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

ABOU BAKR BELKAID, TLEMCEN

Faculty of Arts, Human and Social Sciences
Department of Foreign Languages
Section of English

THE IMPORTANCE OF TEXT SELECTION AND METACOGNITIVE AWARENESS-RAISING IN EFL READING STRATEGIES: THE CASE OF FIRST-YEAR STUDENTS AT ABOU BAKR BELKAID UNIVERSITY - TLEMCEN

Thesis submitted to the department of foreign languages in candidacy for the degree of Doctorate in Applied Linguistics and TEFL

Presented by:	Supervised by:
Mr. Amine BELMEKKI	**Dr. Smail BENMOUSSAT**

Jury Members:

Mr. Mohamed MELIANI	Prof	President (University of Oran)
Mr. Smail BENMOUSSAT	MC	Supervisor (University of Tlemcen)
Mrs. Fouzia BEDJAOUI	MC	External Examiner (University of S. Belabbes)
Mr. S.M. Lakhdar BARKA	MC	External Examiner (University of Oran)
Mr. Zoubir DENDANE	MC	Internal Examiner (University of Tlemcen)

Academic Year : 2007 - 2008

DEDICATION

To whom this work owes a great deal: To My Parents, who are with me wherever I am, without their support and encouragement I probably would have thrown up my hands in frustration long ago, to my Brothers and Sisters.

To those who kept my spirit up and my feet firmly on the ground: To Youcef, Fayssal, Saber, Hcine, Rachad, Hmida, Abdou, Farid, Hicham, Okacha, Nabil, and Horo.

In Loving Memory to our friend:
Ziani –Cherif Nassima
"May She Rest in Peace"

ACKNOWLEDGMENT

ACKNOWLEDGEMENTS

I

ABSTRACT

ABSTRACT

Despite all the efforts and time consumed by teachers in the E.L.T process, learners still display a low achievement in the English language use. For this purpose, the current research attempts to reveal a clear picture of E.F.L teaching, pinpointing the difficulties encountered in reading comprehension with reference to first-year university students at Abu Bakr Belkaid in order to propose remedial activities that suit not only their level and interests but also compensate their lacks and weaknesses in reading comprehension.

The present work is devoted to an assessment of the importance of careful instructions and purposeful practices through an exploration of the process of reading academic text passages socioculturally loaded in English as a foreign language. It undertakes a classroom investigation at the level of first-year students in the department of English at Abu Bakr Belkaid University, Tlemcen.

This study aims first at investigating some of the learners' needs and difficulties, to display the contribution of literary texts both as a linguistic and sociocultural referent of the target language in order to develop the students' metacognitive reading strategies. In other terms, it examines the correlation between the introduction of literary texts and the reading strategies to achieve better progress in reading comprehension both as a process and a product.

The First Chapter presents a reading survey on the main aspects of the reading process and its relationship to the selection of texts and their contribution in the fields of language teaching and language learning. It will begin by providing an introduction and working definitions for language learning and use strategy terminology in this context.

The Second Chapter provides the reader with a general description of the target teaching /learning situation of the case under investigation before it gives a detailed account of the subject method, procedure and material used in this study.

In Chapter Three, the researcher proceeds to a direct reading strategy instruction. An example will be given of how these problematic issues are dealt with, through a programme of metacognitive strategy-based instruction at the university level, and describes its results.

Finally, chapter Four examines the problematic issues that have arisen in the learning strategy field in general and the reading metacognitive strategy in particular, with the suggestions of a set of reading directives and reading activities as strategies for change for the sake of affording a remedial work. The study draws pedagogical implications and provides recommendations for future research into the process of reading literature in a foreign language context.

TABLE OF CONTENTS

CHAPTER ONE:

LITERATURE SURVEY

CHAPTER TWO:

THE TEACHING / LEARNING SITUATION ANALYSIS

CHAPTER THREE:

RESULTS ANALYSIS AND INTERPRETATION

CHAPTER FOUR:

STRATEGIES FOR CHANGE

LIST OF ABBREVIATIONS

EAP   :   English for Academic Purposes

FL   :   Foreign Language

TEFL   :   Teaching English as a Foreign Language

L1   :   Learners' First Language (Arabic in this case).

L2   :   Learners' Second Language (French in this case).

L3   :   Learners' Third Language (English in this case).

TAVI   :   Text as a Vehicle of Information.

TALO   :   Text as a Linguistic Object.

EFL   :   English as a Foreign Language

BST   :   Before Strategy Training.

AST   :   After Strategy Training.

LIST OF TABLES

LIST OF DIAGRAMS

LIST OF BAR-GRAPHS

LIST OF PIE-CHARTS

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Within the field of EFL education, various investigations have been carried out for the purpose of revealing the pedagogical issues that learners encounter throughout their studies. The results gathered from those experiments have shown that learners' weaknesses are mainly due to the unsuccessful equal considerations of all the four skills: listening, speaking, reading and writing.

While reading has not been given sufficient attention, particularly with regard to EFL reader's meaning-making, it is well-known that much knowledge can be gained through reading. However, before one may benefit from such a source, he should first learn to read systematically and with full comprehension. Therefore, reading is viewed as a two-fold phenomenon involving both a comprehending process and a comprehension product. The experience of reading provides an opportunity to explore and relate to a wider world than one's own. It extends social, cultural and academic horizons. In addition to this, reading is also probably one of the most necessary skills a student will need to succeed.

The ability to read academic texts seems to be one of the most important requirements that university students of English as a foreign language need to develop. It should be noted that for the most part reading instruction in the EFL university courses tend to focus on text processing on the reader's understanding of the language of the text. However, it is often observed that language university students display some difficulties to understand their reading assignments handled in

classroom, though they come with a minimum background in the field of reading. This failure, evidently in reading with understanding, is mainly noticed when students are required to deal with the comprehension section of the text. At this level, being afraid to be evaluated by the teacher or their peers, our learners prefer to sit silently on their chairs and wait for the teacher to ask questions or for other students to start the discussion.

Furthermore, many of the changes, that have taken place in an EFL context with the relative difficulty of grammatical structures and vocabulary, have been fundamentally motivated by developments in linguistics. These changes have paradoxically taken place in the methods rather than the content of teaching, underlying the choice of language to be taught and its arrangements. Nevertheless, relative readability, which has been traditionally measured through reference to word and sentence length and complexity, or through the use of close procedure, is an essential criterion for the selection of texts in the classroom.

Recent years, therefore, witness much more increased attention given to the notion of *genre* in the area of language teaching and learning in adult settings involving second and foreign languages. This idea was first introduced in the area of ESP on the language of scientific research reports, originated from the examination of children's writing in Australian elementary-school classrooms. In this sense, different theories and proposals have been put forward to describe language in terms of the choices a speaker or writer makes from the language system in particular contexts of use. These choices are described in functional, rather than grammatical terms.

Moreover, particularly in an EFL context, the criteria of interest and culture of the selected texts which may also provide learners with access to socially powerful forms of language, in our secondary schools and universities, reveal very little knowledge of reading as an interactive process between the writer and the reader, though they are also strongly influencing content selection. The cultural, social and affective factors seem to play an important role in influencing the readers' inflection of text, whereas, teachers' instructions generally rely on:

- Asking students to find the main idea.
- To read for meaning.
- To survey first, and then read carefully for the facts.
- To read critically,
- And to go to the library to read further in the area of their interests.

Yet, what our students need, in fact, is not simply to know *what to do* but rather *how to do it*, and with which kind of material to do it in order to develop the reading proficiency level they came with from their secondary school education. To help students cope with the texts they may encounter in an academic setting, reading skills and strategies are first taught on the basis of simple texts and then on authentic reading material. Consequently, discovering reading strategies used by non-English students when interacting with an English reading text in an academic context is the goal of their study, since our learners' immediate needs are EAP oriented, i.e., needs for the English language degree

studies. Another goal is to enhance the understanding of the process of their employing reading comprehension strategies.

Therefore, the present research is an exploratory case study that seeks to show the importance of academic text passages, in terms of fiction excerpts, as both a linguistic and socio- cultural referent of English as a foreign language to develop some of the students' reading metacognitive strategies that may facilitate to them the process of reading as a whole. Since for many years, texts have essentially been used in language teaching for studying the language contained there in. Whereas, these texts, i.e., academic text passages may contribute to the development of reading strategies, and this is in what current studies are more and more interested .(it should be noted here that the words 'excerpt and passage' will be interchangeably used through this work).

This investigation is but an attempt aiming at having a preliminary idea about the students' difficulties and lack, and then assessing the contribution of academic text passages for purposeful practices in raising the learner's metacognitive awareness, and thus developing his/her reading strategies. The purpose of this research is:

a) First, to identify some of the learners' reading difficulties and needs in order to draw a broad profile of the class.

b) Second, to undertake a preliminary study of the relevance of careful instructions and purposeful practices through academic text passages socioculturally loaded, for instance in terms of academic essays or fiction excerpts through new rhetoric genre

studies which focus mostly on the social, cultural and institutional contexts of particular genres, rather than on their formal features to raise the students' awareness of the reading process and what it entails. Thus, the question is: how can students learn from genre excerpts text-internal properties and text-external features that might be explored for the sake of raising the students' metacognitive awareness and thus, for developing their reading strategies?

In order to get a reliable answer to this general question, the following research questions were posed at the onset of this research:

1- What is the degree of the students' reading difficulty level? Is it a linguistic or a metacognitive one? And what repertoire of strategies do EFL learners put to use when reading academic texts in English?

2- What kind of texts do teachers select for their students? Are they empathetic texts?

3- Do the features of the selected texts play an efficient role in learning both the language and about the language? i.e., is the text a linguistic and socio-cultural referent of the language being taught?

4- Do the use and awareness of such strategies change after receiving academic instructions?

The hypothesis underlying this investigation is that foreign language advanced educated readers should reconsider the way they approach the reading of academic texts as regards strategy use and strategy awareness. Consequently, it has been hypothesised at the outset of the present research that in EFL academic reading class:

1- The students' reading difficulty is metacognitive rather than linguistic, i.e., students have been poorly equipped with the kind of reading instructions they received before either at the secondary school or higher levels.

2- Students are disturbed by the texts handled in the classroom, i.e., they do not enjoy the teacher's selected texts.

3- The selected texts in the classroom are of little reading objectives, as they denote poor purposeful practices.

4- If teachers are purposefully involving students in the development of their metacognitive reading strategies through academic text passages, there might be a reading progress.

By means of a questionnaire, a proficiency test procedure and interviews, the study explores the repertoire of strategies used by so-called educated, non-native readers of English literature and their progress in the use and awareness of those strategies after receiving academic instruction. Therefore, this small-scale research aims at studying the process of reading a literary text in a foreign language as

experienced by university learners of Humanities, both at the onset of and after their academic instruction.

The handling of this issue is embodied in four related chapters: The introductory one focuses centrally on illustrating theoretical points related to the reading skill, shedding light on the significance of using metacognitive strategies in developing learners' proficiency, as well as raising their metacognitive awareness whenever they manage their interaction with a purposefully selected written text.

The second chapter is an overall description of English teaching with the focus on the reading skill. In this chapter the learner's profile and needs are analysed relying on two research instruments, the first one being a questionnaire administered to first-year learners aiming at reflecting the real picture of teaching/learning of the reading skill. The researcher's aim in selecting the questionnaire is to elicit the learners' weaknesses, laying stress on the metacognitive strategy awareness. The second research instrument, on the other hand, is a test designed for the purpose of measuring the learner's progress, and checking their abilities in applying the metacognitive strategies he/ she is aware of.

The analysis of the learner's questionnaire, interviews and tests results in chapter three has helped the researcher elicit and analyse the results obtained before, while and after the training phase. This was to determine in chapter four specific suggestions for teachers and learners as well as selecting remedial activities to cope with the learner's

weaknesses in the language teaching/learning process in general and in the skill under consideration in particular.

CHAPTER ONE

CHAPTER ONE

LITERATURE SURVEY

1.1. INTRODUCTION

1.2. READING DEFINITIONS

1.3. READING AND TEXTS

 1.3.1. Definition of a Text

 1.3.2. Reading and the Importance of Text Selection

 1.3.3. Reading and the Symbolic and Cultural Representations

 1.3.4. Reading and Purposes

  1.3.4.1. Intensive Reading

  1.3.4.2. Extensive Reading

 1.3.5. Reading and Strategy Use

 1.3.6. Reading and Speed Variations

 1.3.7. Reading and Comprehension Questions

 1.3.8. Metacognitive Awareness and Strategy Use

1.4. READING APPROACHES

 1.4.1. The Structural Perspective

 1.4.2. The Psycholinguistic Perspective

 1.4.3. The Interactive Perspective

 1.4.4. The Sociocultural Perspective

 1.4.5. Towards a Competency-Based Approach

1.5. CONCLUSION

1.1. INTRODUCTION

This chapter is mainly concerned with the literature review of the reading skill as an intricate process that involves both the writer as a sender and the reader as a receiver in an interactive action where a number of techniques and strategies are obviously required for a better understanding of linguistic and sociocultural understanding of the target language being learned and taught.

Current researches and renewed interests in language use have supplied us with fundamentally different ways of looking at reading and readers, compared with the traditional sentence-dominated models.

1.2. READING DEFINITIONS

Reading as an interaction of activity of processes, beginning with the lightning-like automatic recognition of words, seems to embark the learner on a number of activities which can be viewed from a number of different perspectives, including physiological, affective, philosophical, educational, cognitive and sociocultural. From a psychological viewpoint, reading as the ability to see words on either side of the point at which the eyes focus is called *'peripheral vision'*. However, does reading require only the visual recognition of the printed words?

Admittedly, people understand reading as the fact of recognising the printed words and decoding the message, so that when the mind recognizes the word that the eyes see, comprehension takes place instantly. As a reader of English, even with association between the words that the eyes encounter on the page and its auditory sound, one may feel at times that it is impossible to recognise so many words at a first glance.

Later on, much emphasis has been given to comprehension of structure and organisation, because being able to read by phrases requires an understanding of what and how words go together grammatically. For this purpose, students should steadily be trained to make efforts to see in groups of three, four or five words according to the kind of phrase or dependent clauses, in order to know which words are grouped together meaningfully. Continued practice, of course, will probably improve the students' comprehension as well as their speed in reading according to the purpose already set, and instead of responding

to individual words learners will be responding to meaningful units of ideas.

The appropriate structure of a given passage is often signalled by expressions which link ideas together. These are generally called 'textual connectors'. They act as signposts to help the reader find the way through the passage.

Different readers take in varying amounts of print at a glance. There are those who grasp one word at a time; their eyes feed the mind with titbit information. Frank Smith (1971) quoted in Yorkey (1982: 02) points out that: **"The actual marks on a printed page are relatively less important than the knowledge of language that a skilled reader has before he even opens a book".** Whereas, each word is a separate mental and physical effort, and cumulatively the result of such activity is failure and loss of interest.

Others, on the other hand, scoop up groups of words at a single glance, that is to say, their eyes travel across a line of print in three or four jerks and then return along the blank alley between the rows of printed characters to the beginning of the next line. Thus, reading requires knowledge of how linguistic symbols combine to make words and sentences in English, and what these words and sentences may mean as a text message. In this sense, Venezky (1968:17) believes that: **"reading is translating from written symbols to a form of language to which the person already can attach meaning".**

What is more, one has to understand also that written language is not simply a different physical realization of the abstract language system, marks on paper instead of sounds in the air, but it is also different in the function it is required to fulfill as a means of communication. Many of the difficulties which face the foreign language learner at a more advanced stage of reading comprehension have to do with the fact that the communicative acts fulfilled by written language do not usually have exact counterparts of those fulfilled by spoken language.

For communication, and thus for suitable comprehension to take place a strong association (common core) should be established between the two interlocutors, i.e., the reader and the writer. Davies (1995:01) defines reading as follows:

> **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 a writer who is distant in space and time.**

Reading is a complex process through which the reader is going to use a number of techniques and operations to extract the message from the text, amongst which I mention here, identifying; hypothesizing; guessing; interpreting; and predicting and the other like related sub-skills, in addition to the reader's background knowledge, physical features of the text and the context clues to pick up from the text.

This means that the meaning is not inherent to the text. Rather, it requires a series of complex interactions to work out the information conveyed. Broughton *et al* (1990: 90-91) report that the process of reading is not a straight linear sequence:

> **The scope of the recognition may be large scale or small and the correlations involve a to-and-fro scanning between the text both as a physical object and a linguistic object and the meanings which it conveys. The reader clearly brings his knowledge the language and his knowledge of the word to bear, he builds up expectations, he makes predictions about what is to come and the extent to which his predictions are accurate is one of the factors in fluent reading.**

Through such a discussion of the complex nature of the reading skill, it should be noted that reading is an important creative task where a number of sub-skills are all integrated together as one operation.

Thus, the process of reading, as to identify printed words, is basically a matter of what the teacher does with his learners during an early stage. Yet, this is not what is going to be investigated in this research, but rather, concerned with developing the skills of the readers who have come with minimum background knowledge from their secondary school education.

Accordingly, reading does not stop at understanding words and sentence patterns. Sentences are arranged in larger patterns in order to present information in a logical way, because it could happen that the

reader understands every word in a passage, but fails to understand the message.

To sum up, the student has, first of all (during the 1st stage) to be able to recognize written characters for what they are, and as a task, the student must be aware of what it is he is about, and of the coding the student has also to be able to connect the written symbols to what they stand for. At another level (2nd stage) of structuring, by recognizing the written characters as visual symbols, the student has to combine them to make first words and then, sentences. Finally, at a last stage, that of interpretation, those three stages might be related to three linguistic levels. '**Recognition**' to the phonological, '**Structuring**' to the syntactic, and '**Interpretation**' to the semantic one. Similarly, the three stages in the reading process are not discrete; there is a good deal of overlapping. As Grabe *et al* (2004:14) note:

> **Reading for general comprehension requires rapid and automatic processing of words and efficient coordination of many processes under very limited time constraint.**

Second language reading researchers distinguish between lower order, or bottom-up processing, and higher order, or top-down processing (Carrell, 1988; Eskey, 1988). In fluent reading both bottom-up and top-down processing interact and complement each other in the attainment of full comprehension.

Several researchers (Bernhardt, 1991; Kitao & Kitao, 1996; McNamara, 1996; Splosky, 1995) rightly argue that language assessment is firmly grounded in current knowledge in language learning theory. A great deal of research in both first and second language reading processes has distinguished between lower order and higher order reading skills (see for example, Alderson & Lukmani, 1989; Carrell, 1988; Eskey, 1986, 1988; Eskey & Grabe, 1988; Gagne *et al.* 1993; Grabe, 1991; Horiba, 1996; Hosenfeld, 1995; Tomlin & Gernsbacher, 1994).

Gagne *et al.* (1993) have subdivided the reading process into four subgroups: decoding, literal comprehension, inferential comprehension, and comprehension monitoring. The first two subgroups involve lower level, bottom-up processing skills; the latter two subgroups involve higher order, top-down processing skills.

Composed of automated basic skills, decoding is the procedure whereby readers "crack the code" of print and make it meaningful. At the level of literal comprehension, the readers use the knowledge attained through the decoding processes to begin full comprehension of a text beyond the word level. Literal comprehension is composed of two processes.

The first is lexical access, and begins once the decoding process has activated the word precept in long-term declarative memory. Since words possess both denotative and connotative (or contextual) meanings, it is through the process of lexical access that the reader selects the correct interpretation of the word in the context being read. Selection of the correct interpretation is dependent on the reader's store of declarative

vocabulary knowledge. The second element involved in literal comprehension is parsing, the process whereby the reader combines word meanings through the syntactic and the linguistic rules of the language to achieve meaningful ideas. Both lexical access and parsing, which are dependent on decoding skills, combine to provide literal comprehension (Gagne *et al.*, 1993: 269-275).

The third process involved in reading comprehension is inferential comprehension, a mixture of automated skills, conceptual understanding and strategies. Inferential comprehension is composed of three sub-processes: integration, produces a coherent representation of a text; summarization functions to provide the reader with an overall representation of the writer's meaning which can be stored in declarative memory; elaboration, the process whereby the reader brings prior knowledge to bear upon the writer's meaning (Gagne *et al.*, ibid. 275-279).

The fourth and final component of the reading process is comprehension monitoring, a mixture of automated skills and strategies. The function of comprehension monitoring in skilled reading is to ensure that the reading goals are being accomplished effectively and efficiently. It is composed of four sub-processes: goal-setting, strategy selection, goal-checking, and remediation or correction (Gagne *et al.*, ibid. 279-280). As Grabe (1991:378)) argues:

> **A description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing.**

Therefore, in the following section, we will see what a text is, and its contribution to the teaching/ learning of reading comprehension.

1.3. READING AND TEXT

One of the most intricate tasks that face the English instructor, as a foreign language reading teacher, is the selection of appropriate reading passages. In reading, various views on criteria used to select such passages have been recommended. Some of the criteria are on everyone's list and are obvious. Other criteria sometimes cause considerable discussion. This is important, since one of the objectives of teacher education is to encourage a re-examination of values about teaching practices.

The purpose of this section is to present and consider seven factors that have emerged from the bulk of the literature on reading. It is important to note that these criteria are concerned with an intensive reading programme and not with an extensive reading programme.

In spite of the textbook availability in an EFL reading programme, the teacher often finds it necessary to use additional readings as supplements. The articles in an EFL reader vary in suitability, and teachers seldom feel that they cannot be selected or adapted to suit the needs of their classes. Since the centre of attention of the EFL reading class should be on some aspects of reading, the selection of an appropriate reading passage is critical. If the passage chosen is inappropriate for

whatever reason, the chances of success for that particular lesson will be significantly narrowed.

As Johns (1994) believe that teachers need to stress the purpose the genre serves and the context of production and interpretation of the text, and to use this as the starting point for their discussion rather than commencing with isolated features of texts. This is to enable learners have a better understanding of how features of a situation, such as the participants involved in the communication; the specific purpose(s) of the communication; and a discourse community's values, priorities and expectations may impact the choices they make in the production of a particular genre.

1.3.1 Definition of the Text

Language study has long been approached analytically. The most important characteristic of these approaches is that they consider language to be a self-contained system which is devoid from its pragmatic environment. Moreover, language was conceived to be made up of parts and the study of language meant the study of its parts. Such a view is well illustrated in the traditional grammars so far written. To make it more complete, the nature of language and texts, for example, is determined by our view of reading. The traditionalists viewed the formal properties of the texts as the core element to teach the grammatical patterns and rhetorical structures. This means that the reader needs to be able to understand the linguistic relationships between the different parts of a text through the grammatical cohesion device of appropriate connectors for

being able to read and understand the passage as comprehensively as possible.

On the other hand, recent approaches to language have viewed language as a synthetic phenomenon. In other words, to study a particular language, one should take into consideration a remarkable number of social, cultural, and situational factors that are assumed to affect language use and its features. Therefore, the situational syllabus based upon predictions of the situations in which the learner is likely to operate through the foreign language has proved great benefit. In such a view, not only the linguistic code but also the knowledge of its communicative values of the linguistic code in relation to its linguistic and situational context is to be taken into account.

It is then necessary, at this level, to define the terms text, extract and texture. One of the most influential definitions of a text is the one provided by Halliday and Hassan (1976: 1-2) when they assume that:

> **A text is a unit of language in use ... and it is defined by its size...A text is best regarded as a semantic unit: a unit not of form but of meaning. A text has *texture* and that is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unit with respect to its environment.**

In this vein, the notion of text is semantic rather than grammatical. Despite the fact that a single sentence is always a grammatical unit and semantically complete, forming a whole text, this is not obvious, and

indeed rarely so. It gains meaning either from the situation in which it is uttered or from the other sentences with which it occurs tied by texture.

The idea of *texture* has recently been supplemented by Halliday and Hassan with that of *structure*: **"Texts are characterized by the unity of their structure and the unity of their texture"** (*ibid*). Such quality has as purpose to bind sentences into a text, and depends firstly on register, the necessity to combine linguistic features in order to create meaning, and secondly upon cohesion, the semantic (and in some cases lexico-grammatical) ties between one sentence and another. In a literary message, texture is much more likely to be created by internal cohesion than by any reference to the situation in which the message is received. The simpler solution seems to be the selection of extracts which are not so packed with allusions. Yet, extract may be regarded as part of text, and considered as artificially separated for purposes of quotation or study from the other sentences with which, to a greater or lesser extent, it coheres.

Texts are therefore better analysed in terms of their own characteristics, for one may think that because it is a combination of sentences, it should carry the characteristics of a sentence. Thus, texture refers to a text with its related features. A variety of features have been distinguished and defined by researchers with three diverse perspectives: the procedural approach to text, the functional approach, and the schema-theory approach. Of these three approaches, our focus centres on the third one, i.e., the schema-theoretical approach. In this approach, the text itself is not believed to carry any meaning; it is the text user who is almost

responsible for the interpretation of the text on the basis of the clues that may be found in the target text.

In this regard, another important component of a reading course is textual analysis. It is a well-established fact that the capacity to read efficiently depends much more on bottom-up skills, or textual properties knowledge than on top-down ones (Eskey,1988; Grabe,1988-1991). From this point of view, teaching students how to deal with formal properties of texts' organization cohesion and coherence is of primary importance, for instance, to accustom learners to recognize discourse markers.

According to Halliday and Hasan **(1976:77)**, cohesion and register assist us in creating a text. Register is concerned with what a text means. It is defined by Halliday and Hasan as the **"set of semantic configuration that is typically associated with a particular class of context or situation, and defines the substance of the text."**

In contrast with register, cohesion is not concerned with what a text means. Rather, it refers to a set of *meaning relations* that may exist within a given text. These relations are not of the kind that links the components of a sentence, and they differ from sentential structure. The discovery of these meaning relations is crucial to its interpretation.

This means that a text is apparently coherent and counts as being a text when it has structure in a manner that the sentences are well-ordered according to a recognizable chronological sequence and with respect to a close relation of cause and effect, and it has texture in that there are linguistic links between sentences.

Carrel and Eisterhold (1983) consider language background knowledge an important factor in comprehending a text; they express this importance as follows:

> **Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge.**

This is why a text cannot be considered only as a set of grammatical patterns and rhetorical structures; it is also a message to be conveyed, and it interacts with the writer's society and culture. In this sense, D. H .Lawrence asserts**: "do not trust the author. But trust the tale."** [1]

In addition to this, most students need much more help than simply giving them the text and telling them to get a move on it, and then answer the questions, if they are to grow into effective independent readers. Before students begin to read a text, the teacher can do quite a lot to make their task more explicit and their way of tackling it more effective and enjoyable at the same time.

---

[1] See MILLIGAN IAN: the English novel (1984).p.

1.3.2. Reading and Text Selection

In all teaching contexts, selection of content is clearly a basic consideration. Indeed, the types of content and vocabulary that are brought onto the text, the ways in which the text is organized, the assumptions about prior knowledge of readers and about appropriate use of details are all essential to sophisticated knowledge of a genre within a discipline. This is to suggest ways in which the relationship between genre and contexts might be taking up in the language teaching/learning classroom, considering different selected genres as an organizing principle for language learning programmes.

The term genre refers to a class of communicative events, such as, for example, a seminar presentation, a university lecture, or an academic essay. Paltridge (2004) distinguishes between three distinctive types of generic competence theoretically defined by Vijay Bhatia (2000) as the ability to participate in and respond to new and recurring genres. This includes the ability to construct, use, and exploit, generic conventions to achieve particular communicative ends : the *systemic* genre studies that are more often referred to as a kind of text, such as a description, procedure, or exposition, or the *new rhetoric* genre work that is often described as events or social actions that help people interpret and create particular texts focusing on social, cultural ideologies or worldviews through socially powerful forms of language, and the *systemic functional* theory of language which describes language in terms of the choices, functionally described rather than grammatically, a speaker or writer makes from the language system in particular contexts of use.

Different genres are also often closely related to each other. An example of this is the academic essay, which may draw from and sight many other genres, such as academic lectures, specialist academic texts, and journal articles.

In this view, an independent reader must become gradually able to handle texts he may have never seen before. To do so we teachers have to equip students with the necessary skills and strategies. This implies that if we want to test the learner's reading ability we should use a text that is not familiar to the students, and texts that allow an interaction with various areas of study.

Often, the vocabulary and syntax of novels, news magazines and even non-fiction books seem quite beyond the reach of most students; yet these are the materials teachers want their students to read. Students must go beyond the language textbook if they are to achieve a level whereby they can read for the purpose of learning, let alone for pleasure and enjoyment.

In this vein, Nuttall (1982) speaks about three important criteria for the selection of texts; readability, suitability of content and exploitability, .i.e., teachers should select the text to attract the learners' interest and motivation. The text selection has to provide opportunity for reading instructions too.

The text also has to be lexically and grammatically accessible to learners' comprehension. Furthermore, texts must, to some extent, activate the learners' background knowledge or inform them about new

cultural facts through original topics that really reflect the target language community. For such a purpose Nuttall (1982:31), in an attempt to explain the importance of text selection, posits that: **"The text should challenge the students' intelligence without making   unreasonable demands on their knowledge of the F.L."**

In this way, readability of a foreign language text, as a criterion in the selection of texts, may also depend on the interests of the reader, .i.e., students should be kept aware and motivated by the purpose for which they are involved in reading a given text. That is why; a teacher should select / choose passages from various sources to give students a wide range of material, particularly texts of the kinds they will later read for themselves, for study or other specific purposes as well as for pleasure. This should make students want to read for themselves. For example, to continue a story or find out more about a subject (Nuttall, 1982).This is what is defined in literature as 'suspense'.

In the same line of thought, Stern (1992) notes that the different literary genres may have the power to evoke quality of empathy, and to develop the kind of understanding that is needed, if one would like to enter into the thoughts, motives and feelings of the foreign language speakers. This statement can be reinforced by the idea that literature according to Scott (1965) is considered as one of the most obvious and most valuable means to attain cultural insights. It contributes to acquire those cultural insights because it is a typical product of a particular culture, and essentially functions as an inclusive model of that culture.

On the other hand, text content presents many difficult challenges to students. Comprehension may not take place if students are not aware of the underlying the symbolic and cultural representation context reflected in its linguistic code. Every language has its own specific system and vocabulary, and it reflects particular people's beliefs and attitudes shaping their own personalities and conceptions of life as a whole. Widdowson (1980) believes that reading comprehension is more than being engaged in an interaction; it is also to benefit from this interaction by sustaining and extending one's conceptual world.

A text which may not be exploited is of no use for teaching even if the students do enjoy reading it. When exploiting a text, one should make use of it to develop the learners' competence as readers, because what is intended, in the end, from learners is to understand the content of the text. Nevertheless, teachers use a text for intensive reading being interested in the understanding that results from reading, because it is evident that the students have completed the reading process satisfactorily. They should choose texts that give practice in the process and improve the students' knowledge. Indeed, they want learners to learn how language is used to convey a message, then to develop the skills needed to extract the content from the language that expresses it.

It is not expected, indeed, to make of our students ideal readers with complete command of the foreign language and enough knowledge of every area of study, but it is suggested that this kind of texts as one among the others may contribute in its own way to the development of the students' reading sub-skills and strategies. In this view of things, Nuttall (1982:31) stresses that:

> **Every text ... we handle in the reading course helps to move   the students towards the goal; but that particular text is not itself the goal, it is just a step towards in the right direction.**

1.3.3. Reading and the Symbolic and Cultural Representations

It is obvious, that the socio-cultural notions are of great importance for readers to understand and interact with a given text content, i.e., a given language may not be considered out of its socio-cultural context. In this respect, Bloomfield (1933) quoted in Smolinsky (1986:40), explains the function of language as follows:

> **Every language serves as the bearer of a culture if you speak a language you take part to some degree, in the way of living presented by that language.**

Clearly, increasing students' cultural awareness should be considered among the ultimate objectives in foreign language teaching. For this purpose, literature occupies an important place and makes a strong case for it as a source for culture teaching in foreign language classroom.

On the other hand, are there any special characteristics that one may expect of the materials and methods of foreign language teaching? The most striking difference, from materials provided in the situations to be described below, is that the cultural and situational context of learning

is deliberately local. The characters in texts, the vocabulary and the context created through visual aids, in general, are all drawn from the learners' own background and not from the culture internationally associated with the language being taught. There are two principal reasons for this:

a)In the first place, since they are learning the language in order to be able to use it to carry out the functions it has in its own country, it is only right that the content of learning should be what those uses require. In any case, the close association of the new language to features of their daily life that are familiar to students probably makes the language easier to learn.

b) In the second place the countries where English is learned as a second language have become independent states only in recent years. While they will not deny that there is an educational value in familiarity with other cultures, they feel that their first task must be the creation of their own cultural unity. Some of them explicitly reject the suggestion that English or French, for example, is taught for cultural reasons and attempt to reduce or exclude any kind of sociocultural intruder.

Indeed, the sociocultural dimension, in foreign language teaching/learning, plays an important role in the comprehension of texts culturally-loaded. In fact, sometimes linguistic competence, reading strategies and reading sub-skills do not fit the appropriate understanding of the symbolic and cultural representations of a given text. Since **'Schemata are culturally determined'** (Eskey, 1993).Schema activation

and use depend on a cultural knowledge especially for F.L .texts. For instance, if we consider the learners under the current investigation, chiefly Algerian Arabic-native speakers in learning English as a foreign language, they may display difficulties to understand a text about an English Christian ceremony day in either the United State of America or Great Britain. In all probabilities the learners may not have notions about this kind of ceremonies. In their cultural stock it is neither socially nor culturally regional to them.

For all readers, the experience of reading provides an opportunity to explore and relate to a wider world than their own. The act of reading involves the entire attention of the reader, and the selection of the text should be attentively made for the socio-psychological aspect of the reader, since it extends social, cultural and academic horizons, and gives rise to effective responses to text as the reader interacts with the writer.

Otherwise, if the reader lacks the appropriate symbolic and sociocultural representation of the language being taught, he will certainly misinterpret the text message, or at least fail to get its meaning. In this trend, Steffensen and Joag-Dev (1992:60) argue that:

> **Cross-cultural experimentation demonstrates that reading comprehension is a function of cultural background knowledge. If readers possess the schemata assumed by the writer, they understand what is stated and effortlessly make the inferences intended.**

Though it would be preferable that the reader and writer share the same sociocultural notions for comprehension to take place, it would also

be quite interesting if a text is to help students understand the way other people feel and think, for example, people of different background, problems or attitudes from their own. A text which tells the students things they do not already know, i.e., introduce them to new and relevant ideas, make them think about something they might have never been taught about before.

Students should be encouraged and helped gradually and systematically to move from controlled, contrived textbook prose into reading material that they select for themselves, according to their own interests and curiosity about the world.

1.3.4. Reading and Purpose

Reading for a given purpose is of crucial importance. This purpose is necessary and central to the reading interaction since it determines the choice of the material to be read. His purpose in reading makes a reader opt for such information and not another, read, for instance, a part and not the whole of a text, read rapidly, or with precise concentration and the like.

Moreover, different readers may respond in different ways to the same text. The reading lesson needs to make allowances for both the variety of texts and the variety of readers. Consequently, the procedures used in reading lessons will also have to be varied.

In order to read efficiently, the learner should have a purpose in mind, and be able to find the information which is necessary for his

purpose in a passage. This means that one may often ignore what is not relevant for his purpose. On the other hand, even if the reader has explicit discourse markers to guide him while reading, he will have to make use of other skills, if he wants to make sense out of the text successfully.

The most typical use of reading in a foreign language class has traditionally been to teach the language itself. Therefore, the type of text used in a foreign language course book is one that helps the teacher present or practise specific linguistic items, and this is not, in fact an authentic use of a text, although language can widely be used as an effective means of extending our command of a language. Texts of this type are indeed very convenient for teachers, but they have serious limitations as material for practising the skills of reading as a cognitive and metacognitive process.

Though sometimes reading is used for purposes of language improvement, reading lessons are needed too, if our students require the ability to read in the F.L. For instance, giving or presenting a lesson based on a text is not the same thing as giving a reading lesson. Furthermore, most of the skills practised in a reading course are often not reading skills at all, and even the type of text used is likely to be different. In a reading lesson, for example, one needs to use texts that have been written not to teach the language, but for any of the authentic purposes of writing amongst which I refer here to the following ones:

   -To inform.

   -To entertain

   -To make the reader aware about something…

Most of the skills and strategies that teachers want their students to develop are generally trained by studying short texts in detail. Others must be developed by the use of longer texts, including complete books. This is traditionally referred to as 'Intensive vs. Extensive Reading.' The labels indicate a difference in classroom procedures as well as a difference in purpose.

Different reading purposes require reading modes according to the material at hand. For some purposes, the selected text should be read quickly without bothering about details; others require careful, deliberate attention. In this way, speaking of the purpose of reading tasks as a process and not as an outcome, Nuttall (1982: 137) notes that: **"Their principal function is to make the student concentrate on the text and to give him a clear purpose for reading."**

To sum up this, it would be preferable for teachers to make instructional materials authentic to the learners' purpose and familiarize them with future texts.

1.3.4.1. Intensive Reading

Intensive reading generally involves approaching the text under the close guidance of the teacher or under the assignment of a task which forces the student therefore to pay great attention to the text because the aim is to reach a profound and detailed understanding of the text. Nuttall (1982: 23) advocates that: **"The intensive reading lesson is intended primarily to train students in reading strategies".**

Accordingly, it is easier to handle work on short texts which can be studied in a lesson or two. However, the questions that may be raised at this level in relation to how to assume the intensive reading importance and validity are: Does the text display some near lexical items? Are they understandable by means of guessing or inference from the context? Does the text lend itself to intensive study? Does it enable the learner to ask good questions or devise other forms of exploitations Such as making a map, diagram, graph and the like based on the information in the text? Or reprocessing information from the text with functional summaries, debates, discussions and role plays.

In the same line of thought, if the text has been modified to suit the level of the learners, its purpose is first of all to convey a message. Second, in terms of procedures, and how students work on a text should be different, because the aim of the reading lesson is to develop the student's ability to extract the message the text contains. Unlike a language practice or development lesson, in a reading course the teacher attempts to get the learners to make use of the knowledge they already have in order to acquire new messages.

Sometimes, teachers themselves make the problem worse by spending too much time in class paying a great deal of attention to every detail of a text. Intensive reading is likely to strengthen the student's belief that he ought to pay this sort of attention when he/she reads on his own. But it should also be remembered to give him/her strategies for dealing with texts which he does not need to master in such a thorough manner.

Furthermore, if one chooses to prepare one's own material, it would be preferable that one takes texts from the kind of books students will have to read, if possible. In addition to this, when preparing students to read texts related to their university studies, i.e., extracts from some class readers, it is advisable to train the first on something simpler. Some graded readers also offer good material, but select if possible those which are original, rather than simplified versions (Nuttal, 1982).

1.3.4.2. Extensive Reading

An extensive reading programme, however, will actively promote reading out of class. As far as strategies are concerned, there are also some other reading strategies which can only be inculcated by training and practice on longer texts, like the use of a content list, an index, and so on.

Moreover, as there is no absolute distinction line between intensive reading and extensive reading, the same text can usefully be employed for training in both; a key-passage from it being used for intensive study and in turn illuminating the book as a whole. Books of comprehension passages are more likely to provide satisfactory material and they may have the added bonus of being carefully chosen to give practice in particular reading skills and being campaigned with well-conceived questions and other activities. Thus, one will need to supplement, if not to replace, the material set books.

While for the selection of any given material, according to Nuttal (1982) one should take into account the three following criteria:

➢ *Readability*: i.e., a text should be at the right level of difficulty for the students; in other terms, the combination of structural and lexical difficulty is readability. A teacher in a heterogeneous class where students come from a variety of backgrounds has to make a compromise by choosing material that suits most of the class.

➢ *Text suitability*: is also connected with the notion that ESL/EFL reading ought to be taught as part of a content-centred, integrated skills curriculum (Grabe, 1991, p. 396). In terms of testing, all of these aspects relate to issues of content and consequential validity. Instructional (and testing) content provides motivation and purposeful reading.

➢ *Text exploitability*: Considered as a key factor in selecting a reading passage, it is defined as the facilitation of learning from a given text, taking into account that learners read for different purposes. Simply put, the passage will allow the teacher to accomplish the objectives of the reading lesson. One way teachers can determine the exploitability of a passage is to carry out the activities in the reading comprehension course. If, for instance, one of the objectives is to help students discover the author's point of view, the teacher could perform that activity to see if the reading passage allows the students succeed to achieve this task. One can conclude that texts that are readable, have suitable content and are exploitable equipping learners with a variety of skills.

