dictionary or teacher.

What the text says	What the text says
1 st paragraph When ... 30 years of study.	When a clever woman marries a stupid man, she will be as his W, hum, ... w, bien sure, c'est vise ver ça. <u>وَأَسْمَ ثَانِي</u>
2 nd paragraph Woman who ... throughout the study	Also, hum, when woman marries a man who <u>have</u> better level than her, she gets the intelligence, and if she marries a man who have worse level she gets stupidly (<u>غباء</u>).
3 rd Paragraph They tended ... spouse.	عندما يتزوجان يكونان في قمة السعادة عند إجابتهما للأطفال هاد السعادة تنقص... وثاني كي يكبرو و يبدأون يعتمدون على أنفسهم ثعود لهم السعادة من جديد.
4th Paragraph But.....Schaie.	لكن الزوجة هي الوحيدة لي تمكن أن تغير زوجها بالدارجة <u>for better or for worse</u> وحيث هناك معنى <u>for</u> يقول "خير مرة وشر مرة".

Task One: Predicting: Predict from the title the main ideas that can be found in the text?

Strategies Used for Predicting:

- Integrating the background knowledge - the first answer that I can find my knowledge help to know and what the topic of the text is قبل ما نقرأه

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.

Strategies Used for Skimming:

- Skimming as needed and self-management - قرئت بلخف النص puisque عرفت بلي يهدر على الزواج مرفدليش الوقت بزاف باش شكنت الصياغة نتع الفكرة.
- Identifying / circling the key words - استخراجت من النص غير الأفكار لي فيها الكلمات لتحتاجهم بزاف ويدعمولي الأجوبة.
- Skipping / ignoring unnecessary details - باش منضيعش الوقت شكنت فكرة لكل فقرة وعاودت عملت الصياغة النهائية.

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- No answer and nor strategies used.

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

- Rereading. - قرئت النص مرات كثيرة وعرفت بلي الكاتب رآه على صواب خاطر كما يقولو بالدارجة خير مرة وشر مرة.
- Summarizing + note taking - لخصت النص ل فقرات و سببت عملت أفكار باش قدرت نفهم وبالتالي ستعملت my own style ما كتبت رؤوس أقلام.

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- No strategy unveiled, because the words were unclear.

Student C**Question One: What do you do before reading a text?**

-I read well the title word by word and try to check about their meaning ... hmm, وزيذ, in this case I normally understand the text not totally but few because the main step to understand the text is understanding the meaning of the title.

Question Two: What do you normally do when you don't understand a part of reading text?

- The way which I do it each time is "rereading". It is the best way to understand the ambiguous texts, and if I repeat the reading and the same results, i.e. I can't understand I search about the difficult words may be for defining them, sometimes the title is the main way to get the general idea. I think that anyone can understand all the text word by word especially the students so they return to search like I said above about the ambiguous expression or words.

What the text says	What the text says
	No single word was uttered concerning the content of the text.

Task One: Predicting: Predict from the title the main ideas that can be found in the text?**Strategies Used for Predicting:**

- Planning ahead. قبل ما نقرّ texte قرّيت غاية le titre وممبَعْد بُدِيْت نَقَشْ عَلَى كِيْفَاش الخَطَوَات لِي تَسَاعِدْنِي بَاش نَفْهَم texte قُبْل مَا نَقْرَاه.
- Key words. - I understand that the text speak about the marriage from the title because when I understand directly that the marriage is the topic of this text.

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.

Strategies Used for Skimming:

- Rereading. - I can answer about it because of rereading.
- Finding key words + ignoring the unnecessary details - I look for all the ideas that contain the word marriage وتجاهلت الأفكار المتبقية

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- Highlighting important information (by underlining, circling ...) - hum, OK always from the text I pay attention to the key ideas and نسطر عليهم
- Selective attention + careful scanning. - أم...مُشِيَّتْ directement للفقرة الثالثة وثمعتُ فيها وجبتُ الجواب المُراد.

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

- Summarizing. - I summarize the text... hum إيوَا to refer to my understanding and using my style to summarize

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- Inferring: using available information to guess the meaning of new terms. - سببْتُ نَحْمَنْ عَلَى المعنى نَتَعُ هَادُوكِ الألفاظِ غِيلِ مَنْ context وَعَاوُنُونِي بِزَافِ الكَلِمَاتِ والأفكارِ المجاورة.
- Translation: using the first language as a base for understanding - فهمت بعض الكلمات rtoutsu كما وَرَبِينَا أستاذة بلي كلمات بزاف عندهم origin nLati كانت ساهلة باش نفهم المعنى بالإنجليزية.

