

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

**Investigating the Role of Motivation in Enhancing
Learners' Reading Self-Improvement
The Case of First Year EFL Learners at Msila
University**

**Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirement for the Degree of Master**

Candidates

Gharsallah Maroua

Bezziane Belkisse

Supervised by

Dr.Tayeb BOUAZID

Academic Year 2019-2020

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Academic Year 2019-2020

Declarations

We hereby solemnly declare that the work we are going to present in this thesis entitled

**Investigating the Role of Motivation in Enhancing Learners' Reading
Self-Improvement. The Case of First Year LMD Students of English at
Mohamed Boudiaf University of M'Sila**

...is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

Signature

Gharsallah Maroua

Bezziane Belkisse

Date: August 2020.

Abstract

This study envisages an investigation about the role of motivation in enhancing learners reading for self-improvement. The aim behind such a research work is to consider teachers' and students' own perception about reading motivation and how this leads to self-improvement. Reading motivation has received a great deal of research especially for field work which has incited teachers to give it more importance especially how to make learners grow conscious about both intrinsic and extrinsic motivation if they want to reach self-improvement and become strategic readers. To make this study more feasible, both quantitative and qualitative methods, as well as descriptive and argumentative trends were used. This study also went into a deep analysis of the questionnaires to consider the data displayed. The study in its wholeness comprises two questionnaires-one for ten teachers and the other for a population of 120 first year students with a selected sample of 48 students. The questionnaires were piloted, coded and analyzed. The results obtained showed a great support from teachers to learners to be more motivated for self-improvement as active readers. Learners also claimed that motivation is a basic principle in reading for self-improvement. The results obtained from this study will prove positive and very significant for other future researchers.

Key Terms : Motivation , Intrinsic Motivation , Extrinsic Motivation , Reading Motivation , Self-improvement .

Dedications

We would like to give a special and heartfelt dedication to our dear fathers and dear mothers,
who we owe more than we say not only for giving us life, loving us and feeding us, but
especially for
educating us under their principles, encouraging us to study where everything seemed to be
lost especially in this period of time and
supporting our studies, and making us be what we are.

“We love you too much”.

Also, a special thanks to all the rest of our family’s members whose encouragements and
support
are the real secret behind our success.

Maroua

Belkisse

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Belkisse

Maroua

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General Introduction

1. Background of the Study

Learning a foreign language has always been a great concern of linguists and educational psychologists who had gone through fruitful researches in terms of who learn better and what factors affect such a learning. According to Grabe and Stoller (2002), reading motivation is becoming more important and focuses on the four language skills where reading comprehension is of vital importance in English language learning. Motivation as a great factor can play a big role in scaffolding learners intrinsically and extrinsically to better self-achieve at reading or at any other issue. According to previous research, there was a meaningful relationship between motivation and reading comprehension especially intrinsic motivation that could improve reading comprehension (Taboada & Buehl, 2012).

In this respect, our study investigates the role motivation can create in any learner to self-improve in the reading skill. The role of teachers then lies in affording the cozy comfortable atmosphere for students to learn. So, motivation in this sense has a great role to play where the teachers act as models and motivators. Teachers need to provide a situation where students choose the materials and reading texts themselves and allocate more time to reading (Gambrell, 1996).

Reading is an important skill to dive into and fully explore. Learners know how to master reading when teachers help them know the basics of reading comprehension which, in reality, is more than knowing the meaning of vocabulary and structure but it goes beyond. This step demands from teachers, first to unleash their learners' inhibition by getting them ready to embrace motivation from inside, to take decisions to achieve and to feel this envy to do better. Extrinsic motivation also helps bridge the gap related to the fear of reading. Learners need to profit from their own internal motivation as a fillip to their own

improvement. This self determination to master the essentials of reading is a long process-a learner should believe in long term operations to reach the level of proficiency.

Our choice to the topic comes out from our determination that motivation is a serious issue to investigate. And this what made us to write about. Hence, our study will be a modest contribution on investigating the role of motivation and its leading effect towards reading for self-improvement. Motivation is a great tool for learning suffering from reading self-improvement. The researchers strongly believe that motivation is a great catalyzing factor for learners' reading for self-improvement.

2. Literature Review.

. A great number of researches examined the relation between motivation and reading comprehension. So, according to Morgan and Fuchs 'It looks that there is a direct relationship between reading comprehension and reading motivation (2007). This was supported by Wang (2008) and Rosenfeld, Leung, and Oltman (2001) who emphasized that learners who learn a foreign language should develop their reading ability for the better comprehension of written texts. Reading motivation helps EFL learners read more efficiently.

According to Kintsch (1998), van Dijk and Kintsch (1983), and Pourhose in Gilakjani and Sabouri (2016), reading comprehension is the process of constructing meaning from text. Hence, what matters most is to understand a text rather than to acquire meaning from individual words or sentences. Ahmadi, Hairul, and Pourhosein Gilakjani (2012) stressed that reading comprehension is one of the significant elements in language learning because it provides the foundation for a substantial amount of learning in EFL learners.

If teaching texts and topics do not conform to the interest of learners, they become less motivated in reading. Consequently, learners become indifferent to the reading classes. In this context, Old father (2002) states that students tend to avoid reading when they dislike

texts. Besides, texts and topics that are not connected to students' background knowledge or context result in their losing interest to them.

Assor, Kaplan and Roth (2002) argue that when teachers do not assure the relevance of text or reading activity, students' tendency of escaping reading is more noticeable. They also mention that choices should be meaningful and should be based on students' personal goals and interests to make reading classes more attractive to learners. Ericksen (1978) states, "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place".

Mori (2002) carried out a study towards reading motivation and found that integration with community plays an important role to stimulate readers to second language reading motivation. To Dornyei (2001), the meaning of motivation is so complicated because it is composed of different models and theories. Teachers can supply an exciting and relaxed environment to increase their learners' reading comprehension. In this paper, the researchers explain motivation, review different types of motivation, elaborate reading comprehension, clarify different models of reading comprehension, and mention previous studies on the effect of motivation on reading comprehension.

According to Seymour and Walsh (2006), motivation affects learners' reading comprehension activities. While it has a significant role in language learning, many do not know its great importance in reading comprehension. Hence, the gap exists and this has incited researchers to explore this topic. With more focus on self-improvement.

Self-improvement refers to individuals' generic efforts to seek knowledge and acquire skills to improve themselves in relation to their professional, personal, psychological, social, financial and other aspects of well-being (Bergsma, 2010). Self-compassion is a prerequisite for self-improvement. So, a learner needs to control and evaluate his own

knowledge and see to his own internal drives and motives to determine the type of intrinsic motivation he has got. But, how does he get this will to do right from?