As a result, reading for comprehension is a rather private process over which even the students has no real command, and where the teacher can only intervene to assist his students to promote such ability and make his own help gradually unnecessary, i.e., to provide the learners with the necessary sub-skills and strategies to develop the ability to read on their own.

In this direction, students should be able to develop a level of capacity to read with adequate understanding. Thus, one needs to understand enough of the text to suit his purpose in reading, and this means that readers frequently neither need to know nor understand every single word of the text.

A long text often appears daunting (discouraging because of its difficulty) to students whose reading is neither very skilled nor speedy. It is easier to work in a thorough and organised way on a short section than on a complete long text. Locating words or sentences for comment is quicker, and the new language can be dealt within a progressive manner. For other kinds of work, the text cannot be handled in sections. You may want to do some skimming or scanning work related to the text as a whole.

The type of skills students/readers require in order to cope with academic reading of conventional texts generally comprises basic academic reading skills and strategies as well as critical literary skills. *"Critical literary"* is defined as the ability to clarify purpose, make use of relevant background knowledge, focus on major content, critically evaluate content, draw and test inferences and monitor comprehension (

Palinsar and David,1991). Critical literary also includes reflective thinking and metacognition (Calfee and Nelson, 1991).

1.3.5. Reading and Speed Variation

Students should also be trained to use different rates for different materials and different purposes instead of plodding through everything at the same careful speed, i.e., the teacher should encourage his students to skim and scan and read some texts with appropriate irreverence. For this, they need continuous practice for assessing the type of reading that is suitable for various texts and various purposes.

Research has shown that one of the main characteristics of a good reader is his flexibility. He will vary his speed and his whole manner of reading, according to the text and according to his purpose in reading it. The course will not be successful unless students understand the reasons why sometimes it is better to reduce their reading, and at other times, necessary to increase it. For instance, students accustomed to plodding words will not easily admit the idea that there are some words in the text that may be ignored or skipped. Moreover, varying the readers' speed, like scanning to search for specific pieces of information, or glancing rapidly through a text to determine its gist namely, skimming may be a place of confusion for the learners in question.

If students are to read faster and develop the skills of skimming and scanning, they must practise on simple material. This is particularly important for the F.L. students, because they may feel insecure when their

teacher wants them to stop giving equal attention to every word. Once the students have accepted the idea, they can really get the gist without reading every word. One can then state that occasional unfamiliar vocabulary is seldom a major barrier to comprehension. However, speed should not be emphasised so much as to forget about comprehension.

Something else worth mentioning concerned with the different types of reading is that in learning to read, it is essential that our learners in general should realize that they have to read different kinds of material at different rates and with different amounts of attention for different purposes.

1.3.6. Reading and Comprehension Questions

For ages, questions in a reading comprehension lesson were, traditionally and most of the time, designed to find out whether the student has understood, rather than to help him produce understanding, i.e., they were devices for testing rather than teaching. Widdowson (1996:77) states that: **"The presentation of language through reading passages (with appended questions) is a well-established and very familiar pedagogic practice".**

Hence, a reading comprehension course is often taking the form of an evaluating task, without drawing attention to what the learners manage in order to extract meaning from a text. Criticizing this traditional form of reading test, Widdowson (1980:180) points out:

> **Comprehension questions commonly require the learner to rummage around in the text for information, in a totally indiscriminate way …. Reading is, thus, represented as an end in itself, an activity that has no relevance to real knowledge and experience and, therefore, no real meaning.**

In recent years, reading comprehension has given rise to concern about developing types of question and other techniques that are intended to teach, not to test, indeed, for helping students to develop their own sub-skills and strategies for making sense from the text.

The questions that help students understand are the ones that make them work out the text. They force the learner to contribute actively to the process of making sense of it, rather than expecting understanding just to happen. They make the learner realise which bits of the text he has not understood, so that they can concentrate on those bits. The question can only help understanding if every student actively tries to answer it, instead of accepting the correct answer and move on to the next question. A teacher must help his students to see questions not as attempts to expose their ignorance, but as aids to the successful exploration of the text.

In multiple choice questions activities/testing, group work is preferred, because it produces instructive discussion and forces the students to defend their choice of one option rather than another. In this way the teacher promotes discussion between the groups about the reasons for their choices. By this process, very often the students themselves will discover the correct answer, even if they get it wrong at

first. Discussing the purpose of questioning in a reading comprehension course, Nuttall (1982:127) posits that:

> **Questing in the reading class is not an attempt to test. The purpose is to make the students aware of the way language is used to convey meaning, and of the strategies he can use to recover the meaning from the text.**

The aim to investigate the language used in the text through questions on grammar may be necessary (to draw attention to a grammatical feature) if it plays a crucial part in the interpretation of the text.

Some straight-forward content questions on the text need to be asked at the start of the text analysis, because what is important is, in fact, the work of analysing and discussing the text. Other initial questions should result from scanning and skimming activities. As our ultimate purpose is to find a way to develop the student's reading sub-skills and strategies through academic text passages or fiction extracts, one should bear in mind that whatever the teacher's set of questions, the answer is not as important as the process by which the student arrives at working it out.

Afterwards, there was a strong appearance for a new orientation of the reading act, i.e., it shifted from the study of reading as a product towards diagnosing the features of reading as a process revealed by the reader's performance. This is what the following section is mainly concerned with.

43

Traditionally, grammar and vocabulary practices have often been given priority over the reading skill acquisition. In addition, at the secondary school level, teachers do not seem to teach the skills of reading, but content, i.e., among various objectives, the reading comprehension course has to illustrate the targeted language items, and hence, it means to develop a linguistic competence, rather than teach reading, and thus, develop a reading proficiency.

In this inclination, Eskey (1983) reports that learners are often told to read in order to learn some language structures, whereas they are never taught how to read. Consequently,

- Helping students to recognise that they do not understand must be among the teacher's tasks.

- Helping them to locate the sources of difficulty is another task.

- Giving them strategies for coping with the difficulty when they have found it is another one.

Language learning and use strategies can be differentiated according to whether they are cognitive, metacognitive, affective or social (Chamot 1987, Oxford 1990). Cognitive strategies usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the F.L, whereas metacognitive strategies deal with pre-assessment and pre-planning, planning and evaluation, post-evaluation of language learning activities and language use events.

- Helping students to recognise that they do not understand must be among the teacher's tasks.

- Helping them to locate the sources of difficulty is another task.

- Giving them strategies for coping with the difficulty when they have found it is another one.

Language learning and use strategies can be differentiated according to whether they are cognitive, metacognitive, affective or social (Chamot 1987, Oxford 1990). Cognitive strategies usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the F.L, whereas metacognitive strategies deal with pre-assessment and pre-planning, planning and evaluation, post-evaluation of language learning activities and language use events. These strategies are supposed to allow learners to control their cognition by coordinating the planning, organisation, and evaluation of the learning process. Affective strategies generally serve to regulate emotions, motivation, and attitudes (e.g. strategies for reduction of anxiety and for self-encouragement).

Social strategies, however, include the actions which learners choose to take in order to interact with other learners and gradually with native speakers, for example asking questions for clarification and cooperating with others.

In coping with demand of difficult texts for one reason or another, readers often look for a way to overcome their hindrance. Such a way that

is adopted or adapted to facilitate the reading process is technically named a *strategy*. In this vein, Davies (1990:50) reports that:

> **A strategy is a physical or mental action used consciously or unconsciously with the intention of facilitating text comprehension for learning.**

In the late 1970s and early 1980s, the schema theorists, argued that when readers confront situations in which they need to process texts, they draw from their schemata (which refers to the prior knowledge that individuals bring to current reading), their past experience with text content and form, to assist them in processing (Johns Ann. A., 1997:13).

To iron out some of their difficulties while reading, students may use a number of strategies like rereading, marking the texts, taking notes, using their prior knowledge, inferring the meaning of difficult words within the context and the other related aspects (O'Mallet and Chamot;1990). This ability that drives the reader to think about particular strategies he/she uses to complete a task is acquired through individual motivation and meaning-making or processing and revising texts (see Appendix F). Thus, reading involves skills that the student should learn and be equipped with in order to gradually display reading autonomy. Nuttall (1982: 22-23) advocates, therefore, that:

> **The generalised skills of reading can only be acquired through practising the specific skills required for reading texts A, Text B and so on.**

Therefore, one way of helping the student generalize his skills for an adequate understanding according to different kinds of texts, is to make sure that he reads much and has a lot of practices in using the skills with varied materials that he may be in need of in different contexts. This implies that the learner will vary his reading speed in order to approach texts of various types, to be read for various purposes. Hence, one has not exploited a text effectively unless he has used it to develop interpretive skills that can be applied to other texts. This is essentially because comprehension involves understanding not only what is explicitly said, but also what it implies, i.e., the reader has sometimes to proceed through inference, relying on what is already stated in the text. Such different reading comprehension strategies may be represented in B. Bloom's taxonomy (1945) suggested as levels (low and high) of reading to categorize the abstraction of questions that generally take place in educational settings.

In terms of low levels, knowing, considered as the lowest level of learning outcomes in the cognitive domain, is conceived as the remembering of what previously has been learnt as materials, like to recall appropriate information from some specific facts. Comprehending is regarded as a learning outcome that goes one step beyond simplicity; remembering of materials is the ability to grasp the meaning of a particular item from a range of material can be proceeded through translating from one language to another, explaining or summarizing, or simply predicting consequences or effects. Applying is rather the ability to use learned material in a new and concrete situation. This may include the application of such things as rules, methods, concepts, principles,

laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

For example, most students are not aware that it is possible to understand new words without being told what they mean and that most of the words that they know are generally learnt in context- and assimilating the meaning. On the other hand, too much attention to vocabulary may have harmful effects on the students' reading habits. It interrupts their own thought processes which should be engaged in following the continued development of thought in the text.

There are many occasions when a student meets words or phrases which he does not know, so, different sets of strategies are needed for solving problems caused by unfamiliar words or phrases in a passage. One of these strategies is to deduce the meaning of these words or phrases by referring to the words and phrases that he knows. For instance, a competent reader can cope with occasional interruptions of this kind. Therefore, training should be given on texts that do not present too many vocabulary problems, even if ultimately the students have to read difficult texts.

Likewise, it would be more practical to develop the skill of inferring the meaning of a word by considering its context. Inferring meaning is a skill most of the learners have, learnt to a certain extent, from their L_1 reading the meaning of a great many words that have never looked up in a dictionary and never had explained to them. We are able to do this by making use of the context in which the word occur to give us a diffuse idea of its meaning and it becomes a little more practice.

By the same token, students who may have not been initiated and have no experience in reading effectively and with enjoyment in their early years, i.e., in the mother tongue and in the second language, will lack the reading skills and strategies necessary for processing information from a text.

Not all reading purposes require 100% accuracy. Sometimes it is possible to get the writer's message even when we have only understood bits of the text, for example, by making the imaginative leaps from one bit to another. It is also possible to understand a sentence because you understand the one before it and the one after it, and can therefore predict more or less what the middle one means, even if it is somehow difficult.

Moreover, even the plain sense of each can be established by looking at the sentence in isolation, and it is well-known, often, that the exact meaning of a word cannot be established without reference to its context. In addition, one may have an appropriate idea of the writer's message without understanding the signification of every sentence, but it is neither possible to be absolutely certain of it nor give the fullest response.

The reader who does not know what a pronoun refers to, or cannot supply the full version of an elliptical sentence which are often so straight-forward that their potential difficulty is overlooked, will not be able to establish its meaning.

As teachers, usually our ultimate objective is to make the students achieve global understanding, i.e., to understand the text as a whole, and be able to relate it to other texts, other sources of knowledge, personal experience and so on. Hence, if strategies are understood as learner's conscious efforts towards language improvement or comprehension (Hosenfeld, 1977; Bialystok & Ryan, 1985; Mc Leod and Mc Laughlin, 1986; Oxford, 1996), then this neglect needs to be addressed in order that L2 or foreign language readers' successful and effective reading strategies can be elicited and imparted to less successful readers. Reading, however, has not been given sufficient attention, particularly with regard to FL reader's meaning- making. All in all, this might be better clarified and summarized in the following tables.

	Traditional Views	New Definition of Reading
Research Base	Behaviourism	Cognitive science
Goals of reading	Mastery of isolated facts and skills.	Constructing meaning and self-regulated learning.
Reading as process	Mechanically decoding words, memorizing by rote	An interaction between the reader, the text, and the context.
Learner Role/Metaphor	Passive, vessel receiving knowledge from external sources	Active strategic reader, good strategy user, cognitive apprentice.

Table1.1: Old and New Definitions of Reading

Characteristics of Successful Readers	Characteristics of Unsuccessful Readers
Understand that they must take responsibility for meaning construction using their own prior knowledge	Think understanding occurs from "getting the words right" re-reading.
Develop a repertoire of reading strategies, organizational or patterns, and genres.	Use strategies such as rote memorization, rehearsal, simple categorisation.
Are good strategy users: - They think strategically, plan, monitor their comprehension and revise their strategies. - They have strategies for what to do when they do not know what to do.	Are poor strategy users: - They do not think strategically about how to read something or solve a problem. - They do not have an accurate sense of when they have good comprehension readiness for assessment
Have self –confidence that they are effective learners; see themselves as agents able to actualize their potential.	Have relatively low self esteem.
See success as the result of hard work and efficient thinking.	See success and failure as the result of luck or teachers' bias
Keep meaning in mind while reading	Read word-by-word
Skip unnecessary words or details	Rarely skip unnecessary words
Guess from context the meaning of unknown words.	Overuse the dictionary
Infer meaning from titles illustrations.	

Table1.2: **Characteristics of Successful and Unsuccessful Readers**

1.3.8. Metacognitive Awareness and Strategy Use

First of all, one may ask the question: what is metacognition? Metacognition = meta + cognition. Meta: a prefix appearing in loanwords from Greek, with the meanings "after," "along with," "beyond," "among," "behind". Cognition: the act or process of knowing; perception; the product of such a process[1].

As a preliminary explanation, metacognition is knowing beyond knowing, and thinking behind thinking. Here are some researchers' definitions of metacognition.

1. Flavell (1976, 1979, 1987): Metacognitive knowledge includes:
   - Knowledge of person variables.
   - Knowledge of task variables.
   - Knowledge of strategy variables.

2. Paris & Winograd (1990): Metacognition contains two essential features:
   - Self-appraisal: It includes personal reflections about one's knowledge states and abilities.

Examples:

"Should I check the unknown words in the dictionary now, or later when I finish reading this paragraph?"

---

[1] - Webster's Unabridged Dictionary of the English Language Random House, 2001

- Self-management: It refers to "metacognitions in action" – how metacognition helps to orchestrate cognitive aspects of problem - solving.

- Self-management is reflected in
  - planning
  - evaluating
  - regulating

3.Baker & Brown (1984): Metacognition refers to one's understanding of any cognitive process, in the context of reading. It is revealed in two ways:

- In one's *knowledge* of
  - Strategies for learning from texts
  - Differing demands of various reading tasks
  - Textual structures
  - One's own strengths and weaknesses as a learner

- In the *control* readers have of their own actions while reading; successful readers
  - *Monitor* their state of reading,
  - *Plan* strategies,
  - *Adjust* effort appropriately,
  - *Evaluate* the success of their on-going efforts to understand.

4.Anderson's (2001):

Preparing and planning
for effective learning

Evaluating strategy   *Selecting and using*
use and learning   **Metacognition**   *particular strategies*

Orchestrating   *Monitoring*
various strategies   *strategy use*
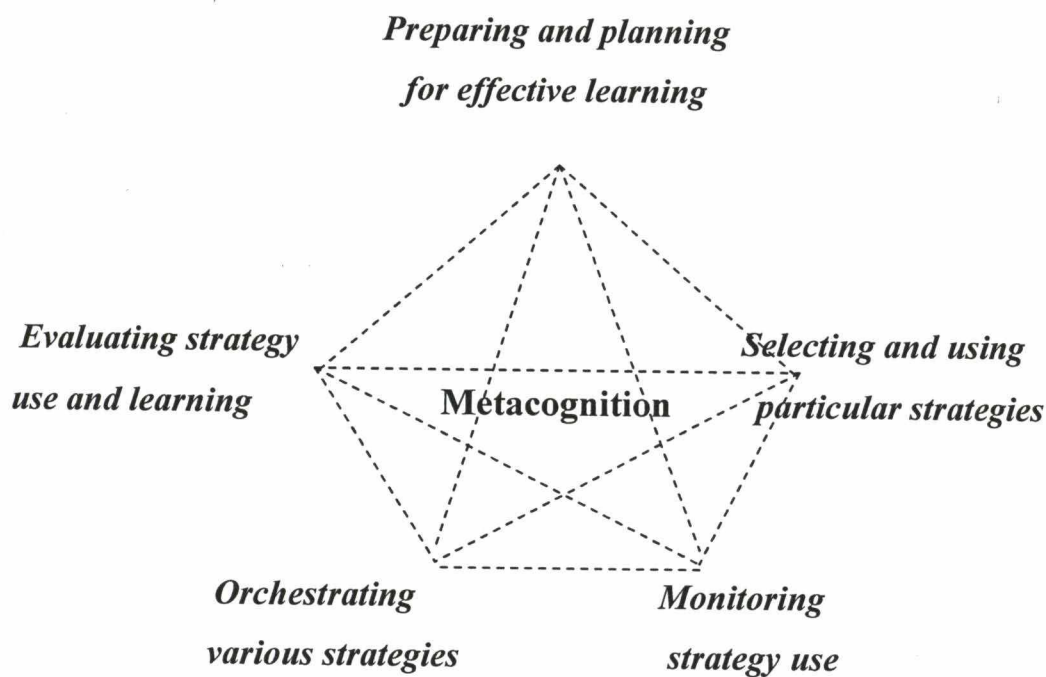
Diagram 1.1: Orchestration of Metacognitive Strategies

According to O'Malley and Chamot (1990:44) metacognitive strategies are "higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity". Their definitions are as follows:

1. *Planning:* previewing the main ideas and concepts of the material to be learnt, often by skimming the text for the organizing principle.

2. *Directed attention*: deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.

3. *Functional planning:* planning for and rehearsing linguistic components necessary to carry out an upcoming language task.

4. *Selective attention*: deciding in advance to attend to specific aspects of input; often by scanning for key words, concepts and/or linguistic markers.

5. *Self-management:* understanding the conditions that help one learn and arranging for the presence of these conditions.

6. *Monitoring:* checking one's comprehension during listening or reading and checking the accuracy and/or appropriateness of one's oral or written production while it is taking place.

7. *Self-evaluation:* checking the outcomes of one's own language learning against a standard after it has been completed.

Metacognition - as a relatively new label of a body of theories and researches that deals with learners' knowledge and use of their own cognitive resources - seems to positively impact on students who have learning problems since it provides them with an efficient way to acquire, store, and express information and skills. It is the ability to think about one's own thinking, i.e., the ability to make one's thinking visible. Metacognition results in critical but healthy reflection and evaluation of one's thinking which may result in making specific changes in how one

may learn. It is not simply to think back on an event, but also to describe what happened and how one felt about it.

Metacognitive knowledge or awareness is said to be **'knowledge of ourselves'**, tightly related to the task one faces, and the strategies one employs (Baker& Brown, 1984). Knowledge about ourselves may include knowledge about how well one performs on certain types of tasks or knowledge about our proficiency levels; the learner has to realize the nature of the reading task in which he is involved. Knowledge about tasks may include knowledge about task difficulty level. In the area of reading comprehension, for instance, it is known that familiar topic material is easier to understand than unfamiliar material; explicit sentences assist us in tasks that require reduction of texts to their gist.

The importance of cognitive and metacognitive skills and their ability to promote more effective learning has been reflected in the serious educational psychology literature with solid empirical evidence now for over two decades. But these learning skills have not yet been incorporated into teaching, more generally in a systematic way in the absence of government action in creating a suitable policy to ensure that the revolutions in thinking and practice become reality through curriculum reform.

The term "metacognition" involves **"active monitoring and consequent regulation and orchestration of cognitive process to achieve cognitive goals"** (Flavell, 1976, p. 252). It has been used to describe self-regulatory utilization of thought processes, i.e., learners may be taught to independently employ particular reading strategies

during the reading process. Flavell and Wellman (1977), and Flavell (1979) have included interpretation of ongoing experience, or simply making judgments about what one knows or does not know to accomplish a task, as other features of metacognition. Hyde and Bizar (1989, p. 51) have stated that:

> ...**metacognitive processes 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 /or self-reviewing.**

Along with the notions of active and conscious monitoring, regulation, and orchestration of thought process, Flavell (1987) believes that it might in time become automatized through repeated use of metacognition,

Anderson (2002a, p.1) defines metacognition as **"thinking about thinking"**. As Anderson states, the use of metacognitive strategies ignites one's thinking and can lead to higher learning and better performance. Furthermore, understanding and controlling cognitive process may be one of the most essential skills that teachers can help second language learners develop.

Most of the early investigations on metacognition were descriptive in nature in that they sought to describe general developmental patterns of children's knowledge about memory processes. They were particularly interested in processes concerned with conscious and deliberate storage

and retrieval of information. However, as studies moved from descriptive to empirically the kinds of methodology expanded the number of studies increased, and the need for a scheme to classify this growing corpus of literature on metacognition arose. Several classification schemes have been used to group, analyze, and evaluate these strategies (e.g., Flavel, 1976; 1979; Flavell & Wellman, 1977; Kluwe, 1982) and even though there are important differences among them, overall, three general categories consistently appear: cognitive monitoring, cognitive regulation, and a combination of both.

Based on Chamot and Kupper (1989), certain strategies or clusters of strategies are linked to particular language skills or tasks. For example, L2 writing, like L1 writing, benefits from the learning strategies of planning, self-monitoring, deduction, and substitution. L2 speaking demands strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. L2 listening comprehension gains from strategies of elaboration, inferencing, selective attention, and self-monitoring. Reading comprehension uses strategies like reading aloud, guessing, deduction, and summarizing. Research shows that the use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas (Oxford, Park-Oh, Ito, & Sumrall, 1993).

One of the most important metacognitive strategies is to *evaluate effectiveness of strategy use*. Self-questioning, debriefing discussions after strategies practice, learning logs in which students record the results of their learning strategies applications, and checklists of the strategies used can be used to allow the student to reflect through the cycle of

learning. At this stage of metacognition the whole cycle of planning, selecting, using, monitoring and orchestration of strategies is evaluated.

It should be noted that different metacognitive skills interact with each other. The components are not used in a linear fashion. More than one metacognitive process along with cognitive ones may be working during a learning task (Anderson, 2002b). Therefore, the orchestration of various strategies is a vital component of second language learning in general and vocabulary learning in particular. Allowing learners opportunities to think about and talk about how they combine various strategies facilitates strategy use.

However, still little is known about the actual strategies the learner makes use of. This little knowledge about the learning process imposes on us various taxonomies which seem to influence our approach to reading as both a linguistic and psychological performance. Carroll (1964) observes that it is only among advanced readers that the positive correlation between comprehension and speed reading ceases to be significant. Among intermediate students, speed is artificially held back because of their slowness in general comprehension.

What one needs, in fact, is some kind of qualitative assessment of the different kinds of function that the two parameters (text selection and metacognitive awareness) of language fulfill. Singhal (2001) calls for more research on reading strategies and metacognitive factors in L2 reading, because many questions about reading comprehension and the reading process still remain ambiguous.

To put it in a nutshell, metacognition enables readers to monitor their comprehension so that they can determine when and why text is unclear, and then choose the strategy or strategies that will help them construct meaning. These strategies can be used before, during or after reading. Discussion and writing also support the construction of meaning, and supplement the benefits of strategic reading.

1.4. SURVEY OF READING APPROACHES

Various theories and approaches about the teaching and learning of languages have been put forward to reduce the scope of controversy among researchers. These theories, normally influenced by the developments in the fields of linguistics and psychology, have inspired many approaches to the teaching/learning of foreign languages, which are said to be the application of theoretical findings and positions.

Within the general framework of methodology, experts think of approaches, methods, techniques, procedures and models, all of which go into the practice of English teaching. As a response to the aforementioned theoretical proposals relating to methods that stress the importance of self-esteem, students cooperatively learning, or developing individual strategies for achievement (realization), and above all of focusing on the "communicative" process in language learning, researchers put forward a number of approaches with the aim to narrow down the area of conflict of the eternal debate about reading and thought process.

1.4.1. The Structural Perspective

For many years, great emphasis in traditional approaches has been given to texts used in language teaching as a means for focusing on the language contained in them. The designers were mainly selecting texts for a syntactic purpose. Texts were viewed as separate sentences referring to particular kinds of structures to be taught. Therefore, the typical text in a foreign language course book was a means which helped the teacher to present and practice a particular linguistic item, in terms of vocabulary, grammatical structures and the like. Teachers believed that the learners needed to practice the language to distinguish between structures and to develop their vocabulary in English so as to be able to read any printed text.

Accordingly, structuralists like Fries and Bloomfield considered language as patterns of speech and that there was a primacy of speech over reading which is simply speech written down. That is why most of the reading comprehension activities were tackled much like patterns practice drills and repetitions with lack of reading instructions and purposes. This was known as T.A.L.O, .i.e., text as a linguistic object. Yorio (1971) points out that:

> **The reading problems of foreign language learners are due to imperfect knowledge of the language and to language interference in the reading process.**
> Quoted in (Alderson *et al.*, 1984:3)

Although, it contributes to promote the learner's linguistic competence and to extend his command of the target language, it may hurdle the reading skills development. It is indeed essential for language learners to be aware of how to deal with a text with the use of the different skills.

1.4.2. The Psycholinguistic Perspective

Gradually, the language researchers started to investigate the process of reading as being an intricate psychological behaviour rather than a question of visually grasping individual words and what they express. Indeed, reading meant more and more, by the late 1960's, a complex process involving mental or cognitive processes, i.e., how information and language are processed in the reader's mind.

Psycholinguistic descriptions of the reading process stress the need for active participation. This is in direct contrast to the old familiar notion of reading as a receptive skill.

In connection with this, apparently with the advance witnessed in the field of cognitive psychology and psycholinguistics, reading is no longer regarded simply as the ability to recognise words and then build up sentences, paragraphs and so on.

While, many foreign language learners often find great difficulties to reach an acceptable level of comprehension, reading as a psycholinguistic process involves the combination of information from print with the reader's prior knowledge in order to contrast a meaning for

the text. Such a failure may be due to different causes amongst which I point out the assessment of the student's level. In addition, it would be of great importance to know, if possible, on which bases we are to assume our students' understanding.

In this vein, Goodman and Smith (1967) have provided us with a new theoretical shift to the understanding of the reading process. They have recognised the importance and necessity of the reader's activated background knowledge and the contribution of the reading sub-skills and strategies used for effective reading. The idea that the written text is essentially interactive has been advocated by a number of researchers amongst whom I cite the following researchers Wardnaugh (1969); Widdowson (1983) and Tadros (1985).

1.4.3. The Interactive Perspective

In contrast, and as a reaction against this classical study of reading, it has been demonstrated that reading does not depend only on the recognition of the written symbols corresponding to familiar patterns, but it is rather a complex process whereby the mental abilities are all at work for an accurate comprehension.

What is more, all of the writer, the reader and the text have a unique contribution to make if communication is to take place as an interactive process where there is a transfer of a message from the writer to the reader. In this way, Goodman (1968) views the reading process as an essential interaction between the writer who encodes thought as language and the reader who decodes it as thought.

Such an ideological shift led to the appearance of the interactive model whose basic assumption underlying its view to a written text is that both the reader and the writer are engaged in an interactive communication through the mediation of a text. This interaction is said to be accomplished when an exchange of meaning or a complementation of shared knowledge takes place between them.

Widdowson (1983), however, views interaction as the process of combining textual information with the information brought to the text. He posits that the text does not carry meaning but it provides clues that enable the readers to construct meaning from their existing knowledge by activating existing content and formal schemata.

According to Carrell (1983), content schemata are those previously established patterns of background existing in the mind of the reader and aroused to create meaning from the text. But a formal schema is related to the prior knowledge structures which are described as abstract knowledge structure which represents the conventional organisation of the text, helping readers in comprehension and recall.

In this view of things, reading may be considered as a kind of dialogue between the reader and the text in which, in addition to extracting information from the text, he attempts to activate his knowledge of the language the subject matter which in turn may be refined and extended by the new information supplied by the text.

What we are more interested in as teachers of English as a foreign language, in order to launch the development of the reading skills is to provide our language learners with careful instructions of how to approach a text with an authentic purpose for reading a text in the classroom. Obviously, current views suggest that reading has as its main purpose, the extraction of meaning before studying the language provided therein. Learners read to reinforce the background knowledge already acquired and to widen their conception of the world, as well as their personality.

Reading is, thus, considered as a multifaceted, complex skill made up of a number of sociological and social elements. Unfortunately, in language pedagogy, it seems that too little attention is devoted to this skill. Few students, even after years of study, are able to read English easily. With a better understanding of the nature of the reading process, of natural reading strategies, and of what a reading-skill program should include, language teachers will be able to choose materials and activities that attract their students' interests.

1.4.4. The Sociocultural Perspective

In hope to provide insight into areas where new connections between sociocultural theory and classroom research can be made, the sociocultural theory to foreign language learning is considered as an interpretive tool for understanding the dynamics of life and learning in foreign language classroom. A sociocultural theory argues that specifically human psychological processes do not pre-exist inside the mind waiting to emerge just at the right maturational moment.

However, one should first consider the usefulness of the fundamental theoretical tenets posited by Vigotsky (1987) and his followers. According to him, the task of psychology is to understand how human social and mental activity is organized through culturally constructed artefacts. This is to explore and draw the implications for foreign language teaching/learning of a sociocultural theory of mind as originally conceived by Vigotsky; this is in an attempt to uncover how sociocultural theory can begin to unravel the complexities of instructional interactions in language classroom.

The most fundamental belief of sociocultural theory is that the human mind is almost mediated. This mediation is generally represented in symbolic tools or signs, to mediate and regulate our relationships with others and with ourselves and thus, change the nature of these relationships. As with physical tools, humans use symbolic artefacts to establish an indirect, or mediated, relationship between ourselves and the world. In this sense, Vigotsky believes that physical as well as symbolic (or psychological) tools are artefacts created by human cultures over time and are made available and subject to modification to succeeding generations. Whether physical or symbolic, artefacts are generally modified as they are passed on from one generation to the next. Each generation seems to rework its cultural inheritance to meet the needs of its communities and individuals. Among symbolic tools are numbers and arithmetic systems, music, art, and above all, language.

Likewise, languages are not continuously remoulded by their users to serve their communicative and psychological needs. Human

behaviour results from the integration of socially and culturally constructed forms of mediation into human activity.

For nearly four decades, researchers have conceived of and studied human minds as if they were computational devices, a perspective that would have been impossible until the development of computers during the mid (years of the) twentieth century. Whereas, Vigotsky conceived the human mind as a functional system in which the properties of the natural, or biologically specified, brain are organized into a higher, or culturally shaped, mind through the integration of symbolic artefacts into thinking. Higher mental capacities include voluntary attention, universal memory, planning, logical thought and problem-solving, learning and evaluation of the effectiveness of these processes. Thus, from the perspective of activity theory, while task-based instruction could yield positive learning outcomes, there can be no guarantees, because what ultimately matters is how individual learners have decided to engage within the task as an activity.

Although these perspectives are interdependent and interrelated as Gill (1992:62) points out: **"culture and cognition are strictly inconceivable without each other"**, there is also value in looking at each perspective individually in its own terms.

Essentially, a course goal in this area of research would be quite beneficial to understand the far- reaching educational implications of the claim that human mental functioning is related to the cultural, institutional and historical settings in which human action is mediated by tools made

available through participation in these social contexts (Wertsch, *et al* 1993; Wertsch 1998).

1.4.5. Towards a Competency-Based Perspective

The concept of "competency approach to education or training" may also be called ***competency-based education, performance-based education, skill-based training***. In the same line of thought, a competency-based instruction is an approach to the planning and delivery of courses that has been in widespread use since the 1970's.

But before considering some specific issues of interest to the inquiry, one thinks it is crucial to identify reasonably remarkable problems in our political context that have led to present, serious skill shortages, and to poor policy management in general.

The major paradigms or notions established by government policies in any educational system generate parameters that allow or restrict process with that system, thus, strongly influencing outcomes and the ways teachers/ trainers may teach.

Over the last twenty years, the Algerian democratic system has been subject to serious changes as the public sector lacks the necessary authority and the capacity to understand the large –scale survey work essential to coordinate efforts and determine the best orientations for a national educational policy. In the last decade, however, a trend can be observed in the field of higher-education, shifting from a knowledge-

oriented education-essentially focusing on the question of what needs to be taught and learned in terms of concepts and conceptual structures, to a competency- based education relying on questions of why something has to be learned and how it can be used in solving a complex problem. This aims at providing learners with the knowledge, skills and attitudes to enable them to recognize and solve complex problems in their field of study or professional career. This is, in fact, intended to foster a feeling of responsibility in the learner about his own learning, i.e., understanding what he is doing, and how he is doing it will probably increase in him a sense of self-confidence that often reduces his high level of anxiety.

However, complications seem inevitably in order to develop with this approach of cost shifting to the public service, though most of the government policies focusing upon short-term goals and competency-based training impede development of life-long learning skills that are widely and nearly by every major government set in the industrialized world. This is due not only to the vast field of opportunity opened up by the advent of the new technologies but also because of the economic urgencies and the specific needs of emerging generation of learners.

In this sense, the most fundamental of generic skills involve learning to learn skills. Essentially, to what is the teaching of cognitive and metacognitive strategies? These can be reasonably and easily taught along with the teaching of subject content. But these learning skills have not yet been completely incorporated into teaching more generally in a systematic way in the absence of governments' action in creating policy to ensure that the revolutions in thinking and practice become a reality through curriculum reform.

Taking into account the difficulty for a development and a practical implementation of a competency- based higher education or instruction, which systematically engender a set of specific components to be developed, structured and managed, the process, for instance, of writing, revising and thus validating competencies and selecting and designating appropriate learning activities would take years and be worth-costing. This is mainly because a competency- based instruction system, considered as a specialized and systematic method of organizing skill- specific instruction is almost continuously in a state of revision and must be extremely flexible to changes in technology and students' achievements. Therefore, one may expect to invest a considerable amount of time and money performing the following activities when setting a competency- based instruction system.

- Identifying a set of knowledge and skills which must be developed
- Writing competency statements.
- Organizing learning activities.
- Selecting and developing instructional materials.
- Testing and evaluating.
- Validating and revising competency statements.
- Conducting liaison activities curriculum with the employment community. (Sullivan 1995)

At a more intricate level, one may wonder how to bridge the gap between a competency- based instruction system centring on the development of prestated competencies by using structured learning

activities, and metacognitive knowledge or awareness as a relatively new label of a body of theory and research that deals with learners' knowledge and use of their own cognitive resources (Garner 1987). Understanding what metacognition is will help the classroom teacher supervise students who are better able to accomplish their learning goals.

This can be done if teachers have been effectively educated to think outside the square of simply teaching subject content, those who have been taught about learning content and have skills and how to teach them. Therefore, a certain amount of management on the part of the instructor is required to successfully implement and supervise competency- based instruction.

Whatever the teaching method, whatever the selected materials and whatever the link between them, some of our inquiry remains our ignorance about learning itself. At different periods, we tend to blame the learner for failure; for instance, to consider that he is backward, he suffers from specific developments, or he comes from an inadequate home, or the teacher is not trained, or the material is not well-enough grounded sociolinguistically speaking. It is clear however that a combination and manipulation of factors of how learning to read proceeds should be at work.

READING STRATEGIES

Reading strategies	Predicting	Skimming for the main idea	Scanning for Details	Inferring	Guessing from context
Cognitive Reading Strategies	1.Elaborating 2.Confirming expectations 3.Correcting expectations	1.Elaborating 2. Summarizing	1. Elaborating 2. Ressourcing 3. Translation 4. Recognizing Cognate	1. Elaborating 2. auditory representation 3. Translation 4. Inferring 5. Transfer 6. Associating Cognate	1. Elaborating 2. Deduction 3. Imagery Use 4. Inferring 5. Transfer 6. Associating Cognate
Metacognitive Reading Strategies	1. Advanced Organization 2. Planning ahead 3. Self-management 4. Self-evaluation 5.Self-monitoring	1. Reading with a purpose. 2.Adjusting style to purpose 3. Finding key words 4. Skipping unknown words 5. Ignoring unnecessary details 6. Self-management 7. Self-evaluation 8.Self-monitoring	1.Selecting attention 2. Re-reading 3. Self-management 4. Self-evaluation 5.Self-monitoring	1.Using Tilles/ sub titles 2. Using Linguistic Knowledge 3.Self-management 4. Self-evaluation 5.Self-monitoring	1.Self-management 2. Self-evaluation 3.Self-monitoring
Social /affective Reading Strategies	1.Self-talk 2. Asking Peers 3. Asking Teacher	1.Self-talk 2. Asking Peers 3. Asking Teacher	1.Self-talk 2. Asking Peers 3. Asking Teacher	1.Self-talk 2. Asking Peers 3. Asking Teacher	1.Self-talk 2. Asking Peers 3. Asking Teacher

Table1.3. The Reading Strategy Inventory (adapted from O'Mallet and Chamot (1990); Hosenfeld

1.1. CONCLUSION

This theoretical chapter intends to shed light on the field of the reading process and some of the purposes that characterise it. Texts used as a linguistic object (T.A.L.O.) and texts exploited as vehicle for information (T.A.V.I.). This is what makes that each one of the two determines the type of models used to approach a text, either with a structural perspective, i.e., the bottom-up method that views and deals with the target text as a matter of decoding linguistic items process, or with a psycho- linguistic perspective, i.e., the top –down process which considers that reading and the selected text have their main purpose, the decoding and extraction of meaning. However, and because of their weaknesses, the interactive model that favours the interaction of both methods, i.e., the structural and psycho-linguistic process, is alternatively proposed.

In this line of thought, in this investigation, the researcher hypothesises that it would be beneficial if students were taught the reading strategies and sub-skills through fiction excerpts or academic texts of a cultural and social representation and that may constitute at the same time, a source to teach, and thus, learn, practice and develop those reading strategies and sub-skills. Moreover, students may be aware of the socio-cultural environment of the language supposed to be learnt. Contrary to textual analysis that focuses on text properties, organisational patterns, function, etc, longer texts would be more appropriate. The problematics will be dealt with in the following chapters with data collection, results and analysis.

CHAPTER TWO

CHAPTER TWO

THE TEACHING / LEARNING SITUATION ANALYSIS

2.1. INTRODUCTION

2.2. LANGUAGE TEACHING COURSE PURPOSES

2.3. READING COMPREHENSION: TEACHING OBJECTIVES

2.4. THE STUDENTS' PROFILE

2.5. THE STUDENTS' NEEDS

2.6. TEACHERS' METHODOLOGY AND SELECTED TEXTS

    2.6.1. Teachers' Methodology

    2.6.2. Teachers' Selected Texts

    2.6.3. Text Structure

2.7. ACTION RESEARCH METHODOLOGY

    2.7.1. The Questionnaire

    2.7.2. Strategy Training

    2.7.3. Proficiency Tests

    2.7.4. Interviews

2.8. CONCLUSION

2.1. INTRODUCTION

The present chapter provides classroom-based empirical data and support for developing and implementing an efficient text-based pedagogy and metacognitive awareness for EFL reading strategies at the university level. It is, in fact, a practical aspect of the theoretical framework resulting from the literature survey reviewed in chapter one in an attempt to explain the complex nature of reading. It endeavours to investigate the reading behaviour of a particular sample population in a specific situation. It is merely concerned with the identification of some of the students' reading difficulties and weaknesses, i.e., it tries to detect some problems–area of our learners in processing a text passage in English as a foreign language.

This research reports on a small-scale action research study aiming at highlighting the positive correlation between awareness-raising instruction and reading performance with a view to promoting change in the present curriculum and modifying current teaching strategies. In other words, the research dealt with a major issue related to the impact of direct instruction, which explicitly raises learners' awareness of specific strategy and comprehending processes, and instruction in reading skills and strategies which are potentially able to bring about positive attitudes and changes in the learners' reading performance.