Student D**Question One: What do you do before reading a text?**

- First, I read the title and try to select the key words and using my previous knowledge and imagine what the text speaks about.

Question Two: What do you normally do when you don't understand a part of reading text?

- After reading the title and selecting the key words we must write the principal ideas the text bases on and underline the words that are not clear. By using background or the words that is similar to translate and scanning the principal ideas by reading a text carefully and slowly, at the end I try to ask some probability to answer questions and summarizing the text and try to imagine.

What the text says	What the text says
1 st paragraph When ... 30 years of study.	...عندما تختار المرأة زوج.... إما يكون أقل منها ولا أحسن منها... يجب أن نقول بلي السعادة لي بيناتهم متكونش مكمولة.
2 nd paragraph Woman ... throughout the study.	- كي المرأة تتزوج رجل ذكي ثولي كيما يقولو أنكى وكى تعبى واحد غبي ثولي أغبى منو.
3 rd Paragraph They tended ... on their spouse.	- قد يمر الزوجين بمراحل فلول يكونو جد قلقين لملاقة بعضهما... وكى يجيبو ذراري بيدي الاختلاف وثقل.. الفرحة في المنزل... وكى يكبرو الأطفال تعود الفرحة.
4th Paragraph But he studies... schaie.	هل paragraphe التالي فهمت على حساب ما قال الكاتب بلي المرآ هي لي تقود الحياة للأحسن ولا الأسوء.

Task One: Predicting: Predict from the title the main ideas that can be found in the text?**Strategies Used for Predicting:**

- Using background knowledge: I use the background from the title to understand it and try to what the text speaks about.

- Using background knowledge
- I use the background from the title to understand it and try to what the text speaks about.

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.

Strategies Used for Skimming:

- Reading with a purpose
- بُدِيتُ déjâ عاملة الهدف بين عيني .. إيا و ... قریت déjâ النص باش نوصل لالهدف لي déjâ راني راسماتو في راسي.

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- Selective attention.
- قریت uniquement الأفكار لي عندها أهمية كُتْرَ مَلْخَرَى
- Key words.
- I read the words /expressions which have aim relation مع question.

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

- Self-management.
- I try to understand the opinion of the writer to express my opinion. For example I am against and not why
- Selective attention.
- خَيْرْتُ غِي الأفكار الأساسية.
- Finding key words / expressions and ignoring unnecessary ones
- فَتَشْتُ غِي على الأفكار الأساسية باش مَنُصِبِعَشُ الوقت وَمَبْعَدُ رَبَطْنُهُمْ باش كَوْنْتُ فقرة النص و bien sur ركزت على الإشكالية لي يدور عليها النص

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- No strategy unveiled: I can't find the equivalent of the words.

Student E**Question One: What do you do before you start reading?**

- Eh... texte عندي يكونش عندي... donc, la premiere chose: I read the title of the text and try to understand it by remember what I know about this topic that talk about. It means that I try to give some information about the title.

Question Two: What do you normally do when you cannot understand a part of reading a text?

- I read hm... the text وحذرة مرة and I select the key words, then after I focus on them.

What the the text says	What the text says
1st paragraph When abright...30 years of study	ايلا المرأة تزوجت واحد ذكي مع الوقت تولي دايرة كيفه و العكس تاني
2 nd paragraph Women.....study	No a single word is uttered
3 rd oaragraph They under.....Their spouse	الرجل باش يعرف الشخصية نتاع المرأة يحتاج 7 سنين أي أي...يعني الأكتشاف أكثر مستوى خصوصا المستوى كما le couple ييدي بالاكتماليعني يكبرو الأطفال و يمشيو من الدار...أم dire c'est à أمهاد الوقت يتقربو لبعضهم وما نساوش بلي le couple يمر بمراحل بعد الزواج
4 th paragraph But he studies....schaie.	و في الأخير على حساب الكاتب لمر هي لي تغير للأفضل و لا الأسوء و ماشي الرجل

Task One: Predicting: Predict from the title the main ideas that can be found in the text?**Strategies Used for Predicting:**

- Self-management + selecting key words.
- I know that the text talks about the marriage because first: I saw the word marriage in the title, and of course that it will be talk about the marriage.