Intrinsic motivation occurs when one acts without any obvious external rewards (Zimmerman & Chu 2013). It refers to the reason why one performs certain activities for inherent satisfaction or pleasure (Hennessey 2010). It arises from the individual's positive reaction to the task itself such as interest, involvement, curiosity, satisfaction, or positive challenge, which serves as a type of reward for the work (Grant & Berry 2011). From the Self Determination Theory, intrinsic motivation is central to the proactive, growth-oriented nature of human beings, which is the basis for learning and development (Deci & Ryan 2011).

Self-determination is the driving force that helps learners to better read and achieve at. This is represented through intrinsic motivation that learners apply to self-improve at reading.

3. Statement of the Problem

The majority of EFL students do not know how to read or are sensitive to reading because they are afraid of difficult and long texts. Students of this type are scared to take risks reading texts they do not understand, because they are not scaffolded by their teachers or they lack the right motivation either extrinsic or intrinsic. The researchers believe there is a gap to fill in-it is simply the role of motivation which is considered an important step in effective reading for self-improvement. Hence to self-improve at reading, EFL learners need to be briefed in the fundamentals of motivation.

4. Aim/ Objectives of the Study

The objectives of this study are of three folds

1. To get learners know that motivation is primordial for reading self-improvement

2. To encourage teachers to apply motivation in the class to enhance learners 'effective reading
3. To investigate the role of motivation in reading for self-improvement

5. Research Questions

1. Why is it important for learners to know about motivation?
2. What do teachers need to know about classroom motivation and why?
3. What do both teachers and learners do to form a global view about reading motivation?

6. Hypothesis.

If reading motivation is properly applied in the classroom, will EFL learners self-improve at reading?

7. Methodology

This work is a case study where both quantitative and qualitative methods are applied. The researchers need to answer questions on what, how and why to get ample long answers through questionnaires completion. They also need to quantify the work of the students the use of yes/ no alternative questions and Likert scale. The work is exploratory and analytical as it investigates and analyses the causal relationship between the variables. The population under concern is a First year EFL students numbering 120 students with a random sampling selection of 48 students. Two questionnaires were devised-one for 10 teachers and the other for students. The questionnaires were anonymously coded, and analyzed.

8. Chapter Division

The whole work consists of *three Chapters-Chapter one*-part one treats motivation - rationale and definition, types of motivation-intrinsic and extrinsic besides motivation and

adult learners. Part two tackles reading comprehension-rationale and perspectives including the definition of reading, types of reading, importance of reading, models of reading (interactive and affective). Part three comprises an overview about students and the criteria of self-improvement with a brief definition of self-improvement, theories of motivation including self-efficacy theory, expectancy theory, goal setting theory, and self-determination theory.

Chapter two is devoted to research design and methodology. Part one treats the research design, the approach, the methods used, data collection tools. Part two relates to Analysis and interpretation of result Finding, the analysis of the questionnaires and the observation grid and ends with recommendations.

Chapter three is devoted to the Investigation of the role of Motivation in enhancing Learners' reading self- improvement. Part one is related to the role of motivation for reading self-improvement and includes motivation and learners' self-improvement, their needs for achievement, reading motivation-definition and conceptual framework, learners' self-independence and reading literacy increase. Part two treats the characteristics of motivated learners towards reading self-improvement. This encompasses motivated learners and critical reading, active reading strategies, how motivated learners become engaged learners and finally the role of compassion in learners' self-improved achievements.

9. Significance of the Study

The study is very significant for both teachers and learners. For teachers, the work will make them aware about the importance of classroom motivation for reading. Learners will not read alone but they should be encouraged by their teachers; hence when they are alone they can use this motivation for self-improvement in reading. For learners, knowing how to read does not come effortlessly but there should be an internal motivation that starts from

within in addition to the teachers' extrinsic motivation; hence the combination of the two will grow into self-development. Learners should be aware of this. Consequently, the aim of this study is to bring awareness to learners who feel scared of not achieving at reading. The researchers believe it is very significant

10.. Limitations.

The work is confined only to first year EFL learners and relates only to this level in terms of questionnaires and observation grid completion. Researchers might face the problem with empty questionnaires or missing numbers.

11.Key Terms

Motivation

Intrinsic motivation

Extrinsic motivation

Reading motivation

Self-improvement

Chapter One

Motivation and Reading Self-Improvement

Introduction:

Chapter one is an identification of the key terms and concepts that would be recurrent throughout the research. It is divided into three sections. The first section attempts to define motivation and its types such as extrinsic, intrinsic, integrative and instrumental. The second section in the chapter attempts to define reading comprehension, reading, reading types such as skimming, scanning, extensive and intensive. Besides, this section introduces reading importance and its models which are bottom-up model, top-down model and interactive model. It also represents schema theory and its relationship with reading comprehension. Section three tackles the definition of self-improvement and its criteria to be well improved. Moving to the theories of motivation and their relationship with learners' self-improvement such as self-efficacy theory, expectancy, goal setting and self-determination theories. In addition to learners' independence and their cognitive to fulfil self-improvement.

Section 1: Motivation-rationale and definition

Introduction

Motivation is a topic of interest to researchers in a variety of fields including psychology, human development, education, sociology, and business. It is one of the main psychological factors affecting learning English in which all researchers and scholars agree about the supreme importance of motivation. This section aims to introduce the different concepts of motivation according to different scholars and researchers. Also, it attempts to tackle the different types of motivation which include the Extrinsic motivation, intrinsic motivation, integrative and instrumental motivation followed by a conclusion.

1.1.1. Definition of motivation:

Motivation as a term is derived from the Latin word ‘moveo-movere’ which means ‘to move’ in English. Many researchers did not stop and confine motivation just in one definition, for example: Motivation is associated with the idea of impetus, or being moved to take action (Ryan & Deci, 2000). People who are motivated pursue activities positively, whether it is to perform a task, pass an academic subject or achieve a personal goal. In addition, the term motivation refers to “the extent to which the individual works or strives to learn the language because of a desire to do and the satisfaction experienced in this activity” (Gardner, 1985, p.10).

Motivation is defined as a psychological factor which arouses an organism to act towards a desired goal. In terms of psychology, Kleinginna (1981) defines motivation as an inner need, desire or want that serves to do an action and gives it direction. Franken (2006) extends this definition using extra elements which are the arousal, direction and persistence of behavior (as cited in Huitt, 2011). On the basis of second language learning, Crookes and Schmidt (1991) define motivation as the learner's tendency to the goal of learning a second language (as cited in Norris-Holt, 2001).