At first, the chapter identifies the field of research and questions under investigation. Then, it exposes the chosen situation and population to be studied with the method and materials used in this research. This chapter provides us with a clear explanation of the different steps

undertaken in this research, the reasons for some choices and the difficulties encountered during this work. For this purpose, the researcher exposes a general description of the learning / teaching situation by stating, at the same time, the status, purposes and objectives of the English Department to teach language in general, and reading comprehension in particular.

This thesis reports on an investigation of 12 Algerian EFL readers' metacognitive knowledge of strategies in learning to read, as a sample population as our case-study, i.e., these university students, who participated in the project, were enrolled in different high urban and rural schools districts, coming from three distinctive streams; Life and Natural Sciences, Humanities, and Foreign Languages, as checked in their files. The students' first language is Arabic, and French as their first foreign language, whereas, English is their second foreign language which is part of the curriculum in all streams and taught for three years; including a thorough preparation of the baccalaureate exam, with different coefficients and weekly time allotment for each stream at all levels.

The students in this exploratory case-study were randomly chosen and selected from a class of 120 students, representing almost 10%. The EFL readers' metacognitive knowledge of strategies was analysed and interpreted from a broad metacognitive perspective following Flavell's model (1987) which has been adopted in L2 studies by researchers such as Wenden (1991;1998) to analyse learners' strategies or their metacognitive knowledge of language learning. Our EFL readers' knowledge of reading strategies was examined through the analysis of "mentalistic data" (Cohen, 1996) obtained through

retrospective interviews. Thus this investigation relies on three basic research instruments: questionnaire, tests and interviews. It therefore follows a three-step procedure of research: pre, while and post-training relying on a particular methodology.

In effect, on the basis of a research, investigating EFL learners' reading process, that the researcher has undertaken at the Department of Foreign Languages of University Abu Bakr Belkaid, Tlemcen, it has been noticed that our informants have exhibited serious reading weaknesses mainly due to lack or ineffective use of reading strategies, in spite of the learners' five years of pre-university English learning. Most of our new entrants to University show serious deficiencies and difficulties both at oral and written expression levels. Likewise, when reading, for instance, the students seem to be unaware even of the basics of reading, as they seem unaware as well of useful reading strategies to process the text passage they have to deal with.

2.2. LANGUAGE TEACHING COURSE PURPOSE

In general, the main objective, set to the teaching and learning of English as a foreign language in the English Department recently established at Abu Bakr Belkaid University of Tlemcen, is to achieve a certain level of accuracy and fluency for an appropriate and acceptable communication in its various forms; oral and written ones, because of the socio-professional needs of the students once ready to look for an occupation, particularly with English-speaking foreign partners. This ability is mainly realized due to the integrated and balanced way in which the four skills (listening, reading, speaking and writing) are

taught, with of course, the particularities of the input of the students' needs. This emphasis to reinforce and improve the knowledge learnt at secondary school, should fulfil the task of communication in both forms, and enable students to understand and guess the meaning of the message in question.

Therefore, English is supposed to be taught as a foreign language by making students aware of the importance of that language, and gradually provide them with the necessary and appropriate linguistic tools to express themselves with a reasonable degree of accuracy and fluency. Indeed, it is of no avail to dismiss the potential recent change that has taken place during the last three years, regarding the approach selected for teaching/learning of English at both the intermediate and secondary school levels. A newly trendy fashionable approach labelled 'competency-based' has been adopted on the basis of helping learners improve their autonomy, and enhance their problem-solving skills.

Listening and reading are considered as two receptive skills. They are active processes in which the reader or listener is supposed to extract a meaning from a stream of language. A language is taught as a real integration and through a systematic gradation of the four skills. In this way, and in order to read, students should first be trained to listen and speak that language, and then the reading of the text will aim at a written production. As far as the pedagogical materials used for teaching/ learning of English, in addition to the routinized materials (classroom, chalk, blackboard and tape-recorders...) there are two language laboratories equipped with data-shows and computers, and is devoted solely and unfortunately for teaching listening comprehension module,

while the second one, was recently established within the Department (not more than two years ago), is designed to make continuous internet based on communication, by which learners get in touch with various students from different parts of the world to interchange their electronic data and therefore create a kind of purposeful interaction via the internet.

This pedagogical training is accomplished through a four-year curriculum whose content is based on language skills, literature, civilization, and linguistics and pedagogy notions, in addition to Arabic as a compensatory module. Up to now, in a period of almost five years, about one thousand and five hundred students have graduated from the Department. Some of them have been recruited by the Ministry of Education at different levels (primary, middle and secondary). Others have joined different institutes for occupational purposes, while the minority has joined other institutes or universities for-post graduation either in the country or abroad, notably for different instrumental motivations.

As a result, those trained students are not only expected to teach appropriately and efficiently to make the language accessible to all types of learners in Algerian schools and institutes, but also to contribute to the socio-economic development of the country which is greatly and urgently in need of the scientific and technological knowledge carried out in foreign languages in general, and English in particular, and where reading competences may have an important contribution as a bridge to the bulk of literature in these fields of national and social interest.

2.3. READING COMPREHENSION: TEACHING OBJECTIVES

Throughout a four-year university programme, reading, as one of the four language skills, is scheduled only for first-year level students. They are also taught grammar, linguistics, phonetics, oral expression, British, American and Third World literatures and civilisations. Furthermore, they are introduced to didactics and TEFL (Teaching English as a Foreign Language) at the fourth-year level. As far as the curriculum is concerned, each teacher is provided with guidelines for each module and it is up to him to sketch out the content of the modular course. Here, however, it would be wiser, indeed, to speak also about the potential role of reading comprehension and determine its major status and teaching methodology as the core of our research project, as a necessary tool for consolidating the students' knowledge. Its methodology as stated in our general introduction consists basically in providing learners with different texts that are followed by a set of comprehension questions. These questions may fall under three basic types:

> **Yes/No question:** (reference questions) they are two choice models for response. They tend to 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. This type of questions generally begins with words like: why, where, who, when…

> **Inference questions:** they tend to be in contrast with the previous types, indirect and implicit they necessitate learners' ability to summarise and synthesize information reflecting upon their understanding of the text generally, and especially the main ideas.

However, while reading is paradoxically a key-access to the study and mastery of other modules, it seems to be given little importance. Starting from the academic year 1998-1999 till 2001 it had been taught along with the written expression module; making up one single module with the coefficient of "three", and the time devoted to its teaching was three hours per week. Since 2001, however, it has been taught as a modular course on its own for one hour and a half weekly.

It is obvious that the more teachers provide and assist their students with the necessary linguistic, cognitive and meta-cognitive knowledge, the more and the better they will rely on themselves by developing a kind of learning autonomy. By contrast, without a reading ability, even the learners' performance in the other modular course, subjects can only be qualified by low or poor achievement. Furthermore, though reading is seen as crucial and a necessary means for the students' knowledge acquisition, be it about the general patterns of the language or the foreign culture of the target language, no official programme exists as yet, and no practical directives are apparently recommended to both its teaching and evaluation. Nonetheless, the objectives of the module

are broadly stated in the official directives of the Ministry of Higher Education and scientific research because it pretends that the module aims at making students able to read and understand English in its written form.

2.4. THE STUDENTS' PROFILE

The questionnaire has contributed to provide the following information about the learners' profile and needs. The informants, randomly selected as a sample population for the present case study, are twelve first-year EFL students at the English Department of Tlemcen University. These students are required to deal with the Reading Comprehension Module to reinforce their linguistic abilities and learning skills at various levels.

The informants are aged between seventeen and nineteen years old, this is only to know somehow about their learning experience. Before entering university, they have had about five to seven years of English as a foreign language, in Middle and Secondary schools. These students passed their 'Baccalaureate' exam, either in Literary and Foreign Languages streams, whose coefficient of English is three, or the Literary and Human Sciences streams, whose coefficient of English is two, and obtained marks for English that allowed them to register as a university student. As they come from state-run schools, they share nearly the same educational background.

Arabic and French are respectively their first and second languages. Admittedly, this means that students, whose mother tongue is

Algerian Arabic, display just a little command of the French language which is even practised outside their learning environment, and furthermore introduced at the fourth-year level of the Primary School.

It is worth noting here that the first-year university EFL programme aims fundamentally at equipping students with the necessary language background and skills in order to enable them write and speak English as efficiently as possible to get a 'Licence d' Enseignement d'Anglais'. The modules that students are supposed to deal with during this psycho-pedagogical training are mainly concerned with the teaching of the language as a whole system, are: Written expression, oral expression, grammar, linguistics, phonetics, educational psychology, literature, civilization as well as an introduction to TEFL, in addition to a concurrently course of Arabic. It should be point out at this level that during the fourth-year, students are required to choose between writing an extended essay or attending teacher training sessions in the Secondary School. The following table summarises the curriculum of the Algerian Department of English adapted from the academic year 1983-1984.

Year Level Discipline	First	Second	Third	Fourth
Linguistic **&/or** **language** **skills**	Linguistics (1/30) Phonetics (1/30) O.C.E (3hours) W.C.E (4/30) Grammar (3hours)	Linguistics (1/30) Phonetics (1/30) O.C.E (1/30) W. E (1/30) Grammar (1hours)	Sociolinguistics (1/30) Phonology (1/30) O.C.E (1/30)	Seminars in linguistics (1/30)
Literary	None	British Literature (1/30) American Literature (1/30)	British Literature (1/30) American Literature (1/30) African Literature (1/30)	Seminars in Literature (1/30) Anglo-american Literature (1/30)
Historical	None	British Civilization (1/30) American Civilization (1/30)	British Civilization (1/30) American Civilization (1/30)	Seminars in Civilization (1/30)
Didactic	None		General psychology (1/30)	Educational psychology (1/30) TEFL
Teaching time (per week)	(12 hours)	(13/30)	(12 hours)	(7/30)

Table 2.1. Official Curriculum of the '*Licence*' in English Studies

(Source: Benmoussat: 2003:161)

The lack of teaching materials, the lack of pedagogical training teachers and almost the non-existence of phonetic laboratories and audio-visual aids, are apparently the common factors which generally hurdle the teaching/ learning process, and mainly the lack of any decent teaching of literature.

Furthermore, in comparison with L1 and L2 English is less practised with regard to the amount of exposures to the two languages, i.e., Arabic and French, moreover, newspapers and magazines published in English can rarely be found on the market. Therefore, the syllabus became more or less flexible (all along of course within the lines drawn by the national syllabus) to suit the situation in question.

As far as the reading skill is concerned, in the present research most of the students report that their reading background lies principally on the Arabic and French languages either at home or in libraries. Such a fact is supposed to be a determinant contributor in developing good reading habits, styles and strategies in learners. Although some language learners may be competent readers in their native language or second language, it is not necessarily the same for English. This is because most of the time learners fail in transferring the reading strategies and sub-skills from their L1 or L2 to L3, since they do not read enough in English using the same strategies as for Arabic or French. They think that English is more difficult and less familiar and different from the other languages. It should be also noticed that these students are not really aware of the reading strategies they report using while reading for their assignments.

2.5. STUDENTS' NEEDS

Most of the researchers, if not all, involved in the field of language teaching/learning are concerned with meeting systematically the different needs of their learners. Indeed, the understanding of the students' needs is, in fact, an important factor contributing to the teaching process as a whole. It helps teachers establish an appropriate selection of different topics, themes, language skills and teaching methods to suit the given situation. In this sense, Chambers (1980) quoted in West (1993:08) explains that:

> **The most common form of needs analysis is devoted to establishing the learners' language requirements in the occupational or academic situation they are being prepared for-target situation analysis-.**

Although, one cannot say, especially for the case of foreign language learners, that one skill or one language form is better or more interesting than others. In a situation such as the one studied in the present work, one should mention that specific needs are prior to others according to level and difficulties. Indeed, analysing learners' needs has always been seen, Davies (2004:674), as:

> **an attempt to identify the gap between what students know and what can do at the present point of time and what they need ideally to be able to do it in the target situation.**

Identifying students' needs is quite essential to design a relevant curriculum and appropriate materials. Yet, it is almost a complex task which requires from the teacher to consider some fundamental questions such as: What are the students' weaknesses? And what do they need to learn? Or what will they do with the learned skills/items?

Therefore, the identification of the learners' needs and difficulties have been diagnosed at the beginning of this investigation through a questionnaire and a pre-training proficiency test in order to have an idea of the learners' learning needs or lacks, and topic preference, (topics that motivate them) what is generally referred to as learners' wants, expectations and what should be taken into consideration to establish the learners' needs.

To define what the learners' deficiencies are, one should also be aware of what potential his students already possess, i.e., their language proficiency. In this trend, Hutchinson and Waters (1989:56) point out that:

> **The target proficiency... needs to be matched against the existing proficiency of the learner. The gap between the two may be referred to as the learners' lacks.**

Moreover, it is necessary to know what the learners need to identify as strategies, language skills and items in order to effectively and appropriately be able to function in the target language. To do so, it

is primordial to know what the learners need to learn so as to fulfil those needs.

To cater for the learners' immediate or short-term needs (Widdowson, 1983) one should focus on the four language skills, maybe with little more emphasis on reading, since the learner is fundamentally supposed to study all that goes with the English language systems, such as the English culture, literature and civilisation.

For the current research, the researcher has put emphasis on the importance of reading in both language and knowledge acquisition, making the informants aware of the strategies used as well. They should grasp clearly that it is a fruitful means by which one can get the necessary linguistic competence, in order to be able to spread one's horizons by the other's culture.

Raising the students' awareness of reading to their future needs is a vital element to motivate them and have them interested in the reading strategy training in order to assess the contribution of fiction excerpts for such training.

As teachers, once teaching our students some of the strategies that may help them process the text as comprehensively as possible, and for the sake of identifying and assessing what are the learners' reading strategies and the sub-skills they have been provided with from their previous learning experiences, the researcher has administered the learners with a pre-established strategy grid as well as a questionnaire. Additionally, one should bear in mind at every stage of reading instructions what Chamot (1990:82) states:

> **Learners are not mere sponges acquiring the new language by osmosis alone. They are thinking reflective beings who consciously apply mental strategies to learning situations, both in the classroom and outside it.**

2.6. TEACHERS' METHODOLOGY AND SELECTED TEXTS

Speaking about the Reading Comprehension Module, many teachers from different levels believe that reading can be regarded as the easiest skill 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 shape the text or not.

This is fine in principle, but as ever the reality turns out to be different, reading comprehension is far from being simple or an easy task to undergo, for it requires learners' mental and experimental input as significant factors to reach more systematically and comprehensible reading. At the same time, it requires teachers' effort and time consumed to make reading with comprehension accessible to theirs.

2.6.1. Teachers' Methodology

As previously stated, teachers generally believe that the reading comprehension task is only a matter to provide students with selected texts to be read in the class with few comprehension questions to be

answered often about details and sometimes without a fair understanding the general idea of that text.

In fact, such a practice is well-noticed among the teachers of reading comprehension at the English Language Department of Abou-Bakr Belkaid University where the module of Reading Comprehension is most of the time allocated to part-time teachers who generally come from different secondary schools, and whose methods of teaching are, in fact, based on a particular approach that reinforces vocabulary and grammatical points, i.e., more importance is attached to language instruction than teaching reading as a skill in which a number of strategies are put into practice to interact with the writer through active participation in the creation of discourse out of the text.

Hence, teachers who are in charge of this module have not gone so far during their training in language teaching methods and theories. Therefore, they teach without any theoretical reference about the nature of the reading process. This is, maybe, because teachers are still influenced by traditional methods of teaching reading. They consider the act of reading as a product to reach, not as a process to develop its sub-skills and strategies. Moreover, learners have no opportunity to express their preferences for the choices of the topics and activities; thus, this means that there is no development of their reading sub-skills and strategies.

2.6.2. Teachers' Selected Texts

Another issue has frequently provoked controversy; it concerns the type of reading texts which are given to learners without taking into

account their preferences both in terms of what topics and themes seem to fit their style and interest, and their current level of reading proficiency. Suffice it to say that the teaching of reading in this context is too much monopolized by teachers, and even text content.

The texts proposed at a regular reading course are based on the reading of extracts from different genres selected by the teacher. The reading constitutes the core of the lesson. However, it should be mentioned that the other skills are neglected, since the reading lesson is presented to learners in separation from the other language skills. Thus, the relationship is put forward to make of the course an integrative one including a systematic practice of the four skills.

The input provided for first–year EFL university students falls into the following four main types of composition: narrative, descriptive, expository or argumentative passages. The texts present different types of prose; they are artificial rather than authentic texts.

Equally important is the length of the text which depends on the objectives of the reading lesson. In this respect, short reading passages may be a useful means for teachers to train students to develop their strategies and sub-skills instructions and practices. In this respect, Nuttall (1982:30) draws attention to the fact that:

> **Most of teachers use short texts for intensive work; if you can, try at least sometimes to choose extracts from class readers for this purpose. To study short**

> **passages in context contributes many dimensions of study.**

For this study the researcher has resorted to a particular selection of three extracts for the pre-training, training and post-training phases. This selection is based on the idea that this type of passages, extracted from famous readers, may be of great benefit to second-year university students. It contributes to introduce the learners to the module of literature distinctively known as British, American and African literatures which are supposed to be part of the second- year programme. The extracts have been carefully selected from literary works in order to expose students to texts that are authentic and worthwhile. Indeed, the term "literature" carries within it qualitative connotations which imply that it has superior qualities, well above the ordinary run of written works. [1]

Such texts not only cover a wide range of reading skills such as understanding ideas, predicting and inferring, but they also enhance the students' feeling for the language and offer a powerful stimulus for reflection by providing the opportunity to understand the *sub-text* that often refers to the thoughts and motives of the characters which are only covered inside. Students can thus increase their involvement and confidence in reading English (if you can read literature, you can read anything else).

The extracts are unabridged and drawn from twentieth-century literature which makes them more appealing to present-day students.

---

[1] See J. A. Cuddan, **Dictionary of Literary Terms and Literary Theory,** (London: Penguin,1992)

The selection includes excerpts from a British novel, then, an Afro-American autobiography, and an African writer, allowing students to explore their reading skills.

2.6.1. Text Structure

It seems to be wiser, at first, to draw a particular concentration on the text structure, which refers chiefly to the grouping of texts that are similar in terms of co-occurrence of linguistic and organisational patterns. Having the increased attention to the concept of text structure in ELT, numerous proposals have been made to set up a typology of text types for the reading curriculum.

In order to ensure maximum learning benefits, the selected texts need to be designed carefully to meet the needs of the students, as EAP oriented, and make their learning experience of lasting value. The most important factor that teachers should think about while selecting a text is to support students' participation during the target task and, at the same time, to refine and expand, their cognitive and metacognitive reading strategies. In a similar way, the teacher should be clear on what strategies he attempts to develop.

Subsequently, the teacher needs to decide on what type of texts and tasks may facilitate the learning of the reading process. Once the target component and means of implementation are defined, the teacher can then, proceed to focus also on the topic that may involve the learners and the teacher in providing a context within which effective comprehension of the text in question can be undertaken.

At last, by finding the appropriate paradigms of responding to the text, the teacher may successfully motivate his students. In this view, a pragmatic combination of objectives allows the teacher to expect both enthusiasm and effective long-term learning experience. It is worth pointing out here, that students need to be prepared cognitively and linguistically to have the confidence to read a text written in English; this will help them develop their own learning strategies. For example, selecting a text containing practical structures will encourage students understand the functional reasons for knowing and using them. Consequently, they may recognize that they are learning more than just a set of language forms.

In a summary of research on metacognition from the Centre of the Study of Reading at the University of Illinois, Armbruster *et al* (1983) present reading to learn from a metacognitive perspective as it relates to four variables: texts, tasks, strategies, and learner's characteristics.

As our concern in this section is text, accordingly it refers to the textual features of learning materials which influence comprehension and memory. Factors such as arrangement of ideas in texts, vocabulary, syntax, clarity of author's intentions, and reader's interest and familiarity with a text, all have an effect on students' learning. Salient findings from the research include three basic points:

1. Text structures influence learning even if the learner is unaware of their effect.

2. Knowledge of the effect of text structures on learning is dependent on age and proficiency;

3. A reader can optimize learning by becoming aware of text structures and the resulting effect they have on learning.

Knowledge of text structures is critical for reading to learn; it is a pre-requisite for efficient use of study time by detecting the organizational patterns or structures of texts; students can observe how authors arrange ideas and determine what kinds of structures are used to interrelate ideas. In her research, Muth (1987) addresses the text structures used most frequently in informational or expository materials found in content area textbooks. She presents three strategies designed to help students read and comprehend informational texts. These include hierarchical summaries, conceptual maps and thematic organizers designed to raise students' awareness of text structures. (See also Harris, 1990; DiGisi, 1992; and Piper, 1982).

Although not every aspect is described by strategy-based analysis, reading theories and schema research are immediately relevant to the teaching of reading and thus the better one learns from them to be aware of how different texts are organized and how the process of comprehending academic texts is accomplished and mediated by a number of cognitive, metacognitive and textual strategies, the more likely one is able to process authentic material and implement effective classroom practices.

The following sample tasks and texts have been developed in such a way to attain the objectives set at the beginning of this investigation, by offering a variety of challenging text experiences, encouraging students to view their own reading management as an effective performance, and fostering reflection upon their textual experiences, processes and strategies. Concerning the reading material selected for this reading strategy phase, here is a detailed account on the selected material:

The first passage is taken from D .H. Lawrence's '*Sons and Lovers'* (1913; London: Penguin, reprinted 1943), pp 16-18.

It narrates the first meeting of the main characters' parents, Walter Morel and Gertrude Coppard, who were attracted by each other despite their opposite nature and different social origins. The opening sentence introduces the setting of this scene; a Christmas Party, the only occasion on which two young people with such different backgrounds might be together.

Paragraph 1 contains a physical description of Walter Morel, his look being the essential aspect of his character; while paragraph 2 stresses the mental outlook of Gertrude Coppard whose dominant trait is her 'intellectuality'. Paragraph 3 offers a physical description of Gertrude, emphasising her subdued and deeply-religious nature. Paragraph 4 describes their first reaction at this meeting and refers to their contrasted social origins: Morel, being a mixed-bred Northern miner, while   Gertrude is a Southern, puritan lady whose father also

serves as living contrast to Morel. The passage ends with their first conversation and its effect on them.

From a sociocultural and historical aspect, the passage exemplifies the deep class differences in Britain – the opposition of the coarse, industrial north to the puritan, agrarian south. It shows speech as a class marker in 'southern pronunciation and a purity of English' through Morel's words. There are also religious references to Puritanism and to Apostle Paul as well as social features such as dancing with reference to 'Roger de Coversley'.

The second passage is taken from the first part of Richard Wright's autobiographical sketch: _The Ethics of Living Jim Crow,_ in which he narrates his first lesson in how to live as a Black boy in America. All children are brought up and learn from their mistakes, but Black children have to learn an additional code of behaviour which does not apply to Whites; "Jim Crow", the American equivalent term of Apartheid in South Africa.

The first paragraph describes the drab and poor environment in which the author lived as a child, his only toys being cinders. The Blacks lived away from the Whites, separated by the railway tracks as symbolic borders. Violence permeates the passage (weapons, hot-war, ammunition, target, gang, barrage, fortification, ranks, blood, fellow, combatants, slapped, smack, trench, kill…) which symbolically points to an everlasting war characterising the early childhood of the author.

In the second paragraph, Richard Wright narrates a painful episode which betrays the inherent inequality between White and Black children while it shows the black boy as the bleeding victim of this injustice. Then the author describes the mother's attitude. Instead of understanding her son, she perpetuates the Jim Crow code and states the "white folk absolutely right" in hitting the boy. He is then, the victim of two types of violence, that of the Whites, and that of his own community. R. Wright implicitly criticises not only white racism but mainly the Blacks attitude. The latter not only accept this situation but also carry on Jim Crow precepts by implementing them and teaching them to their children.

The last paragraph is in sharp contrast with the rest of the text. It deals with another period of the author's life when he was living in a totally-black section of the town. The repetition of the adjective 'black' sounds like a leitmotiv to point to the segregation that prevailed there, but it also carries a positive connotation to the extent that 'black' means peace and happiness while 'white' equals problems and violence. The author ends with a pessimistic tone as a boy has to leave this heaven of peace to go back to that enemy country where Jim Crow laws prevail.

The third text passage is an extract from Thomas Burke's _The English and Their Country, 1945_ consisting of two separate paragraphs which appear to speak about the differences between the English, the Scots and the Welsh.

The extract depicts the remarkable character differences that exist between the English and its neighbouring peoples, namely the Scots and

the Welsh. It portrays an important feature of the English distinctive nature in comparison with the Scots and the Welsh. They are separate nations in terms of the physical features, moral characteristics and speech, but they are all governed under the crown, and represented in the same Parliament.

In the first paragraph, the author tried to cite the common characteristics that are shared between the English, the Scots and the Welsh, for instance, they live together with their ironic differences, but whenever there is a danger that moves towards the union they will become just like one body. They represent without a doubt the United Kingdom.

The second paragraph describes the Englishman's typical personality and its coldness and hardness. These traits are unnoticed, and surprise the Englishman because he is not attentive to what he is. The author drives the reader's attention towards an important point: the Englishman prefers to hold back his emotions in order to hide his rich warm character, for his education has taught him that being sensitive equals being fragile in front of people. On the other hand, a strange feature that Englishman holds is that "he wants to be liked but never shows that he wants to be liked."

2.7. ACTION RESEARCH METHODOLOGY

This section attempts to unveil the suggested research methodology of this current classroom action research regarded as as part of a reflective conceptual framework. It should be mentioned, at this

level, that a variety of research instruments is used all along the data collection phases in order to cross-check the results and obviously attempt to validate them as objectively as possible. This investigation may, therefore, be described as being multidimensional. The data collection tools, .i.e., questionnaire, tests and post-task interviews, are to be applied for the sake of getting empirical evidence of the research problematics and reliability of the results which is made up of three distinctive phases notably, the pre-training, the training and the post-training phase.

Likewise, the explanation of these situations is essential for a clearer understanding of the objectives and the results of this research. This is why the present section devotes itself to the presentation of how the different phases were respectively followed and what the conditions were like during the handled experiment. Weir and Robert (1993:737) assume that:

> **A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity of features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources, collected by different methods and by different people[(i.e. "triangulation")].**

In this way, and in order to collect some evident data for a particular investigation, the use of multiple methods is of great

importance. It allows tackling the problem area from different angles and widening one's view upon the question which is likely to give more reliable outcomes.

The pre-training phase consists of the questionnaire as a first step in this study and a reading proficiency test as a second step in this phase. There are administered to a group of learners who are selected as a sample population, in order to identify the informants' difficulties and weaknesses, and assess the five reading strategies which constitute the sample of the research at hand.

The research instruments helped in this case to collect relevant information on the informants. Firstly, the questionnaire was used at the beginning of this investigation, in order to pilot it with another group, during the first term of the academic year 2004/2005. It was possible, then, to examine whether the questions were clear, well-formulated and appropriately understood by the informants.

During this pilot phase, some of the questions, that seemed either irrelevant or that were misunderstood by the learners, have been reformulated. Others were completely dropped because they were inappropriate to the research questions. Secondly, the reading proficiency tests' purposes were to check the learners reading sub-skills and strategies and how they actually use them before strategy training was conducted. After the learners' needs have been identified, the training phase consists in developing the learners' performance as far as the five reading sub-skills are concerned to reduce their lacks of reading

comprehension. Thus, their role and importance in the reading process were presented, named and discussed.

Finally, the third step in this investigation is concerned with a post- training phase. It is a diagnostic test assigned to the respondents after strategy instruction. It has been essentially designed to assess the learners understanding and application of the selected reading sub-skills and strategies taught to them, and get an idea of the progress that they have made in this area.

For this objective, and in order to better control the results obtained, the researcher has resorted to a self-report grid since it is of great difficulty to observe the strategy use. It is an introspective method similar to the think-aloud protocol. The only discrepancy that exists between the two techniques, is that the former requires a written report, whereas the latter is based on an oral recording for eliciting the learners' thought processes while performing a given language task. In an oral interview, the participants were asked to read a text think-aloud reports, i.e., they were directed to say in their first language whatever came to their minds while processing the text.

By doing so, the researcher could identify relationships between certain types of reading strategies and successful or unsuccessful language readers. In a qualitative study, Hosenfeld (1977) examined successful and unsuccessful readers to find out what types of cognitive operations they used to process written texts. (See section 1.3.7.).

2.7.1. The Questionnaire

The questionnaire, as a self-report instrument, is meant to bring out from respondents some general information about them. It is mainly used as a data collection tool on the learners' sample under this research experiment in order to elicit their attitudes towards a teaching method. For this purpose, the informants will be informed about the anonymity of their answers to put them at ease and as honest and informative as possible. It helps in this study case to collect relevant information on a determined population before any strategy instruction. The objective of the questionnaire is to have an idea about the learners' profile, needs, reading background, language level, expectations, and motivations and the like. It was conducted to first year university EFL students to elicit their retrospective data about:

- Their profile, language level and reading background.

- Their potential difficulties and needs in reading comprehension.

- The main strategies they often orchestrate to sort out these difficulties.

In fact, the questionnaire is also a way used to collect data on the learners' current level of proficiency in language and in reading lacks and difficulties, before students are instructed in reading skills through a particular kind of text. Three types of questions are used; the close, semi-closed and open questions. The first type is *open-ended* questions

where the informant is invited to express freely his ideas, viewpoints and beliefs. The second type of questions *is close-ended*, in contrast with the first type, where learners have to choose one among one proposed possibilities without adding any further explanation. Finally, the third set of questions is almost a combination of open and closed questions, .i.e., *mixed questions* which are used when explanatory or illustrative data are required.

It should be noted here first that the questionnaire was piloted before its administration and the students who answered the questionnaire were the same who were involved in the pre, while and post-training test. For the sake of avoiding any misunderstanding, the questions were explained to students who could ask for more clarifications.

The first part includes a question aiming at determining the amount of exposure to English the learners have had so far, up till now in order to have a little idea of their characteristics concerning their language learning background. The second part of the questionnaire includes a question which purpose is to get an idea of how the learners view the act of reading, whereas the third part of the questionnaire consists of two levels: Two questions that aim at determining the learners' motivation and awareness of their difficulties during secondary schools, this is to find out the students' reading experiences they had so far, and eight questions, all of them, have as objective to illustrate what kind of reading students had received before they reached the second-year university level, and attempt to identify some of their reading strategies. The students' views have been taken into consideration to

instruct the reading sub-skills and strategies selected for this investigation, trying, in this way, to raise the learners' full attention, motivation and interest while training them to improve their reading metacognitive strategies. Part four of the questionnaire is related to the learners' suggestions in the form of needs and wants that may help them enjoy reading as a process, and therefore, overcome steadily their reading difficulties.

2.7.2. Strategy Training

The strategy training procedure used in this study is adapted from the teaching approach of Brown and Palincsar (1984), which consists of four concrete reading strategies: summarizing (self-review), questioning, predicting, and clarifying. All of the reading lessons given in this study were conducted in English.

During the training phase, the second step in this study, the researcher has resorted to a reading strategy training that is often advocated by different language researchers nowadays and which is more and more emphasised and recommended for instance, Oxford (1990), O'Malley and Chamot (1990), Cohen (1990), Hosenfeld (1990). Furthermore, Oxford (1992:12) attempts to explain the importance of such training:

> **An essential part of language education. Even the best learners can improve their strategy use through training (...) strategy training is most effective when students learn why and when specific strategies are important, how to use these**

> **strategies and how to transfer them to new situations.**

In this phase, students are provided with a fiction text, more precisely an excerpt from Thomas Burke's *The English and Their Country,* 1945, and a passage from D. H. Lawrence's *'Sons and Lovers'* (1913), and trained on the five strategies selected as the sample for this study notably, predicting, scanning, skimming, guessing and inferring.

This step consists in raising the learners' metacognitive awareness to improve their reading strategies and sub-skills through a particular kind of text, i.e., academic text passages socioculturally loaded or fiction excerpts administered to the learners during the first session, just after they have accomplished the questionnaire task.

It could be assumed that learners may have acquired a successful ability of reading so far in their first or second language or even initially in English, but they still need to develop this capacity with the necessary tools (reading strategies and sub-skills) to approach a foreign language text purposefully selected for them as a specific population interacting with a foreign language, and thus, a foreign culture. They also need to generalise good learning behaviour to other learning tasks.

The metacognitive strategy-training with these participants was an attempt to develop their self-planning, self-monitoring, self-questioning, self-reflecting and /or self-reviewing. In this teaching situation, the teacher modelled his objectives by asking a variety of questions concerning comprehension of a story or text passage. For instance, when

a student begins reading a story in the target language, he plans by setting his goals or thinking about what he wants to get out of the story or the text passage at hand, and making predictions about the story based on the title and his/her knowledge of the topic. Then he/she moves on to the monitoring strategy and, as he/she reads, checks whether the story makes sense.

However, as the learner reads, he has to decide, on the bases of new information in the story that he needs to go back and revise some of his plans. He/she may, for instance, change his/her predictions, bring in new background knowledge, or even change goals. The learner has also to be advised to continue reading and then decides to stop and evaluate himself after performing or completing, for example, only the first part of the story. Admittedly, if the learner finds difficulties to understand an important phase or idea, he/she may need to go to the problem solving strategy, then reflect(evaluate) on his/her own learning process. Here is a diagram illustrating how to process some EFL reading strategies:

2.7.3. Proficiency Tests

It is acknowledged that tests are research tools used to gather facts about the target subjects' ability and to gain knowledge of the situation in question. This phase is also characterised by a series of diagnostic tests assigned to students before and after conducting the training. The first test, also called the proficiency test, consists in assessing the informants' current reading ability and the three reading sub-skills which constitute the sample of this investigation. This diagnostic test is viewed by Oxford (1990:200) as:

> **One of the soundest reasons to assess students' learning strategies is so you can provide training on how to improve those strategies.**

Furthermore, and as a last step in this research, before moving to the data treatment, a post-training test in the form of a formative type has been used to report about the learners' metacognitive awareness processed through a fiction text passage, and its effectiveness for foreign language learners to develop their reading strategies in approaching a text referring to a given sociocultural environment of that foreign language supposed to be taught, the case of English in Algeria in this research. In other words, after strategy instruction a second proficiency test is conducted through fiction excerpts in order, first to monitor how much students apply and understand the reading strategies taught to them, and try to measure the learners' progress in the three sub-skills

```
                    ┌──────────────────────────┐
                    │   GOALS AND OBJECTIVES   │
                    └──────────────────────────┘
                               ↕

        ┌──────────────────────────────────────────────┐
        │  ASSESSING VOCABULARY KNOWLEDGE AND SKILLS    │
        └──────────────────────────────────────────────┘
```

EXPLICIT LEXICAL INSTRUCTION AND LEARNING STRATEGIES ⟷ IMPLICIT LEXICAL INSTRUCTION AND LEARNING STRATEGIES

Studying Decontextualised Lexis   Using Dictionaries   Inferring Vocabulary Meaning from Context

Acquiring New Vocabulary   Consolidating Previously Met Vocabulary   Elaborating Vocabulary Knowledge

Meaning-focused Reading

Increasing Vocabulary Size through Extensive Reading   Developing Fluency

Diagram 2.1. *A Framework for Teaching EFL Reading Strategies*

2.7.3. Proficiency Tests

It is acknowledged that tests are research tools used to gather facts about the target subjects' ability and to gain knowledge of the situation in question. This phase is also characterised by a series of diagnostic tests assigned to students before and after conducting the training. The first test, also called the proficiency test, consists in assessing the informants' current reading ability and the three reading sub-skills which constitute the sample of this investigation. This diagnostic test is viewed by Oxford (1990:200) as:

> **One of the soundest reasons to assess students' learning strategies is so you can provide training on how to improve those strategies.**

Furthermore, and as a last step in this research, before moving to the data treatment, a post-training test in the form of a formative type has been used to report about the learners' metacognitive awareness processed through a fiction text passage, and its effectiveness for foreign language learners to develop their reading strategies in approaching   a text referring to a given sociocultural environment of that foreign language supposed to be taught, the case of English in Algeria in this research. In other words, after strategy instruction a second proficiency test is conducted through fiction excerpts in order, first to monitor how much students apply and understand the reading strategies taught to them, and try to measure the learners' progress in the three sub-skills

constituting the sample of the study. Harrison (1989:06) states that the objective of these progress or formative tests to:

> **Check on students' progress in learning particular elements of the course (...). The diagnostic test tries to answer the question: how well the student learnt this particular material?**

In the current study, the diagnostic tests have the following objectives:

- To assess the learners' application and understanding of the reading strategies.

- To measure the learners' progress after strategy training in the five reading strategies which constitute the sample of the study.

2.7.4. Interviews

It is generally recognized that this type of research tool has a significant importance to obtain valuable data as far as the cognitive and metacognitive processes are concerned. In addition to this, it permits the explanation and development of answers by means of proceedings (follow-up), questioning and then the interpretation of the results according to the circumstances as pointed out by Cohen (1998:38):

> **... research has demonstrated that verbal reports elicited with care and interpreted with full understanding of circumstances under which they were obtained, are in fact, a valuable and a thoroughly reliable source of information about cognitive process.**

There are three types of interviews: Unstructured, semi-structured, and structured: (Nunan, 1992, and Weir and Robert, 1993)

❖ Unstructured/informal interview: this type is discovery oriented and directed by the answers of the interviewee rather than pre –planned questions of the researcher.

❖ Semi-structured/focused interview: in this type, the interviewer has a general idea of the interview and what should come out of it. The interviewer does not present a list of predetermined questions to be answered, but topics and issues to be treated giving enough flexibility for interviewees to develop areas of concern or volunteer unpredicted content. The semi-structured interview is frequently employed to determine the extent of the informants' critical reflection on their learning experience and metacognitive awareness. They are useful in allowing a better understanding of the learners' evolving needs and expectations.

❖ Structured interview/formal interview: having the status of a formal type, the list of questions is totally fixed by the researcher.

For instance, Smith (1996) operationalizes private speech as a verbal attempt to gain self-regulation during problem-solving tasks distinguishable from the interpersonal communication into which it is often interwoven, and the result of stress that can accompany the task of constructing meaning FL.

Overt speech in the social context of problem–solving is made public for both the speaker and the hearer. Nevertheless, this study reveals that it is unwise to assume that all classroom talk is composed of 'between-person' meanings to be sent and received.

The externalization of one's thinking and problem-solving and the evidence that a learner's incomprehension utterances can serve as a cognitive tool for mediating and navigating a learner and teacher to eventual shared understandings and problem situations.

Consequently, for the sake of cross-checking the data and maybe a better understanding of the students' use of reading strategies, in the study at hand, the researcher has made use of a third instrument of data collection namely, a semi- structured type of interviews which were audio-taped and transcribed. Regarding the objectives of the present interview, the learners' interview is used principally to examine the entrants' perceived needs and lacks, and the degree of metacognitive awareness, i.e., attempting to determine the kind of reading strategies

students make use of when answering the proficiency test questions along with the metacognitive awareness of their reading process. Hence, the interview seeks to pay considerable attention to the interviewees' answers.

With the intention of identifying the strategies the students make use of for a reading task, this study was conducted to determine whether there are differences in either the type or the frequency of metacognitive strategies used by our EFL learners. Individual interviews were conducted with our twelve (12) Arabic-speaking EFL students then they were transcribed and analysed for further reading and research (see appendix 'G'). Using the semi-structured interviews version, the respondents were freely permitted to speak in their native language in order to clearly explain the metacognitive reading strategies being used.

The following diagram outlines the different stages that have been undertaken during the data collection procedure, and the main approaches that the researcher has relied on for data analysis obtained from each instrument used in this case study.