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.

Strategies Used for Skimming:

- Scanning. - Hear if you read the text carefully you will find the answer.
- Finding key words. - Puisque the text talks about the marriage, donc... hm j'ai choisi que les element necessaire pour bien repondre.

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- Selective attention. - فهمت debut تكوسونترتعلى الفترة الثالثة هاذ ماكان خاطر كي قريب النص في stage نتع الزواج... بلي راه يوصفال
- Re-reading. - و زيد بزيادكي قريب شحال من خطرة فهمت قاع.

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

- Self-management. - كي يطلبو منا نعطيواي نتاعنا و لا نتخيلو و ايماجينيوالنهاية لازم بعد دربة لولة نفهموالنص و منبعد نقترحو الرأي و لا نتخيلو النهاية كاش تكون.

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- Transfer. - المعنى نتاعهم في donc بالفرنسية déjà نعرفهم blonde و intellect الكلمات هادوك النص راه واضح في النص غاية الغاية
- Self-management. - الأستاذ يعطينا كلمات صعبة يليئ نراو الجمل المجاورة لي بعدها whenever فهمت بلي للقاموس خاطر الى هاكذا عمرنا ما نتعلمو و diretement قبلها باش نأدو نصيبو الجواب ماشي نمشيو

Student F**Question One: What do you do before reading a text?**

- The kinds of plan I will take before a text are:
- Key words, underline them.
- Back knowledge (i.e. background knowledge).

Question Two: What do you normally do when you cannot understand a part of reading a text?

- I will ask the teacher or refer to the sentences before the words that I can't understand.
 - Discovery, explanation of the words, rereading, guessing the meaning from the context, self-questioning, we can also a table لي فيه 2 parts: اللولة contains que les idées necessaire و الزوج of course لي يبقل من الأفكار .
- Also نفتش على problematic.

What the text says ?	What the students says ?
<u>1st paragraph</u> When a bright... 30 years of study.	عندما يتزوج الرجل مرّ غير مسؤولة ولا هي تزوج واحد مشي مسؤول يحدث تغيير..... ألا كان الرجل ما يصلحش لمرّ تولي كيفه
<u>2nd paragraph</u> Women..... study.	كي تزوج واحد مليح تولي خير منه و العكس صحيح
<u>3rd paragraph</u> They under..... Their spouse	No single word was uttered
<u>4th paragraph</u> But he studies... ..scha	لزواج قد يصنع أشء يا مليحة يا قبيحة

Task One: Predicting: Predict from the title the main ideas that can be found in the text?

Strategies Used for Predicting:

- Self-management

- عرفت م titre

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.

Strategies Used for Skimming:

- Self-management.
- I could understand each sentence of the paragraph so I can give the general idea.

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- Re-reading
- Selective attention.
- قرئت النص عدة خطرات
- هنا تاني قرئت غيل troixieme خاطر عرفت directement

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

- Using linguistic knowledge.
- Summarizing.
- ركزت على الكلمات لي عرفتهم في النص ولي كنت فاهمتهم باش déjà قدرت نجاب على الأسئلة.
- I took the most important ideas to summarize the text.

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- Using the text around them to figure out.
- Self-management.
- Knowledge Transfer
- I try to read the sentence before and after the words In order...hum..... باش I look the most important idea to summarize the text.
- Plusieurs fois وحدة وهاذ en plus de ça il faut toujours نمشيو نقرأو للكلمات لي فيهم الجواب وكي نخدمو شوي عقلنا نستعملو directement dictionnaire مأنفونصيوش sinon
- meme intellect, هادوك كلمات mais pour trait- blonde يايقر يستيو في الفرنسية déjà عرفتهم خاطر.

Student G

Question One: What do you do before reading a text?

- Before reading a text and we have a title we select first key words.
- After hum...c'est à dire نُسي ah, try to use our knowledge about the subject.

Question Two: What do you normally do when you don't understand a part of reading text?

What the text says	What the text says
<u>1st paragraph</u> When a bright ... 30years of study <u>2nd paragraph</u> Women.....study	من بعدُ تطلعي على النص فهمت بلي راة يدور على الزواج وأنواع الزواج وكذلك تأثير الزوج على الزوجة من حيث طباعه ومميزاته.
<u>3rd Paragraph and 4th Paragraph</u> They under.....Their spouse But he studies...schaie	The <i>diffirence</i> phases couples and in the last paragraph the writer gives his apenion about her effect on her husband.