According to Gardner (1985, p.10) one of the greatest psychologists defined motivation as “a combination of effort and desire to obtain the aim of learning language as well as positive attitude toward learning the language” (as cited in Xu 2008). Motivation is a major factor in the successful study of language acquisition. Moreover, Cambria and Guthrie (2010) stated that motivations refer to interest, dedication, and confidence. Guthrie, Wigfield, Metsala, and Cox (1999) defined motivation as characteristics of individuals, such as their goals, competence-related beliefs, and needs that influence their achievement and activities.

Likewise, Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). Hence, according to Rost (2006) motivation has been called the “neglected heart” of language teaching (as cited in Leila & Firooz, 2015, p.126). Thus, learners who are demotivated are more likely to fail in attaining their goals. Accordingly, many recent studies have focused on the need for improving motivation in EFL learning because without student’s motivation there is no pulse to learn; so that motivation is recognized as a key variable in language learning.

Accordingly, motivation is referred as learner’s internal desire which pushes someone to do things in order to achieve something” (harmer, 2007, p.98). This internal desire gives someone behavior energy and direction to that comes from his inner motive and eagerness to learn something.

Moreover, the role of motivation in learning English language is regarded as an influential element in the success of any educational learning process especially in learning second language. Woolfolk (1998, p.372) defines “Motivation as an internal state that arouses, directs and maintains behavior” (as cited in Leila & Firooz, 2015, p.254).

Additionally, Gardner (2008) states that motivation refers to a procedure that begins with a demand, desire and incentive that an individual has to engage in a specific activity and ends with a behavior that pushes the learners towards achieving their goals. Furthermore, motivation is the core element for achievement and a complete part in realizing any goal in language learning, and without sufficient motivation, learners will not be able to realize such objectives.

1.1.2.Types of motivation:

Motivation is categorized into four types. They are intrinsic, extrinsic, integrative and instrumental motivation. Motivation was affected by a “combination of many factors involving trying, desire, and pleasure with the learning situation. Different types of motivation have been discussed in related literature including integrative, instrumental, intrinsic, and extrinsic motivation (Carreira, 2006).

1.1.2.1. Intrinsic Motivation :

Intrinsic motivation is obviously a significant type of motivation that refers to the engagement in behavior that is inherently satisfying or enjoyable. According to (Hennessey 2010), “Intrinsic motivation refers to the reason why one performs certain activities for inherent satisfaction or pleasure.

In addition, Intrinsic motivation is the desire to do or get to something because one really wants to and takes satisfaction or see value in doing something (Usher, 2012). When a student is intrinsically motivated to read, they read for pleasure, to discover new knowledge, or for some other positive results. Because students, who are intrinsically motivated, find pleasure in reading, they like to read more in their free time. Because of an increased amount of reading time, it is imagined that intrinsic motivation increases reading comprehension. Students would not be able to achieve complete skill in reading comprehension without intrinsic motivation (Marinak & Gambrell, 2008).

Moreover, Intrinsic motivation occurs when one acts without any obvious external rewards (Zimmerman & Chu 2013). It arises from the individual’s positive reaction to the task itself such as interest, involvement, curiosity, satisfaction, or positive challenge, which serves as a type of reward for the work (Grant & Berry 2011).

1.1.2.2. Extrinsic motivation:

On the other hand, Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome, and it is the opposite of intrinsic motivation. Extrinsically motivated learners engage in a learning task because they wish to receive some external reward such as grades, prizes, or even a positive feedback. According to Brown (2007) “extrinsic motivation is fuelled by the anticipation of a reward from outside and beyond the self” (p.172).

Moreover, Extrinsic motivation refers to doing something because it causes a distinguished outcome (Deci & Ryan, 1985). According to classical literature, extrinsic motivation has typically been characterized as a pale and impoverished form of motivation that is contrasted with intrinsic motivation. In extrinsic motivation, the reader explores external merits and rewards such as to prevent the punishment of teachers or to gain appreciation from parents. In fact, extrinsic motivation is related to the goal orientation, so the students do their actions with the best way to achieve a valuable thing (Baker & Wigfield, 1999).

According to Santrock (2004, p. 418) “extrinsic motivation involves doing something to obtain something else (a means to an end)” (as cited in Leila & Firooz, 2015, p. 255).

1.1.2.3. Integrative motivation:

In integrative motivation, a person likes to be admitted by a community and has a social relationship with other people. An integrative motivation points to language learning for personal progress and cultural reinforcement that is the learner desires to learn a language to integrate successfully into the target language community. An integrative motivated learner

indicates interest in learning about the culture and the people of the target language (Gardner & Lambert, 1959).

According to Gardner and Lambert (1972), “integrative motivation reflects the learner’s willingness or a desire to be like representative members of the other language community” Gardner’s finding regards the importance of integrative motivation as being more influential in providing learning opportunities than other kind of motivation.

Norris-Holt (2001) cited from Finegan (1999, p. 568) who states when a person is a resident in another community that uses target language in its social interactions, integrative motivation is what helps the learner to develop some level of proficiency in the language because it is necessary to integrate socially in the community to become a member. He also theorized that “integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation”.

1.1.2.4. Instrumental motivation:

“Instrumental motivation is characterized by a desire to gain social recognition or economic advantages through knowledge of a foreign language” (Gardner & Lambert, 1972). Moreover, the term instrumental motivation shows that learners are motivated to get something through the use of a specific language to benefit from the result. In addition, Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language (Hudson, 2000). It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with new target language community members.

Instrumental motivation can effectively motivate learners, especially when they value the return on investment. In one of the research studies of Dörnyei (1990), the result indicated

that learners with a high level of instrumental motivation are more likely than others to attain an intermediate level of proficiency in the target language.

Conclusion:

As conclusion, motivation is one of the most important factors affecting students' performance of English learning, which is widely concerned by foreign language teachers and researchers. It refers to something that triggers learners to do something. There are four types of motivation: Intrinsic, Extrinsic, Integrative and Instrumental. Students voluntarily try to learn what is very important to them.

Extrinsic motivation refers to external reasons for behavior that don't usually correspond naturally to the behavior that they're rewarding. Therefore, intrinsic motivation refers to the one who does not rely or wait for an outcome. While, Instrumental motivation refers to the one that drives human beings to reaching goals and objectives. Integrative motivation is the one that employees feel when they want to be part of the company and thrive with it.

Section two: reading comprehension-rationale and perspectives

Introduction:

This current chapter sheds some light on one of the four fundamental language skills, which is 'reading'. In fact, it is as considered the most important skill and highly valued for EFL learners to master any language and to get success. In this part, we will introduce both terms reading and reading comprehension by stating various definitions from different points of views. Types of reading which are: Skimming, Scanning, Extensive and Intensive Reading will be the next point to deal with followed by the importance of reading. In addition, the models of reading which are: The bottom-up model, the Top-down model and the Interactive model. Then, the schema theory, also deals with schema theory and reading comprehension, followed by a conclusion.