Data Collection Procedure and Research Design

```
                          ┌──────────────┐
                          │     Data     │
                          │  collection  │
                          │  procedure   │
                          └──────────────┘
```

Pre-training Phase (diagnostic phase)

Instruments	Data	Data analysis
- Teachers' Questionnaires - Learners' Questionnaire - Learners' pre-training Proficiency tests. - Think-aloud procedure	Teachers' answers. - Learners' answers - Learners' test answers - Protocol.	Quantitative Analysis Qualitative Analysis

Training Phase (treatment)

Reading Strategy Training instruction

Post-training Phase

Instruments	Data	Data analysis
- Post-training test - Post-task interview	- Learners' test answers - Learners' answers	-Quantitative results -Qualitative results

2.8. CONCLUSION

Accordingly, and for the   sake of ensuring that the whole enterprise be based on thoughtful adaptation and selection of what is useful, chapter two has essentially strived to analytically describe   the conditions under which the learning and teaching of the reading process is carried out, in the situation selected for the purpose of the research. Areas, like the learning situation, the objectives of teaching and learning the English language, and the reading comprehension course, learners' training, teachers' methodology and selected texts purposes, in addition to the students' difficulties, needs and their reading background were discussed to know more about the potential needs for the reading task. Moreover, the researcher sheds light on the necessity of fiction excerpts to develop the learners' reading strategies and sub-skills to iron out their reading difficulties. These variables have determined the data collection tools used for testing the research hypotheses introduced previously.

Through ongoing professional reading, it was likely to find and collect useful and relevant academic materials that have made it possible to design tasks that challenge not only the students' understanding, but also their ability to reason, make associations, generate, and organise genuine content. In addition, by means of the use of academic and varied texts, it was possible to develop activities in which students were asked to do some research, to take notes, to summarise and to share information with each other. This reflects the fact that the difficulty with such kind of text passages does not lie in the text itself, but in the types of tasks the students are asked to perform with the information they obtain from the text. The diversity of the chosen texts allows us to create

a variety of tasks requiring from the students to put to use and broaden their knowledge of the world. That is to say, the selected texts were primarily chosen because of both content and language. Most first-year students seem not to have prepared enough in study techniques. By explicitly teaching them the reading techniques and drafting strategies, they seem have been able, to a certain degree, to master this vital life skill.

Learning to read frequently in a foreign language is to share work and respond to others' behaviour for EFL learners that, in spite of being difficult to achieve, they are worth nurturing and developing.

Ultimately, the effectiveness of the proposed material depends on the extent to which the teacher is able successfully reverse his intention, to maintain students' involvement and interest in class, and to carefully monitor their performance.

CHAPTER THREE

CHAPTER THREE

RESULTS ANALYSIS AND INTERPRETATION

3.1. INTRODUCTION

3. 2. THE PRE-TRAINING PHASE RESULTS
3.2.1. The Questionnaire
3.2.2. The Pre-Training Proficiency Test Results
3.2.3. The Pre-training Interview Results

3.3. THE TRAINING PHASE RESULTS

3.4. THE POST-TRAINING PHASE RESULTS
3.4.1. The Post-Training Proficiency Test Results
3.4.2. The Post-Training Interview Results

3.5. CONCLUSION

3.1. INTRODUCTION

As Abraham and Vann (1996) maintain, in validation, one must not look only at the method of collecting data, but also, and more importantly, at how the data are interpreted, that is, what inferences might be drawn from the results, and how those inferences, in their turn, might be justified, and certainly, what uses can legitimately be made of the interpretations.

In this chapter, the results of each step undertaken in this investigation will be presented, analysed and discussed. Admittedly, the question motivating the present research is to determine whether there are differences in either the type or frequency of metacognitive strategies reported by our EFL learners, and to see whether socioculturally loaded academic texts, such as fiction excerpts, may contribute and correlate positively as means of improving the learners' reading strategies or sub-skills. For this reason, the researcher tried at the beginning of this investigation to identify some of the learners' reading difficulties, and to find out what the informants' current level of proficiency in language and in reading is. Then, the researcher describes their metacognitive training on socioculturally loaded academic text passages or fiction excerpts to develop their reading sub-skills and reading strategies.

To do this, three different research instruments were put into practice all along the data collection phases in order to cross-check the results and validate them, as well as to obtain empirical evidence concerning the research problematics (see Section 2.7.). To address the research questions presented in this experimental case-study, it has been

assumed that a randomized selected group pre-test and post-test design was appropriate. This design investigated the effects of the intervention of metacognitive awareness-raising in EFL reading strategies. Descriptive and inferential statistics are reported.

It is generally agreed that using more than one type of analysis may provide more reliable results. Thus, two types of analysis for the data treatment have been used in the present study: qualitative and quantitative. Concerning the quantitative analysis, it uses most often statistical methods such as opinion surveys which considers a representative sample of individuals a series of questions about their reading behaviours, their attitudes or feelings or other individual characteristics, and aggregate-level analysis. . The insights generated by a group are often explored further through this type of analysis, which merely provides reliable statistics. It uses closed-ended questions, enabling the researcher to determine the exact percentage of learners who answered "yes" or "no" to a question or those who selected answer a, b, c, or d in the questionnaire. It was used for the analysis of students' questionnaire and interviews. With regard to this type of research, it deals with the collection, organization, and analysis of numerical data under investigation to solve out the problems set as experiment design and decision making for strategy change. In this way, the researcher is going to obtain more convenient results.

In view of the fact that action research in foreign language learning is deeply embedded in empirical verification and critical reflection, qualitative evidence is usually expected. This approach is used to gain a general impression about the subjects in question; it asks

open-ended rather than "yes" or "no" questions in order to enable them express their thoughts, feelings, or beliefs in detail. Moreover, it has an investigative and an explanatory purpose.

Therefore, the analysis of the result will be exposed through three different phases:

1. The pre –training phase results.
2. The training phase results.
3. The post-training phase results.

As a result, the different percentages of the learners' performance before and after strategy instructions through text passages socioculturally loaded, will be discussed.

3.2. THE PRE-TRAINING PHASE RESULTS

The data collected during this phase was, in fact, the result of two diagnostic steps namely, the questionnaire and the pre- training proficiency test. In effect, on the basis of a research, investigating EFL learners' reading processes undertaken at the Department of Foreign Languages, section of English, at Abu Bakr Belkaid university of Tlemcen, it has been noticed that these learners exhibited serious reading weaknesses mainly due to a lack or ineffective use of metacognitive reading strategies.

Specifically, the good readers tended to maintain the meaning of the text in mind, read in large phrases, ignore unimportant vocabulary

and thus, had a positive self-concept as readers. However, inexperienced readers sometimes displayed difficulties, in the sense that they were unable to extract the main idea from the sentences of the text, worked in short phrases, rarely skipped any unimportant words and thus, had a negative self-concept as readers.

Results also showed that the participants' first language background did not account for the use of particular strategies. It has been demonstrated that readers with higher comprehension scores on the retellings and the multiple- choice questions integrated new information in the text with old information, extracted main ideas from details, referred to their background, and focused on textual meanings as a whole that are all classified as top- down strategies. Readers with low comprehension scores, on the other hand, seldom did so.

This indicates, at the same time, appeals for assistance, statements of student's private orientation to the explanation, the externalization of one's thinking and problem solving, and evidence that the learner's seemingly incomprehensible utterances can serve as a cognitive tool for mediating and navigating a learner and teacher to eventual shared understandings and problem solutions. The analysis showed that employing the think-aloud protocols alone might not have effectively revealed some of the strategies and reading behaviours in this study.

The study shows that our EFL readers' metacognitive knowledge or awareness had close links with their EFL proficiency level. Empirical research into EFL learners in such an input-poor context is particularly sparse. Nonetheless, given that societies are different from one another

in the amount of the target language input and in the literacy traditions that move readers towards excellence. Learners' knowledge of their own EFL reading comprehension process in these societies of an input-poor context should be viewed in relation to these latent learner and non-learner variables.

For some learners who appear to have learning problems, their inability to efficiently retrieve information previously stored in memory negatively impacts their ability to accurately express what they know. The learners who display having some learning problems tend to be passive learners, while the reasons for this learning characteristic may differ on the basis of students' individual learning problems (e.g. memory problems, cognitive processing difficulties, or for instance, learned helplessness)

3.2.1 The Questionnaire Results

As we have seen earlier (see chapter two, sections one and two), the questionnaire has yielded important information about the learners' profiles, and determine their interests, needs and expectations towards the English language. These criteria expressed in the wants and views of the students' reading difficulties have led our attention towards an attempt to assess their current level in reading comprehension.

First of all, most students have been studying English at last for six or seven years, but still have a globo-structural conception of the reading process (see section 1.4.1.). In their answers, most of the respondents report that reading means for them, *'to get much vocabulary*

and ameliorate our style of language'. This is of course according to their answers to questions one and two.

In addition to this, through their answers to question three of the questionnaire, most of the informants report that they really enjoy the reading course at secondary school because they learn many things from it, and that they get more knowledge, particularly about various topics. In contrast, four students report that they did not appreciate the reading comprehension courses at secondary school. This idea has been supported by either the argument of not having learnt many things to promote their reading behaviour or because of the difficulties they encounter while reading a text written in English, or simply because of a lack of interest. The research revealed that many learners seemed hesitant in answering questions viewing their teachers' reading comprehension methodology, i.e., they were reluctant to speak in negative terms about their teachers' reading behaviours. This is clearly illustrated in the learners' words, as when they say: *'we only read and answer the questions of the text, it is usually the same thing'*, or *'I hate reading; it is boring'* or *'I don't like reading because I have many problems to understand what I read'*. Indeed, because English is considered as a foreign language, students tend to see every word as a hurdle to their understanding of the target text. Such behaviour may also be explained by the previous idea where the respondents express a very simplistic view to reading.

As far as their reading training at secondary school is concerned, when asked about their reading difficulties and at which level did they lay, most of the informants considered vocabulary and to a lesser extent,

grammar, as being the main handicap to read with an adequate understanding of the text at hand.

For the rest, it is the content of the text that stands as a difficulty to their reading comprehension. This difficulty may be explained by two important factors:

- First, their little amount of exposure to the English language that enjoys the status of a foreign language (L_3) for this population, it is even practised for no more than three hours per week since the middle school.

- Second, the degree of frequency that learners use to read English. More than a half, i.e., sixteen students, read rarely in English, unless they are asked by their teachers to do it in order to prepare homework or a research paper *(exposé)*, backing up such an assertion by the difficulty of words they find to comprehend the texts in English.

Moreover, only five among the learners used to read in English either because of some instrumental motivation such as to get a job or to travel abroad, or because of a particular intrinsic motivation such as to get in touch with the target culture and people of the language being learned. The others (seven informants) expressed an in-between situation, by advocating the word 'sometimes' justifying this statement by their mastery and understanding of the French language and the social needs to read and speak in this language, whereas they read English mainly because of some educational necessities.

Concerning French and Arabic, a clear split is noticed among the group. There are those who prefer reading in French rather than in English and in Arabic for it is considered as a second language, therefore, it is more used among the social members and in many educational institutions and administrations of the Algerian speech community. Others find it easier to read in Arabic for the simple reason that they hold negative attitudes towards reading as a whole and reading in French, in particular.

As a matter of fact, and in an attempt to unveil the informants' previous experience with reading and their training to use the different reading sub-skills as well as reading strategies, of course, those constituting the sample of this investigation namely, predicting, skimming, scanning, guessing and inferring, a variety of answers balanced between understanding and confusing what skimming, and scanning are, and what inferring, and guessing involve, except for two (02) students out of twelve (12) who reported knowing to predict the content of a text. On the other hand, a large number of the learners, ten (10) mentioned that they learned how to skim the general gist of the text and get its main ideas too.

In contrast with skimming, for the reading sub-skill of scanning, only eleven (11) among them advocated it in their answers, but in fact, it seems that the respondent may confuse between being required, during a reading comprehension course, to find the general idea of the text through a given question, and being taught how to find this idea.

As for guessing and inferring, a poor performance is observed. Very few affirmed having been taught how to infer the meaning of unfamiliar words within the context of its sentence or the whole paragraph. The same thing can be inferred about guessing. The former is represented by three (03) informants, whereas, the latter referred to two (02) out of twelve (12).

Question six may, in fact, be considered as a first conclusion to be drawn from the previous learners' answers. It displayed that most students' source of difficulty was mainly their poor reading training or lack of reading experience, while only three (03) learners attributed their reading difficulty to a lack of interest.

A second group of six questions (7, 8, 9, 10, 11, 12) has been intentionally designed for the sake of cross-checking the data provided by the respondents, and thus, avoiding any kind of misinterpretation. Apparently, an acceptable concordance seems to take place within their different responses.

For instance, question seven goes hand in hand with question five, option 'b', and nearly all the students, ten (10) out of twelve (12), showed the relationship established between the two questions. Practically, the same opinion can be given about predicting and inferring, whereas nine (09) students expressed an agreement about the former, and seven (07) about the latter.

However, for scanning and guessing, we came up with, approximately, the same results. We have mentioned in the first section

of the questionnaire, that seven (07) learners have been taught how to scan, five (05) among the sample under investigation reported the contrary in answering question eight.

Still in an attempt to identify the informants' reading styles and strategies through question ten, i.e., when coming across what they call 'a difficult word', learners have made use of the following strategies:

a. Using a dictionary.

b. Asking a friend or the teacher.

c. Rereading; reading word-by-word.

d. Trying to translate mainly into French.

e. Skipping the word, eventually.

The supposed solutions that the learner pointed out are almost unproductive of meaning. This last assumption may apparently be reinforced by the results obtained from the previous answers, a fact that can be one possible cause for their poor reading level. That is why; it suggested that the learners are either obviously equipped with a limited range and number of sub-skills and strategies, or almost latent in their cognition which needs to be developed.

Nevertheless, the researcher has hypothesized that these reading problems were mainly caused by a lack of appropriate knowledge of the reading sub-skills and strategies and that they may be well-developed through the study of fiction excerpts or socioculturally loaded academic text passages.

Finally, concerning the last question of the questionnaire, where the informants were asked to suggest what may help them overcome their reading difficulties, the great majority referred to what they named 'a way to extract the message'. They also called it a method for reading and understanding, i.e., a means to understand appropriately the meaning of the whole text.

In the light of the respondents' answers, it has been noticed that some of them think that reading is the same whatever the purpose for which they are involved in their reading. Others displayed an ability to differentiate between these reading sub-skills, except for what inferring and guessing require as strategies to be used. As a result, and consistent with the aforementioned conclusions, one may understand that the respondents' previous instruction in reading has failed so far in equipping them with the necessary sub-skills and strategies for a systematic and appropriate reading behaviour. This is what again confirms their answers in question six where twelve students expressed their reading experience.

As a matter of fact, one may conclude from the answers obtained, that the learners were not really taught the necessary sub –skills and strategies to interact with a text writer.

For empirical evidence and in order to substantiate the researcher's hypothesis, a reading proficiency test has been designed as the second step in the pre-training phase data collection (see chapter two).

3.2.2. The Pre-training Proficiency Test Results

It is worth pointing that before the training session was conducted, the researcher opted for a reading comprehension proficiency test in order to asses the learners' reading level as far as the five reading strategies selected for this case study are concerned. It should be also noted that during the second session, the learners were subjected to a proficiency test which allows us elicit the degree of their performance on their ability to use the reading strategies in question.

The pre-training test is made up of two main elements: a narrative and descriptive text typing (see Appendix B), and a set of comprehension questions to which students have to provide answers in a time period of one hour and a half. Each participant was told to read the text, they could stop at any point they wished and had to report what they were understanding, what was going through their minds and what they thought they were doing while reading.

The questions of the test consisted of nine (09) comprehension questions. The first one being a pre-reading question, and the last one too aimed, in fact, at assessing the reading strategies of predicting, i.e., it investigated their capacity to use their background knowledge about the words to predict the content of the text.

Questions two and three were meant to evaluate the learners' ability to skim for the general idea of the text and its main ideas. They also examine the learners' awareness in using key-words to extract and build up the ideas. Questions four and five assessed the learners' ability

to use the scanning reading strategy, i.e., to scan for details and follow the point of the necessary supporting arguments of the writer. Question six (06), in which the reading strategy of guessing was checked, aimed at testing the learners' competence to use their linguistic and grammatical knowledge to find out the meaning of a word. Questions seven and eight assessed their ability to associate the sentence or paragraph information to infer the meaning that may be implicitly stated.

As a result, the learners' assessment of their ability to use the five reading strategies, which constitute the sample of this research, required a particular procedure to score the candidates' performance on the questions of reading proficiency test. The procedure took into account two interrelated main factors which are:

1.   How will the learners perform successfully in the application of the appropriate reading strategies in order to provide a correct answer to the target question? This, in turn, requires:

2.   A good understanding of the tasks related to each strategy.

It is worth mentioning, at this point, that the number of informants who answered correctly using the appropriate strategies for each reading strategies, in all the test items, was four (04) out of twelve (12), i.e., 30 %, who could realize a successful performance for each reading sub-skills, namely, predicting, skimming, scanning, inferring and guessing.

On the whole, the results obtained concerning each sub-skill are illustrated in the following table:

Reading sub-skills	Predicting	Skimming	Scanning	Inferring	Guessing
Number of respondent: 12	07	05	04	02	03
Percentages	58,33%	41,66%	33,33%	16,66%	25%

Table 3.1: **Proficiency Test Scores before Strategy Instruction**

The overall results seem to suggest that few learners are equipped with the ability to use the five reading strategies in an appropriate manner. A separate analysis for each reading strategy was necessary to give explanations of the results obtained.

1.   *Predicting.* This strategy was examined through a pre-reading question and the last question; a part from the seven (07) respondents, i.e., 58.33%, who were able to apply appropriately the predicting strategy, the five (05) others could not anticipate the content of the text before reading it.

2.   *Skimming.* This strategy was processed through questions two and three; only five (05) of the informants, i.e., 41.66% could make a convenient finding about the main idea of the text. The other informants, i.e., seven (07),

failed somehow to find out the correct answer, though they were able, sometimes, to extract the main idea. Their suggestions were either too broad or too detailed.

3.   *Scanning.* In applying this strategy, only four (04) went through the questions positively. This means that the learners were almost lost when required to look for a particular point, and that is perhaps formulated in the text. This suggests that the learners are unaware of the necessary tools to iron out such kind of difficulty.

4.   *Guessing.* One may notice that in this reading strategy, there is a striking failure. Only three (03) learners, i.e., 25%, were able to guess the meaning of the selected words.

5.   *Inferring.* Nearly the same thing may be said about this reading strategy; the informants displayed a difficulty to bring into play their background knowledge to the text at hand. Only (02), i.e., 16.66% were able to make appropriate use of the strategy in question to answer the target question (see Appendix 2) this could be schematically illustrated in the following bar-graph:

Learners' Reading Performance before Strategy Instruction
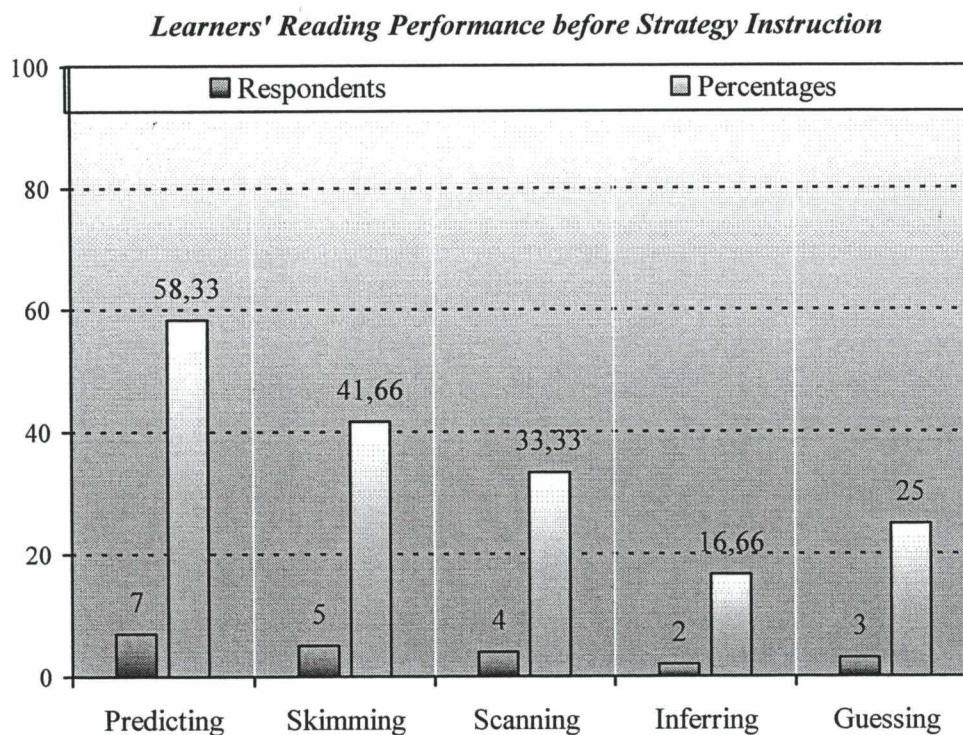
Bar-Graph 3.1. The Learners' Reading Performance before Strategy Instruction

Data Interpretation:

To sum up, and in the light of the results obtained from this reading proficiency test, one would first hold that the learners' difficulties lie basically in inferring the meaning of a particular word, since the poorest percentages are scored in this strategy. It is worth noting that, guessing and scanning also denote a poor performance. Though to a lesser extent, students seem unable to use their linguistic competence, mainly in terms of grammar and vocabulary, to guess the meaning of some vocabulary, as they find it difficult to locate a particular point in the text, i.e., some details.

As for skimming, the results are not as poor if compared to the other scores in the other strategies. Five (05) students, i.e., 41.66%,

could make use of this strategy and skim the gist of the text. For the others, it was quite impossible to extract the main idea, either because they showed a particular difficulty to summarise and synthesise what the text is about, or because they were unable to keep the meaning in mind as they read. This assumption may be due to their limited understanding of the text as a whole.

In a similar way, the findings highlighted the entrants' lack of understanding at the comprehension level. That is they seemed to be unaware that effective reading takes time (mental preparation) and involves a series of steps technically termed as strategies (predicting, skimming, scanning, inferring and guessing). It is quite evident that learners lacked "a reading experience" and they used to read rapidly to get a pass mark. Indeed, at present, the immediate goal and the primary motivating force of learning English in Algeria is to pass examinations.

As a result, it might be suggested that perhaps the subjects did not know enough about how to read successfully or about helpful resources (reading sub-skills and strategies) to achieve good reading performances. This latter may draw our attention to the fact that these learners would possibly tackle every language learning task, whether is speaking, reading or writing, with the same strategy. Hence, this "reading failure" seems to be due to a lack of comprehension or due to lack of previous school reading experiences and instructions.

Without any explicit awareness of what constitute good reading and the necessary steps involved in text comprehension, learners could not approach appropriately and successfully the reading task, they have,

therefore, to be familiarized with ways of how to proceed in their reading process using different skills and strategies.

3.2.3. The Pre-Training Interview Results

As expected, the repertoire of strategies put to use by the participants when reading the literary texts (see Appendix E) consisted of strategies which, individually, had already been reported in previous reading research on the reading of non –literary texts (Hosenfeld 1977; Block 1985; Carrell *et al* .1988; Oxford 1990; Anderson 1991; Davis and Bistodeau 1993; OMalley and Chamot, 1993). As Trenchs (1997, 1998a) has already reported, the cognitive strategies of evaluating and interpreting, which will be commented on in (Section 3.4.2) emerged again in the reading of academic texts. No new strategies were put to use in this reading session.

After having collected the data which unveiled the students' reading strategies using the test, the researcher used another interesting instrument for data collection, because it was needed to obtain further explanations regarding the students' reading strategies.

Our interview, aimed at obtaining a richer description of the subjects' reflection on their own learning styles and strategies, displayed that learners appeared to be motivated to respond in an interview, being very pleased to have a teacher take personal interest in their opinions, reflections and expectations on the prospect of becoming better learners and readers.

The subjects were given the opportunity to think about and develop awareness of what they generally did when reading. They were not supposed to consider how they typically did the task, but to provide information in their own way about their strategies. During the interview, they answered broad questions using notes to report as a useful cognitive strategy.

In effect, having a variety of learning styles and different personality traits of the subjects, combined with the unusual task of being interviewed, it was thought preferably to have a semi-structured interview based on self-evaluation. This pragmatic strategy of *"face saving"* (Searle 1979; Levinson 1983) helped specifically those shy students with difficulties of expression to feel a little relief and confidence.

The interview began with a brief warm-up during which the interviewer gathered general information about the subjects' background and effective orientations. The students' verbal reports were audio taped, transcribed and written down in note form, with selective focusing on remarks revealing the cognitive and metacognitive processes used when reading a text. For the sake of readability, the original words in Algerian Dialectal Arabic have been translated into English.

The reading task carried out by the learners, preceding the metacognitive intervention, for example, displayed, that the majority of our informants' responses to the first question: "When you are reading and you come across something and you don't know what to do?"

'Le prof ولا نسقسي اللي معيا'

'I ask my friends or the teacher'

These were the predominant responses at an initial stage (session). However, following the metacognitive intervention the same students responded to the question with statements such as:

" نكتب سؤال على هذا المشكلة"

'I write a question about the problem'

" نسي نعاود نقرا text مجددا"

'I try to read the text once again'

"نخمم على الأسئلة على الأحداث الي في القصة ولا text"

'I think about the questions and events in the story or the text'

The subjects have a reading behaviour that can be considered as very poor since they reported that they translated most of the time and rarely guess while they read. These few learners showed a slight awareness of the reading strategies but did not know how and when to use them. They were indeed the ones that performed successfully in the test, as they displayed somehow an awareness of the strategies, but were still confused when using them.

Thus, the metacognitive aspects of reading are totally absent from the directives where only the ends are specified, but not the means. In all, the conclusion drawn out of the pre-interview results confirmed the initial prediction that, learners are not really aware of their reading

strategies because they have a 'word-by-word' centred view of reading, (Devine 1988). They revealed a text based reading behaviour (Carrell 1988) since they over rely on bottom-up text processing strategies for the reading task. They view comprehension as the result of text decoding.

In fact, the twelve readers showed initial comprehension problems with this story, none of them proceed to an anaphoric and cataphoric analysis as a way to solve them. They also displayed no attempt to elaborate 'summaries', as a combination of strategies which could be interpreted as a sign of a global approach to the text and of recursive reading. As reflected in their recurrent anaphoric analyses, their summarizing strategies and their retrospective comments, the subjects were observed to pay special attention only to the beginnings of the text. Such a concern shows a relationship with Riley's (1993) findings that beginning are better recalled than other parts of texts. Therefore, it seems likely that our EFL readers will be able to perceive the special meanings that fiction writers attach to openings.

It is to be noted that the reading strategies very often reported by the informants, approximate the ones described by Hosenfeld (1979). These strategies characterize unsuccessful readers, according to him, and they are:

- ❖ Reading the text by decoding it.
- ❖ Inability to keep the meaning of sentences decoded in mind as they read.
- ❖ Reading word-by-word.
- ❖ Rarely skipping words.

❖ Using the dictionary very often.

❖ Rarely evaluating their reading.

3.3. THE TRAINING PHASE RESULTS

To test our hypothesis which claimed that a purposeful strategy instruction, which aims at raising the learners' metacognitive awareness through academic texts socioculturally loaded, such as fiction excerpts, could be devised as a significant factor contributing to enhance the learner's reading behaviour, a reading strategy training has been conducted. This is clearly stated in Oxford's (1990:12) words: **"even the best learners can improve their strategy use through training"**.

It is worth pointing out that during this phase, all the twelve (12) informants have received the same reading strategy training. Indeed, a fiction passage was selected and presented to be exploited through their training in the appropriate use of reading strategies.

Actually, each reading strategy has been systematically instructed, that is, explicitly named and directly integrated as part of the course, so that the learners may learn the strategies in context and better apply them. In fact, the learners are informed of the importance and usefulness of such teaching (see Chapter Two, Section 1.3.5.). Thus, such a kind of tasks and activities appeared to enhance motivation to be more reflective on their reading in particular, and learning in general.

The research focuses on the area of explicit awareness-raising in foreign language reading –that is, how growing awareness of text-

141

comprehension processes and an ongoing interaction with discourse-contextual conventions (background knowledge) can be effectively applied to and reflected in the quality of the subjects' reading product, resulting in improved reading performance (procedural knowledge).

The results of this training make it possible to draw the important concluding observation that the sample under investigation may be divided into two distinctive categories:

a.   Successful language learners who have some strategies to process information and facilitate their reading these, in fact, showed quicker learning and better understanding of the instruction presented to them.

b.   Unsuccessful learners who seemed either unaware of the reading strategies, or unable to make use of them appropriately. They required further time exploitation and re-exploitations to make them understand and learn the strategies in question.

3.4. THE POST-TRAINING PHASE RESULTS

It is worth bearing in mind that the post-training phase of a formative test was administered to the subjects for the sake of testing their improvement in performing the selected five reading sub skills after strategy training, i.e., the learners were asked to read the passage silently and then perform different tasks related to the reading strategies. These

reading tasks constituted the post-training test that aimed at assessing the learners' progress in reading and the application of the reading strategies.

3.4.1. The Post-Training Test Results

Since strategy actual use is quite difficult to be observed, the learners were purposefully provided with self-report grids in an attempt to unveil their application of the reading strategies they used in order to answer the reading comprehension questions. Thereafter, a distinctive analysis was undertaken to explain the learners' reading performance on each reading strategy. Here are the results obtained from this formative test. Each strategy will be separately discussed and illustrated as follows:

Predicting:

First of all, concerning the predicting reading strategy, it has been noticed that the majority of the group were apparently able to make appropriate prediction on the content of the target academic text passage, more exactly nine (09) students out of twelve (12), i.e., 75%. The rest, however, displayed an unsuccessful performance of the strategy, failing, thus, to establish a relationship between the reading sub-skill and its strategies to propose what the text may speak about, explaining this attitude by the fact that they are still confusing between different strategies for distinct reading sub-skills. The difference which characterizes both groups of informants is interpreted in the next pie-chart in terms of percentages.
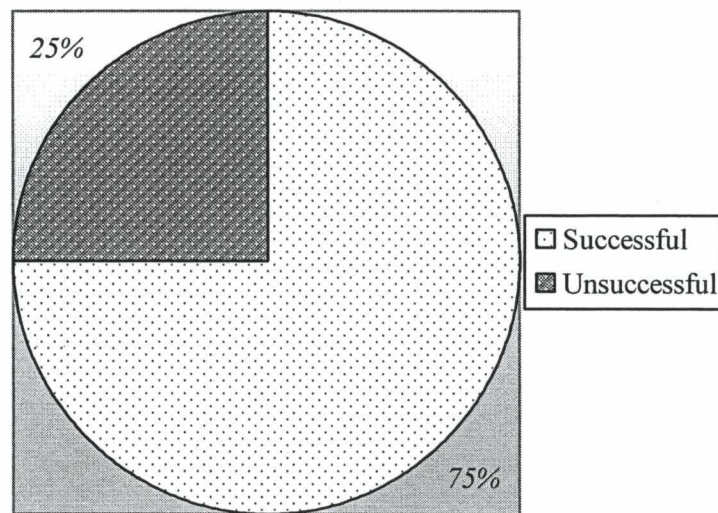
Pie-chart   3.1.   Percentages   of   Learners'   Reading Performance   in   'Predicting'   After Strategy Instruction

Now, since three (03) out of the tested students were mistaken, constituting 25% of the sample population, an immediate correction was held through a re-explanation and a re-illustration of the strategy application. Thus, for the sake of comparison, between the two phases to see clearly the differences (before and after strategy training), the researcher resorts to an illustrative table for each strategy:

Predicting	Before Training		After Training	
	Good	Poor	Good	Poor
Percentages	58.33%	41.66%	75%	25%

Table3.2: Learners' Scores in Predicting Before and After Strategy Instruction

Scores in % for Predicting before and after Strategy Training
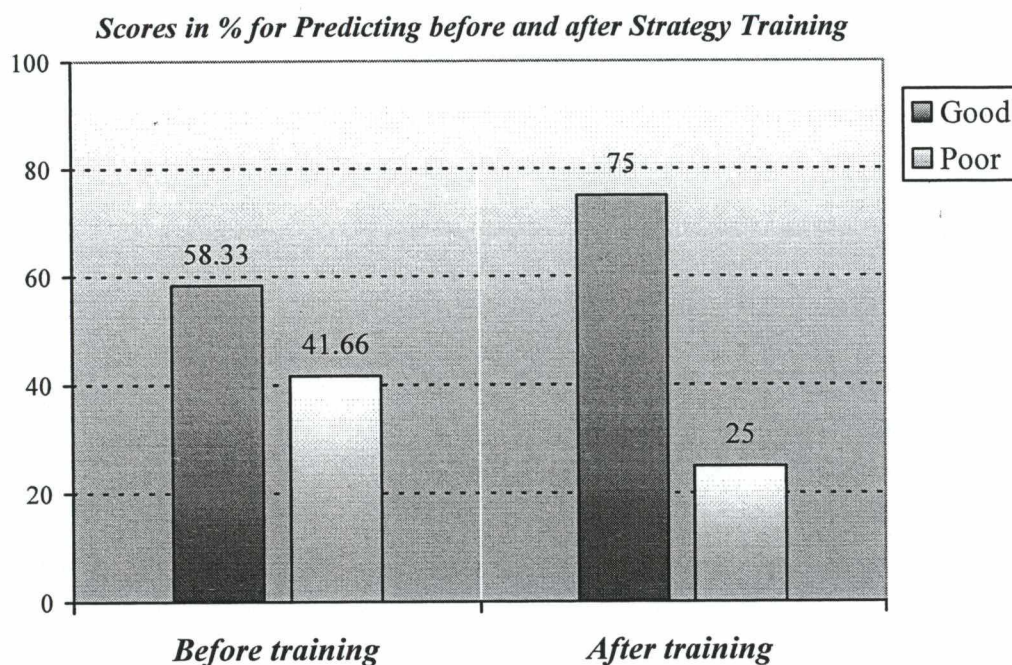
Bar-Graph 3.2. **Percentages of the Learners' Reading Performance in 'Predicting' Before and After Strategy Training.**

Skimming:

For the task related to skimming the gist of the text, ten (10) learners out of twelve, i.e., 83.33% were able to find the general idea of the text, whereas the others failed and did not apply the strategies appropriately to the task in question. The next pie-chart represents the percentages drawn from this strategy.
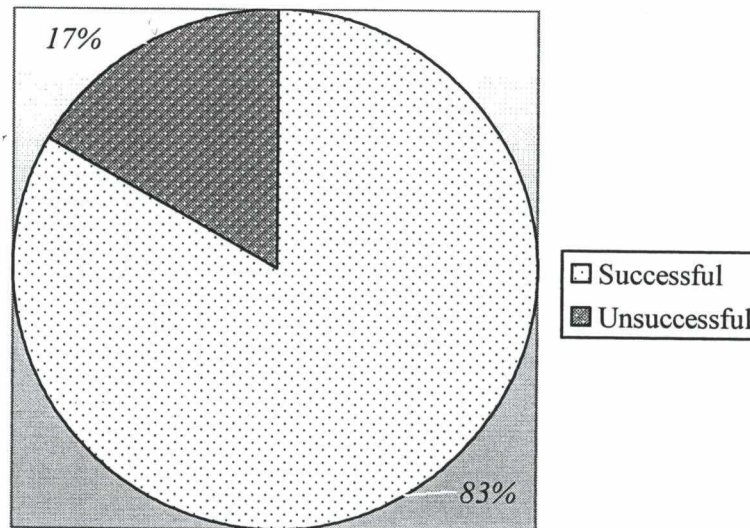
Pie-chart 3.2: Percentages of Learners' Reading Performance in 'Skimming' After Strategy Instruction.

Remembering when compared with the results of the pre-training phase, the scores obtained in skimming as shown in the following table and bar-graph, there is a clear progress made on the part of the students. This may be due to their attention and interest devoted during the training session to learn how to get a general idea of a particular text.

Skimming	Before Training		After Training	
	Good	Poor	Good	Poor
Percentages	41.66%	58.34%	83.33%	16.66%

Table3.3: Learners' Scores in 'Skimming' before and after Strategy Instruction.

Scores in % for Skimming before and after Strategy Training
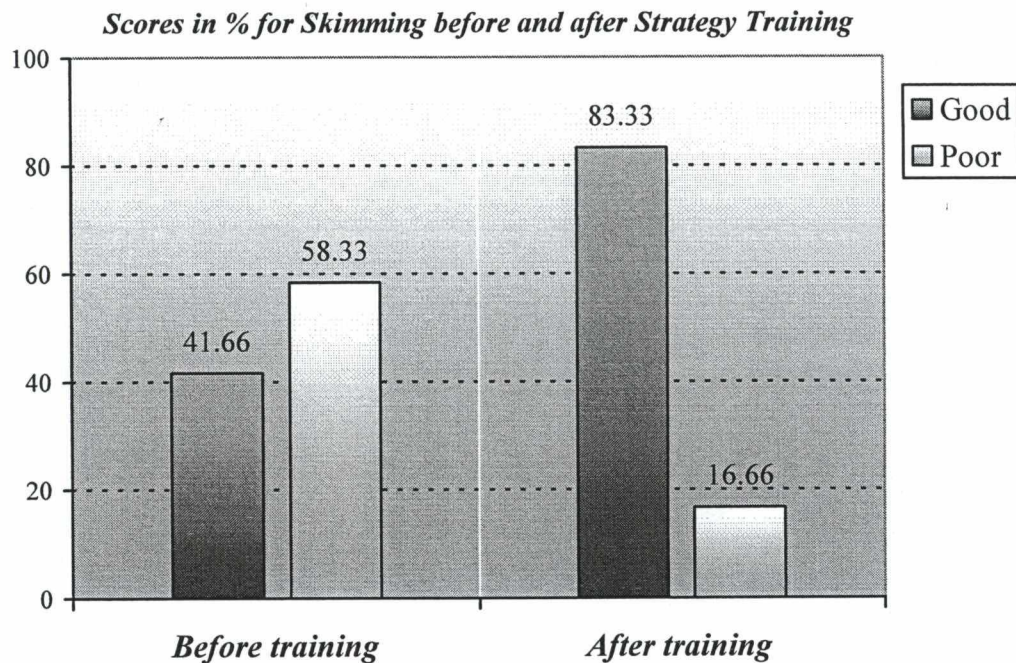
Bar-Graph 3.3: **Percentages of the Learners' Reading Performance in 'Skimming' before and after Strategy Training.**

Scanning:

The third reading strategy, namely scanning, consists in the ability to locate a specific point in the text. Here learners showed that they still display some difficulties, since eight (08) out of twelve (12) failed to use it as they could not find out the required detail from the passage, i.e., 66.66%. For that reason, one cannot assume that the teacher succeeded to develop the learners' strategies in this area.

33%

67%

□ Successful
▨ Unsuccessful

Pie-chart 3.3: Percentages of Learners' Reading Performance in 'Scanning' after Strategy Instruction.

However, in contrast with skimming, scanning shows a little improvement, especially when the learners were required to look for a specific idea implicitly stated in a certain paragraph.

Scanning	Before Training		After Training	
	Good	Poor	Good	Poor
Percentages	33.33%	66.66%	41.66%	58.33%

Table 3.4: Learners' Scores in 'Scanning' before and after Strategy Instruction

Scores in % for Scanning before and after Strategy Training
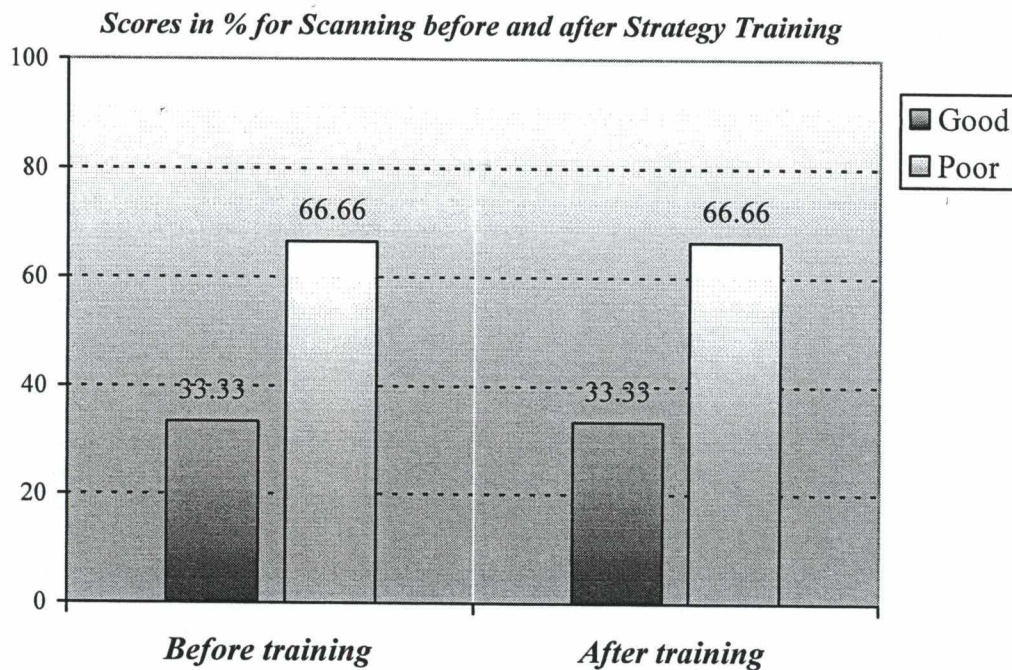
Bar-Graph 3.4: Percentages of the Learners' Reading Performance in 'Scanning' before and after Strategy Training.