Task One: Predicting: Predict from the title the main ideas that can be found in the text?

Strategies Used for Predicting:

- Circling key word
- Using background knowledge
- before I read the text, I try from the title about what the text talks about.
- I select the key words and our knowledge about the title so I can understand what the text talks.

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.

Strategies Used for Skimming:

- Selecting key words. - فَتَشْتُ عَلَى الكَلِمَاتِ المِفْتَاحِيَّةِ لِي كَانَتْ صَعْبَةً تَأْتِي حَمَمْتُ عَلَى المَعْنَى نُنَاعُهُم.
- Self-management. - قَرَيْتُ النِّصَّ بِلِخْفٍ خَاطِرٍ هَذَا وَاشْ ثَقُولِ إِسْتِرَاطِيَّةِ skimming

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- Scanning: finding key ideas - سَكَانِيْتُ النِّصَّ غَايَةَ تُلْغَايَةِ وَسَطَرْتُ فِي النِّصِّ عَلَى الأَفْكَارِ المِهْمَةِ .
- Ignoring unnecessary details - تَجَاهَلْتُ au même temps التَّفَاصِيلَ لِي مَعْنَدَهَاشِ أَمِيَّةِ.

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

- No strategy unveiled.

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- Reading the section around the words to figure their meaning -to um...find the answer I try to know the meaning of them by the following or preceding words or my knowledge about them.
- Knowledge transfer - عَرَفْتُ ... en آه بِالْفَرَنْسِيَّةِ وَتَقَرَّ تَرْجُمَتُهُمْ مِنْ حَيْثُ المَعْنَى

Student H**Question One: What do you do before you start reading a text?**

– سطرت تحت ال key words وحاولت نفهم واش تعني باش ندي فكرة في راسي حول النص قبل ما نقرأه.

Question Two: What do you normally do when you don't understand a part of reading text?

- كي نبدأ نقرأ النص وكي يكون نقرأ فيه ونثلاقي ولا نصادف كلمة صعبة هنا خاصك نشوف المعنى لي يجي بعدها وتقرأه مليح وثخوس تفهم هذا المعنى وإنطلاقا من هذا المعنى تفهم المعنى لي قبله ولا ما فهمتش المعنى الثاني روح الكلمة ولا الجملة لي بعدها وثخوس كذلك تفهمها وفهاندن الحالة تسهال عليك العملية وتستطيع من خلال ذلك تفهم النص بسهولة.

What the text says	What the text says
1 st paragraph When a bright ... 30years of study.	المرأة الذكية كي تزوج الرجل الغبي حتما سوف تغرق في مستواه والمرأة الغبية كي تزوج رجل ذكي وتتأقلم معا عقليو.
2 nd paragraph Women...study.	المرأة كي تزوج رجل ذكي تُصيب راسها حتى هي ذكية والعكس صحيح.
3 rd Paragraph They tendedspouse	كلهم يعتنون بسرعة لبني شخصية كل واحد منهم وبعد 7سنوات الثنائي ينمون باكرا وولادهم كانوا يغادرو المنزل ولاو يستمرون في هاذ السوالخ... وزيدي هاذاك الدكتور قال الثنائي الزوجي يكونون سعداء فقط بعد الزواج ويوليو اقل سعادة كي يكونو ولادهم صغار ويوليو سعداء عاود كي يبديو ولادهم يكبرو.
4th paragraph But his studies... Schaie.	دراسة نتاعة تقول أن الزوجة هي لي تغير زوجها من الأفضل إلى فهاند الأسوء والعكس صحيح. وماشي الزوج لي التغيير. responsible

Task One: Predicting: Predict from the title the main ideas that can be found

in the text?

Strategies Used for Predicting:

- Rereading

- في البداية قرئت العنوان عدة مرات

- Using background knowledge

- وحاولت إسترجاع المعلومات سابقة عليه

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.

Strategies Used for Skimming:

- Self-management.
- Rereading.

- عَرَفْتُ هُنَا بَلِي خَصْنِي

- نَقَرْنَا قِرَاءَةً خَفِيفَةً + شَحَالَ مَنْ مَرَّةً وَنَحَوَسْنَا نَفْهَمَ عِلَا شَنْ رَاهُ
يَتَحَدَّثُ النَّصَّ ثُمَّ عَادَةً تَبْدَأُ الشَّرُوعَ فِي الْإِجَابَةِ.