1.2.1.Definition of Reading:

There are many definitions of reading depending on the perspectives of writers and researchers in the field of psychology, linguistics and language teaching and learning which gave different definitions, so It is not easy to give a straightforward definition of reading.

Reading is defined as « the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skill, cognitive skill, and knowledge of the world, (Albert. J. et al as cited in Thao Le Thanth. 2010).

Adams (1990,p.102) asserts that decoding the words of the text separately is important to build an overall understanding of the text. On the other hand, Baudoin et al (1994,p.1) states that Reading is a complex activity that involves both word recognition that is the processor

perceiving how written symbols correspond to one's spoken language; and comprehension which is the process of making sense of words, sentences and connected paragraphs. Furthermore, Bhardwaj (1997) focuses on the significance of reading as an educative means for extending ideas and information in mind. She defines reading as a cognitive process of acquiring knowledge from the printed materials. It contributes to learner's academic success.

According to Meyer (1949) "reading based on research that is completed using real texts with real readers". He claims that reading is what happens when written words begin to live in the mind, heart, relationships, and world of someone engaging with text (p.16). Accordingly, reading affects all the aspects of the reader's life.

Broadly, reading is to look at and understand something printed or written. (Longman Dictionary, 1992, p. 863). However, Alderson (1984) states that reading is a matter of making sense of written language rather than decoding print to sound, he then describes understanding as a basis rather than an outcome of successful reading, and claims that readers will not be able to comprehend any passage without their own understanding of the world.

1.2.2. Definition of Reading Comprehension:

There is an agreement among researchers and teachers in the field of reading that the principle aim of the reading process is to understand print materials. Comprehension is assumed to be the result of a balanced interplay between, on the one hand, the data brought in by the text in a script form and, on the other hand, data provided by the reader –his/her background knowledge- (Rumelhart, 1977; Stanovich, 1980). Reading comprehension refers to the « simultaneous ability used by a reader to construct and extract meaning through interaction and involvement with written materials" (Snow (2002).

Moreover, Woolly (2011) claims that “reading comprehension is the process of getting meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences” (p. 15).

In short, reading comprehension is a complex process that demands a great deal from both teachers and learners. It is a kind of thinking during which meaning is created between the reader and the text. In order to teach learners how to build meaning, they should learn how to think about the text before reading, how to interact with the text, how to use the reading strategies, and how to use their own knowledge.

1.2.3.Types of reading:

Sometimes learners read for general information other times they read for specific information; it depends on learner’s purpose. To reach reading purposes, readers have to use a given type of reading that would best help them.

1.2.3.1. Skimming:

Skimming is the most rudimentary type of reading. Its object is to familiarize the learner as quickly as possible with the material to be read. According to Harmer (2001: 202) “skimming is a technique in looking for a text to get a quick idea of the gist of a text”. Aslam (1992) defines skimming as the process of reading quickly to look for the general idea and for the main point of specific reading materials. In addition, Brown (2004:213) stated that skimming is the process of rapid coverage of reading matter to determine its gist or main idea. However, It includes reading rapidly through the text to get the superficial sense of the content without focusing on specific information. As stated by Burt (1996) “skimming involves reading swiftly through text in order to register the general outline and omitting the details” (p.5). Therefore, this type requires an overall view of the text without looking at specific words.

1.2.3.2. Scanning:

On the other hand, Scanning is a skill that requires that you read quickly while looking for specific information. Thomas (2008) stated that “scanning is a skill of locating the required materials quickly from the reading materials” (p.143). According to him, it is fast reading to get specific facts without reading everything. Luncatoni (2015) argues that scanning is a technique when you read a passage rapidly to retrieve information relevant to a purpose, ignoring irrelevant ones.

In addition, Maxwell (1970) stated that scanning is the ability to locate specific facts and details quickly. Nation (2009) stated that “scanning involves searching for a particular piece of information in a text, such as looking for a particular name or a particular number” (p.70). Generally, scanning is a technique that is helpful when the learner is looking for the answer to a known question. To scan a reading text, the learner should start at the top of the page and then moves his eyes quickly toward the bottom.

1.2.3.3. Extensive Reading:

Extensive reading is a type of reading, most foreign language learners prefer to follow in order to facilitate reading activities and to increase their motivation to read. The idea behind extensive reading is that based on the idea that students need to do to promote their abilities and knowledge to be better, and they do this type of reading to build their self-confidence. Bawford.J (2000). According to Grellet (2008) “Extensive reading includes long texts, usually one's own pleasure. This is a fluency activity mainly involving global understanding”.

Bamford et al (2004) defined “Extensive reading is a language teaching procedure where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text” (p,1-4). Furthermore, we can say that extensive reading is connected to learner’s choice and pleasure

in reading to reach enjoyment. The point here is that, when students learn to read (Extensive Reading), they are practicing the skill of reading by reading for information. For example, reading a storybook in purpose to enjoy the reading, unconsciously knowing they are learning, and to deepen their knowledge of already met language items and to get a better sense of how these fit together communicatively.

1.2.3.4. Intensive reading:

Intensive reading refers to the way of reading through every word of a text from beginning to end very thoroughly and deeply. It is the way of reading short texts thoroughly and with clear goals. (Koay, 2015). It is an activity that requires great mental effort and focuses. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout.

According to (Lampariello, 2017) “Intensive reading is a classroom activity carried out under the supervision of a teacher who is primarily concerned with texts, which contain new words and idioms”. This type of reading is considered as the backbone of language education programs. In addition to that, Morris (1972) confirms that this type of reading is very useful in the classroom and requires a careful reading to understand every single word.

1.2.4. The importance of Reading:

Reading is important because it develops the mind. The mind by understanding the written word which is a way the mind grows in its ability. According to Nunan (2010) “Reading is such a natural part of our everyday life that we are often unaware of every piece of written material that we process”. Through reading, learners begin to understand the world more, and to have a greater understanding on a topic that interests them for example: how to build self-confidence, how to make a plan better before taking action, how to memorize things better and more. All of these self-improvements start from the reading. According to studies by

the University of Liverpool, reading can help learner's wellbeing by improving powers of concentration. Reading can also helped build self-confidence.

In addition, Harmer (2001) classified reasons of reading into two broad categories: instrumental reason and pleasurable reason, the first category will help the learner to achieve some clear aim. Therefore, reading takes place because we have some kinds of utilitarian or instrumental purpose in mind. The second category, reading takes place largely for pleasure.