Inferring:

Likewise, 'inferring' witnessed just a little progress if compared to the pre-training proficiency test results. Except two (02) students out of twelve (12), i.e., 16.66%, performed successfully and made suitable inferences to the given task. Therefore, the majority representing, therefore, 83.33% still find a difficulty making correct inferences.

25%

75%

□ Successful
▣ Unsuccessful
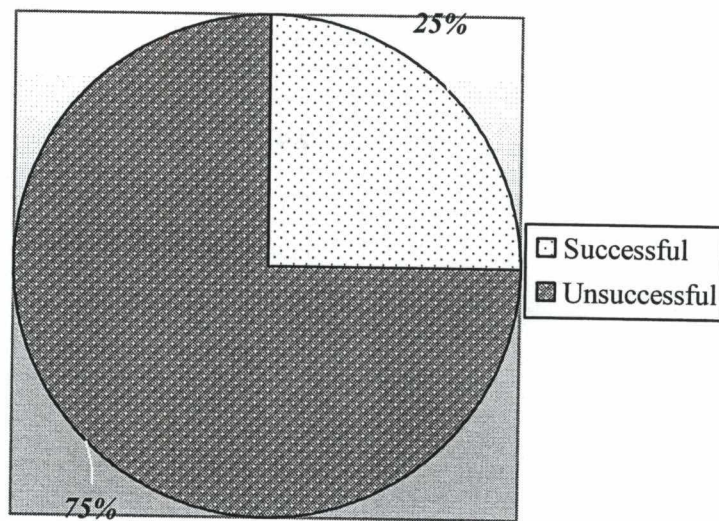
Pie-chart 3.4: **Percentages of Learners' Reading Performance in 'Inferring' after Strategy Instruction.**

Similarly to scanning, the reading strategy of inferring shows just a little improvement on the part of the learners. This is perhaps because of the nature of these strategies which require more mental efforts to infer the meaning of a word according to its context.

Inferring	Before Training		After Training	
	Good	**Poor**	**Good**	**Poor**
Percentages	16.66%	83.33%	25%	75%

Table3.5: **Learners' Scores in 'Inferring' before and after Strategy Instruction**

Scores in % for Inferring before and after Strategy Training
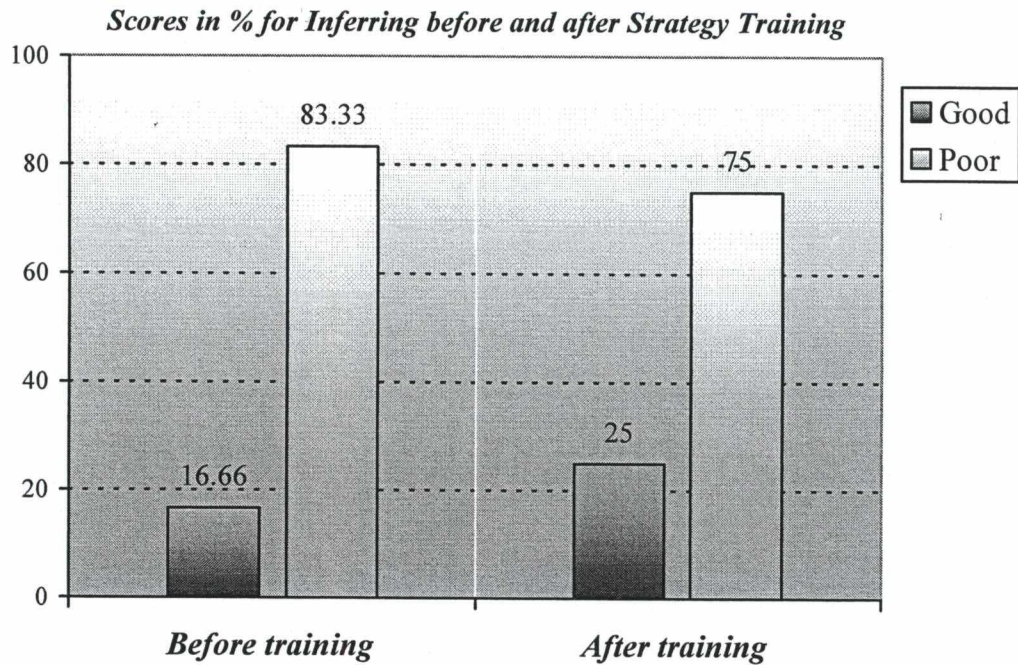
Bar-Graph 3.5: **Percentages of the Learners' Reading Performance in 'Inferring' before and after Strategy Training.**

Guessing:

Finally, for the last reading strategy which is 'guessing', a significant improvement is noticed among the learners. Nearly half of the group under investigation has succeeded in guessing the meaning of the intended words in the text. Statically speaking, seven (7) out of twelve (12) were able to make correct guessing, i.e., 58.33%.
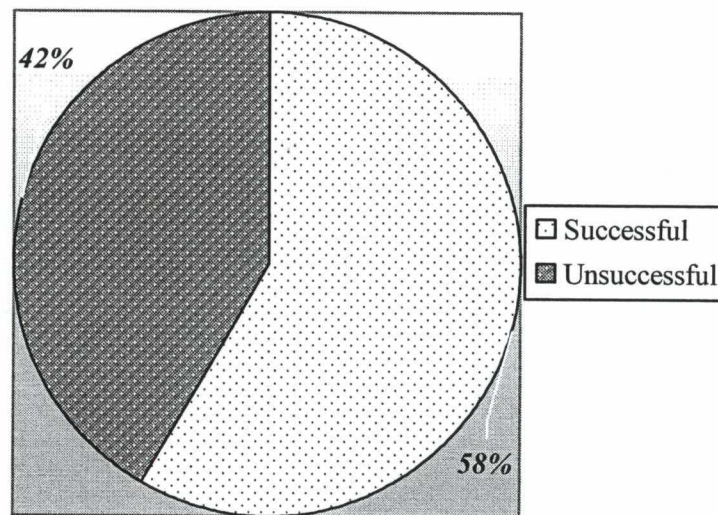
Pie-chart 3.5: Percentages of Learners' Reading Performance in 'Guessing' after Strategy Instruction.

As an analytical view point, for guessing, one may deduce that though a poor performance was detected in the reading-proficiency test during the pre-training phase, a remarkable progress in applying this strategy can be observed since the number of successful learners has doubled. Such an improvement may be explained in terms of the learners' raising awareness of the contribution of grammar, more precisely morphology, in guessing the meaning of unfamiliar words.

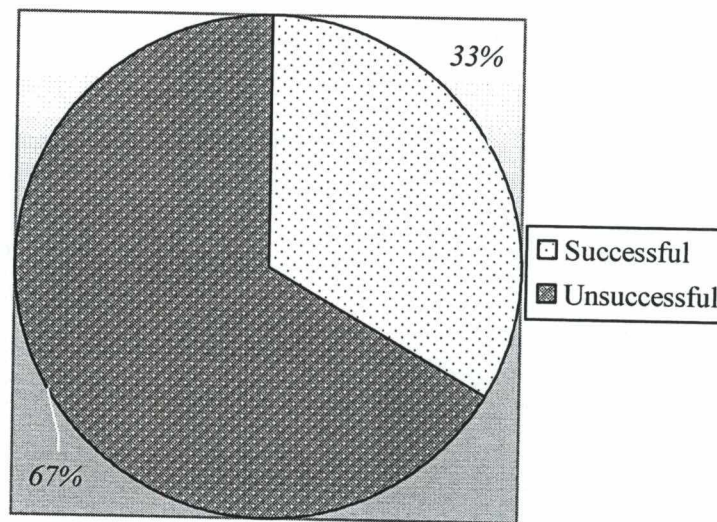| Guessing	Before Training		After Training	
	Good	Poor	Good	Poor
Percentages	25%	75%	41.66%	58.33%

Table 3.6: Learners' Scores in 'Guessing' Before and After Strategy Instruction
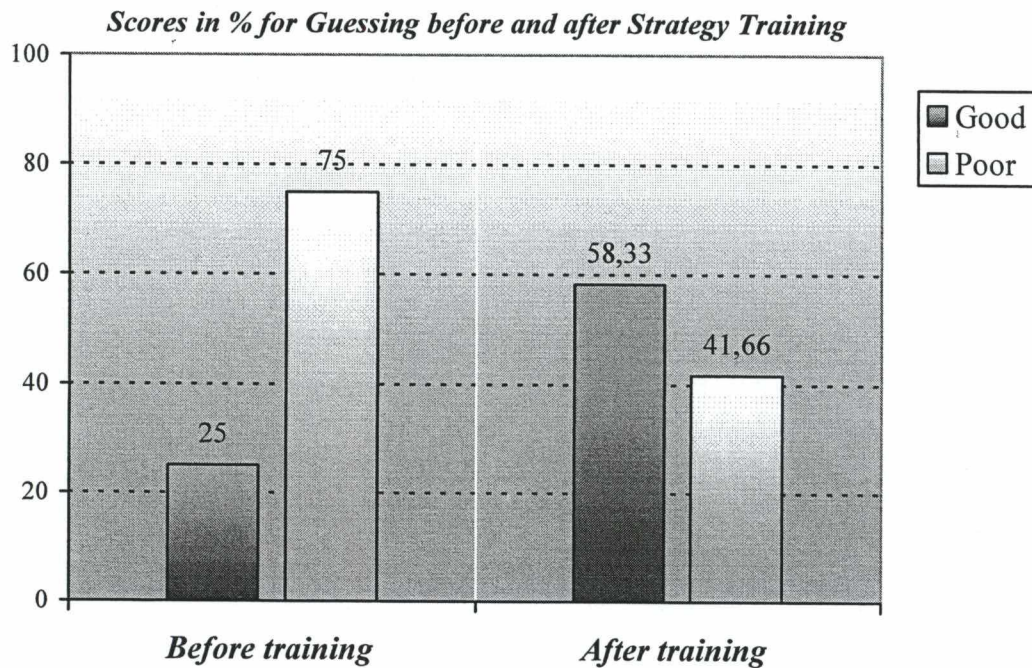
Bar-Graph 3.6: **Percentages of the Learners' Reading Performance in 'Guessing' before and after Strategy Training.**

All in all, one would be tempted to conclude, on the basis of the results obtained out of the learners' performance in each reading strategy training, that there was a better understanding and application of the majority of the reading strategies appropriately used for each question by reporting the suitable strategy to perform, though the strategies were purposefully listed in a scrambled way in the grid (see Appendix E). The results of this diagnostic test, concerned with the five reading strategies selected for this research, make it possible to draw the following table that shows the learners' progress after strategy instruction.

Before Strategy Training Performances				
Reading strategies	Good Scores		Bad Scores	
	Number	%	Number	%
Predicting	07	58,33%	05	41,66%
Skimming	05	41,66%	07	58,33%%
Scanning	04	33,33%	08	66.66%
Inferring	02	16,66%	10	83.33%
Guessing	3	25%	9	75%

Table 3.7: The Reading Strategies Scores before Strategy Training

	Predicting	Skimming	Scanning	Inferring	Guessing
Good	58.33	41.66	33.33	16.66	25
Poor	41.66	58.33	66.66	83.33	75
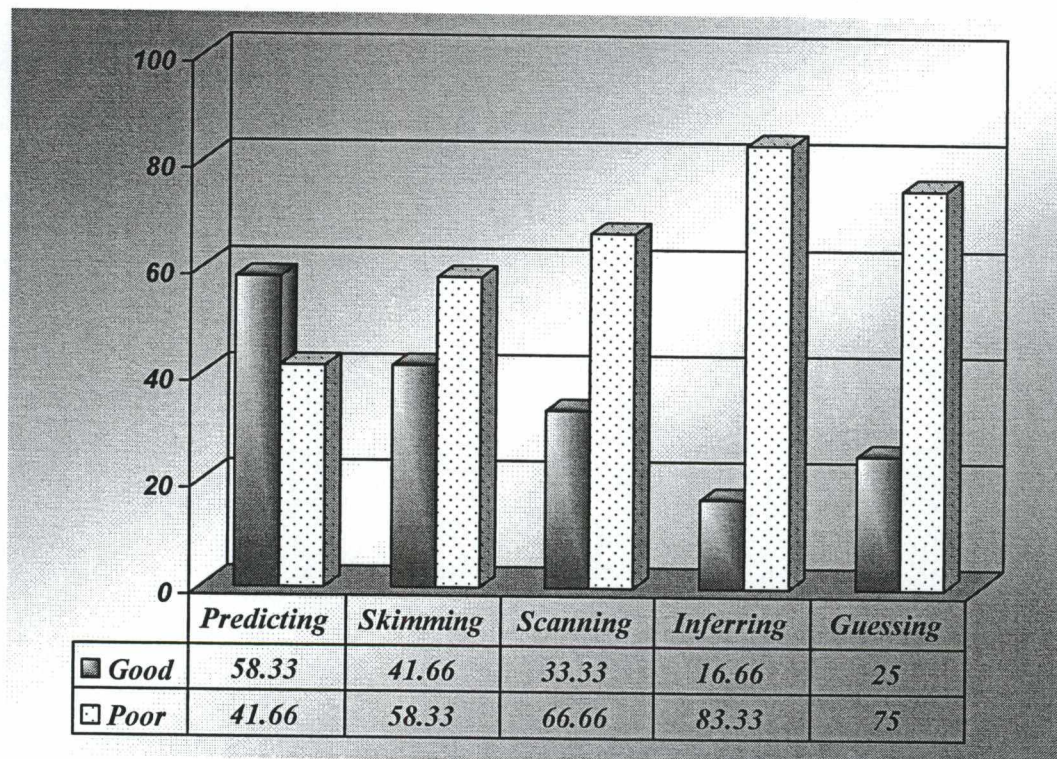
Bar-Graph 3.7: Percentages of the Learners' Reading Performance before Strategy Training.

In contrast with these results, the next table and graph clearly show how productive and how fruitful the strategy training sessions have been with our students. Indeed, the learners have obtained, on the whole, much better scores in the five reading strategies in comparison with those they had before the strategy instruction.

After Strategy Training Performances				
Reading strategies	Good Scores		Bad Scores	
	Number	%	Number	%
Predicting	9	75%	3	25%
Skimming	10	83.33%	2	16.66%%
Scanning	4	33.33%	8	66.66%
Inferring	3	25%	9	75%
Guessing	7	58.33%	5	41.66%

Table 3.8: Scores for Reading Strategies after Strategy Training

	Predicting	Skimming	Scanning	Inferring	Guessing
Good	75	83.33	33.33	25	58.33
Poor	25	16.66	66.66	75	41.66
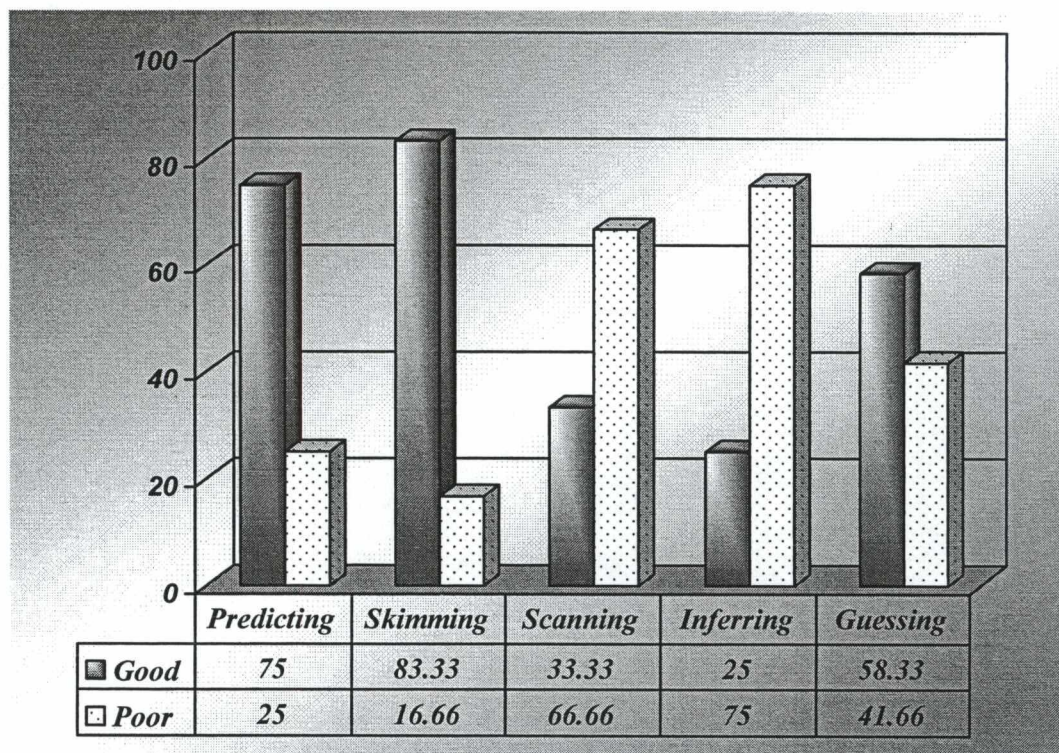
Bar-Graph 3.8: **The Learners' Reading Performances after Strategy Tra6ining.**

On the whole, it can be deduced that most of the learners have realized the efficiency, and usefulness of the reading strategies in question to approach a given text. Moreover, they have displayed a greater capacity and more independence as readers relying mainly on a self-monitoring reading behaviour. The reading strategies mentioned after receiving metacognitive reading intervention might be summarized as follows:

❖ Re-reading

❖ Concentrating

❖ Search for details

❖ Self-generated questioning

❖ Verbal questions

❖ Note taking

❖ Defining words.

The graph below compares good reading scores of the students' performances of the five reading strategies *before* and *after* the training sessions, it displays the progress achieved.

	Predicting	Skimming	Scanning	Inferring	Guessing
☐ Before	58.33	41.66	33.33	16.66	25
☐ After	75	83.33	33.33	25	58.33

Comparison of Strategies Scores: Pre- vs. Post-Strategy Training
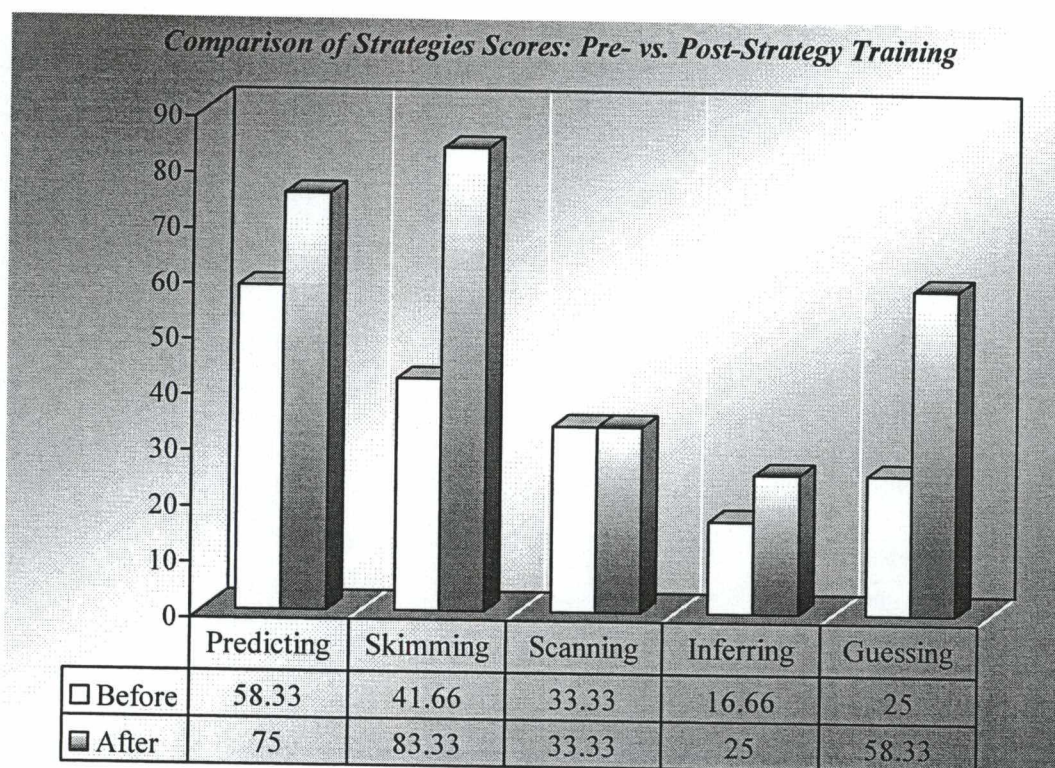
Bar-Graph 3.9: **The Learners' Good Reading Scores before and after Strategy Training.**

One may notice clearly how the training achieved in the five reading strategies has enhanced the learners' reading capacities, except for the scanning strategies in which they have not progressed. But on the other hand, they have obtained fairly high scores in 'predicting' and 'skimming'. The overall remark one may safely put forward is that,

thanks to awareness-raising about the reading sub-skills and the guided instructions and practice provided, our students have shown positive attitudes towards reading as a whole and much more motivation and skill, and thus obtained better performances.

The two pie-charts below display the overall proportions of good scores as opposed to poor ones in the five reading skills after strategy instruction.

☐ Predicting ☒ Skimming ☐ Scanning ☐ Inferring ☐ Guessing	☐ Predicting ☒ Skimming ☐ Scanning ☐ Inferring ☐ Guessing
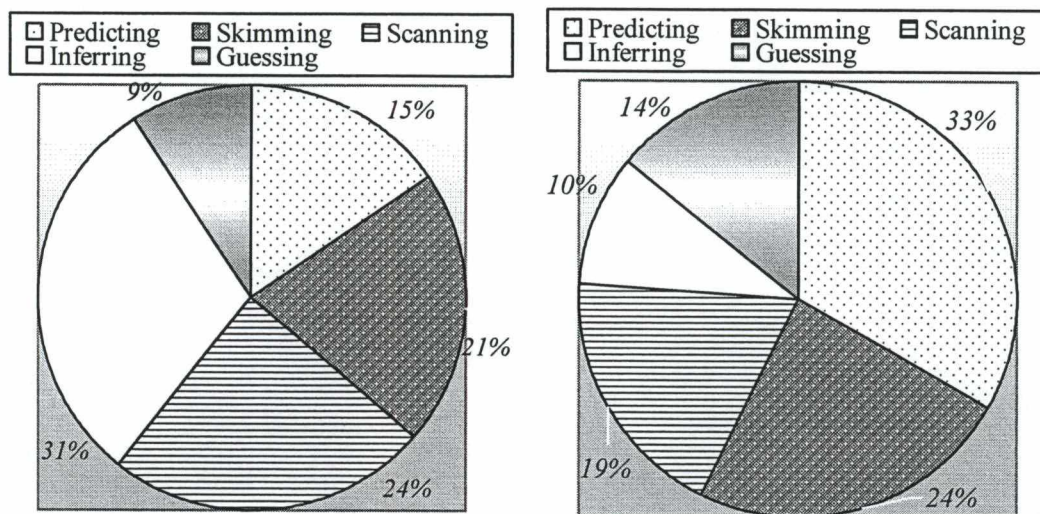
Pie-Chart 3.8. **Scores for Reading Strategies after Strategy Training**

a. *Scores for Poor Performance.*   **b.** *Scores for Good Performance.*

3.4.2. The Post-training Interview Results

The present study has found that our EFL readers' metacognitive knowledge or awareness has close links to their EFL proficiency level. Empirical research into EFL learners in this input-poor context is particularly sparse. Nonetheless, such societies are said to be different from one another in the amount of the target language input and in the

literacy traditions that move readers towards excellence. Learners' knowledge of their own foreign language reading comprehension processes in these societies should be viewed in relation to these latent learners and non-learners variables.

The one week interval and reliance on self-observation rather than think-aloud procedure (reporting what one is doing during task accomplishment) allowed the interviewees to consciously reflect on their own performance and then to report and discuss at their ease and pace.

In the post-training session there appeared the same kind of strategies as in the first one, but with more or less awareness-raising. It must be remarked that there arose a great variety of cognitive, support and metacognitive strategies which included the use of external resources, the reliance on linguistic knowledge of various kinds, the recalling of personal experiences and the creative interpretation of the text and its implicit information. Such a variety suggests the complexity of the process of reading itself, even in inexperienced foreign literature readers. What was really interesting were the different ways in which in both sessions the participants put to use and combined those strategies differently to make meaning out of the text.

Following the metacognitive intervention, the reading task has shown a better management of the learners' reading strategies with more consciousness and control of their own comprehension process. It reveals that the students in this group may have been utilizing metacognitive strategies. Thus, significant improvement, in the types and frequency of reading strategies that the learners have been using before

and after raising awareness, is obvious. They reported that they found the reading strategy training quite useful and helpful, in the sense that it helped them read better and overcome some of their difficulties. For instance, instead of looking at an unfamiliar word as a difficult one and considering it as a barrier to comprehension, and resort to dictionary as they have been accustomed to do, they reported that they started rather to use its context and guess its meaning, or use a certain analogy by using their grammatical knowledge to determine its category, or simply skip it if not necessary. A similar effect of instruction could be hinted at by the fact that 7 students among the group, representing almost 60% seemed to restrain themselves when evaluating the implicit information in the text.

The researcher noticed that students were successful in understanding plots, characters and implicit information in both literary texts; they were also able to provide personal interpretations of the author's intentions. Their success, however, depended on different repertoires of strategies.

The strategy of 'rereading the text' decreased significantly in the second set of sessions, but still remained one of the most frequent. In the first session, together with the strategy of 'relating text to previous or subsequent excerpts', this strategy, made recursive reading and the analysis of contextual clues possible, some students verbalize such a recursive approach to the reading of the text:

> *Now, [pause] I think, let's see* وكان نقرا النص من جديد
> ونسيي نفهم المعنى كامل *[pause, rereads silently] Ah, I*
> *can know the meaning from the preceding idea*

Rereading the text aloud was also used as a strategy to pause and think, to extract phonetic information from the words and to keep focused upon the task. 'Pausing in silence' was probably another strategy used to gain time to think and to reread, as reported by one student: *"I think it is better for me to read longer excerpts and assess the information because otherwise I feel like I am contradicting myself from one sentence to another one"*.

With regard to metacognitive strategies, the data from all the participants showed a decrease in their verbalization of 'assessment of text comprehension', but in all cases there was an increase in verbalizations of 'monitoring the task of reading the text'. This may probably indicate that the readers had become more self-confident and more conscious of the task itself. Their becoming strategically more aware correlates with research showing that strategic awareness and monitoring of comprehension are strategies shown by skilled readers.

One of the most significant changes was that, while in the first reading session all participants resorted to 'using background knowledge' in order to understand the text, this strategy almost disappeared in eight (08) students in the second session. They distinguished themselves by increasing, in contrast, the quantity of references to background knowledge, which seemed to help them to better process and understand the text.

These are their comments in the interviews on "Which ways do you think will help you become an effective reader?" are:

(1) To mark "something that looks important",

(2) To summarize information about characters,

(3) "To recall reading",

(4) To keep track of textual organization,

(5) To mark comprehension difficulties,

(6) To mark something that "was surprising", and

(7) To mark "a part of the text I like".

In spite of this, some of the informants remain confused when using the strategies since they found them still hard to remember because of less concentration, which suggests, at the same time, that with more drilling and practice they would better perform them. Most of them also mentioned a difficulty to identify the appropriate strategy, but with the metacognitive strategies of self-management and self-evaluation, they could better use their background knowledge and plan their reading. The researcher has also perceived this change in their reading behaviours as a sign that the training of strategy instruction which they received may have somehow changed their approach to the text, since in their foreign language and literature classes students are instructed to support their interpretations on the basis of textual evidence.

That is to say, though not clearly able to verbalize their thoughts and explain the difference between before and after strategy training, examination of the types of responses indicates changes that occurred in the manner in which the students in the group approached the task of reading. Accordingly, our learners have been motivated and interested by the strategy instruction since they understood its relevance to their

reading tasks. Their awareness depicts that the learners realize the importance of metacognitive strategies by feeling much more self-confident.

The findings could be interpreted as showing a certain conflict between desirable educational practice, i.e., teacher- researcher own perception, and the expectations of most students, i.e., perceived knowledge, who see reading as an isolated required skill instead of as a useful learning experience. As to the subjects' lack of useful reading strategies, the findings, which is consistent with conclusions drawn from similar research (Armbruster, et at 1983; Cunningsworth, 1984) shows that the majority of learners had little or no awareness of a text and the steps involved in its completion, would once again suggest the need for an explicit "awareness raising instruction" to recognise, discuss and use the conventional attributes of effective texts.

Thus, one may wonder whether instructors should really foster the use of support strategies, as well as the connections between academic texts in terms of socioculturally loaded text passages and literary texts or real-life experience, and whether literature instructors in EFL settings should include metacognitive objectives in their curricula in order to make learners more conscious of the value of such knowledge. Further research into these issues is needed in order to discover whether this type of suggested texts may call for some reading strategies more often than others.

Linguistically and culturally diverse learners deserve the opportunity to develop cognitive domains rather than lower levels of

thinking through simple recall or recitation of basic information. One thinks that the results of this research lend credibility to the notion bi- or multilingual or bi- or multicultural learners should be challenged to develop and employ higher levels of thought processing within the context of language reading curricula.

In a few words, the results and conclusions of this study gives an idea about the level of proficiency and cognitive styles of learners seem to be important factors in using cognitive and metacognitive reading strategies. Knowing from the previous researchers that reading strategy use leads to better comprehension and more successful reading, the findings of this study imply more careful planning in reading strategy instruction. They imply as well that at elementary levels explicit metacognitive and cognitive strategy instruction is necessary. The results of the situation analysis indicate that dynamic procedure, indeed, offers information about students' learning potential over and beyond that which is available from the proficiency tests. This information may be used for the development of individual's learning plans attuned to the students' specific learning needs.

All readers should be provided with satisfactory opportunities to practise all sorts of cognitive and metacognitive reading strategies. Not only are this strategy instruction and practising opportunities necessary for novice readers but they are also vital for advanced level and skilled readers. Teachers should try to provide extensive opportunities for all readers and encourage all learners use these strategies. A final word is

that, since this research was a case study, its results and conclusions can not be over-generalized with certainty and many more research projects are still needed to replicate this study.

3.5. CONCLUSION

The results yielded, in fact, great understanding of the factors affecting the reading performance in a foreign language. Critical reflection and investigation through a questionnaire and an interview constituted not only an empirical tool for examining the type of teaching and learning and outcomes applied in our necessary change. Furthermore, the application of triangulation research tools helped uncover and report salient patterns in teachers' beliefs and assumptions as well as in the subjects' reading performance.

Indeed, this chapter tries in its content to centre around the text availability and exploitability to the teaching of some reading strategies and sub-skills necessary for effective reading where a whole understanding of both linguistic and sociocultural features of text is adequately grasped. The data collected, specifically from the students' questionnaire and pre-training test, has displayed poor reading strategies and sub-skills that learners come with from their previous secondary school education. That is why; reading-strategy training through fiction excerpts will try to remedy the learners' difficulties to interact as effectively as possible with a text handled in class. The pre-assessment results highlighted the fact that the majority of students came with little conceptual knowledge, if not unawareness, of the nature of reading and the prerequisite micro- skills, strategies and processing steps for the effective understanding of a text.

In the next chapter, we are mainly going to present analytical and statistical evidence that may help EFL advanced learners to put an end to their reading difficulties. Proposing in this trend, a metacognitive awareness-raising processed through socioculturally loaded academic text passages like the fiction excerpts, for instance, to explicitly teach reading strategies or what is also called sometimes sub-reading skills within of course, an interactive method constituting a significant access to reading and comprehension of both linguistic and the sociocultural notions of the discussed text, seem to better create a motivational atmosphere for EFL language learners. Thus, we will discuss the different percentages of the learners' performance before and after strategy instructions through fiction excerpts.

Accordingly, and for the sake of ensuring a thoughtful adaptation and selection of what is useful, this chapter has strive to analytically describe the type of knowledge and strategies that successful readers need to have as well as highlight the potential difficulties about reading in a foreign language for academic purposes, putting the teaching and learning of reading comprehension on a more well-defined and systematic line of thought, relying on both relevant theory and classroom experience.

CHAPTER FOUR

CHAPTER FOUR

STRATEGIES FOR CHANGE

4.1. INTRODUCTION

4.2. RECOMMENDATIONS

4.2.1. Consolidating Students' Linguistic Knowledge

4.2.2. Some of the Teacher's Responsibilities

4.2.3. Some Text Selection Criteria

4.2.4. The Teacher's Guidance

4.3 SUGGESTIONS

4.3.1. Pre-Reading Activities

4.3.2. While-Reading Activities

4.3.3. Post Reading Activities

4.4. A MODEL OF METACOGNITIVE KNOWLEDGE FOR STRATEGIC LEARNING

4.5. SUGGESTED TEXT-TYPE FOR AN EFL READING COMPREHENSION SESSION

4.6. CONCLUSION

4.1. INTRODUCTION

In order to devise appropriate remedial techniques to the causes of the students' difficulties encountered while reading, in this chapter, the researcher puts forward a number of suggestions about reading instructions and particular kind of academic texts at an advanced level. Actually, an attempt towards an effective and appropriate learning training in this field of study is in the making. In this way, text passages, especially those culturally loaded or fiction excerpts tackled for a reading process, reading interaction and range of possible reading strategies that may be instructed and used to promote reading comprehension through a metacognitive awareness raising, are all considered as essential and necessary for reading an academic text both as a linguistic and a cultural referent.

In this chapter, our aim is to highlight the importance of a number of techniques to be used in a reading comprehension session and to trigger awareness-raising for the sake of developing the students' reading strategies or sub-skills that may help them overcome their difficulties.

Hence, a number of useful recommendations and suggested activities and tasks devised before, while and after reading, are proposed in order to show some possibilities that may help students understand and grasp the necessary information contained in the text. In fact, how to use a reading text depends on the purpose for which we want to study it. Is it to develop a reading basis for reading practice?

First of all, it seems obvious that our EFL university learners have first and foremost to develop a good command of the structure of English as well as its actual use, i.e., EFL learners are supposed first and foremost to develop a sound proficiency in reading skills and strategies in order to successfully respond to class or home assignments. They are required to have an acceptable command of the structural system of English and to be able to work out its semantic properties. Therefore, language learners are required to know different modes of discourse such as narration, description, exposition, and argumentation, and be aware of the appropriate mode of discourse relevant to the topic type, and of course, text type.

However, it may seem unwise to give full priority to language mastery, focusing only on language forms and structures, i.e., grammatical accuracy, and forget about how to set the learners' reading goals, and how to develop effective reading strategies to reach those goals as well.

Thus, to enhance the reading skill performance, it would be wiser to design a reading skill curriculum that would focus on a two-directional teaching procedure: consolidating the learners' linguistic knowledge and at the same time developing in the learners a conception of reading as a process to build up the related strategies through a metacognitive raising awareness.

4.2. RECOMMENDATION

In this section, some practical recommendations that could be of great contribution to the reading process in general:

> ➤ The type of texts and activities that could be used for the teaching of the reading process in general,

> ➤ The use of the assigned sub-skills and strategies selected for this study in particular.

4.2.1. Consolidating Students' Linguistic Knowledge

At a first level, and since *"it all boils down to language"*, it is of paramount importance that the teaching programme in general has to intensively try to activate and reinforce the students' passive lexical, grammatical, and even orthographic knowledge. Language accuracy and appropriateness are also due to be developed through the use of those reading strategies looking for language functions and clarity of content. Therefore, language learners are almost required to be aware of the different modes of discourse such as *narration, description, exposition and argumentation,* i.e. to be aware of the appropriate mode of discourse relevant to the topic type and of course text type. In this sense, Reid (2001:153) points out:

> **Exposing ESL students to the functions and forms of the writing requirements and assignments they are almost certain to encounter in their future course is essential to EAP instruction.**

4.2.2. Some of the Teacher's Responsibilities

Considering language teaching as a complex issue, encompassing linguistic, psycholinguistic, sociocultural, pragmatic, as well as instructional and curricula dimensions, there are a lot of factors contributing to the *dynamics* of the educational process, such as internationalism and the pragmatic status of English as a foreign language, teaching and learning styles, and programme characteristics. For example, the general expectation by students, parents and teachers that learners should achieve a high level of proficiency in English when they leave school influences both language policies and how foreign language learning will evolve.

As is patently obvious, the task or act, one may say, of "teaching" encapsulates a lot more than merely providing instruction and guidelines for students. It presupposes a psychological and philosophical knowledge on the teacher's part, so as to combine techniques in class, as well as sufficient command of the basic structure of human existence, with a view to assessing any situation accurately and appropriately.

For that reason, clearly linked to the roles defined for the learner are the roles the teacher is expected to play in the instructional process. Teacher roles, too, must ultimately be related both to assumptions about content and, at the level of approach, to particular views of language and

language teaching. Some instructional systems are totally dependent on the teacher as the source of knowledge and direction; others see the teacher's role as catalyst, consultant, diagnostician, guide, and model for learning; still others try to teacher-proof the instructional system by limiting teacher initiative and building instructional content and direction into texts or lesson plans. In this vein, Papaefthymiou-Lytra (1993: 94) argues that:

> **Foreign language teachers, therefore, must be flexible enough and sensitive enough to respond well to the individual learning preferences, interests and needs of their learners in terms of materials, techniques, classroom methodology and teacher talk. After all, language learning is *not* a monolithic process since not all personality and environmental factors can be kept under control in a foreign language situation.**

Thus, the teacher is called upon to perform several functions in the foreign language teaching/ learning process. As for the reading comprehension session, the following roles are required:

- Finding out what our students can do and what they cannot, and working out a programme aiming at providing them the skills they need.
- Choosing suitable texts to work on, particularly, types of texts they will need for their future perspectives.
- Choosing devising tasks and activities to develop the required skills.
- Preparing the class to undertake the tasks.

- Making sure that everyone in the class works productively by extracting maximum effort and best results by encouragement.
- Making sure that everyone improves steadily according to his own capabilities.
- Understanding is the essence of reading.
- Planning a lesson begins, obviously enough by the choice of text.
- Interpretation is at the core of the intensive reading lesson.
- It is also important to give practice in flexibility of approach, in skipping difficulties when accuracy is not essential.

4.2.3. Some Text Selection Criteria

A teacher should select passages from various sources to give his class a wide range of material, particularly texts of the kinds the students will later read for themselves, for study or other specific purposes, as well as for pleasure. Here are some guidelines:

a- texts which tells the students things they do not already know, those which introduce them to new and relevant ideas and make them think about things they have not thought before.

b- A text should help students to understand the way other people feel and think. e.g. people with backgrounds, problems or attitudes that are different from their own.

c- It should make students want to read for themselves. e.g.: to continue a   story, find out more about a subject.

d- The text should challenge the students' intelligence without making unreasonable demands on their knowledge of the foreign language.

e- Does the text include any new lexical items; are they understandable by means of guessing or inferring the context?

f- Does the text lend itself to intensive study? Does it enable you to ask good questions? Or to devise other forms of exploitations? e.g.: making a map, a diagram or a graph and the like, based on information in the text.

g- Reprocessing information from the text. e.g.: functional summary, debate, discussion, role play.

4.2.4. The Teacher's Guidance

In order to become a model for learners, the teacher should promote a wide range of behaviours and guidance. Admittedly, one of the main concerns of the teacher as a director and manager is to create a warm, stimulating atmosphere in which the students will feel secure and confident.