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- Concentrating on the key ideas.

- إِعْتَمَدْتُ فِي هَازِلِ الْإِجَابَةِ عَلَى الرَّجُوعِ إِلَى النَّصِّ وَقِرَاءَةِ الْأَفْكَارِ
الرَّئِيسِيَّةِ غَايَةً إِيَّا صَبَّبْتُ الْإِجَابَةَ.

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

- Self-questioning
- Selective attention

- بَدِيتُ نَسَقِي نَفْسِي يَا هَلْ ثَرَى الْكَاتِبُ رَاهُ عَلَى حَقِّ.

- puisque فَرِيتُ الْفِكْرَةَ شَحَالَ مَنْ مَرَّةً عَرَفْتُ الْجَوَابَ وَعَرَفْتُ كِي فَاشْ
نَمَذْ رَايِي.

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- No strategy unveiled.

Student I**Question One: What do you do before reading a text?**

- I read the title and try to imagine through it.

Question Two: What do you normally do when you don't understand a part of reading text?

- I read each sentence and try to understand its general idea in order to understand its words.

What the text says	What the text says
1 st paragraph When a bright ... 30years of study.	عندما تتزوج امرأة ذكية برجل ضعيف الفكر تصبح في مستواه الفكري وإذا كانت المرأة الغبية والرجل لامع الفكر تصبَح في بمستوى راجلها.
2 nd paragraph Women... study.	هاذل الكلام صَدَرَ من جامعة واشنطن لعلم النفس حيث قامو بهاذ الدراسة على 175 ثنائي زوجي حيث اكتشفو بلي الزوجين في السبع السنوات الأولى من حياتهم في أثناء تربية الأطفال صغار يكون الوالدين مشي فرحانين مثل أيام قُبَل لإنجاب يسعدون أكثر لما يكبرو الأطفال وتزيد أكثركي يمشيو ذراري
3 rd Paragraph They tended spouse	
4 th paragraph But his studies.... Schaie	دراسة تبيين بلي خير مرة وشَر مرة.

Task One: Predicting: Predict from the title the main ideas that can be found in the text?**Strategies Used for Predicting:**

- Planning ahead
عُرِفَت بلي النص يَهْدُر على الزواج parceque خدمت un plan كيفاش نتوصل إلى الفهم الكلي للنص قُبَل ما نقرأ وهاذل بيدي بقراءة متأنية للعنوان.
- Activating content schemata
وَمَمْبَعْد سَبِيَتْ نُخَرَج الأفكار لي عندي في معرفتي المسبقة و..... وعاود أم باش نعاوني في النص.

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.

Strategies Used for Skimming:

- Self-management فهمت السؤال غاية قبل ما نجاوب خاطر يقولو فهم السؤال نصف الجواب.
- Skimming كيما وريننا الأستاذة كي يعطونا سؤال عام على النص نقرأو النص ماشي بقراءة متأنية ومدفقة باش منضغوش الوقت... نقرأوه بلخف كيما يقولو نسكيميوة.

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- Selective attention. puisque عرفت بلي الجواب نتغ هادوك phases لي يمرؤ عليهم الزوجان راه في الفقرة الثالثة directement وكتبتة في الورقة ..
- Ignoring unnecessary details. و donc لبي بقى من الفقرات تجاهلتهم بصح قرئت texte قبل كامل.

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

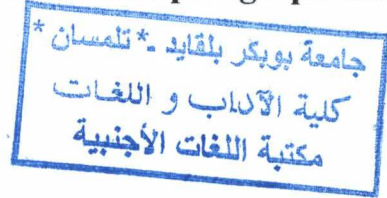
- Selective attention. - عطيت رايي على حساب لفهمت من التص ولي قرينه شحال من مرة وزيد مشيت مباشرة للفقرة التالية لي فيها رأي الكاتب.

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- No strategy unveiled.
- Knowledge transfer. - هادوك الكلمات شوية واغرين قرئت النص عدة مرات وما قدرنش نفهمهم بصح هادوك نتغ blonde و intellect فهمتهم بالفرنسية.

Task Two: Skimming: Read the first sentences of each paragraph and find the general idea that the text discusses.



Strategies Used for Skimming:

- Self-management.