1.2.5. Models of reading:

Some researchers have tried to explain reading mechanisms and, therefore, established certain processes through which reading happens; they called them models. The term "*model refers to a representation of the psychological process that comprise a component or set of components involved in human text comprehension*". (Grabe ,2009, p.83) .In this turn, a model of reading may facilitate the way of how reading mechanisms works and also what should learner do to get comprehension. Models provide samples of language which represent its basic structure in order to understand it better (Alcaraz 37). There are three main models of how reading comprehension occurs which are: Bottom-up (Stimulus-driven); Top-down (Context-driven); and Interactive models.

1.2.5.1. The Bottom-up model (Stimulus-driven):

This model appeared in the 1950s as a consequence of the development of Behaviourist Psychology, and in this perspective, reading is seen as a response (recognising words) to stimuli (the printed words). Bilokcuoglu (2012) argues that texts are constructed from the smallest to the largest units of letters, words, phrases, clauses, sentences, texts in collaboration with grammatical knowledge. This model emphasizes on texts that are written or printed and claims that meaning is the result of a process in which reading proceeds from part to whole (Liu, 2010).

In addition, LaBerge and Samuels (1974) introduced the theory of automatic information processing in which they claim that the reader starts with smaller components of text that are letters, then proceeds from letters to clusters, and finally reaches words. This linear processing involves skills development that leads to comprehension if fluency (automaticity) is reached. The ultimate goal is to give the reader more time to devote for comprehension and develop fluency.

1.2.5.2. Top-down (Context-driven) Model:

Under the influence of Cognitive theories of the 1960s, the Top-down model came to present the reading process just in a reverse sequence of processing presented in the Bottom-up model. This process is referred to as a concept-driven model (Liu, 2010) where knowledge of a higher level which affects processing at a lower one is involved. In fact, top-down model is, as Treiman (2001) argues, “a whole-teaching approach in which readers focus on the context and manage to construct meanings in the text.” It, therefore, would be very reasonable for Nagao (2002) to claim that the language mentioned here, in contrast with bottom-up, is not what a reader knows linguistically but contextually.

Moreover, Angosto (2013) points out that in this opposite approach, comprehension is made from the whole (text) to the part (word), that is to say, the reader relies on the contextual clues (title, general idea) to figure out unfamiliar words.

1.2.5.3. Interactive Model:

The interactive model emphasizes the interaction and integration between the two previous models. The interaction between the reader and the text, It involves the readers’ employment of the bottom-up and the top-down models together. According to Rumelhart (1977), the interactive model of reading is neither the top-down nor the bottom-up but the integration of the two.

Bilokuoglu (2012) suggests that in the interactive model, “readers are expected to go through both bottom-up and top-down processing before eventually settling upon an interpretation of a text topic.” Neither neglecting the textual information nor the prior knowledge of a reader, the interactive model stresses on what has already printed or written and what the reader may bring to it by using both previously mentioned processing.

Briefly, researches and teachers created these models with a purpose to help students get meaning from the text. Moreover, these models are useful and helpful ways that participate in facilitating the reading act.

1.2.5.3.1. Schema theory:

Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the text (Rumelhart, 1982). The term "schema" was first used in psychology by Barlett as "an active organization of past reactions or experiences" (1932, p.201), that affects the perception of new information by the reader. The later schema was introduced in reading by Rumelhart (1980), Carrell (1981) and Hudson (1982) when discussing the important role of background knowledge in reading comprehension (all cited in An, 2013).

Schemas, or schemata, are seen as cognitive constructs by which we organize information in our long-term memory (Widdowson, 1983). According to Rumelhart (1982), The Schema Theory is usually defined as a model of human knowledge. In other words, the structure of knowledge as it is represented in memory. Schema theory is based on the belief that “every act of comprehension involves one’s knowledge of the world” (Anderson et al. 1977, cited in Carrell & Eisterhold, 1983, p. 73).

1.2.5.3.2. Schema Theory and Reading Comprehension:

Research on the theory of schema had a great impact on understanding reading comprehension in the first and second language. It made clear the case that understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material. Within the Schema theory, reading comprehension is seen as the process of discovering a disposition of schemata that fittingly reflect the information presented in the text (Rumelhart,1982).

In addition, Anderson (1994) sees text comprehension as “activating or constructing a schema that provides a coherent explanation of objects and events mentioned in a discourse” (p.473). Furthermore, Rumelhart (1980) identifies two categories of schemata; Higher-level and Lower-level schemata, which are generally associated with Top-down processing.

According to Brown (2001) the hallmark of schema theory, with regards to reading, is that a text does not by itself carry meaning. The reader brings information, knowledge, emotion, and culture – that is schemata, to the printed word. Clark and Silberstein (1977, quoted in Brown 2001) indicate that research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. This would all seem to point to the fact that our understanding of a text depends on how much related schema we, as readers, possess while reading.

Consequently, reading is regarded as a meaning construction process in which there is an active interaction of the reader with the text. Anderson (1994) states that “a reader comprehends a message when he is able to bring to mind a schema that gives an account of the objects and events described in the message” (p.469). In this respect, the reading process is based on the information supplied by the text, which is a Bottom-up processing, and the reader’s background knowledge, a Top-down processing.

Conclusion:

In brief, this section introduces the reading skill by providing definitions by different scholars which is a very important skill for students which can help them in learning a foreign language; however, it is used more by most of EFL learners who always need to read various printed materials such as: books, stories, articles, poems and so on. Reading comprehension has also been studied as an essential element related to reading. Next to that, it explains the types of reading (skimming, scanning, extensive and intensive reading). Clarified that reading is too important for self-improvement. In addition to the models of reading which involve three models (Bottom-up, Top-down and interactive models).

This part tackles Schema theory, schema theory is a theory of how knowledge is acquired, processed, and retrieved, it is an important aspect of cognitive science. Then the relationship between schema theory and reading comprehension in order to comprehend text material.

Chapter One- Section three: students and the criteria for self-improvement:

Introduction:

Students, like anybody else differ from each other. As students they differ in their preferred mode of learning, which means that their preferred modes in gathering, organizing and thinking about information, also they differ in the way of improving themselves. There is a kind of learner who suits the learning the most. There are four types of learners which are visual (learn best when information presented visually through images or graphs), auditory (learn best through the spoken words, conversation or audio recordings); reading/ writing (learn best through text, either reading it or writing notes.) and kinaesthetic learners (learn best when they interact with their learning environment).

In this section, we are going to define self-improvement and mention its criteria, then we move to speak about theories of motivation and its impact in self-improvement in particular. After that, we will see learner's independence and their cognitive capacity followed by a conclusion.