What a teacher should and may do to help students become autonomous readers might be summarised in the following points:

a- First, to provide them with various and suitable texts.

b- To equip them with the necessary sub-skills and strategies to overcome their reading difficulties.

c- To provide them with activities that will gear the student's attention on the text.

d- The teacher should make the students aware of what he is doing and interested in how to do it properly. This is what implies a conscious development of reading skills which may help them approach texts of various kinds, to be read for various purposes.

4.3. SUGGESTIONS

Such an act may help teachers in their choice of a specific methodology:

a- Whether text-based, i.e. where the instruction focuses on the text and its linguistic features, like grammar and vocabulary study.

b- Or strategy-based, where we basically centre on the instruction and teaching the specific reading strategies and sub-skills for reading enhancement.

c- Or knowledge-based where the instructor puts forward the text content as an objective to reach in the reading course.

As a result, and for the sake of catering for the learner's needs, fiction excerpts are proposed to deal with the text both as a linguistic and socio-cultural referent through which students learn, practise and develop their reading sub-skills and strategies.

As far as, the texts that may be exploited for an accurate reading comprehension, in order to involve the learners in the socio-cultural milieu of English as a foreign language, we recommend to teachers the handling of original texts and fiction passages from different novels of different class-readers at advanced levels. These texts give an opportunity to learn to practise both text properties and reliability of messages.

In addition to this, teachers or instructors should take into consideration the complexity, length, degree of interest and motivation of the learners when selecting a text for specific reading comprehension purposes. Texts should, in short, attract the learner's interest and motivation, and turn on the learners' background knowledge by putting into practices the different necessary reading sub-skills. Texts should

also inform them about new cultural facts in the target language being taught.

Since our work is an attempt that aims at making both teachers and learners aware of what is involved in reading a text and, as well as exposing a range of techniques for using different text types in class, it considers ways of organising a reading comprehension course, and what can be done before and after reading in order to make it more helpful in developing the learner's reading ability in terms of metacognitive awareness-raising. For that reason here is a sample of what a teacher may be expected to do in a reading comprehension session/class.

Thus, it seems wiser at a certain level of pedagogy to explicitly train the learners on metacognitive strategies, relying on five fundamental sequential steps explained as follows:

> *Preparation phase*: during this introductory instructional sequence, the teacher is expected to prepare his learners for practising and drilling a particular reading strategy and at the same time to discover or demonstrate their spontaneous strategies they currently make use of.

> *Presentation phase:* during this stage, the instructor is supposed to provide a definition-based on each strategy (declarative knowledge) and should believe that it is not a question of how many strategies he is going to train his learners to integrate them, but rather raise their metacognitive awareness for the usefulness and

applicability of those strategies. In other words, learners'
reading performance may not be improved by simply
presenting a discrete list of strategies, but rather by selecting
the most appropriate one for the appropriate context, taking
into account reasons for strategy instruction to be explicitly
taught. Arguing this view, Nunan (1999:11) asserts that it is

> **...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.**

➤ After listing, naming and providing supportive
  information about the targeted reading strategies, the
  next step, considered as a practice phase, consists of
  devising a variety of challenging activities that would
  enhance the implementation of learners' strategic
  processes, to build up their capability to be gradually
  independent language learners.

➤ The following sequence known as a phase of
  evaluation 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 questionnaire, guided
  interviews, think aloud procedure and so forth. The
  focus of this phase is in a large part on learners
  themselves, though their self-evaluation might be

new to them because they have been generally accustomed to teacher-directed classes, thinking that evaluation is exclusively the teacher's responsibility.

> ➤ The last conclusive step labelled *'expansion phase'* requires from the teacher-trainer to delineate other reading circumstances under which the required strategies are transferred from a familiar context to a surprising variety of unfamiliar ones. This stage tends to permit the learners' transform their declarative knowledge of reading strategies in a conditional one. To put it in a nutshell, Raymond (1993:448-49) summarizes it as follows:

> **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 to subject evaluate their use of the strategy in session five (step 'E').**

4.3.1. Pre-reading Activities

To introduce a text, for instance, it is rather (beneficial) to start giving a potted biography of the writer in question. One objective of a text is to point the students in the right direction, get them into the right mood for this particular text and, if possible, make them feel interested in reading it.

Before reading a text, there are various things we can do to make it easier for students to understand it and help them focus attention on it as they read.

- Presenting some of the new words which will appear in the text.
- Giving a brief introduction to the text.
- Giving one or two 'guiding questions' (orally or on the board) for students to think about as they read.

To introduce a text, for instance, one may tell to his students that they will read about........., by presenting some key-words on the blackboard especially if they are unknown.

This is suggested to arouse the students' interest in the text, and show them its relevance by asking signpost questions like:

- Have you ever....?
- What would you do if...?
- What is your opinion on/ about...?

Such a way to introduce the theme of the text before asking students to read it, aims first at helping them in their reading by giving them some idea about what to expect, second at increasing their interest and making them want to approach the text with a positive attitude while reading the text, for instance, to ask them questions like the following ones:
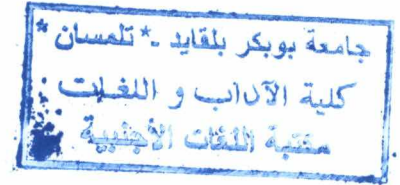
- 'We are going to read a text about...'
- Or, 'today, we are going to read a text which tells us how...'

A more interesting way would be to have a short discussion, to make students start thinking about the topic. This can be done through some questions. These questions are generally called ' guiding questions or signpost questions' that teachers give to students before they read the text in order to make them think as they read. If you want to discuss briefly the questions with your students after they have read the text to compare it with their own answer for the sake of skimming. The purpose of this kind of questions is to give students reasons to read the text, by giving them something to look for as they read.

Yet, it should be noted here, that teachers should not say too much, when introducing a text, or they will give away what it has to say and, consequently kill the student's interest instead of arousing it. To lead the students towards the main points of the text, so that after the first reading they may have a good idea of the text, and, what the text is all about, in general.

Here again, it should be mentioned that guiding questions, in order to achieve their purpose, should be concerned with the general meaning or with the most important points of the text and should not focus on minor details; they should be fairly easy to answer and not too long.

When teachers choose a text, indeed, they need to be clear about what sort of interpretative skills it demands, and what methods they will

be able to use to help their students develop them. For instance, there are many techniques that may help the students read more fluently. Among the different strategies to help the readers give sense to the text is to predict as much as they are reading. Accordingly, Broughton *et al* (1980:91) state that: **"accurate reading would be a matter of confirming the prediction."** After a superficial reading allowed to students, the reader can often produce a reasonable hypothesis about the text. To do this, he must make use of his resources to understand of the text, such as common sense, general knowledge and experience, which he already has.

Encouraging them means that it is possible to start working on a positive note like "what do we know about this text?" Or, "what do you think its message is likely to be?"

A teacher can also start, for instance, by making hypotheses based on the title alone, if there is one, or the title of the book from which the text is taken. You can also ask their students to skim through the text and tell them very approximately what it is about.

If there are a number of views, subsequent closer reading can be focused on establishing which is the most accurate to the title, and if none of the views are appropriate, ask the class to try again when the detailed work has progressed far enough. For example, the title of a book, an article or a passage may tell you something (at least have a little idea about it) of what you will read. Use your own background knowledge of the topic to predict as much as you can about the content.

Activity: Here are some titles. What information would you expect to find in passages with these titles? Or, here are the beginnings of some passages. How would you expect them to continue?

To train the learners in predicting, there is a number of other activities which may stimulate and motivate the students prior to actually looking at the text. This of course, can be done individually, in pairs, in groups or completely as a whole class work:

- The teacher writes the title on the blackboard, and then asks his students to predict the topic.

- The teacher presents some key- words, and then the students predict the topic.

- The teacher writes the title and asks the learners to suggest key-words and student propose a title.

- The teacher writes the first and the last sentence and the students try to predict the topic that can be discussed in the text.

He may also supply a text in which he would consider, for example, that a certain number of new words are necessary to be looked up in order for the text to be well assimilated enough to answer the questions. First, the teacher should select them or underline them in the text, then look up and prepare answer.

Teachers should turn their attention to some of the texts they would like to use with their students and treat them as to the purposes set up before starting the course. If they come from a comprehension book, ignore the question supplied for the moment; they may be excellent, but you need to free your mind of preconceptions and look straight at the text itself.

Here is the kind of activity that a teacher can offer to students and through which a student can practise in his term this kind of sub-skill. Below is a paragraph followed by a list of words from it. Try to deduce the meaning of the words in the list by reference to the grammar and connectors in the sentences. In each case consider which words in the context helped you, and how they helped you. Make sure that your students always have their text open (visualized) when they answer questions on it by referring to it when they reply.

The importance of pre-reading activities in class is primordial, since even in real life, we do not normally read because we want to. One may simply read for pleasure sometimes, because there is something we want to find out like looking for specific information, or checking some information, or clarifying some opinion we want to match against our own. That is why; these guiding questions may help students begin reading not almost with an empty mind, but rather with some ideas of what they are going to read about.

In this way, they will usually have particular questions in their mind about things they want to know, and they may also be able to make a number of predictions or guesses about the content of the text.

Therefore as teachers, and where in classes of English the situation is completely different, they can help students read by giving them some reason for reading and by giving the information they want.

In fact, all the activities and many other related ones we may think of, are intended primarily to stimulate the students own thinking, to prepare them for the text structurally and semantically, and provide them with some kind of purpose to read.

4.3.2. While- Reading Activities

The purpose of while-reading activities is to enable the learners interact with the text at hand, match their predictions, question the information in the text, use a range of clues to discern the meaning of the text and acquire and develop a structural and semantic knowledge. Here are some activities in which the learners' skimming and scanning strategies can be developed as main tasks. It should be mentioned at this stage, that in order to practise these strategies students should have their texts in front of them as a reference, because asking them to, for instance:

- To locate a sentence is considered as a supporting idea in a paragraph.

- Read the text in a way to find the reference for specific anaphoric or cataphoric pronouns.

- Scan the text to look for particular categories of words (e.g.: place, date or names of characters).

- Scanning exercises should require students to scan for a single word or specific facts, such as:

  ❖ Find out, for example, when Scotland became part of the United Kingdom?

  ❖ Find out where (the incident or fact) happened in the text, e.g. where did the famine of 1845-9 take place?

  ❖ Does this text deal with……..?(Using some key-words e.g. couples, marriage/divorce)

  ❖ True or false questions, by giving the learners, a list of statements such as:

    - In England, children aged between 8 and 10 are required to attend school.

    - Cambridge and Oxford are the newest universities in England.

    - The quality of education is generally high.

- The students read quickly to find the answer to one or two general questions.

For some skimming tasks students can be asked to locate facts which are expressed in sentences rather than in single words or they can be asked to say briefly what the text is about, or given questions that can be answered by glancing quickly through the text e.g.:

- Which of these titles fits the text best?

- Which of these topics are dealt with in the text? (List of topics should be given of course).

- Working out the meaning of some required words applying specific strategies.

- Inferring meaning which is implicit in the text.

Guessing and inferring: sometimes unfamiliar words may really hurdle the process of understanding, to look words up, as a dictionary skill, may also be partly practised in a reading course: supply a short text containing a number of new words, and a number of questions testing direct understanding of some of them. The task is to see how many questions can be answered without looking up any words, and make the students think very carefully before choosing to look up a word. This task may be done competitively, the individual or the group who has looked up the fewest words, is being considered the winner.

Or simply, to complete certain exercises, for example:
1. *Multiple-choice questions,*

e.g. What is the most frequent criticism of the English made by people of other nationalities?

> a) frigid and stiff.
> b) chilly tempered.
> c) open minded.

2. *True/False statements,*

e.g. Captain Bartolomeo Gosnold, is one of the last movers to the plantation of slaves in America.

3. *Sentence completion,*

e.g. To discover the head of the river, ……………………………..

In the part of Maryland, children are separated from their mothers………………………………………………………………..

4. *Re-ordering ideas into a chronological arrangement.*

e.g. Re-order the following scrambled (disordered) sentences:
1. Some people accompany such sayings with actions, for example, by touching wood when saying "touch wood"
2. These include breaking a mirror, walking under a ladder.
3. Relics of superstitions actions like these have been preserved in phrases like "touch wood".
4. In Britain certain actions are believed to bring good or bad luck.

4.3.3. Post – Reading Activities

Texts for EFL learners are often used as a way of developing reading comprehension by looking at the text and trying to understand its message, and as a way of learning new language items by looking at the text and focussing on particular words and expressions. For the post – reading stage, it would be better to engage in checking comprehension and practicing the different reading sub- skills which are helpful for the learners to work out the meaning of the text. To understand the general meaning of the text sometimes requires from the teacher to go through the text again checking detailed comprehension and also focusing on the main ideas making up the text.

Teachers may ask their students, for example, to look at the text and answer a series of simple comprehension questions focusing essentially on the main points of the text, but requiring short answers, since at this level, the teacher's aim is to check comprehension not to reproduce the text. The purpose of asking comprehension questions should be to lead learners to look closely at the fundamental idea to help them "break down" the meaning of the text and make it easier to understand.

At this stage, the teacher should make sure that his students are making use of the linguistic / ideational in the text and using it as the basis for more personally oriented activities by making use of the different reading sub-skills and strategies according to the learner's needs, for example:

- To ask students to write a summary of the main points.

- To ask students to draw and label a diagram to illustrate the text.

- To ask students to anticipate the continuation of the story to show their interpretation of what happened next.

- To ask students to write their own version.

- To ask students to re-write the text in a different discourse style:

For this kind of tasks, the students should keep their books open so that they can refer to the text whenever necessary. For the sake of reinforcing comprehension, another kind of activities may be a supplementary designed activity conceived as follows:

❖ To write a dialogue of the story and act it.
❖ To write a letter as a response.
❖ To write a newspaper report.
❖ To write a script.
❖ To write a diary entry.

(Adapted from Grellet, F. ;1981)

4.4. A MODEL FOR METACOGNITIVE KNOWLEDGE TO STRATEGIC LEARNING

In this section the researcher tries to suggest a practical framework for a metacognitive model in an attempt to organise the students' learning strategies all along with the metacognitive processes of planning, monitoring, problem-solving, and evaluating, i.e., information on how, when, and why to use each strategy is given so that teachers can make instruction explicit, thus enabling their students to reflect on and activate control over their learning process, d understand and be aware that strategies frequently work together in combination. The practitioner is, in fact, faced with the challenge of how to interpret and use this information in the classroom.

This model of strategic learning is supposed to be helpful to assist learning through organization and coordination of different reading strategies in such a way that they become manageable to students and teachers interaction. It delineates the processes of effective foreign language learners use in order to work through challenging reading task, and describes techniques to transfer strategy use to other subjects areas, as well as to real-life situation because of their usefulness and applicability to a broad range of learning tasks.

This suggested metacognitive model of strategic learning is based on the organization of four metacognitive strategies in a typical classroom task. It proposes that a strategic learner would begin by *planning*, thinking about various activities in which, generally common people would engage in terms of priority. Then gradually narrowing

focus to those activities such as thinking about how to formulate questions or anticipate responses, or questioning their teacher or peers, taking or looking at his/her notes, or simply checking a dictionary. Subsequently, he/she processes his/her *monitoring* strategy, relying on checking, and time management of what he has already planned to come in a *problem-solving* situation phase, repeating and comprehending the task to successfully complete the assignment. Finally the learner *evaluates* the effectiveness of his/her reading by reflecting on the strategy use and results evidence, by making for instance, mental or written notes of what he/she might carry out differently the next time to improve his/her performance.

To summarise, one may say that the learner's strategic behaviour would, in all probabilities, assist to prepare for the task, then actually do the task, resolve difficulties and overcome his/her lack of information, and reflect on his/her performance of the whole metacognitive process. Such a process might be illustrated in the following text passage *The Man Who Stole Fire*[1]:

The Ojibwa tribe had no fire. They could not cook their food or get warm in the cold winter. At that time, the Ojibwa heard about an old man and his daughter who lived very far away. It was said that the old man had and his daughter were warm in winter and could cook food. They had fire, but they would not give any of their fire to the Ojibwa. A young Ojibwa boy named Nanabozho loved his grand mother because his parents were dead. Nanabozho loved his grand mother dearly, and

---

[1] Adapted from Chamot, A. U. (1999). The learning strategies handbook. Addison Wesley: Longman Inc.

she loved him as well. But this grand mother was old and she began to loose her teeth. It was very hard for her to eat raw meat. Nanbozho looked at his cold and hungry grand mother. He realized that he had to help her. He knew about the old man and his daughter. He thought about how he could get fire from the old man and his daughter, **so he made a plan.**

Nanabozho walked many days and finally got to the house of the old man and his daughter. When Nanabozho saw the young girl he changed himself into a little rabbit. The young girl saw the rabbit and picked it up. She stirred the fire and began to make soup dinner. Nanabozho talked to himself: **"My plan is working. Everything is working well!"**

But when the old man came home and saw the rabbit, he thought the rabbit would make the soup even more delicious. Nanabozho did not expect this problem. He knew he had to do something **to solve this problem.**

When the young girl took a sharp knife, the rabbit jumped towards the fire. As he jumped, Nanabozho quickly changed himself back into a boy. He grabbed a burning stick from the fire and ran away. That is how he solved his problem. When Nanabozho got back home, he built a fire. He was happy. He thought, **"My plan worked.** Now all the Ojibwa homes are warm in winter."

In this very specific context, one should note that the four strategic processes are not necessarily sequential but may be used as fundamental

depending on the demands of the task and the interaction between the task and the learner.

Anderson (2002a), based on previous research, has proposed five main components for metacognition. They include: 1) preparing and planning for learning, 2) selecting and using learning strategies, 3) monitoring strategy use, 4) orchestrating various strategies, and 5) evaluating strategy use and learning. Consequently, teacher should model strategies for learning to follow in the five areas which are discussed below.

> ❖ By *preparation and planning* in relation to their learning goal, students think about what their goals are and how they will go about accomplishing them, i.e., by engaging in preparation and planning in relation to a learning goal. With the help of the teacher, students can set a realistic goal within a set time for achieving that goal. In other words, teachers may promote this reflection by being explicit about the particular learning goals they have set for the class and guiding the students in managing their own learning to measure their progress. Therefore, setting, clear, challenging, and realistic goals may in all probabilities help students see their own progress and hopefully, become consciously aware of their progress, the students' motivation for learning would be increased.

❖ The metacognitive ability to *select and use particular strategies* in a given context for a specific purpose means that the learner can think and make conscious decisions about his own learning process. Metacognitive instruction should explicitly teach students a variety of learning strategies and also when to use them. For example, foreign language readers may have a variety of strategies from which to choose when they encounter vocabulary items that they do not know, but they need to know to understand the main idea of the text. For that reason, learners should be taught not only about learning strategies but also about when to use them and how to use them. Students should be instructed on how to choose the best and most appropriate strategy for a given problem-solving situation. One possible strategy is word (morphological) analysis: for example, dividing the word into the prefix and stem. Another possible strategy is the use of context cues to help them guess the meaning of a word. But students must receive explicit instruction in how to use these strategies, and they need to know that no single strategy will work in every instance. Teachers need to show them how to choose the strategy that has the best chance of success in a given situation. For example, unfamiliar words that include prefixes or suffixes that the student knows (*e.g., anti-, ment* as in *anti*pathetic or improve*ment*) are good candidates for the use of a word analysis strategy.

❖ The next main component of metacognition is *monitoring strategy use*. By examining and monitoring their use of learning strategies, students have more chances of success in meeting their learning goals (Anderson, 2002a). Students should be explicitly taught that once they have selected and begun to use the specific strategies, they need to check periodically whether or not those strategies are effective and used as intended. For example, when reading, they can use context to guess the meaning of some unknown vocabulary items. To monitor their use of this strategy, they should pause and check to see if the meaning they have guessed makes sense in the text and if not, go back and modify or change their strategy. For illustration, students may be taught that an effective reading strategy involves thinking about their purpose in reading. Students can be taught that to monitor their use for this strategy, they should pause occasionally while reading to ask themselves questions about what they are doing, such as whether or not they are providing the right amount of background information for their intended audience and whether the examples they are using are effective in supporting their purpose.

❖ Knowing *how to use a combination of strategies in an orchestrated fashion* is an important metacognitive skill. Research has shown that successful language learners tend to select strategies that work well together in a highly

orchestrated way, tailored to the requirements of the language task (Chamot & Kupper, 1989; Wenden, 1998). The ability to coordinate, organize, and make associations among the various strategies available is a major distinction between strong and weak foreign language learners. Teachers can assist learners by making them aware of multiple strategies available to them, for example, by teaching them how to use both word analysis and context clues to determine the meaning of an unfamiliar word. As an illustrative example, a student may try to use word analysis to determine the meaning of the word '*antimony*', having recognized '*anti*' as a prefix meaning 'against'. But that strategy will not work in this instance. '*Anti*' is not a prefix here; '*antimony*' is a metallic chemical element that has nothing to do with being against or opposed to something. When the student finds that the word analysis does not help them figure out what this word means, they need to know how to turn to other strategies, such as context clues.

❖ *Evaluating Strategy Use and Learning:* foreign language learners are actively involved in metacognition when they attempt to evaluate whether what they are doing is effective. Teachers can help students evaluate their strategy use by asking them to respond thoughtfully to the following questions:

- What am I trying to accomplish?

-       What strategies am I using?

-       How well am I using them?

-       What else could I do?

Adapted from Neil. J. Anderson,

(Brighham Young Universty, 2002)

Responding to these four questions integrates all the previous aspects of metacognition, allowing EFL learners to reflect on their own cycle of learning. Preparing and planning represents identifying what is to be accomplished, while selecting and using particular strategies relates to the question of which strategies are being used. The third question corresponds to monitoring strategy use, while the fourth relates to orchestration of strategies. The whole cycle is evaluated during this stage of metacognition.

Each of the five metacognitive skills described in this session interact with each other. Metacognition is not a linear process that moves from preparing and planning to evaluating, but more than one metacognitive process may occur at a time during the learning process. This highlights once again how the orchestration of various strategies is a vital component in foreign language learning, allowing learners to think about how to combine various strategies to facilitate the task accomplishment.

4.5. SUGGESTED TEXT-TYPE TO EFL LANGUAGE LEARNERS

Foreign language pedagogy seems to centre its interest more and more on the fact that in learning a foreign language, a student should be exposed to, and undeniably learns, something about the target community and its practices. Admittedly, the idea of literary text is believed to offer several benefits assigning particular educational aims to EFL students, and is pedagogically oriented towards three basic dimensions: linguistic, cultural and conceptual.

❖ *The Linguistic aspect* that is directed towards the learning skills, understanding and awareness of the target language.

❖ *The Cultural aspect* which offers knowledge about the target culture and stresses the importance of practical communication skills.

❖ *The Conceptual aspect* that supports positive attitudes towards the target culture and its people.

Nevertheless, the key to success in using literature in foreign language pedagogy in general, and reading comprehension courses in particular, depends to a larger extent on a sensitive choice of texts. Such an aspect denoting a sociocultural heritage of common literacy constitutes the common knowledge in a speech community and it may provide another source of cultural awareness-raising. In the same line of thought, it should be pointed out at this level that there are cultural

aspects which form part of a British person's general background that may help learners understand and get better in touch with the British way of life.

To give a practical application through a practical example characterizing the theoretical considerations, Sercu (1998:271-73) proposed a checklist of some criteria potential to language teaching and sociocultural learning assisting teachers to decide on the adequacy of the teaching materials to enhance and improve intercultural competence. These criteria might be summarized as follows:

-*Representativity* of suggested material,

- *Acceptability* of outdate and update of content,

-*Generalization* of statements of the target culture,

-*Problematic nature* of negative features of the target culture,

- *Authenticity* reflecting the multicultural character of the target culture,

- *Mentality* and national character explaining specific present-day behaviours,

- *Reliability* of language skills development through cultural elements,

- *Cross-cultural interactivity* for learners' reflection and comparisons,

- *Background activation.*

(Sercu 1998: 271-73)

Our pursued aim is not to cram the learners' heads with cultural insights, but to consolidate the learners' lack of knowledge about the Anglo-Saxon culture in general and the British culture in particular. Such

a suggested teaching material might be conceived as a sheer guidance basically aiming at:

- Providing learners with a substantial knowledge about the document aspects that characterise the British society and its cultural practises.

- Providing the learners with a framework and a set of activities for cultural and cross-cultural learning.

At this stage, it is believed to be a sheer attempt to provide language learners and teachers with materials in this area of interest and which in fact, should well be covered on a sound methodological basis in the English Language Department throughout the different universities in the country.

Here is, therefore, a series of academic text passages that might be considered in our perspective, to highlight a number of sociocultural aspects related to the topic areas which may to a certain extent picturize the others' social life, the case of Great Britain and the United State of America to our EFL learners. For instance, to inform our students about people's characters and attitudes, respecting and tolerating their local customs, beliefs and traditions. One may sometimes upset people by certain words or behaviours to say or to do, though this might be quite normal in your own culture. British people, for example, like to have a lot of their personal space. If there are several spare seats in a public place, most people will sit away from other people. People do not touch each other very much, and will usually apologize if they touch someone

accidentally. It is rare for people to be invited to someone's house without having arranged it first. In this regard, the following texts are selected from different sources of different class readers, both from academic textbooks and extracts from literary works.

THE LITERATURE OF COLONIAL AMERICA

From <u>The General History of Virginia</u>   by Captain John Smith

The Third Book   *Chapter I*

It might well be thought a country so fair (as Virginia is) and a people so tractable (as the Indians are) would long ere this have been quietly possessed, to the satisfaction of the adventurers and the eternizing of the memory of those that effected it. But because the world does see a defailment, this following treatise shall give satisfaction to all indifferent readers how the business has been carried whereby no doubt they will easily understand an answer to their question...

Captain Bartolomeo Gosnold, one of the first movers of this plantation, having many years solicited many of his friends but found small assistance, at last prevailed with some gentlemen, as Captain John Smith, Master Edward Maria Wingfield, Master Robert Hunt, and divers others, who depended a year upon his projects; but nothing could be effected till by their great charge and industry it came to be apprehended by certain of the nobility, gentry and merchants, so that his Majesty by his letter patent gave commission for establishing councils to direct here, and to govern and to execute there.

On the 19th of December, 1606 we set sail from Blackwall …

We watered at the Canaries; we traded with the savages at Dominica; three weeks we spent in refreshing ourselves among these

West India isles; in Guadaloupe we found a bath so hot as in it we boiled pork as well as over the fire. And at a little isle called Monito, we took from the bushes with our hands nearly two hogsheads full of birds in three or four hours. In Nevis, Mona and the Virgin isles, we spent some time, where, with a loathsome beast like a crocodile, called an iguana, tortoises, pelicans, parrots and fishes, we daily feasted.

Gone from thence in search of Virginia … the first land they made they called Cape Henry, where thirty of them recreating themselves on shore were assaulted by five savages who hurt two of the English very dangerously.

Newport, Smith and twenty others were sent to discover the head of the river. By divers small habitations they passed; in six days they arrived at a town called Powhatan, consisting of some twelve houses pleasantly seated on a hill, before it three fertile isles, about it many of their cornfields; the place is very pleasant and strong by nature; of this place the prince is called Powhatan and his people Powhatans. To this place the river is navigable, but higher within a mile, by reason of the rocks and isles, there is not passage for a small boat; this they call the Falls. The people in all parts kindly entreated them, till being returned within twenty miles of Jamestown.

Chapter II

The new president and Martin, being little beloved, of weak judgement in dangers, and less industry in peace, committed the managing of all things abroad to Captain Smith, who, by his own

example, good words, and fair promises, set some to mow, others to bind thatch, some to build houses, others to thatch them, himself always bearing the greatest task for his own share, so that in short time he provided most of them lodgings, neglecting any for himself.

The Spaniards never more greedily desired gold than he (Smith) victual, nor his soldiers more to abandon the country than he to keep it. But (he found) plenty of corn in the river of Chickahominy, where hundreds of savages in divers places stood with baskets expecting his coming. And now the winter approaching, the rivers became so covered with swans, geese, ducks, and cranes that we daily feasted with good bread , Virginia peas, pumpkins, and persimmons, fish, fowl, and divers sorts of wild beasts as fat as we could eat them, so that none of our tuftaffaty humorists desired to go for England.

This first literary excerpt taken from <u>The General History of Virginia</u> by Captain John Smith introduces students to the very beginning of American literature. It is a report of exploration and settlement written by a mercenary soldier who took part in the first expeditions to establish a permanent British colony at Jamestown, Virginia. It served as an advertisement for the New World and confirmed the European dream of America as a land of freedom, joy and abundance, a "paradise on earth", for the purpose of attracting the greatest number of emigrants.

The first paragraph is taken from Chapter I in which John Smith states the reasons for writing this account and describes his journey to the New World, insisting on the abundance of food and the beauty of the

place. He does not fail to mention the possible hostility of Indians to make his picture more accurate.

The second paragraph from Chapter II focuses on Smith's role in the settlement and presents Virginia as a land of plenty where the humblest Englishman is treated as a king, as the native inhabitants welcome him with baskets of food.

Narrative of the Life of Frederick Douglass, An American Slave.

By: Frederick Douglass

Chapter I

I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom came nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during my childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit.

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsy Bailey, both colored, and quite dark. My father was a white man. He was admitted to be such by all I ever heard to speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I knew nothing; the means of knowledge was withheld from me. My mother and I were separated when I was but an infant – before I knew her as my mother. It is a

common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this is done, I do not know, unless it be to hinder the development of the child's affection toward its mother and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.

The whisper that my master was my father, may or may not be true; but true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers … the slaveholder, in cases not a few, sustains to his slave the double relation of master and father.

Every year brings with it multitudes of this class of slaves. It was doubtless in consequence of a knowledge of this fact that one great statesman of the South predicted the downfall of slavery by the inevitable law of population. Whether this prophecy is ever fulfilled or not, it is nevertheless plain that a very different-looking class of people are springing up at the South, and are now held in slavery, from those originally brought to this country from Africa; and if their increase will do no other good, it will do away the force of the argument that God cursed Ham, and therefore American slavery is right. If the lineal descendants of Ham are alone to be scripturally enslaved, it is certain that slavery at the South must soon become unscriptural; for thousands

are ushered into the world, annually, who, like myself, owe their existence to white fathers, and those fathers most frequently their own masters.

I have had two masters. My first master's name was Anthony... His farms and slaves were under the care of an overseer. The overseer's name was Plummer. Mr Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with a cowskin and a heavy cudgel. I have known him to cut out the women's heads so horribly, that even master would be enraged by his cruelty, and would threaten to whip him if he did not mind himself. Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave... I remember the first time I ever witnessed this horrible exhibition. I was quite a child, but I well remember it. I shall never forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass.

This second fiction excerpt marks the beginning of Black American literature in the form of slave narratives. It is an excerpt from the first chapter of The Narrative of the Life of Frederick Douglass, an American Slave. Frederick Douglass was one of the very few Negroes who were taught to read and write and who used this knowledge to serve the cause of abolition and destroy the arguments of pro-slavery philosophy. His autobiographical account is directed to a white audience

and provides vivid details about the true living and working conditions of slaves as the conflict over slavery drew to a crisis.

These two texts allow students to be introduced to a new sociocultural environment of the English language, discovering at the same time two different pictures of America: the first being a bright, utopic vision of a new continent where every thing is possible while the second reveals the darker side of the ante-bellum South where Blacks are denied the necessary human needs.

A Frightful Schoolroom

I gazed upon the schoolroom into which Mr. Creakle took me as the most forlorn and desolate place I had ever seen. I see it now. A long room, with three long rows of desks, and six forms, and bristling all around with pegs for hats and states. Scraps of old copybooks and exercises litter the dirty floor. Some silk warms' houses, made of the same materials, are scattered over the desks. Two miserable little white mice, left behind by their owner, are running up and down in a fusty castle made of pasteboard and wire, looking in all the corners with their red eyes for anything to eat. A bird in cage very little bigger than himself, makes a mournful rattle now and then in hooping I his perch, two inches high, or dropping from it; but neither sings nor chips. Ther is a strange unwholesome smell upon the room, like sweet apples wanting air, and rotten books. There could not well be more ink splashed about, if it had been roofless from its first construction, and the skies had rained, snowed, hailed, and blown ink through the varying seasons of the year. (Charles Dickens, David Cooperfield, p.74, London: Penguin Classics)

I AM BORN

Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show. To begin my life with the beginning of my life, I record that I was born 'as I have been informed and believe' on a Friday, at twelve o'clock at night. It was remarked that that the clock began to strike, and I began to cry, simultaneously.

In consideration of the day and our of my birth, it was declared by the nurse, and by some sage women in the neighbourhood who had taken a lively interest in me several months before there was any possibility of our becoming personally acquainted, first; that I was destined to be unlucky in life, and secondly; that I was privileged to see ghosts and spirits; both these gifts inevitably attaching, as they believed, to all unlucky infants of either gender, born towards the small ours on a Friday night.

I need say nothing here, on the first head, because nothing can show better than my history whether that prediction was verified or falsified by the result. On the second of my question, I will only remark, that unless I run through that part of my inheritance while I was still a baby, I have not come into it yet. But I do not at all complain of having been kept out of this property; and if anybody else should be in the present enjoyment of it, he is heartily welcome to keep it.
(Charles Dickens David Cooperfield, 1850)

Superstitious Beliefs in Britain

In Britain, certain objects are believed to bring good or bad luck. For example, seeing a white horse, a four-leafed clover, two magpies together, a ladybird or a horseshoe is supposed to bring good luck, whereas it is regarded as bad luck to look at the new moon through glass or see a single magpie. When a black cat crosses one's path, it can mean either good or bad luck. A horseshoe upside down is unlucky, because its luck is 'running out'.

Certain actions are also believed to bring bad luck. These include walking under a ladder, breaking a mirror, and killing a spider. If someone spills salt he should immediately throw a pinch of it over his left shoulder. On the other hand picking up a pin from the ground brings good luck. Relics of superstitions actions like these have been preserved in phrases like 'touch wood', for avoiding bad luck, or 'keep your fingers crossed'. Some people accompany such sayings with actions, for example by touching wood when saying 'touch wood'.

Among the suggested superstitious beliefs are those concerning lucky and unlucky numbers. The number 13 is generally regarded as unlucky. Some hotels even have no room of this number, some buildings have no 13th floor, and aeroplanes often have no 13th row of seats. When the 13th of any month is a Friday, it is regarded as particularly unlucky.

Fortune-telling or prophesying the future can range from seeing the tea-leaves or in the flames of fire, or in a crystal ball to having one's

palm read by a palmist or one's fortune told by a fortune-teller. Among all the popular newspapers and magazines print horoscopes, which foretell the future according to person's 'stars', the sign of the zodiac under which he was born.

Schoolchildren and students sometimes take a 'mascot' or lucky charm into an examination room with them. It may be a pet toy, the figure of an animal, or any small object that they feel brings them luck. In Britain, old houses and castles are sometimes said to be haunted by the ghost of someone who died violently or mysteriously in the house. (Adapted from the OALED)

Scotland

Scotland became part of the United Kingdom in 1707, when its parliament was dissolved. Even so, Scotland still retains its separate identity. Its banknotes are different from the south of the borders, and the country maintains separate legal and education systems. Scots generally like to preserve their cultural differences- the history, traditions and dialects of Scotland are very distinct from those of the rest of the UK.

Scotland comprises two main regions, the Lowlands (industrial cities and farmland) and the Highlands (highly unpopulated areas, with small towns). The Lowlands region contains most of the Scotland's large ports cities – Aberdeen, Glasgow, and to a lesser extent, Edinburgh- which made Scotland a world-leader in shipbuilding and heavy engineering during the nineteenth century. Nowadays, the Lowlands concentrate on technology industries, and 'Silicon glen', as the area between Edinburgh and Glasgow is nicknamed, forms the biggest concentration of electronics manufacturers in Western Europe.

(Richard MORELAND in Study UK, 02:1994)

Bagpipe Players in Dunoon

Bagpipers march and play at the Cowal Highland Games in Dunoon, Scotland. Highland Games grew out of spontaneous competitions held at official clan meetings. Included in the festivities are Highland dances and the age-old competition called tossing the caber, a heavy fir pole about 5 meters (about 16 feet) long.

Bagpipes are a popular folk instrument found throughout Eastern Europe. The instrument plays an essential role in wedding festivals and dances. This music example features a type of bagpipe traditionally made of goatskin, which is known as the *gaida* in Bulgaria and as the *gajde* in the Former Yugoslav Republic of Macedonia. This instrument differs from other bagpipes in the region in that it has a drone (accompanying sustained note) pipe as well as a melody pipe.

English Encarta (2006)

Tartan

Tartan was worn by clansmen of the Scottish highlands as early as the 1660s. Tartan is a pattern, commonly called plaid, that consists of stripes of varying widths and colours, crossing at right angles against a solid background. Certain tartans are associated with specific Scottish clans, regiments, or geographical districts. Tartan is now worn mostly for ceremonial or formal occasions. A number of tartans exist in different forms for hunting (informal) and for dress wear, and several have an "ancient" form and a modern. Tartans may have developed from Celtic design, gradually becoming a means of identifying members of the same clan.

English Encarta (2006)

Scotland

The border between Scotland and England is almost unmarked. Yet the differences between the two countries cannot be missed. The first half of the century is traditionally known as the Lowlands. This region of Scotland, however, more hilly than most parts of England. The second half of Scotland is called the Highlands, one of the most peaceful retreats in Europe. The Highlands make up around a quarter of Britain's total area, yet, only 2% of the population live there.

During the 19th century, Scotland was a world leader in shipbuilding and heavy engineering. However, these heavy industries shrank after the 1930s depression and the slump in demand for British engineering WWII. Now the Lowlands are increasingly dependent on new technology industries. 'Silicon Glen', as the area between Edinburgh and Glasgow is nicknamed, forms the biggest concentration of electronics manufacturers in Western Europe, producing 50% of the UK's printed circuits and 15% of European output.

Devolution for the UK countries

Devolution, also called Home Rule in the British context, means moving certain powers from the central government to the elected bodies of certain regions. Devolution is an issue often debated to relation to Wales and Scotland which have distinctive social- cultural characteristics. Historically, both countries were originally separate from Britain: Wales was finally united with England in 1536, Scotland in 1707.

It is not easy to apply a single approach to devolution, because each part of the UK has specificities of its own. Scotland was has different legal and educational systems, the problem of Northern Ireland can only be considered in relation to the Republic of Ireland, and Wales is perhaps the most nationalistic part of Britain and attached to the Welsh language and culture.

The issue was raised again in 1996, when Tony Blaire promised to hold a referendum before legislating on devolution for Scotland and Wales. The 1997 Queen's Speech, which followed his election, announced a bill to authorize referendums on a Scottish parliament and a Welsh assembly.

The Great Famine

The famine of 1845-9 is a major line in the history of modern Ireland. Politically, economically and socially, the period that followed it appears sharply distinct from the period that preceded it. One effect of the famine was to concentrate in a few brief years changes that would otherwise have been spread over generations the immense burden of human suffering left an indelible mark on the popular memory. The historical importance of the great famine lies not only in the physical results –the decline in population, the transfer of poverty, the changes in agriculture –but the attitude to the government and to the ruling class that it engendered in the great majority of the people.

From one point of view, there was nothing exceptional about the great famine except its extent and its devastating effects. Every year, a large section of the population was, for a period of two or three months, particularly destitute; and on several occasions during the earlier nineteenth century, notably in 1817 and 1822, this destitution had become absolute famine in some parts of the country. This situation seemed to be the inevitable result of social condition. Ireland in 1840s, with over 8,000,000 inhabitants, was one of the most highly populated countries in Europe. About half of this population depended for its subsistence on the potato. Eventually, it was local and partial failure of the potato crop that had produced the earlier famines. What gave its

special character the great famine was that the crop failed over the whole country. That failure was repeated in successive years.

By august 1846, despair became absolute and the failure was general. In many places the wretched people were seated on the fences of their decaying gardens, wringing their hands, and wailing bitterly the destruction that had left them foodless. Weakened already by a season of unparalleled scarcity, and all their resources gone, four million faced the prospect of starvation.