- استخدمت تقنية skimming خاطرُ عرُفتُ بلي نَنجُم نصيب
الجواب بهاذ الطريقة

Task Three: Scanning for Details: After reading the text carefully, list the different phases the couples go through during their marriage?

Strategies Used for Skimming:

- Careful reading and rereading

- وعاودتُ قريئة غاية شحال من مرة scanning استخدمت تقنية

Task Four: Inferring: Do you think that the writer is totally right? (Read the last paragraph). If yes, why? If no, why? Summarize the text using your own words.

Strategies Used for Inferring:

- Self management

- Il faut تفهم رأي الكاتب باش تحط رأيك وتكون على صواب.

- Rereading

- صتسيبت راسي فاين راه المشكل حدتو وعرفت الكاتب بلي راه يهدر
على صيفات لمرأة بعدما قريت شحال من مرة en particulier
الفقرة ربعة (4).

Task Five: Guessing: Guess the meaning of the following words from their context: sharp, blonde, dumb, intellect, trait.

Strategies Used for Guessing:

- Knowledge transfer

- هادوك الكلمات sharp و dumb و حتى trait واغرين
والخرين فهمتهم من راسي خاطرش عرفتهم بالفرنسييس .

Student J**Question One: What do you do before reading a text?**

سطرت على ال key word وحاولت نفهم واش تعني باش ندي الفكرة في راسي حول النص قبل ما نقرأه.

Question Two: What do you normally do when you don't understand a part of reading text?

- إذا ما فهمت كلمة أحاول فهمها عن طريق تقنية guessing the word, عن طريق النص وكي ما نفهمش نسال الأستاذ أو واحد صاحبي وكي ما نفهمش نجبد dictionary ونشوفها وننتهي.

What the text says	What the text says
1 st paragraph When a bright ... 30years of study.	كي مرة ذكية تتزوج واحد حابس جاهل تغرق في المستوى ناعه وتولي كيفة.
2 nd paragraph Women... study.	وإذا وحدة جاهلة وغبية تزوجت واحد أستاذ يطير عندها ما تربح يعني هي تولي تطير.
3 rd Paragraph They tended ... spouse	كي ي زيد عندهم البر ذراري بيغو يهبلو و تنقص الفرحة والتفاهم بين الزوجين. كي يكبرو الذراري ويخرجو مدار يولي التفاهم بين الزوجين والسعادة.
4 th paragraph But his studies... Schaie	بصح هاد الدراسة بينت أن المرأة هي لي تتبدل للمليح ولا القبيح والرجل ما يتبدلش.

Task One: Predicting: Predict from the title the main ideas that can be found in the text?**Strategies Used for Predicting:**

- Key words - سطرت على كلمات الهامة ودرت فكرة في راسي بيهم.
- Using background knowledge - ودرت واش نعرف على هاد الموضوع بواسطة معرفتي السابقة

Abstract:

The present exploratory research work endeavours to elucidate the major effect of an explicit and integrated instruction of metacognitive reading strategies on learners' EFL reading proficiency and strategy use. Yet, since the Reading Comprehension module is solely implemented at first-year level, the researcher has chosen ten students by random selection studying at the Department of English in Abou Bakr Belkaid University of Tlemcen.

Résumé:

Ce travail de recherche tente d'élucider l'effet majeur d'un enseignement explicite des stratégies métacognitives de compréhension de l'écrit sur les apprenants afin de développer leurs compétences. Du fait que le module de lecture n'est enseigné qu'en première année de licence, nous avons sélectionné dix étudiants du Département d'Anglais de l'Université Abou Bakr Belkaid de Tlemcen.

المخلص:

يهدف هذا العمل إلى إرساء الضوء على أحد العوامل الرئيسية فيما يخص تعليم استراتيجيات المعرفة و استراتيجيات ما وراء المعرفة للقراءة على المتعلمين قصد تطوير قدراتهم. تجدر الإشارة هنا أنه وقع اختيارنا على عشرة طلاب من السنة الأولى إنجليزية من جامعة أبي بكر بلقايد كدراسة حالة من أجل معرفة صعوبات ومشاكل القراءة و مدى إمكانية معالجة النقائص ضمن الأفق الجديدة في تعليمية اللغات الأجنبية.

Key words: reading comprehension – metacognitive awareness – think-aloud – reading strategies – language learning strategies – first year EFL learners.