1.3.1. Definition of self-Improvement:

Self-improvement is more than just doing small things to feel better. It is a personal change. It means that you start thinking, feeling, and behaving differently than you did before, and It is a long process which takes time, patience and reflection. **Self-improvement** is a type of motivation that works to make people feel good about themselves and to maintain self-esteem (Sedikides, C.; Strube, M. J. 1995).

The idea of self-improvement is not a new one. Ancient philosophers viewed the idea of self-improvement as a way to achieve happiness. Aristotle claimed that happiness can be

achieved by being successful in the domain of obligations (Rogers, 1951/1991, Maslow 1970/2009).

According to (Bergsma, 2010) “Self- improvement refers to individuals’ generic efforts to seek knowledge and acquire skills to improve themselves in relation to their professional, personal, psychological, social, financial and other aspects of well- being”. Therefore, self-improvement broadly relates to and overlaps with professional development, adult education, knowledge management, information seeking, self- help, and personal development.

In addition, self-improvement is a foundation of self-regulatory processes in the structure of the self. When people try to fulfil their standards (e.g. ideal self – „who I want to be”, ought self - “who I should be”, desired possible self – “what I want to be like” and undesired possible self – “what I don’t want to be like”), they experience positive emotions (e.g. joy and happiness) and avoid negative emotions (e.g. sadness and anxiety) (cf. Cavier and Scheier 1998; Higgins, 1996, Markus and Nurius, 1986). Moreover, self-improvement is propelled by open consideration of one’s shortcomings and failures (Dweck, Chiu, & Hong, 1995; Heine, Lehman, Markus, & Kitayama, 1999). However, self-improvement is intrinsically (internal improvement), which the learner pushes himself to achieve his goals. It looks at habits, thought patterns, confidence, beliefs, learned skills and behaviours.

1.3.2. Criteria for Self-Improvement:

Self-Improvement is the improvement of one's knowledge, status, or character by one's own efforts. Criteria for self-improvement let the learners know what the objectives mean, what it will look like if they are successful in meeting the objective. There are a number of different ways in which the learner can improve himself. As an adult, the learner should be:

* **Internal motivated:** it means that the learner can do nothing without internal drive which pushes him to do something in order to achieve something. Motivation is the Heart of self-improvement

* **Risk Taker and Adventurer:** It must not be restricted about the required things, the learner should engage, challenge and trying new things. Also, knowing how to work as a team and not only as a single player will solve a lot of problems along the time.

Curious: curiosity makes learning more effective and enjoyable. A curious person will always tend to read more, explore more, ask more and improve more. not only he asks questions, but to reach his full potential and live authentically.

Serious: if the learner is serious about getting better at something, he will achieve self-improvement.

Self-independent: self-motivated, independent learners take initiative, they are good problem solvers, but they also know when to seek help. They think about and plan for future. They manage their time and are dedicated to self-improvement.

Critical Reader: the learner should determine his specific goals and find the direction. Think about what he ultimately wants to accomplish. Also, ask a critical question which he needs in order to know where he is heading.

Selective to Self-Achievement: to determine the goals that should be achieved

Conscious and Interest: learner should be aware about the value which would be required and interested to gain what he wants to improve. Self-improvement almost always starts with self-awareness and the ability to transform individual's habits. Self-improvement results in inner stability, personality development and success. It comes from self-confidence and self-

appreciation. One of Whitney Houston's songs says "Learning to love yourself is the greatest love of all."

1.3.3. Theories of motivation and learners' self-improvement:

In the history of study foreign/second language, there are several influencing theories. A number of theories have been developed by researchers in order to enhance the study about motivation. Each theory, It aims to know the extent of students' engagement, cooperation, enjoyment of learning, performance, and learner's self-improvement. Some of the famous motivation theories include the following:

1.3.3.1. Learners' Motivation Self-Efficacy Theory:

Self-efficacy has been defined as individuals' beliefs about their performance capabilities in a particular domain (Bandura, 1986; Schunk, 1985). When talking about self-efficacy in relation to self-improvement, one refers to the opinion learners have about their own abilities to achieve a specific activity. In addition, self-efficacy plays a major role in individuals' motivation as it affects directly their performance (Bandura, 1997; Dörnyei, 2001). Because it is linked to their perception of ability, self-efficacy is important in individuals' achievement (Alderman, 2004). Efficacy beliefs may also develop individuals' characteristics like self-esteem.

According to Schunk and Zimmerman (2003) "succeeding on one's own leads to attributions of successes to ability and effort and strengthens self-efficacy" (p.73). Moreover, Self-efficacy beliefs affect both what students think of their abilities as achievers and the amount of effort they may use to do well. It was positively related to self-regulatory strategies such as planning, monitoring, and regulating. Self-efficacy also was strongly related to academic performance including examinations, lab reports, papers and overall final grade.

1.3.3.2. Learners' Motivation Expectancy Theory:

One of the most widely accepted explanations of motivation is Victor Vroom's expectancy theory (also known as the Valence-Instrumentality- Expectancy Theory). Although there are a number of theories found with this general title, they all have their roots in Victor Vroom's 1964 work on motivation. Expectancy theory places an emphasis on the process and on the content of motivation as well, and it integrates needs, equity and reinforcement theories. According to Gorman (2003) "Expectancy theory as the perspective that people's motivation to achieve a particular task stems from their expectation of a reward" (p.64).

In addition, Vroom explains that motivation is a product of three factors: **Valence** (how much one wants a reward), **Expectancy** (one's estimate of the probability that effort will result in successful performance) and **Instrumentality** (one's estimate that performance will result in receiving the reward). Critical to the understanding of the theory is the understanding that each of these factors represents a belief. He supposes that these factors are multiplied together to determine motivation. This means that if any one of these is zero, then the motivation to do something will be zero as well.

Likewise, Vroom's theory assumes that behavior results from conscious choices among alternative forms of voluntary behaviour whose purpose it is to maximize pleasure and minimize pain. According to him "expectancy theory aims to explain how people choose from the available actions". The basic rationale of this theory is that motivation stems from the belief that decisions will have their desired outcomes.

However, Learners are most likely to achieve highly through selecting what activity to perform, using the necessary abilities, and engagement and determination in the task if they hold strong beliefs about their capabilities and control over them (Pintrich,2003, p.8). This

means that what learners believe they are capable of doing, how much control they believe they have on their performance, and the belief of how well they can do well all contribute in motivating learners to start, control and keep up a certain pattern of behaviour.

1.3.3.3. Learners' Motivation Goal-Setting Theory:

This was proposed by psychologist Edwin Locke. He suggests that the natural human inclination to set and strive for goals is useful only if the individual both understands and accept a particular goal. Goals may be generally defined as “objectives or intended outcomes of planned sequences of behaviour” (Brophy, 2004, p.7).