(Adapted from S. Beckett, 1966)

English Education

English children from age 5 to age 16 are required to attend school. State schools are maintained by local government and offer pupils free education up to the age of 18, while the so-called public schools are private institutions that charge attendance fees. The quality of education is generally high, as demonstrated by almost universal literacy. The country has many universities, colleges, and adult education facilities, of which the universities of Oxford and Cambridge are England's oldest and best known.

English Encarta (2006)

Public Schools in Britain

Public schools are private, independent, fee-paying secondary schools. Many of them are boarding schools, with a high academic reputation. Many are very old institutions, some of which are very prestigious, particularly the so-called 'scared nine', such as Eton, Winchester, Rugby and Westminster. Some public schools like Rugby School have now become coeducational.

Public schools are selective and expensive, and are mainly attended by the upper-middle class and aristocracy. Scholarships are, however, increasingly given to very bright children from less wealthy families. Traditionally, public schools have emphasised moral principles, honourable behaviour, the development of character and academic excellence. In most public schools, older pupils are responsible for the behaviour and discipline of younger ones, as wall as for the administration.

Eton College

Eton College is one of Britain's most public schools for boys at Windsor, in Berkshire. It was founded in 1440. The students mainly come from aristocratic or upper-class backgrounds, though an increasing number of bright students have recently been able to enter the school with help of grants.

Recently, the tendency has been to modernize studies (giving less importance to classics) and encourage academic success so that the school is now more of a meritocracy and is among the first in league tables. Pupils have to pass two exams in order to get in: an IQ test at 11 and an entrance exam at 13. The traditional Eton school uniform consists of a black jacket, blacj waistcoat, striped trousers and a white shirt with a stiff collar which can be detached.

(English Encarta 2006)

A Famous Clock

When you first visit London, one of the first things you will see is Big Ben, the famous clock which can be heard all over the world on the BBC. If the houses had not been burnt down in1834, the great clock would never have been erected. Big Ben takes its name from Sir Benjamin Hall who was responsible for the naming of the clock when the new houses of parliament were being built. It is not only of immense size, but is extremely accurate as well. Officials from Greenwich Observatory have the clock checked twice a day. On the BBC you can hear the clock when it is actually striking because microphones are connected to the clock tower. Big Ben has rarely gone wrong. Once, however, it failed to give the right time. A painter who had been working on the tower hung a pot of paint on one of the hands and slowed it down. Alexander, L.G. Practice and Progress. Longman, (1967)

Thames River in London

The Thames River is the most important river in England and the main source of London's water supply. In this picture, the Palace of Westminster is on the left, in front of Westminster Bridge (thought to be the site of the Romans' first crossing point). On the south bank of the river (on the right of the picture) are Lambeth Palace (the London residence of the Archbishop of Canterbury), the South Bank Centre arts complex and the London Eye.

English Encarta (2006)

Bride and Bridesmaids

Most Northern Ireland couples marry in their mid-20s, the women typically a couple of years earlier than the men. Marriage, like many social institutions in Northern Ireland, tends to follow a more traditional model than in the rest of the United Kingdom. The divorce rate in the province, for example, is lower than in Great Britain, although it has risen substantially in recent years. Intermarriage between Catholics and Protestants in the province remains at a fairly low level.

Celebrating Welsh Heritage

Clothed in traditional attire, Welsh children enjoy a celebration at school. Although it has been united with England since 1536, Wales has maintained its unique cultural identity. The Welsh take particular pride in their language, a pride that bilingual education programs help to reinforce. The country has produced a number of world-famous writers, including the poet Dylan Thomas.

English Encarta (2006)

Elizabeth II

When Elizabeth, the little daughter of the Duke and Duchess of York, was born in 1926, few thought that she would grow up to be Queen of England. Elizabeth became Queen of England in 1952 and had married in 1947 Prince Philip of Greece. He was made Duke of Edinburgh the day before their wadding.

The duties of the Queen are very exacting. She has to pay frequent visits to other Commonwealth Countries, for example Canada and Australia. She has to appear at numerous public functions. She must keep informed of all political developments.

Elizabeth is regal and dignified, but also shy and reserved. Since she became Queen, her husband has worked untiringly in public affairs in Britain and the Commonwealth, and his sense of humour and is lively intelligence have made him extremely popular everywhere. He has also a great understanding of the lives of ordinary people.

4.6. CONCLUSION

The teaching of EFL reading sub-skills and strategies should be also supported by the introduction of fiction excerpts to make learners aware and gradually familiarised with the social, cultural and symbolic representations of the English language. In this view of things, fiction excerpts as a pedagogical support and material to be selected are believed to be only a means of the solution for teaching and developing the learners' reading strategies and sub-skills.

Ultimately, the reading lesson is not only a matter of text and structure- based activity, or sub-skills and strategies-based, but also a content- based, so that there would be a combination of all these aspects.

The teaching of metacognitive skills is deemed to be a valuable use of instructional time for a foreign language learner. When learners reflect upon their own learning strategies, they become better prepared to make conscious decisions about what they can do to improve their learning. Teachers should be cognisant of the fact that strong metacognition skills empower EFL learners.

Admittedly, to build bridges and learn more about the role of metacognitive strategies and how to explicitly teach them so that one may help students make conscious decisions about their own learning might be of great importance to the development of ones' learners' strategies. The best way to do this is by becoming more aware of one's own cognitive and metacognitive strategies.

GENERAL CONCLUSION

GENERAL CONCLUSION

In this dissertation, the researcher is mainly interested in looking at some evidence in the correlation between the importance of text selection of such as socioculturally loaded academic texts or fiction excerpts used as referent for EFL learners and metacognitive awareness, and their contribution to the teaching of reading strategies and sub-skills for a better reading comprehension proficiency.

The investigation starts with the introduction of some key words in the literary review. It is also an overview of what reading entails as a process, shedding some light on the importance of text selection and textual proprieties to develop the student's reading sub-skills through reading strategy training. From this point of view, the researcher selected two different fiction experts taken mainly from D. H .Lawrence's *'Sons and Lovers'*, and a second excerpt taken from the first part of Richard Wright's autobiographical sketch: *The Ethics of Living Jim Crow*, and finally a third passage is an extract from Thomas Burke's *Scots, English and The Welsh* for the sake of diagnosing, training and testing how learners may make use of some reading strategies to develop specific sub-skills to steadily overcome their encountered difficulties while reading in classroom.

The second part of the research draws a portrait of the learners' profile and needs at the level of the English Department, Tlemcen University. It checks our hypothesis which claims that fiction may contribute to teach and develop the learners' reading strategies through a

metacognitive awareness-raising to interact as effectively and comprehensibly as possible with the target text.

As a matter of fact, the study suggests a reading comprehension improvement through a particular kind of text and through which students may at the same time develop both the reading strategies that they have accumulated during their previous studies and experiences, and explore others' sociocultural world, that is, the English-speaking world. Therefore, a sound conclusion, then, is that strategy training would be better performed through socioculturally-loaded text passages or fiction excerpts for improving reading development as both a process and a product.

Such a proposal does not claim to offer an ideal solution to the existing inconsistencies and problems facing learners' reading difficulties, but it is just an attempt to set up a more supportive and promoting environment for metacognitive-awareness raising and thus, teaching reading comprehension in the true sense of the word. It is therefore, hoped that it will be useful for those who are likely to learn or work in the same situation under the same conditions.

Although much literature has been devoted to reading, there is still little known about the reading process of EFL learners. A great number of researchers stated the significance of widening the knowledge about the process of reading, not just the product of reading, but also to design reading programmes that truly meet the needs of students.

Indeed, past investigations have focused mainly on the question of comparing effective readers with less effective readers in terms of reading strategies. What is apparent is that not many studies have specifically examined which reading strategies are selected and employed by EFL students while coping with a reading text in English. Consequently, discovering reading strategies used by EFL students when interacting with an English reading text in an academic context is the goal of this study. Another goal is to deepen the understanding of the process of their employing reading comprehension strategies.

Finally, one may say that even though it would seem quite difficult and painstaking to implement the necessary changes and reforms needed, it would represent an emergency not only to cope with the requirements of the situation at hand, but also keep pace with the multiple increasing demands of the scientific, technological and economic and educational changes worldwide, as well as to ease the burden of the prevailing difficulties and challenges to hopefully arise enthusiasm and interest among our learners and teachers alike.

BIBLIOGRAPHY

BIBLIOGRAPHY

Alderson, J. & Urquhart, A. (1983). Reading in a Second Language. London: Longman.

Alderson, J.C. & Backman, L. F. (2000). Assessing Reading. Cambridge: Cambridge University Press.

Anderson, J.R. (1985). Cognitive Psychology and its Implications. 2nd ed. San Francisco. Freeman.

Anderson, N. J. (1999). Exploring Second Language Reading: Issues and Strategies. Boston: Heinle & Heinle .

---------------------- (2002a). The Role of Metacognition in Second Language Teaching and Learning. ERIC Digest. Education Resources Information Center.

----------------------(2002b).Using Telescopes, Microscopes, and Kaleidoscopes to Put Metacongnition into Perspective. TESOL Matters, 12 (4), 2002.

Alexander, L.G., (1967). Practice and Progress. Longman.

Alderson, J. C. & Bachmour, L. F. (2000). Assessing Reading. Cambridge, Cambridge University Press.

Armbruster, Bonnie B., et al (1983). The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40. Urbana, IL: Center for the Study of Reading. [ED 228 617]

Benmoussat, S. (2003), Mediating Languages and Culture, An Investigative Analysis of the Cultural Dimension in the Algerian Newly ELT Textbooks. (Unpublished Doctorat Thesis)

Bloomfield, L.A. (1914). Language and Culture. In F. Smolinsky (Ed), *Landmarks of American Language and Linguistics* (pp. 40- 48). United States Agency of Information.USA.

Broughton, G. Brumfit, C. Flavell, R. Hill, P. & Pincas, A. (1980). Teaching as a Foreign Language. Oxford: Oxford University Press.

Brown, H. D. (1994). Principles of Language Learning and Teaching. (3rd Ed). Englewood Cliffs: Prentice Hall.

Brumfit, C. J. & Carter, R. A. (2000). Literature and Language Teaching, Oxford: Oxford University Press.

Calfee, R., & Nelson-Barber, S. (1991). Diversity and constancy in human thinking: critical literacy as amplifier of intellect and experience. In E. Hiebert (Ed.), *Literacy for a diverse society: Perspectives, practices, and policies*, pp.44-57. NY: Teachers College Press.

Calfee, R., & Drum, P. (1986). Research on Teaching Reading. In M. C. Wittrock (Ed), *Handbook of research on teaching (pp. 804- 49)*. New York: Macmillan.

Caroll, P., Devine, J. & Eskey, D.E (1988). Interactive Approaches to Second Language Reading. New York: Cambridge University Press.

Carrell, P.L., Pharis, B.G. & Liberto, J.C. (1989). Metacognitive Strategy Training for ESL Reading. *TESOL Quarterly*, (23, 647-678).

Carter, R. & Walker, R. (1985). Literature and the Learner: Introduction. George Allen & Unwin, London.

Chamot, A. U., & O'Malley, J. M. (1986). A Cognitive Academic Language Learning Approach: An ESL Content-Based Curriculum. Wheaton: National Clearinghouse for Bilingual Education.

Chamot, A. U., & Küpper, L. (1989). Learning Strategies in Foreign Language Instruction. *Foreign Language Annals, 22* (1): 13-24.

Chamot, A.U. (1990). Cognitive Instruction in the Second Language Classroom: *The Role of Learning Strategies; in George Town University Round Table on Languages and Linguistics*; (pp. 497- 506).

Chamot, A.U. & O'Malley, J. M. (1990). Learning Strategies in Second Language Acquisition. Cambridge: Cambridge University Press.

Chamot, A. U., & O'Malley, J. M. (1992). The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream. In P. A. Richard-Amato & M. A. Snow (Eds.), *The multicultural classroom: Readings for content-area teachers*. White Plains: Longman.

Chamot, A. U., & O'Malley, J. M. (1994). Language Learner and Learning Strategies. In N. C. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 371- 392). London: Academic.

Chamot, A. U., Barnhardt, S., El Dinary. P.B., & Robbins, J. (1999). The learning strategies handbook. White Plains, NY: Addison Wesley Longman.

Cohen, A. D (1998). Strategies in Learning and Using a Second Language. C.N. Candlin (eds.) London: Longman.

Cook, G. (2000). Texts, Extracts, and Stylistic Texture. In C. J. Brumfit & R.A. Carter, *Literature and Language Teaching*. Oxford: Oxford University Press.

Corder, S.P. (1973). Introducing Applied Linguistics. Middlesex: Penguin books.

Cunningsworth, A. (1984). Evaluating and Selecting E.F.L. Teaching Materials. London: Heinemann.

Davies, F. (1995). Introducing Reading. London: Penguin Books.

Day. R. & Bramford, J. (1998). Extensive Reading in the Second Classroom. Cambridge: Cambridge University Press.

Devine, J. (1993). The Role of Metacognition in Second Language Reading and Writing. In J.G. Carson and I Leki (eds). *Reading in the Composition Classroom: Second Language Perspectives.* Boston: Heinle and Heinle. pp.105-27

Doff, A (1994). Teach English .A Training Course for Teachers. Cambridge: Cambridge University Press.

Donato, R. (1984). Sociocultural Contributions to Understanding the Foreign and Second Language Classroom. In Lantolf, J.P.(2000). *Sociocultural Theory and Second Language Learning.* Oxford: Oxford University Press.

Flavell, J. H. (1976). Metacognitive Aspects of Problem Solving. In L.B. Resnick (Ed.), *The Nature of Intelligence.* Hillsdale, NJ: Erlbaum.

Flavell, J. (1979). Metacognition and Cognitive Monitoring: A New Era of Cognitive-Development Inquiry. *American Psychologist,* 34, 906–911.

Flavell, J.H. (1987). Speculations about the Nature and Development of Metacognition. In F.E. Weinert & R.H. Kluwe (Eds), *Metacognition, Motivation, and Understanding* (pp. 22-29). Hillsdale, N.J: Lawrence Erlbaum Associates.

Fries, C. (1945). Teaching and Learning English as Foreign Language; Ann Arbor (Eds).

Gill, M. (1992). Reading, Culture and Cognition. Edinburgh Working Papers in Linguistics, V4 p49-66. Publisher: N/A.

Glendinning, E. (1992). Study Reading. Cambridge: Cambridge University Press.

Grellet, F. (1981). Developing Reading Skill. Cambridge :Cambridge University Press.

Harrison, A. (1989). A Language Testing Handbook. Flavell, (ed.) London. Mc Millan Press.

Harrison, B. (1989). Culture, Literature and the Language Classroom. In *Culture and the Language Teacher.* Modern English Publication and the British Council . MC. Millan Published Ltd.

Hamzaoui, H. (2006). An Exploration into the Strategies Used for Essay Writing Across Three Languages. The Case of EFL University Students. (Unpublished Doctorat Thesis)

Halliday, M.A.K & Hassan.R. (1976). Cohesion in English. London: Longman.

Harmer, J. (2001). The Practice of English Language Teaching. (3rd Ed). Pearson Education Limited.

Johns, A.M. (1997). Text, Role and Context. Cambridge: Cambridge University Press. G .B.

Kramsch, C. (1998). Language and Culture. Oxford University Press.

Lantolf, P. J. (2000). Sociocultural Theory and Second Language Learning. Oxford: Oxford University Press.

Lee.Mackey, S. & Hornberger, N.H. (1996). Sociolinguistics and Language Teaching. Cambridge: Cambridge University Press.

Leedy, P.D. (1963). Read with Speed and Precision. Mc Graw Hill Book Company. INC. New York. USA.

Levinson, S. C. (1983). Pragmatics. Cambridge: Cambridge University Press.

Milligan, I. (1984). The English Novel. Longman York Press. Libarairie du Liban.

Morrow, K. (1977). Authentic Texts in ESP. In S. Holden (Ed.), *English for specific purposes.* London: Modern English Publications.

Nunan, D. (1991). Language Learning Methodology. London: Prentice Hall International Nuttal, C. (1982) Teaching Reading Skills in a Foreign Language. Heinemann International Oxford.

----------------- (1999). Second Language Teaching and Learning. Boston: Heinle and Heile.

O'Malley, J. M., Chamot, A. U., Stewner-Mazanares, G., Russo, R., & Kupper, L. (1985). Learning Strategies Applications with Students of English as a Second Language. *TESOL Quarterly, (19*, 285-96).

O'Malley, J. M. & Chamot, A. U. (1990). Learning Strategies in Seecond Language Acquisition.Cambridge University Press,Cambridge.

Ourghi, R. (2002). The Implications of Critical Reflections & Awareness for Educational Change: The Case of the Writing Curriculum, Learner, and Teacher Development at University Level. (Unpublished Doctorat Thesis)

Oxford, R. (1990). Language Learning Strategies: What every Teacher Should Know Oxford; Heinle and H, publication.

Palincsar, A., & David, Y. (1991). Promoting literacy through classroom dialogue. In E. Hiebert (Ed.), *Literacy for a diverse society: Perspectives, practices, and policies*, (pp. 122-140). NY: Teachers College Press.

Paltridge, B. (2004), Genre and Language Learning Classroom. Ann Arbor (eds). The University of Michigan Press.

Papaefthymiou-Lytra, S. (1993) Language, Language Awareness and Foreign Language Learning, Athens: The University of Athens Press.

Raymond, P. M. (1993). The Effects of Structure Strategy Training on the Recall of Expository Prose for University Students Reading French as a Second Language. *The Modern Language Journal* 77(4), 445-458.

Reid, J. (2001). Advanced EAP Writing and Curriculum Design. In T. Silva and P.K. Matsuda (eds). *On Second Language Writing*. Mahwah (N.J). Erlbaum.

Sercu, L. (1998). In-Service Teacher Training and the acquisition of Intercultural Competence. In Byram and Fleming,.M. (eds.) *Language Learning in Intercultural Perspective Approaches through Drama and Ethnography*. Cambridge: Cambridge University Press.

Steffensen, S & Joag- Dev, C. (1992). Cultural Knowledge and Reading ;in Reading in Foreign Language ; Alderson and Urquhart eds. .;N. Y . Longman ;(pp. 48-61).

Scovel, Th. (1998). Psycholinguistics. Oxford: Oxford University Press.

Stern, H. H. (1992). Issues and Options in Language Teaching. Edited by P.Allen, Harley, P. Oxford: Oxford University Press.

Swan, M. (1991). Understanding Ideas. Advanced Reading Skills (15th ed) Cambridge University Press, Cambridge, G.B.

Ur, P. (1998). A Course in Language Teaching. Cambridge: Cambridge University Press.

Venezky, R. L. (1968). Session I, The Nature of Writing Systems: spelling-to-sound correspondence. In J. F. Kavanagh (ed.), Communicative by Language, the Reading Process. Washington. D.C.: U.S. Dept. of Health, Education and Welfare.

Vigotsky, L. S. (1986). Thought and Language. Cambridge, MA: MIT Press.

Wallace, M.J. (1980). Study Skills in English .Cambridge, (Mass).

-------------------- (1998). Action Research for Language Teachers. Cambridge: Cambridge University Press.

Wardhaugh, R. & Brown, H. D. (1976). A Survey of Applied Linguistics. Ann Arbor, the University of Michigan Press.

Weir, C. & Roberts, J. (1993). Evaluation in E.L.T."; in Applied Language Studies; D. Crystal and K. Johnson (eds.) C.A.L.S.

Wenden, A. (1991). Learner Strategies for Learner Autonomy. Hemel Hempstead: Prentice Hall.

Widdowson, H.G. (1980). Explorations in Applied Linguistics. Oxford: Oxford University Press.

--------------------------(1996). Teaching Language as Communication. (10th Impression). Oxford: Oxford University Press.

Wilkins, D. A. (1991), *"Grammatical, Situational and notional syllabuses"*. In The Communicative Approach to Language Teaching, Brumfit, C. & Johnson, K., Oxford: Oxford University Press.

Young, D. (1989). A Systematic Approach to Foreign Language Reading Instruction; in Hyspania Journal .V.72; n3 ;(pp755-762)

Yorkey, R.C. (1982). Study Skills for Students of English (2nd Edition). Cambridge: Cambridge University Press, G.B.

WEBOGRAPHY

Poehner & Lantolf. (2005). *"Dynamic assessment in the language classroom"* in Language Teaching Research in: **http://www.ltr.sagepub.com/cgi/reprint/9/3/233.**

Sullivan, R. (1995). *"The Competency-Based Approach to Training"* in **http://www.reproline.jhu.edu/english/6read/6trai ing/cbt/cbt.htm#.**

Purcell-Gates, V. (2000). *"Learning to Read and Write Genre-Specific Text: Roles of Authentic Experience and Explicit Teaching"* in **146.145.202.164/Library/Retrieve.cfm?D=10.1598/RR Q.42.1.1&F=RRQ-42-1-Purcell-Gates.pdf.**

Helgesen, M. (1995). *"Extensive Reading Reports - Different Intelligences, Different Levels of Processing"* in **www.asian-efl-journal.com.**

Gambrell, L. B. (2005). *Reading: Does Practice Make Perfect?* In **http://www.reading.org/publications/reading_today/s amples/RTY-0706-president.html .**

Synghal, M. (2007). *"Teaching Reading To Adult Second Language Learners"* in: **www.readingmatrix.com/book/index.html.**

Susser, B. (1990). *"EFL Extensive Reading Instruction: Research and Procedure"* in: **http://www.cc.kyoto-su.ac.jp/~trobb/sussrobb.html.**

APPENDICES

Appendix 'A'
Students' Questionnaire

Dear Student,

The following questionnaire is an attempt to collect information, in view of easing learning difficulties, and making our teaching suitable to your needs, preferences and expectations. To do so, will you please complete it as well and clear as possible. (You can use any language that you find it suitable to express yourself).

Thank you for your

collaboration.

Mr. Amine Belmekki

****

Directions: Please answer the following questions by putting a circle round the appropriate answer.

1. For how long have you been studying English?

....

2. What is reading according to you?

....

....

3. At Secondary School:

    a- Did you enjoy reading comprehension? Say why?

       - Yes

       - No

....

....

    b- Did you often find it difficult to understand the text your teacher provides you with during a reading comprehension course?

       - Yes

       - No

    c- Is this difficulty because of:

       - Vocabulary?

       - Grammar?

       - Content of the text?

4- Do you read in:

- English?	-French?	- Arabic?
• Often	- Often	- Often
• Sometimes	- Sometimes	- Sometimes
• Never	- Never	- Never

Explain why?..

....

5- At university:

a. Have you been taught Reading comprehension?

    - Yes

    - No

b. How to extract from a text its general ideas?

....

....

c. How to find a specific information?

....

....

d. How to infer meaning of an unknown word out of the whole sentence?

....

....

e. How you may predict the content of a text?

....

....

6. Do you know other means or ways of understanding a text, which ones?

....

....

7. Where do your difficulties in understanding a text come from?

    a. Your poor (bed) reading training

    b. Lack of reading experience.

    c. lack of motivation

8. Is it necessary to understand every word in the text in order to get its general idea?

    - Yes

    - No

9. Do you know that a first reading can tell you what the text is about?

    - Yes

    - No

10. Is it necessary to read the whole text in order to find a particular idea?

    - Yes

    - No

11. Do you know that:

    a. In order to find a particular idea in the text you can simply refer to a part of the text?

- Yes

- No

b. To find an answer to a reading comprehension question requires simply locating the information in the text.

     - Yes

     - No

12. what is your attitudes when a difficult word crops up while reading a passage?

....

....

....

13. Do you know that you can understand the meaning of a word:

   a. From the meaning of the sentence or the whole paragraph?

     -Yes

     -No

   b. from reading what precedes and comes after it?

     - Yes

     - No

   c. By guessing the meaning from its form?

     -Yes

     -No

14. What kind of information may help you in advance to predict the content of the text?

....

....

15. Do you know that:

    a. The title can give you an idea of what the text may be about?

       - Yes

       - No

    b. To understand the meaning of a paragraph may help you to predict a paragraph.

       - Yes

       - No

16. What would you suggest to your teacher to help you overcome your reading difficulties?

....

....

Appendix 'B'

Text used in the pre-training phase

Excerpt from Sons and Lovers

By D. H. Lawrence

Excerpt from   <u>**Sons and Lovers**</u>

                         By D. H. Lawrence

When she was twenty-three years old, she met, at a Christmas party, a young man from the Erewash Valley. Morel was then twenty seven years old. He was well set up, erect, and very smart. He had wavy black hair that shone again, and a vigorous black beard that had never been shaved. His cheeks were ruddy, and his red, moist mouth was noticeable because he laughed so often and so heartily. He had that rare thing, a rich ringing laugh. Gertrude Coppard had watched him, fascinated. He was so full of colour and animation, his voice ran so easily into comic grotesque, he was so ready and so pleasant with everybody. Her own father had a rich fund of humour, but it was satiric. The man's was different: soft, non-intellectual, warm, a kind of gambolling.

She herself was opposite. She had a curious, receptive mind which found much pleasure and amusement in listening to other folk. She was clever in leading folk on to talk. She loved ideas and was considered very intellectual. What she liked most of all was an argument on religion or philosophy or politics with some educated man. This she did not often enjoy. So she always had people tell her about themselves, finding her pleasure so.

In her person she was rather small and delicate, with a large brow, and dropping bunches of brown silk curls. Her blue eyes were very straight, honest and searching. She had the beautiful hands of Coppards.

Her dress was always subdued. She wore dark blue silk, with a peculiar silver chain of silver scallops. This, and a heavy brooch of twisted gold, was her only ornament. She was still perfectly intact, deeply religious, and full of beautiful candour.

Walter Morel seemed melted away before her. She was to miner that things of mystery and fascination, a lady. When she spoke to him, it was with a southern pronunciation and a purity of English which thrilled him to hear. She watched him. He danced well, as if it were natural and joyous in him to dance. His grandfather was a French refugee who had married an English barmaid- if it had been a marriage. Gertrude Coppard watched the young miner as he danced, a certain subtle exultation like glamour in his movement, and his face the flower of his body, ruddy, with tumbled black hair, and laughing alike whatever partner he bowed above. She thought him rather wonderful, never having met anyone like him. Her father was to her the type of all men. And George Coppard, proud in this bearing, handsome, and rather bitter; who preferred theology in reading, and who drew near in sympathy only to one man, the Apostle Paul; who was harsh in government, and in familiarity ironic; who ignored all sensuous pleasure; he was very different from the miner. Gertrude herself was rather contemptuous of dancing; she had not the slightest inclination towards the accomplishment, and never learned even a Roger de Covertly. She was puritan, like her father, high minded, and really stern. Therefore the dusky, golden softness of this man's sensuous flame of life, that flowed off his flesh like the flame from a candle, not baffled and gripped into incandescence by thought and spirit as her life was, seemed to her something wonderful, beyond her.

He came and bowed above her. A warm radiated through her as if she had drunk wine. "Now do come have this one Wi' me", he said caressively. "It's easy, you know. I'm pining to see you dance".

She had told him before she could dance. She glanced at his humility and smiled. Her smile was very beautiful. It moved the man so that he forgot everything.

Comprehension Question

1. Read the title of the text and try to find what information would you expect to find in the passage.
2. What is the general idea of the text?
3. What are the main ideas in the text?
4. Was Morel an intellectual man?
5. What is Gertrude's religion?
6. What does the word 'heartily' mean in the text?
7. 'Was her only ornament': what is the ornament referred to, here?
8. 'He was very different from the miner': to whom does the word 'he' refers to, here.
9. Read the last paragraph. What do you imagine may happen next?

Appendix 'C'

Text used in the training phase

Richard Wright "The Ethics of Living Jim Crow: An Autobiographical Sketch". From Uncle Tom's Children (1937)

Richard Wright "The Ethics of Living Jim Crow: An Autobiographical Sketch". From Uncle Tom's Children (1937)

My first lesson in how to live in a Negro came when I was quite small. We were living in Arkansas. Our house stood behind the railroad tracks. Its skimpy yard was paved with black cinders. Nothing green ever grew in that yard? The only touch of green we could see was far away, beyond the tracks, over where the white folk lived. But cinders were good enough for me and I never missed the green growing things. And anyhow cinders were fine weapons. You could always have a nice hot with huge black cinders. All you had to do was crouch behind the brick pillars of a house with your hands full of gritty ammunition. And the first woolly black head you saw pop out from behind another row of pillars was your target. You tried your very best to knock it off. It was great fun.

I never fully realised the appalling disadvantages of a cinder environment till one day the gang to which I belonged fond itself engaged in a war with the white boys who lived beyond the tracks. As usual we laid down our cider barrage, thinking this would wipe the wipe boys out. But they replied with a strategy bombardment of broken bottles. We doubled our cinder barrage, but they hid behind trees, hedges, and the sloping embankments of their lawns. Having no such fortifications, we retreated to the brick pillars of our homes. During the retreat, a broken milk bottle caught me behind the car, opening a deep gash which bled profusely. The sight of blood pouring over my face completely demoralised our ranks. My fellow combatants left me standing paralysed in the center of the yard, and scurried for their home.

A kind neighbour saw me, and rushed me to a doctor, who took three stitches in my neck.

I sat brooding in my front steps, nursing my wound and waiting for my mother to come from work. I felt that a grave of unjustice had been done me. It was alright to throw cinders. The greatest harm a cinder could do was leave a bruise. But broken bottles were dangerous; they left you cut, bleeding, and helpless.

When night fell, my mother came from the white's folk kitchen. I read down the street to meet her. I could just feel in my bones that she would understand. I knew she would tell me exactly what to do next time. I grabbed her hand and babbled out the whole story. She examined my wound, then slapped me. "How come yoh didn't hide?" she asked me. "How come yuh always fightin?"

I was outraged, and bawled. Between sobs I told her that I didn't have any trees or hedges to hide behind. There wasn't a thing I could have used as a trench? And you couldn't throw very far when you were hiding behind the brick pillars of the house. She grabbed a barrel stave, dragged me home, stripped me naked, and beat me tell I had a fever of one hundred and two. She would smack my rump with the stave, and, while the skin was still smarting impart to me germs of Jim Crew wisdom. I was never to throw cinders any more. I was never to fight any more wars. I was never, under any conditions, to fight white folk again. And they were absolutely right in clouting me with the broken milk bottle. Didn't know she was working hard every day in the hot kitchens of the while folk to make money to take care of me? When was I ever

going to learn to be a good boy? She couldn't be bothered with my fights. She finished by telling me that I ought be thankful to God as long as I live that they didn't kill me.

It was a long time before I came in close contact with white folk again. We moved from Arkansas to Mississippi. Here we had the good fortune not to live behind the railroad tracks, or close to white neighbourhoods. We lived in the very heart of the local Black Belt. There were black churches and black preachers; they were black schools and black teachers; black groceries and black clerks. In fact, everything was so solidly black that for a long time I did not even think of white folks, save in remote and vague terms. But this could not last forever. As grows older one eats more. One's clothing cost more. When I finished grammar school I had to work. My mother could no longer feed and clothe me on her cooking job.

Comprehension Question

1. Who narrates the text?
2. Who is the main character in the text?
3. Is the writer black or white?
4. How many parts can you distinguish in this text? Justify your reasons for structuring the passage in this way.
5. Where was the writer's house situated?
6. Where was the writer seriously wounded?
7. What does the pronoun "I" refer to in the first line of the text?

8. Study the language used by the two main characters of the text? Is it formal, consultative or colloquial? Find examples in the text.

9. Comment on the use of such a word "Yuh"?

10. What is the text about?

Appendix 'D'

Text used in the post-training phase

The English, the Scots and the Welsh

By Thomas BURKE 1945

Excerpt from   <u>The English, the Scots and the Welsh</u>
By Thomas BURKE The English and Their Country, 1945
Adopted from Richard, P.M. et W. HALL (1962)
In <u>L'Anglais par la Litérature</u>: Classe de Seconde.

Marked differences of character and other matters exist between the English on one side and their neighbours, the Welsh and the Scots. One the other. Wales and Scotland, divided from England by impalpable frontiers, are in physical features, moral characteristics and speech, separate nations. But both countries are partners, with Northern Ireland, in the United Kingdom, Wales since the end of the thirteen century, and Scotland since the beginning of the eighteenth. All four countries are governed under the crown, and represented in the same Parliament, and the people of these countries, with their distinctive manners and customs, and their sarcasm against each other, live together in a humorously tolerant union, and when danger threatens any part of this island, its people show that they are indeed a United Kingdom, all are British.

The most frequent criticism of the Englishman made by men different countries, turns on his frigidity and stiffness; a criticism that surprise Englishman since he is not aware of anything in himself that warrant it. But one can see that the to more volatile people his outward reserve would give an impression of a chilly temperament, and no indication of the rich warm character that it covers. Far from being rigid and stiff, he is highly emotional, and at the same time ashamed of showing emotion. He is keenly sensitive, but his training has taught him that to be too sensitive is to be weak. He is naturally warm- hearted and at the same time afraid of what he thinks the vulgarity of exuberance. He

wants to be liked, but will never show that he wants to be liked. Far from being the hard-headed John Bull drawn by his own cartoonists, he is truth sentimental. But he will not admit to being guided by sentiment, and so he goes about in armour, and in the presence of strangers he seldom relaxes and lays it aside; when he does eventually lie aside his armour, then you meet the real Englishman-genial, generous, and sympathetically adaptable. He does not, like the men of some warmer countries, scatter his friendship freely to all who come along, but when he does give it with all his heart.

Comprehension Questions:

1. Are there marked frontiers between the UK countries?
2. Which institutions give the UK countries their unity?
3. In what circumstances does the "United Kingdom" deserve its name?
4. What is the most frequent criticism of the English made by people of other nationalities?
5. What kind of people are the English-those who 'scatter their friendship freely', or those who given it less freely but more loyalty?

Appendix 'E'

The Reading Strategies Grid.

THE READING STRATEGIES GRID

	Questions / Reading Strategies	Question One	Question Two	Question Three	Question Four	Question Five
1	Used a dictionary					
2	I kept meaning in my mind as I read					
3	I read the first sentence of each paragraph					
4	I used my knowledge of the topic					
5	I translated in Arabic/ French					
6	I spoke to myself					
7	I used images from my mind					
8	I guessed from titles and subtitles					
9	I read several times					
10	I looked for key words					
11	I made hypotheses about possible meaning					
12	I guessed content before reading					
13	I organised my reading					
14	I ignored unecessary details					
15	I checked if my guesses were correct					
16	I used my knowledge of grammar					
17	I read word by word					
18	I asked myself questions about the text					
19	I summarised information in my mind					
20	I ignored difficult words					
21	I paid attention only to information relevant to my reading purpose					
22	I used context					
23	I asked my friends or my teacher					

C	Cognitive Strategies	S	Social Strategies
M	Metacognitive	L	Learner's Strategies before Strategy instruction
A	Affective Strategies		

Appendix 'F'

THE STRATEGIES USED FOR THE READING STRATEGY TRAINING

Type of Strategies	Reading Strategies	Definitions
C O G N I T I V E	1. Resourcing	Using written sources for more comprehension, like dictionaries, encyclopedias, titles, sub-titles, illustrations, etc.
	2.Summarising	Making a mental, oral or written summary of information gained through reading, like keeping meaning in mind while reading.
	3.Deduction	Applying rules to understand or produce language, using linguistic knowledge, identifying grammatical category of words, for example.
	4. Imagery	Using visual images (either mental or actual) to understand or remember new information, or to make a mental representation of a problem, i.e., associating ideas.
	5. Auditory representation	Playing back in one's mind the sound of a word, phrase or fact in order to assist comprehension.
	6. Elaboration	Relating new information to prior knowledge.
	7.Transfer	Using what is known about language in L_1 to assist comprehension in L_2 or L_3.
	8. Inferring	Using information in the text to guess meaning, predict outcomes or complete missing parts.
	9. Translation	Using L_1 or L_2 to assist comprehension.
	10. Repetition	Overt practice and silent rehearsal.
	11. Skipping	Ignoring unknown or unnecessary words; ignoring details irrelevant to the reading purpose, extracting key words.
	12.Re-reading	Reading again previous misunderstood or important parts of a text.
	13.Using cognates	Recognising words that have the same meaning as the difficult word in the same paragraph or sentence; recognising words that have the same meaning in another language.
	14. anticipating information to come	Making hypotheses about possible meaning.

Type of Strategies	Reading Strategies	Definitions
M E T A C O G N I T I V E	15. Advance organization or planning ahead	Previewing the main ideas and concepts of the material to be learned; reading the first sentence of each paragraph.
	16. Selective attention	Attending to or scanning key words.
	17. self-monitoring	Checking one's comprehension durig reading; checking if guesses are correct, formulating questions while reading.
	18. Self-evaluation	Judging how well one has accomplished the reading task.
	19. Self-management	Seeking or arranging the conditions of a good reading.
	20. Reading with purpose	Adjusting reading style or speed to purpose; fixing objectives for reading.
Social And Affective	21. Self-talk	Reducing anxiety by using mental techniques that make one feel competent to do the learning task.
	22.Questioning for clarification	Asking teacher or peers and eliciting from them additional explanation; rephrasing examples for verification.

THE PRE AND POST-TRAINING INTERVIEW GUIDE

Name :..

Age :..

Can you please briefly answer the following questions?

Take your entire time feel free when answering. You may use Arabic, French and/or English to express yourself in the most convenient way:

1. When you are reading a text and you come across a word or an expression you don't know what do you do?

2. How do you usually manage yourself to read a text in English?

3. How do you manage yourself to answer the pre-reading questions?

4. What techniques do you use when answering comprehension questions?

5. How do you prepare yourself to the task of reading a text?

6. Do you find ways to know the meaning of the text even when you do not know enough words?

7. When you meet a specific problem, how do you try to solve it out?

8. Which ways do you think, will help you become an effective reader?

THE STUDENTS' ANSWERS OF THE PRE-TRAINING INTERVIEW

1) بالنسبة لفهم متن كلمة وحدة من الـ Text، نحاول نقرأها و نستنتج و نربط العبارة ليصير فهم الكلمة من الـ Text، و إذا ما فهمتوش نستعين أستاذ و بالـ Prof

2) باش نفهم الـ Text مكتوب بالإنجليزية، نقرا شوية من الـ Text و نشمل من خطوط نبيّن نفهم بالّي ما نفهمتوش فكل مرّة نقرا فكل مرّة الكلمات

3) باش نجاوب على الأسئلة تاع الفهم، نقرا السؤال عدة مرّات و نبحث على الكلمات الموجودة في السؤال بالـ Text، و أ بالنسبة نربط المعنى العام مع الفكرة اللي تطلبها منّي

4) التقنيات اللي نفكر فيهم هي : * نوقف النقاط الهامة اللي في النص
* نركّز على الأفكار، اللي تخدم مع فكرة النص
* نلخّص النص إلى روؤس أقلام
* نلّم الأفكار الصغيرة و نسّق تخدمها

5) كيما نقرا النص ما نركّز ش على دليل كل ما نفهم كلمة بكلمة و لكن نقسّم إلى عدّة أفكاره

6) الطرق اللي نستعملهم باش نفهم المعنى العام تاع النص هي : نقرا النص و نحاول نقرا حتى تتكوّن فكرة عامة على النص

7) كيما نفهم الـ Text، إلا نستعين الاستاذ و Dictionnaire

8) باش تكون a good reader لازم نقرا بزاف و نحّن دراسي على القراءة

1) كي نكون نقرا أ Text بالإنجليزية ونحط دفعة حاجة
نفهمهاش ونفتش عليها في ديكسيونار

2) ياش نفهم أ Text بالإنجليزية خامني نسرح كامل لي
اللي مانفهمهمش ... ونكون خامني نقراه احلى خام
لوكان مايجيبنيش أ text مانفهمل مانقراه

3) باش اجاوب على الأسئلة نحا النص خامني نكون مه
غايفة الـ Text ونفهمه كامل لكلام بالعربية

4) التقنيات اللي نستعملي باش اجاوب على الأسئلة هوهما
خامني انكون أ له ز كومريحه من والمون
خامني نفهم غايفة الأسئلة باش اجاوب عليهم
لوكان مانفهمش السؤال مانجاوبش عليه

5) كي هو ماسي نقرا أ Text خامي نكون مريحة نفس
نقرأ أ Text نشحال ملمرا او نقطعوا

6) نقرى أ Text نشحال من اخراي

7) نفتش في ديكسيونار وكي في النشرات

8) خامني نكون مريحة نفسسا نفتش على كامل لكل
اللي مانخلدبهمش أ Text نشحال من اخراي

Nom ___ Student 'C' ___ الاسم

Prénom _____ اللقب

Né (e) le _____ تاريخ الازدياد

N° Carte d'Etudiant _____ رقم بطاقة الطالب

Faculté _____ كلية

Département _____ قسم

Examen de _____ إختبار

Date _____ بتاريخ

Année Universitaire _____ السنة الدراسية

Semestre _____ السداسي

Date _____ التاريخ

Note / sur 20   النقطة

| / 20 |

Appréciations   ملاحظات

Correcteur   المصحح

Nom _____ اللقب

Prénom _____ الاسم

Grade _____ الرتبة

Signature _____ امضاء

١) حيتكون نقرأ texte وما نفهمش كلمة حوس
وبسّو فالكلمة لـى موراها ونقرأ الجملة
وجوهر معناها ونخلاص راها تفهم

٢) لابد نفهم الـ texte باش تكون عندك
محفوظات علها وعلمات نقدر نفهم وبذلك
حى نقرأ النص كى تفهم فيه وتحبر
L'idée générale

٣) باش نجاوب على الاسئلة الفهم لازم نقرأ النص
مليح ونفهم ونعرف الموضوع او راه يدجر
عليه علخاطر الاسئلة ان تطرح تكون من
النص وعلى حساب ما تجيبت

٤) التقنيات اللي تستطاع كيتكون طاوي على الاسئلة
تفهم السؤال وتحوس علبط النص وتصل
الى الجواب

٥) تحضر روجك على حساب الهنوان اتباع
النصص وتجري على داش زاء يومن.