In addition, Alderman (2004) claims that motivation is affected by goal setting because it gives learners a purpose and an evaluation about their performance. Locke and Lathman (1994) assert that goal setting is important because learners are given the opportunity to set their learning goals, they are most likely to engage in fulfilling those goals and, moreover, it will considerably influence their performance.

Therefore, Learners can distinguish goals according to specificity, difficulty and acceptance. A specific goal can be measured and lead to higher performance than a very general goal like a difficult, but realistic goal can be more motivational than easy or extremely difficult ones. The acceptance of the goal is very important as well, therefore involvement in the goal setting is recommended.

However, Locke and Lathman (1994) explain that setting specific goals will improve motivation. Moreover, Individuals will improve their performance when they have definite and stimulating goals. According to them, this theory has a salient features which are : Specific goal fixes the needs of resources and efforts , It increases performance, difficult goals result higher performance than easy job ; Better feedback of results leads to better to

better performance than lack of feedback. Participation of employees in goal has mixed result, Participation of setting goal, however, increases acceptance of goal and involvements.

Goal setting theory makes a distinction between learning goals, known as mastery or task-involvement goals, and performance goals, known also as ego-involvement goals (Alderman, 2004; Brophy, 2004). Learning goals (mastery goals) refer to those goals learners set when they concentrate on learning what their teacher is teaching them through tasks; they want to have mastery over the abilities taught and improve their achievement in a task. On the other hand, performance goals are those goals learners set to keep a positive self-image, and give to others an image of capability.

1.3.3.4. Learners' Motivation Self-Determination Theory:

After the 1990s, another motivation theory appeared and took much importance which is self-determination theory. Self-Determination Theory (SDT) is a theory that combines personality, human motivation, and ideal performance, the key concept of this theory is about the intrinsic motivation that is related to the excitement learners experience while learning a language; whereas, the extrinsic refers to the external factors that energizes learners' performance.

According to Deci and Ryan (2000), the contribution of self-determination to the study of motivation cannot be fulfilled unless it takes into account “*innate psychological needs for competence (the need to feel effective), autonomy (the need to feel free and self-directed), and relatedness (the need to connect closely with others)*” (p.227). In the Self-Determination Theory, the concept of needs relates rather to psychological needs, though it acknowledges biological and physiological needs (Deci & Ryan, 2000).

Moreover, Self-Determination Theory (SDT) explains goal-oriented behaviours through distinguishing “the *content* of goals or outcomes and the *regulatory processes* through which

the outcomes are pursued, making predictions for different contents and for different processes” (Deci & Ryan, 2000, p.227). In other words, this theory gives an extra differentiation within intentional or motivated behaviours, and “it distinguishes between self-determined and controlled types of intentional regulation” (Deci, Vallerand, Pelletier & Ryan, 1991, p.326).

Therefore, the self-determination theory gives motivation an importance by making language teachers set different plans. People such as teachers in the classroom should not only motivate others, but they should know “how they can create the conditions within, so others can motivate themselves” (Brophy, 2010). Learners strive to expand and understand themselves by integrating new experiences; by cultivating their needs, desires, and interests; and by connecting with others and the outside world.

1.3.3.4.1. Learners’ independence:

Independent learning is when learners set goals, monitor and evaluate their own academic development, so they can manage their own motivation towards learning. Being an independent learner means that the one who can take responsibility for their own learning. Learner’s independence includes:

- 1. Curiosity** – Independent learners want to find out more about the world. They seek out ways to explore. They learn from various angles and formats, not just traditional instruction. They are proactive and find ways to access additional lesson supplements on their own.
- 2. Self-motivation** – Forget bribery. Intrinsic motivation far surpasses any prize or reward system. Independent learners are motivated by setting internal goals to achieve. They are driven by their own personal achievement.

3. **Self-examination** – Where have you been and where are you going? Independent learners know how to evaluate themselves. They can see their strengths and weaknesses. They strive for measurable progress and often chart their accomplishments and failures.
4. **Accountability** – Responsibility means knowing what you have to do and doing it without anyone telling you to. The sooner a student becomes responsible for consequences, the less dependent he will be outside sources for discipline or motivation.
5. **Critical thinking** – Independent learners think critically of a situation. They examine all possibilities and often come up with multiple solutions. They don't just memorize. Rather they ask "why?" and formulate answers based on real-world observation and intelligent deduction.
6. **Comprehension with little or no instruction** – Independent learners have an uncanny ability to read, visualize, or kinaesthetically instruct themselves. No matter the topic or subject studied, an independent learner will find ways to understand material through application (generally trial-and-error).
7. **Persistence** – Independent learners don't give up. They strive to understand a concept as much as possible on their own before asking for help. They also apply self-discipline in not finding the easy answer to a problem. They teach themselves and generally only ask question after failure to find a solution on their own.

1.3.3.4.2. Learner's cognitive capacity:

Cognitive capacity is the total amount of information the brain is capable of retaining at any particular moment of the learning process. It may be defined as a “mental capability that involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience” (Gottfredson, 1997, p. 13).

Learners differ in many ways, from gender to culture to previous education. However, adult learners do share similar traits which impact their learning such as the environment and the social surrounding they live in. Maturity brings unique characteristics that affect how adults are motivated to learn. Hence, many characteristics may govern how adults learn. Among them, one may state.

Autonomy. Adults typically prefer a sense of control and self-direction. Self-directed learning is preferred because adults can control the content of their learning and how they learn. Adult learners need to:

Be challenged and think about their learning, Self-assess and reflect, be given the right level of support - some of this will be from the materials provided, such as extra reading etc, and be provided with options and choices

- **Goal-oriented.** Many adults have specific goals they are trying to achieve. They prefer to partake in learning activities that help them reach their goals.
- **Practical.** Adults in the workplace prefer practical knowledge and experiences that will make work easier or provide important skills. In other words, adults need personal relevance in learning activities.
- **Competence and mastery:** Adults like to gain competence in workplace skills as it boosts confidence and improves self-esteem.

- **Learning by experience:** Adults learn better when they are able to link previous experiences with new ones and adults trust new concepts more when they have been based on previous knowledge attained. This is because, as aforementioned, adults already have lots of experience and existing frameworks which are concrete to them.
- **Results-oriented.** Adults are results-oriented. They have specific expectations for what they will get out of learning activities and will often drop out of voluntary learning if their expectations are not met.
- **Responsible for Self.** Adult learners often take responsibility for their own achievement or failure at learning.