٦) تعطي المعنى الكامل النص كى تعبر عن واسم
زاء يومن وتكون صنصك الهنن الطاقة الثانية
عن ولو ما ورتشش كلمات.

٧) كنت طالت مشكلة وفي الصصى تعبر عن
من ونزوج وما حق تعف وقابلية impossible
قراء مرموان وما تعبرش.

٨) الطرق التي تحاول ولك باش تكون عارى
تعف هي احدى مصطاح القراءة والطلاقة.

وزارة التعليم العالي والبحث العلمي
Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique

جامعة أبي بكر بلقايد ـ تلمسار
UNIVERSITE ABOU-BAKR BELKAÏD - TLEMCEN

الاسم .... Nom .... Student 'D'

اللقب .... Prénom ....

تاريخ الازدياد .... Né (e) le ....

رقم بطاقة الطالب .... N° Carte d'Etudiant(e) ....

كلية ....

قسم ....

إختبار ....

بتاريخ ....

Professeur :	Note : (0-20)	Observations :

1) كي ما نظهمش نوتي للتيكسيمان ، أو كسبد و و تخمة س على
المعنى المقصود ، و إذا ما ديتش المعنى تنقصني النزوع ...

2) نقرام كثر من مرة ...

3) نوتي للمعطيات اللي تيتهامش من قبل و قتأرتي المعلوماتية ...

4) أو ل حاجة التركيز نابي شي ء النقطة في الإجابة و ما نخزجش
على المـوضوع .

5) نتخيل و نعيش القصة نتاع التكسن .

6) نقرى الـموضوع المرة الثانية و نتي ....

7) لحسن حتى على سرعة البديهة و الفهامة نتاع النص ، ذونلك
قليل جابو نعبارات التسوس و .... CaCos برولا نتاع اللهم
نفهمت ، و نروج للسؤال ، و جداجز .

8) باش نفهم مليح لازم السؤال ، ان يكون مايتة و العقنسية نابي ، كذا
التركير اللي هو أهـ شي ء .

١) جلعنا نسأل الي يفهم وهو نشوف في الدكشنري؟

٢) نقراه نشال من خطره و نترج الكلمات الي منعرفهم ونشوفهم

٣) أنا نظن بلي، إذا فهمت المعنى غادي نجاوب بسهولة

٤) _ المقسمات هوم
   م _ نجاوب الاول على ورقة غير ورقة الاجابة جانس لا
   جاغلطنا نراجعوا الخطاء الاطلاع الي نساهام
   نراجع النص الي كتبوا على ورقة الوسخة جبل ما أكتب
   ورقة الاجابة
   هذا كله بعد ما نقرا السؤال نشال من مرة جانس نقها
   لأن فهم السؤال نصف الجواب

٥) أكون كسير منتبه نصح نحاول قدر الخطاء جانس وكل
   ونجنب التكرير في مطالج خارجين عن الموضوع

٦) نقرا العنوان ونحاول نقرا Text ونفهم قدر اج
   الي قدرت نفهمه ومع الاسئلة نقدر نوصل ال
   الكامل

٧) مانوقفش عند سؤال واحد ونزوج للأسئلة الباقية و
   عليها
   و لا نحاول نفهم انطليل الي فيه القاردي

٨) _ التركيز ونقرا غير الثانوية وناخذ Text كل مرة
   الي ماعرفتهم مش
   نقوم باخذ نقاط وملاحظات ونتحصن الموضع جانس
   نريح الوقت ونعني كل سؤال حقه

١) نفتّش عليها في ٧ le dictionaire على الأطلس

٢) نقراه المرة الأولى كلمتي، ونتجاوّد لوشحال من مرة

٣) نجاوب على أسئلة، نفهم ڭ Text ومنو نخرج

٤) نسطر في Text (key words)، الكلمات، إلخ، ونظر الأسئلة بواش على نفسي حتى نوصل للجواب

٥) نقراوا في الأول قراءة عامة بلاي نفتش ڭلاش طارئ في الأول

٦) نقرا ونجاود

٧) نتفهّم ڭ ما نفتش، ونجاوبين على السؤال و نجاوب جواب خاطري

٨) أقل طريقة نستعملها نفتش القاموس ولا نقرا النص ونجاود حتى نفهم

وزارة التعليم العالي والبحث العلمي
**Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique**

جامعة أبي بكر بلقايد ـ تلمسان
UNIVERSITE ABOU-BAKR BELKAID - TLEMCEN

الاسم .... Nom .... Student

اللقب .... Prénom ....

تاريخ الازدياد .... Né (e) le ....

رقم بطاقة الطالب .... N° Carte d'Etudiant(e) ....

كلية ....
قسم .... ‎ent ....
إختبار ....
بتاريخ ....

Professeur :	Note : (0-20)	Observations :

١) الحاجة الأولى لي دخلها هي تكون علمها في الديكسيونار والإما
مسمى نساي واحد يكون يبحث في البروف أو الحاسبات.

٢) أول حاجة نأري جملة بجملة ونحاول من نفهم وبمساعدة
الديكسيونار.

٣) نعاود قراية السن كم مرة واحد القارى الجامع واذا مافهمش
نخط في اللي فهمت.

٤) الديكسيونار الرجوع إلى الديكشنري أو المراجع.

٥) دائما نخمم في آسم وباع هذاي والنهاية.

٦) أول جملة نشوف في الأسماء أو الأشياء المذكورة بزاد ويكون
الـ text مرتكز عليها ونتبع الأحداث.

٧) الفهم هو الأساسي في الـ text نحاول نأراه كم مرة واذا
ماسمى نشرح المعاني نستطع كل جملة باش نجيب المعنى العام.

٨) نأراه مشال من مرة ء نشرح المعاني ء ونحاول بأخذ الفكرة
العامة كي بدون حولها الـ text.

1) كي تكون نقرأ ما تفهمش كلمة نحوس في Dixionaire هذاك الكلمة ولخر منها.

2) باش نفهم le texte بالازم ثلي نقراه ونعاود ونعاود حتى نفهمه + خاصني نكون مطلعة على منهج اللغة.

3) باش نجاوب على الاسئلة بتاع النص خاصني نكون قريت le texte وفهمته.

4) التنقيط اللي نستحقهم في الاسئلة خاصني نكون مكونص ونربط مع الاسئلة اللي...

5) نعجبني نفسي كي نكون نقرا انص على خاطري كنعبر ونفهم ما تية ... باش نعبر نكتب شابة والغالط نكون كونص ونبني نحلها

6) هلا نفهم المعنى الكامل للنص من تعريضيلي وسؤال يبرر هكذا تكون عندك فكرة على الموضوع دون أن نفهم الكلام! + مشكلة الفهم في النص نقوم ثم نحدد بكل الكلام الموجودة في النص + يجمني نقرا MAX 10 مرات.

7) الأخرى اللي يسمحولي باش نكون قارئ كيف خاصني نعمل طلاقة للكتب والقصص ... هذلهم الطريقة الوحيدة ... باش نحسن مستوى القراية.

1) كي نتقن حاجة ما نحتاج ... علاش ... mnaire

2) نجتهد في ... على المعلومات في هذه اللغة

3) نتعلم ...

4) نقرا السؤال ملي ... ونعاود ... الأفكار ...

5) نخدم باش نتقن ... ونعاود ... ...

6) ... نقرا الكل ... وقت ... ...

7) نستعمل ... l'intelligence و la logic

8) ... Je me consontre

Student 'J'

١) كيتعلى فى معلم أخذ ه قراءتى د Text الاجتماعية.
نتنبئ بالمحتوى.

٢) نقرأه عدة مرات ...

٣) خرج المراد نفهم الجواب.

٤) المقراءة جيدة لكى الجواب.

٥) كى نكون حفظ الكلمات، نتفهم بالدراسة

٦) نقرأ نفهمى خنار Key words الى Text

٧) نقرأ بناءا ونتعلم نفهم عن بالكلمة.

٨) السقاهوست ه نكتابنا.

1 في حالة لم أفهم نصه أو صادفتني بعض الكلمات صعبة أحاول دائما اللجوء الى الكلمة الأقرب لها في المعنى و من ثم أُحاول هـــاعدة أحد الزملاء النجيبات و غالبا ما يكون ون من ـــنة الرابعة جامعه و أخيراً أُجاوِلإرع المعجم 'xford'

2 حتى أفهم النص كما حب أحاول دائما قرائة النص الى الآخ و هذا مع فهم جميع الكلمات الرعبة التي تواجهني ثم الز و ذالك طبقا باستخدام المعجم غالبا و أخيرًا أربِها لأ ح من أحداث النصوص مع بعضها ببعضه و بذالك أُدو بدل الى استنتاج عام أو الى ما يرمع هذا النص .

— لا جاربة على أدرنلمة الفهم أقوم بقراءة النص جيدا و ذالك بما ماببرة السطور بعتمة اخليل النص كأمر ضروري الا دائب على أسئلة الفهم .

4 التقنيتة المستخدم للاحابة على الأسئلة هي:
١- قرائة النص قرائة متعمتة مع الفهم .
٢- فهم السؤال فهم جيد و محاولة إيجاد موقعه في النص .
٣- النأكد من مرحبة السؤال في النص و ذالك بطرح سؤال

٥- في حالة قرائتي نص نواجه بعض العوارض في الجانبية فعلى سبيل

المثال :- كيف سيكون السؤال التالي ؟

- كم الوقت ؟
- ماهي درجة هذا السؤال ؟
- مدى صعوبة النص ؟
- كلمة لم أفهمها ؟
- أسلوب جديد وغريب ؟
- لن أستطيع فهم هذا النص !!!!!
- لن يكفيني الوقت ..... الخ ...

6- لفهم نص ما من دون فهم بعض الكلمات الصعبة الموجودة
في النص أقوم بالبحث عن الفكرة العام لهذا الفقرة و
ثم الوصول الى بعض الأفكار الجانبية لكل فقرة وبهذا
أفهم ما يرمي اليه هذا النص .

7- في حالة لم أفهم النص أو العجز عن فهمه بكل صراحة
أستسلم و لا أعاود الكرة دد أي لا أجهد نفسي لفهمه >>

8- كما ذكرت في الأول أقوم بقراءة النص عدة مرة ، شرح الكلمات
الصعبة باستخدام المعجم و الاستعانة بالزملاء وفهم
بعض الأفكار الرئيسية لهذا النص .

١ـ كي ما نفهمش بالانجليزية نحاول مرة اخرى على خاطر في العادة افادة والمعنى عمر ما يكون مفهوم في المرة الاولى و شحال ما تقرى شحال ما تتوضح الامور والصعوبات تقل ، وايلا كانت المفردات صعبة بزاف نستعمل القاموس اللي يحتوى على انجليزية ـ فرنسية ، بيلنغ .

٢ـ نركز على المعنى العام .

٣ـ نرجع للتاكست و نشوفا اهم الاستنتاجات المستخلصة ونحاول الربط بين الجواب والسؤال المطروح .

٤ـ الفهم مع التركيز ، نستعمل القاموس وايلا يتطلب الامر نزوح لا نترسين باش تسهل على المهمة .

٥ـ نحاول نحبش المضمون كأن حقيقة وهكها ، ثم ال text يتوضح أحسن

٦ـ نقرا ونعاود وما نكرهش حتى نصيب المعنى الملائم .

٧ـ نستعمل القاموس ، الانترنيت وبالطبع نرجع للاستاذ لأنه مهما كان عند والمعلومات والخبرة .

٨ـ نختار المعاجم اللي نحب نقراها وتعجبني و دخا لتوظفها ونعتمد على اخذ النقاط الضرورية والاساسية .

THE STUDENTS' ANSWERS OF THE POST-TRAINING INTERVIEW

① و كان نصيب كلمة لي تعرقلي الفهم تاع النص، و تلعب دور أساسي في النص، الحل الوحيد هو استعمال Dictionary بصح يلا ما عندهاش دور في ال Text نفوتها ونسيي نفهم Text.

② باش نفهم Un text بالانجليزية نسيي نلخصها إلى أفكار عربية، بعد ما نقسمها إلى عدة فقرات، يلا حصلت، نسقسي الاستاذ ولا صحبي.

③ خاصني نفهم الاسئلة المتعلقة بـ Text، أول حاجة، نشوف الوقت لي عندي و تقسمة على حساب الأسئلة، نعاود نقرا ال Text شحال من مرة و نركز على الفكرة المطلوبة مني باش نجاوب نيشان.

④ التقنيات المستعملة : ــ تعاود نقرا Text حتى نفهم L'idée Générale.
ــ نقرا كامل الاسئلة.
ــ نقرا ال Text مجددا ونركز على الفكرة المطلوبة مني.
ــ نركب جملة صحيحة Grammatically.

⑤ ــ نحضر روحي مليح و نركز نابة على الأفكار لي نحس معمة لفهم ال Text، نرفد des notes و نسيي نربطها مع بعض باش نكون صورة واضحة في راسي.

⑥ المعنى تاع كامل الكلمات لي فـ Text مشي معمة بالنسبة لي، المهم عندي هو فهم الـ Text كامل، بصح و كان الكلمة هي key word في Text، نشوف my friend (The dictionary).

⑦ باش تكون عندي حب لهذا الـ skill المهم، نعود راسي باش على القراءة، و المطالعة. هكذا نحصل على حب a habit of reading لي تسهل عليا The Task.

١) دايمن كيما نحب نقرا text، أول مرة نقراه قراءة عامة، des fois كاين كلمات نقوّلهم ما نقرا همش، من بعد كي نقراه مرّة وتكرار، نشتغل le dictionaire باشـ نشرح الكلمات كي ما نفهمهاشى.

٢) نمشي خطوات حتى ولو ما فهمتش النص، كلمة بكلمة. نفهم من خلال تركيب الجملة أو من خلال الجمل السابقة.

٣) أسئلة الفهم نجاوب عليها بعد القراءة مرّات عديدة، على خاطرش نشحال من مرة الجواب يكون بين السطور ما نلقاش الجواب مكتوب، بصح "القراءة هي نصف الجواب" بعد القراءة نكتشف أجوبة بين السطور، أي مخفية في معانيها.

٤) نقرا العنوان هو الأول، ونكشف نتوقع (predict) واسم يكون المدخل في النص. بعض الأحيان نصادف لي توقعت، وبعض الأحيان لا.

٥) كيفاش نظم؟؟ نظم علاش راه يتحدث النص! نستخرج الأفكار ونشوف الأفكار لي نحتاجهم في الأجوبة على أسئلة الفهم.

٦) نقرا ونعاود.

٧) يلا قريت وعاودت وما فهمتش طوالح، نبني خطوات ما نجم وبنى على شي أسئلة.

٨) أفضل طريقة هي القراءة المتكررة.

1- حيكون نقرا Texte وما نزيدش كلمة نمشي نحاود نقرا Texte
مرة وحدة واخرا وكي ما نفهماش نسطر عليها ونستنى prof
ولا اني نقدامي الى فهمتها. ومنجبد نخوس على المعاني Dictionnaire

2- باش نفهم Texte يلزم الزمة نقرا Texte
وخا دل نفهم Les mots لم فيه بالاك نصلي pas mal de fois

3- كي نكون حابا نجاوب على Les question نتاع Texte نحاول
نحاود نقرا Texte، ونقرا معاهم Les question ومنبعد نقرا Texte
وكي نكون نقرا فيه Il faut نركز فيه Très bien باش
بحسب Les reponse نتاع هاذ وك Les question ومنبعد
نبدا نقرا Les question واحدا يوحدا ونخوس على
نتاع هاذ La reponce. Texte.

4- المعاني الي نستهلهم كي نكون نقرا Texte = الركيزة لايه
فيه وخا دل نفهم المعنى العام ليه

5- باش نفهم المعنى تاع Texte يلزم ما نفهم قلع الكلمات
نحاول نقسم Texte paragrophe وبخطي لكل paragroph
فيكرتها الحامة ومنبعد نحاول نربط بيناتهم فكار باش
بحسب المعنى العام للنص.

6- كي نتلقا مشكل النحوي النص نحاول الى قديت
نترجمة اما فرنسية en français وكي باش نفهمها Très bien
Trés bien باش نفهمها en Arab.

7- باش نكون قارئة جيدة لازم نطالع الكتب
بزاف و نقصها نحاول ليها وموصية.

١- أنا ذستعمل القاموس كحلي الوحيد باش ذفهم النّص .

٢- ذقري النّص عدة مرّات .

٣- ذفهم الأفكار الرئيسهم تتابع التاكست

٤- فهم السؤال زهف الجواب ، هزام نخمم السؤال ثم نمنم
ل الفكر ونشوف الجواب .

٥- كي نكون نجاوب ، نخمم نحوّس على الكيبوردس ـ

٦- نترجم دنترجم بالفرنسة بلة مستجيل ، مبينو ، نأكد
على الكيبوردز

٧- نبحث في القاموس عن الكلمات الجديدة .

٨- نفرّك ونعاود باش نفهم مليح ـ

1) tout d'abord نقرأ النص مرّات عدّة ، نستخرج key words لها علاقة مع le titre ، و نقسّم النص إلى فقرات . بعدها نتشكّل لكل فقرة فكرة رئيسية . هذه الخطوة الأولى . و ما es ce qui concerne الكل نحدس المعنى نتعها من خلال السياق . و بعد es ce que المعنى نتعها ديكتلو ولا لا من خلال dictionnaire vais vérifier

2) - في الأول نقرأ عنوان النص و نشرح الكلمات المفتاحية لي فيه
- نستخدم un plan قبل ما نجاوب على الأسئلة : نبدى نقسم texte إلى فقرات celon المعنى لكل قسم ، نستخرج كل الكلمات لي عندهم علاقة مع مغزى ولا موضوع النص . و نلخّصها (essayer) نربط الموضوع مع prior knowledge نتاعي باش نفهمو غاية مع ما نعتمدش من ثقانه عامة حول النص ويلا صادفت أي خلال ولا صعوبة نسجل dictionnaire آخر وسيلة باش نقيّم مع الأجوبة نتاعي و نشوف es ce que دائما في الصواب ولا لا .

3) La source هو النص toujours نع الأسئلة ، المرحلة اللغا و عنوان النص أهم شي . sin on محتومش عنوان نسيبي نقرا مرّات عدّة باش نشوف es ce que نقدر نحلّها . وفي بعض لأحيان نسبي نقسم النص إلى قسمين : قسم فيه que الأفكار الرئيسية و القسم الآخر يكون فيه الأفكار إيلي محدش هائش الهيمة

4) - القاموس - معرفتي السابقة بالموضوع ، قراءة النص مرات عدّة لأن فهم السؤال نصف الجواب ، و كي ما نستعينش القاموس كيف المعنى نع الأسئلة نستقسي الأستاد ولا التلاميد الأكثر كفاءة .

5) نعمل un petit plan أوّلا و قبل كل شيء نقرأ النص نستخرج الأفكار لي يحدد هائش الهيمة
- نكوّن فكرة رئيسية لكل فقرة

٤ - ودنس مرات ' chaque fois ' نصادف صعوبات فسي نواجها toujours
دنسجل آخر تنزيم si'meme ما ويبلنتش بالحل

٥) باش نفهم النص c'est pas necessaire نفهم كل كلمة surtout إيلا
كانو مصنفين من النوع لي يبناميتو للأفكار النزعية للنص.
ما qui est important هو أننا نفهم الأفكار وفهم الأفكار لا يستلزم فهم كل
نكلمة تنتمي للنص و surtout إيلا فهمنا topic sentence نكون باهكانا نفهم مخزة ولا موضوع النص .

٦) ٭ قراءة للنص مرات عدة
٭ نستخرج الكلمات المفتاحية ونربطها مع تناسي باش نقدر نحدس
حل الإشكال إلي يصادفني ، sinon نستعمل dictionnaire ولا
نسقسي التلاميد إلي أكثر كفاءة .

٧) ٭ المطالعة ، المطالعة ثم المطالعة et pourquoi pas فسي نكون
à jour مع البحوثات عن طريق internet .
٭ نتصل بالمتخصصين ريحيـ الأساتذة)
نحب المشاكل
٭ الو ما نستديلنش كل مرة dictionnaire ، نسيي خذ à chaque fois نماذق
نمارس المحن نتع الكلمات صحبة الفهم ومبعد نتأكد من المحن نتع parfois
٭ نقرا النص حتى ليان نمتريزيه maîtriser (metriser) معك خاطر النص
هو la source وبالتالي نقدر نتعرف على حل الصعوبات surtout
en ce qui concerne المحن

① ـ عند قراءتي un text ، ونصادف حاجة ما نفهمها ش، نسقسي The Grammatical le prof ، و لا نشوف في Dict . يلا كانت كلمة ، نشوف Context نتاعها ومعبد نسبي نربطها مع الـ category

② ـ كينبدا نقرا un text ، نقراه عدة مرات ، في المرة الأخيرة ، I select الأفكار المهمة في كراسي، نعاود نقرا ونشوف يلا فهمت نبشان ، نبقا نتأكد ، بشوية.

③ جوابي على الأسئلة تاع الفهم متعلقة مع فهمي للنص، أنا نقرا الأسئلة ، ونشوف الكلمات الموجودة في Text، ونفهم راسي الأفكار الأسئلة، ونشوف بلا بعض الجواب.(أنا نقرا فكرة ، بفكرة و نسقسي راسي حتى نصيب نصيب الجواب. كيما علاش طرحو علي هذ السؤال...)

④ التقنيات لي نستعملها هي : ـ لإعادة القراءة عدة مرات للفهم
 ـ ربط الأفكار ببعضها البعض
 ـ محاولة التخمين عند عدم فهم كلمة
 ـ إستعمال الـ Dictionnaire .

⑤ نوجد راسي مليح باش نفهم واسم الكاتب راه حاب يوصل من أفكار، نسقسي راسي عدة أسئلة، نحبش لبين فكرة و فكرة باش ترسخ في راسي

⑥ كينتلقا كلمة في Text لي وكان ما نفهمهاش و ما نفهمهش Text، أولاً، نشوف le nature تاع الكلمة (فعل ، إسم ، صفة ...) ومن بعد التركيبة نتاعها في النص، ونربطها مع كامل الفكرة ونستخرج المعنى نتاع ونشوف بلا نوالم المعنى ولا لا.

⑦ في النص كاين عدة مشاكل ، فهم المعنى هو المهم ، يلا مفهمتش نقراوها ونسقسي لي يفهمو. كيفاش دارو؟

⑧ في رايي ، القارئ الجيد هو الي يعود راسه على القراءة وكون

1) كي نكون نقرا عتعتا un texte وما نفهمش حاجة @ نعاود نقرا هذيك عقليا و سبب نستحمل Dictionaire كوسيلة مساعدة.
و

2) كي نكون نقرا عتعتا نخمم في المعنى نتاعة تمعة même سدا و نتوقع واسم غادي يسرا مع التالي.

3) كي نكون حابة نجاوب على الأسئلة نتاع عتعتا نقرا عتعتا عدة مرات ونرفع النقاط مهمة importantes Les plus . نقرا questions عتعتا و نحاود نقرا texte عتعتا، كي نكون نقرا le texte نسبي نحبب نتاع questions Les idée معتعتا Les questions

4) - التقنيات اللي نستحملهم كي نكون نجاوب هي :
a) . استحمال le Dictionnaire
b) - نحاود نقرا عتعتا عتعتا مرة وحدة زة.
c) نسقسي   prof عتعتا.

5 باش نفهم عتعتا خاصني يكون عندي un but لي هو فهم الذص + amelioration du niveau

6) - باش نفهم عتعتا خاص يكون عندي مزيا معلومات على le texte و يكون عندي un bank des mots.

7)- المشاكل اللي نصيبها حين نكون نقرا غلط عدم
فهم كامل الكلمات اللي تحرفللي فهمي للنص.

8)- القارئ الجيد هو اللي يدام على المطالحة
وخامسنا حنا كامل نكونوا قراء ممتازين.

1) كي مانفهمش كاش كلمة صحيحة في Texte ، نسيتي نعاود نقرا كامل العبارة لي فيها الكلمة ، ونسيتي نفهم المقصود نتاعها في سياق نتع داك الـ paragraphe لي ديك الكلمة ، ويلا مافهمتش نسيتي نشوف كيفاش مكتوبة ونقيسها على الكلمات لـ محاها ، لا مع وحد خربلي عنهم في نفس البنية ، يلا مافهمتش تستعمل ......

2) نعيد نقرا Titre يلي عطاهنا ، ونسيتي نفهم ونحوس علاش Texte و ماشي بلمدر ، ونحوس نحرف راسم لي لأخطار إني معاك نلقاه موجودة في Texte

– ويلا كان تنوية محيب نحوس نقراه شحال من خطرة ، نسيتي نستخرج بعد غير قبل الحاجة نتاعه بلا ما نقدم حاملة في الكلمات لي ما فهمتهمش ، وخطوات كما لي تعلمها نسيتي نربط الأفكار ، نتع Texte مع لثقافة الحامة نتاعي ، محرني الحامة لي تعلمتها كل القواعد نتاعها عنها

– ايلا نحس بلي نو-أ يأذيني نسيتي نلبس Texte ، ونزنة نتاع م Texte

3) آه ... ما نبيتش عارفة ، ونشح لكثرة ، نبدي بالأسئلة لي تجيني مامعة ، ولا تانلذ نبو على الكلمات لي موجودة في السؤال ، وفي النص ، ونشوف مالي الجملة يلي نزيدها باش نجاوب

– وخطرات نقسم Texte لـ بارافات (paragraphes) وندير لكل وحدة فكرة

4) كنم هاد الخطرة تالية لي خدمنا على داك النش لي يهدر على dans les Anglais سكوتلانديين (scottish) وهادول اخرين بدّيت نقرا شحال من خطرة، وعاود نقرا، بقيت درّبة لوله نحوّس نزنة نقاط لهائنة لي في النص ونكوّن منها الـ idées عامة نحاود نركز على مالي الأفكار لي نحسها مهمة وتخصّت بها النش. بقد كانت عندي déja معلومات على المجتمع نتع بريطانيا، كنّا قربناها مع الـ writing نتع نالدرس

5) تعلمت بلي خاصني دايما نبدّي نقرا، ونفهم Titre إني غطا، لمّا، عاد نبدّي نقرا في Texte، ونقسمه لعدّة أفكار، ليا نشوفها مهيتة لكل فقرة، كما هاد بقيت نطرح على راسي أسئلة كما زعمة، كاش يغتشتو هادول، لأجناس، وبقيت نسيب نجيب الجواب بأش نفهم الصفات والميزات نتع كل وخربين.

6) كثرة نقرا، ونعاود حتى نحرف علاقتي Texte، اي يقدر ... ايوا نكوّن وكّر عامة بأهم الأفكار إلي نستخرجها م Texte، عا par exemple نركز على لأحداث والشـ التواريخ الموجودة في النص

٨) هاد لخطوة سيتيت نظم كذايتي نتح عكلات دنير الأسئلة على حساب الافكار، ليي
النون. وكي جينة ماشية تكمل راجعت حامية بتاجبة ديسيتي نتأكد من الاجوبة ليي ب

٨) هاد لخطوة سيتيت نظم كذايتي نتح عكلات دنير الأسئلة على حساب الافكار، ليي
النون. وكي جينة ماشية تكمل راجعت حامية بتاجبة ديسيتي نتأكد من الاجوبة ليي ب

٤) إذا ما فهمت هذا الكلمة نواصل القرايه ونكمل النص ونحاول نذه ما يمكن فهمه حتى نكسب الوقت، وبالك ذلك شرح هذا الجمله فيه و بنفس الوقت نخرج الكلمات الي تكون شويه معقده، نقرا النص شحال من مره.

٥)- لازم تكون نفهم على الأقل شويه أونجيلي وأول شي ندبره هو القرا الأول و العنوان يساعدني كثير باش نفهم الموضوع.
- نقسم التالكس لفقرات وناخذ كل فقره ونعطيها حقها من الشرح واذ ربطت بين الجمل وجبرت شرحها يسهلي كثير ويكون أحسن.

٦)- كيما قلت نقرا النص شحال من مره ومن بعد نحاول نربط كل سؤال بيه ونا خذ رؤوس أقلام من النص التي تكون مناسب للأجوبه وندبدأ من الساهل للصعيب.

١) التقنيات هوم:
* - نقرا السيجبي كامل باش ناخذ فكره عنه.
* - " النص شحال من خضره.
* - نبدئ جا لأسئلة الساهلين ومن بعد نشوق الباقي.
* - نبدا أولا في ورقة الوسخ حتى ما نتقل الأخطاء لورقة الإجابة وندير الفرصه باش نصح أخطائي.
* - نركز على الأسئلة الي عليها النقيط الكثر.
* - و في التالي نتقل الإجابات على ورقة الإجابة.

- لازم نكون ذهنيا مركزه ونكون جاهزه لهذا الإمتحان.
- ناخذ النص من كل جوانبه ونعطي كل سؤال حقه من التركيز.
- نحاول قدر الإمكان نفهم التي يساعدني على الإجابة وباش ما نخرجش على الموضوع.

٦) في رأيي بأن العنوان هو الخطوة الأولى للفهم ومن نقرا التاك مرتين و لا ثلاثة ، ونشوف الكلمات التي تكررا شمال من مره والصور التي ركز عليهم الكاتب.

- نقرا الأسئلة أنتاع الفهم والأسئلة الباقية التي ممكن تساعدني كثير.

٧) ما نعيش عند حاجة واحدة ونشوف الباقي ونجاوب عليه ومن به نعود ليه و إذا كان مسموح لنا نستعملو الدكسيونار هذاك الشيء يساعدنا كثير على الفهم ، وإذا مالقيت ماذ بير نحاول الإستفادة من القليل بلا الكثير غير المفيد.

٨) الطرق هوم :

١) التركيز.

٢) نقرا التاكس شمال حتا مره.

٣) نخرج الكلمات التي مافهمتهمش و الكلمات التي تكررو جزاف.

٤) نقرا أسئلة الفهم.

٥) نبدأ من الأسهل للأصعب.

١) نمشي للقاموس Dicos إلا كانت حاجة تاع vocabulaire sinon نسقسي أستاذ ولّا un spécialiste متخصص.

٢) نقراه بزاف، شحال من مرة و نستعمل ندير un plan، نقسم النص فه على حساب الأفكار اللي فيه ومن بعد ندير une idée générale على le texte. Dicos

٣) باش نجاوب، خقّ نفهم السوال ونتبّع الأسئلة السؤال الأول نبدى بيه، عاود الزاوج .... حتى للتالي.

٤) خطرات نفتش على كلمات كاينين في السوال وفي ا texte ومنهم نجاوب. وخطرات كي نكون فاهمة ال Texte نجاوب على الأسئلة.

٥) كي نكون نقرا في ال Texte نخمم كيفاش نجاوب على الأسئلة وتاني كتها وانم هي aide la تاع ه Texte.

٦) كي نقرا Texte نسيبّ نفهم المعنى العام تاعه ومن كل فقرة وحدها ومن بعد كل phrase وحدها.

٧) إما نستعمل Dicos و لا نسقسي واحد اللي يراه ونفهم

٨) كي نقرا نـ planifier و نزيد des notes نكمل ندير une fiche باش نستعملها من بعد.

1) - كيا نكون نقرا فـ texte en Anglais و مانفهمش حاجة ، نعاود نقراها plusieurs fois حتى نفهمها . فـ حالة ما اذا لم أتمكن من فهمها نقارنا ها الحالة مع حالة كنت صادفتها من قبل وفي الأخير اذا تعذر عليَّ الأمر نرجع لـ dictionnaire ونشرحها ونكمل نقرًا .

2) - بـاش نقرا texte بالانجليزية : (نشوف قبل للعنوان)

* أ) نشوف قبل titre و نحاول تأخذ فكرة عامة [أوّلاً نحاول نتخيل] or guessing the the svbject of this text

* ب) ثانيا : نبدأ نقرا الفقرة الأولى و نريّد ثم الجمل الزاوجة حتى للتالي نسطّر كُلّ des mots بالقلم ونحاول نفهم بِفَهْم المعنى العام فـ كل paragraphe . اذا تلاقيت des mots واعرينا ، نشرحهم من dictionnaire كـآخر حل و لا مـأب le contexte . إلاّ وفهمت le texte facilement directement .

3) * أسئلة الفهم نحلّها من خلال الفهم العام للنص ، نروح لأسئلة الفهم
- نكتب الأجوبة بالأسلوب أنتاجيا . مباشرة .
- اذا كان النص متعلق بالثقافة العامة ولا بموضوع عندنا عليه فكرة مسبقة ، قادرة نستعمل المقارنة ولا القياس باش نجاوب عليه بهَهْح بأسلوب منطقيا و طريقة تفكير وحل معقول نتبِّن .

أ) - كيفاش نفهم وأنا نقرا فـ texte :
- فـ الأول : نقرا قراءة سطحية ومن بعد .
- نركز على المعنى فـ كل paragraphe
- نربط المعاني مع بعضها .
- نخرّج المعنى العام .
- نفسّر عليه فـ راسيا بفكرة ولا جملة صغيرة

5)- باش نفهم كامل عامةا بلا ما نعرفا كامل الكلمات :

* نحاول نقرا بالتدريج كل حملة وكل paragraphe -

* ركيا نومل عند كلمة ما نعرفهاش وما نعرفش المعنى أنتاعها ، نحاول نفهم من عطاعمت لِّي راها فيه ، وإذا ما فهمتهاش نفوتها وتكمل لقرابة -

* إذا كملت texte ووصلت للمعنى العام ، نبدا نخاوبا .

* إذا ما فهمتش المعنا ، نرجع لَ dictionnaire كحل لآخر حل لتذليل الصعوبات .

6- إذا تلاقيت مشكلة في الفهم واسم نعمل؟

* نحاول نعرف نوع المشكلة ونفكر في طريقة لحلّها .

* الحل يمكن يكون من خلال طريقة نكون عبوى خدمت بيها من قبل . لها .

* نخمم في حل سريع و يجيب لذتائج اللّي راني حابتها ولا حابَة نوصل لكل مشكلة سبب معيّن ، ممكن هاذ المشكلة راها فيا ولا في texte : نحوّسى على المشكل الحقيقي

الحل يكون عن طريقا التفكير من كل الجوانبا .

إذا وصلت لعدة حلول : نختار لي نشوفو مناسب كحل رُهائي للمشكلة أنتاعي ولي يانا نكون راضية عليه .

7- الطرق اللّي نستعملها باش نفهم مليح الشي اللّي نقراه :

2)* Je lis le texte attentivement

3)* نسطر الكلمات المفتاحية .

4)* قبل كل شيا نحاول نتعرف على المعنى من خلال العنوان ونوضع فرضيات

1)* نقرا بالشوية ونحاول نفهم .

* إذا وصلت للمعنى العام ، نعمل الفكرة العامة بين عينيا ولا ذكتبها على ورقة ونعبّر عليه بأسلوبي الخاص .

* نختر فرضيا

① فالأول نتخيّل الموضوع نتاع الكاتب اللّي راه يهدر
عليه باش نفهم The text من خلال سياق الكلام نتاع
الكاتب. نحاول نعيش مع النصّ، نتخيّل نفسنا
مع الكاتب. لحاجة كي ما نحو نهاش نحاود نقر Text
إلّا ما فهمناش نستعمل The Dictionary.

② باش نفهم Text بالإنجليزية نقراه بزّاف 3 مرّات
و لا أربعه. نركّز على المعنى العامّ نتاع النصّ.
نتخيّل المشهد اللّي يهدر عليه الكاتب.
كي نكون نحاول نشوف عمق معناه هذا هو الجواب المناسب
للسؤال اللّي راه كاين ولّا لابسه هنا.

③ كيفاش نعمل باش نجاب على الأسئلة نتاع الفهم ؟
فالأوّل نركّز على المقطع اللّي راه يتكلّم عليه السؤال
ولّا الفكره نتاع السؤال.
ـ كلّما نقر السؤال نحاود نقر النصّ
ـ نجاوب على الأسئلة من خلال الأفكار اللّي فهمتها بعدما
نتخيّل الأحداث اللّي راه يهدر عليها Text.

④ التقنيات اللّي نستعملهم كي نكون نجاوب على الأسئلة
كي نكون نجاوب نحاول نعطي الجواب exact مع الإيجاز

في الجواب مع الاتحاد كانا ارتكاب الأخطاء، نتاع اللثابة نستخرج الكلمات الصعاب باش هما يدكوني كل الفهم.

نكتبهم على ورقة الوساخ وتجاوب عليهم.

الأفكار المهمة نسطر عليها بالنفس و ~~ن~~ نستعمل الألوان مثلا اللون الأحمر يرمز لفكرة المهمة اللي راني نغيها.

⑤ كي نكون نقرا نا Text نختم بالعربية وطاول نترجم كل تلك الأفكار إلى العربية.

⑥ الطرق اللي نستعملهم باش نفهم المعنى العام نتاع Text نقرا Text بزّاف حتى نفهم معنى الكلمات الصعاب من خلال سياق الكلام.

⑦ كنتلاقى مع مشكلة الفهم نحاول نولي نقراه ونتهجى الموضوع اللي راه يهدر عليه النص.

⑧ الطرق اللي نستعملها باش نفهم ملمح Text :
كي نكون نقرا نركز على الكلمات الصعاب ونسطر عليهم باللون الأحمر، نفهم النص من خلال سياق الكلام نتاع الكاتب أي معرفة domain ل نتاع اللي راه يدور عليه النص نستخرج الأفكار الأساسية والأفكار الفرعية نتاع النص وهي اللي تدلي للفهم نتاع الفكرة الخاتمة نتاع النص.

Résumé en Anglais

The present work is devoted to an assessment of the importance of careful instructions and purposeful practices through an exploration of the process of reading academic texts socioculturally loaded in English as a foreign language. It undertakes a classroom investigation at the level of first-year students in the department of English at Tlemcen University.

Résumé en Français

Ce présent travail s'inscrit dans le cadre de l'enseignement et de l'apprentissage des langues. Dans le domaine de l'enseignement des langues étrangères un nombre de recherches ont démontré que des lacunes empiètent le processus d'apprentissage des langues étrangères en général, et plus particulièrement concernant la lecture et la compréhension de la langue Anglaise.

Résumé en Arabe

يصب اهتمام هذا البحث حول العلاقة الوطيدة بين الوعي المعرفي عند طلبة اللغة الانجليزية، و انتقاء النصوص الأدبية و الأكاديمية السوسيوثقافية التي تعتبر مرجعا مهما لهم، بالإضافة إلى الدور الفعال لهذه النصوص التي تعتبر إستراتيجية مهمة لتطوير مستوى الفهم القرائي.

Mots Clés:

Text Selection, Metacognition Awareness, EFL Reading Strategies and First-Year University Students.