Conclusion:

The world is a place where everyone should remember that competition is the way to achieve goals in order to survive even in a better way. Actually, there is a factor which makes people do their best. Simply, that factor is “motivation”. Many studies have been done to define motivation due to the importance that concept has in different fields such as education, especially in a foreign language learning. Motivation is a very important issue for investigation because it is implicated in the process of successful language learning. Moreover, motivation is the key to understanding why humans persist in tenacious pursuit of goals that they need to achieve and to improve.

In this section, the elements such as definition and criteria of self-improvement are highlighted. This section discusses some theories of motivation in which the various motivation theories help in understanding what will motivate learners and how they can improve themselves. Each theory, however, tackles motivation from a different perspective as it seeks to fulfil self-improvement. In addition, the section moves on to discuss learner’s

independence and their cognitive capacity in which the learner has the ability to take responsibility and manage their own learning.

Conclusion

The current chapter reviewed the literature of previous studies on the related topic. In this chapter, researchers attempt to provide an overview about the various studies and research on motivation and on reading for self-improvement as well. Moreover, an attempt to combine the three concepts (i.e., motivation and reading for self-improvement) is made; in order for better understand the important role that motivation plays in enhancing EFL learners reading self-improvement.

Chapter Two: Section One -Research Methodology-Theoretical Part

Chapter Two: Section One: Research Design and Methodology

Introduction

This chapter sets a general overview about how the research is designed and conducted; thus, it comprises the fundamental research concepts, such as: research nature-, mixed method approach, (quantitative and qualitative processes). The research methodology focuses on explaining the nature of the data and how it is analysed. This chapter elaborates on the methods and manner in which the current research was planned. It introduces the methodology used in the current study, research setting, population and sampling, data collection tools and procedures, in addition to data analysis procedures that stimulate the findings presented in part two of this chapter.

2.1.1 Research Design and Methodology:

There is no research without a design. Research is essentially based on a careful set up plan of the elements to research about a given topic. This is the design that a researcher needs to follow. It gives the researcher a kind of set up goal to reach a given destination.

2.1.1.1. Research Design definition, Importance and Perspectives

The term research refers to a process of systematic, methodical and ethical steps to solve a problem, to understand a phenomenon, to answer a question or to establish facts (Neville 2007). Rajasekar et al. (2013, p. 5) describe research methodology as “...the procedures by which researchers go about their work of describing, explaining and predicting phenomena”.

A research design is the theoretical framework that shapes all what concerns methodology, approach, data collection and tools. Hence, in the words of Bhattacharjee

(2012), it is “a comprehensive plan for data collection in an empirical research project” (p.35).

2.1.1.2. Research Methodology definition

Singh, (2006) stipulated that Research methodology involves such general activities as identifying problems, review of the literature, formulating hypotheses, procedure for testing hypotheses, measurement, data collection analysis of data, interpreting results, drawing conclusions and contributing in organizing the research work in a scientific, and valid manner (2006).

A methodology provides a piece of research with its philosophy, the values and assumptions which drive the rationale for the investigation as well as the standards that will be utilized for the interpretation information and the drawing of conclusions (Bailey, 1994). It will provide the focus and approach for the study and is the process through which researchers pinpoint the methods that will be used in order to address their specific question (Crotty, 1998).

2.1.1.3. The Nature of the Present Research Design

To achieve the purpose, a descriptive- analytical research design has been followed to trace out the different classroom phases, steps and procedures. The research design is considered as a plan referring to which data is collected to investigate the research hypothesis or question. The method adopted in our research is mixed method in which the study is developed and gives an indication of the way the research findings will be presented to others. In other words, quantitative method allows the researcher to measure and analyse data and the qualitative method helps the researcher investigate the why and how of decision making, not just what, where or when.

2.1.1.4. Research Approach

A research approach is the theoretical framework and the philosophy set in conducting a research-Two main approaches are generally referred to mixed -methods approach that comprises both quantitative and quantitative methods. So, before all, let us define what is meant by Mixed methods.

2.1.1.5. Mixed-Methods Approach.

Mixed methods research has been described in a variety of ways which can make it a difficult concept to understand (Niglas, 2009). It has been referenced as “empirical research that involves the collection and analysis of both qualitative and quantitative data” (Allan, n.d., Slide 4), whereas Burke Johnson et al. (2007, p. 123) define it as:“... the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.”

In this study, a mixed-methods approach is employed by combining quantitative and qualitative research methods; two survey questionnaires for teachers are used as quantitative tools, in addition to one to students involving both quantitative and qualitative.

2.1.1.5.1. Quantitative Method

A quantitative research approach is defined by Bhawna and Gobind (2015, p.49) as “the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques”.

2.1.1.5.2. Qualitative Method

Qualitative researchers use “participants’ observation, in-depth interviews, document analysis, and focus groups” (Yilmaz, 2013, p. 315). Hence, according to Bhawna & Gobind (2015), a qualitative research is “a holistic approach that involves discovery “(p.50); it involves conducting data about attitudes, opinions, and behaviour in a subjective way (Kothari, 1990).

2.1.1.6. Research Setting

The present research is conducted in the Department of English Language and literature at Mohammed Boudiaf, M’sila University during the academic year 2019/2020. The data are collected from the same Department.

2.1.1.7. Research Population

Bhattacharjee (2012), defines population as “all people or items (unit of analysis) with the characteristics that one wishes to study” (p.65). So population comprises the parent group from which a sample is to be formed” (Singh .2006 p .82). In the present study, the target population is formed of 120 First year students, with 48 students as sample and 10 teachers of English.

2.1.1.8. Sample and Sampling Design

Nayak & Singh, (2015) defined a sample as a subset of people, objects, or items selected from the entire population for measurement which act as a representative “taste” of a group” (p.78). They asserted on the crucial role of randomization (each individual of the population has an equal chance or probability of selection) because it “eliminates the danger of researchers biasing the selection process because of their own opinions or desires” (Nayak, Singh p.80). In our research, we have opted for random sampling where each participant has a chance to be selected. The questionnaires were coded according to recipients then a selection was done. In order to conduct the present study, the first sample has been selected randomly 48 first year students from 120; whereas, the second sample 10 teachers have been selected to answer the questionnaire.

2.1.1.9. Data Collection Tools

With the intention to test the research hypothesis and answer the research questions, we have used basic instruments; one questionnaire for teachers, and one for students. After piloting the questionnaires and after their revision we opted for distribution, we coded them, then we analysed them

2.1.1.9.1. Teachers’ Questionnaire Aims and objectives

. The aim of teachers’ questionnaire is to listen to what teachers have said about reading motivation of their learners and note down their perceptions in this respect.

2.1.1.9.2. Students’ Questionnaire Aims and objectives

The aim of the students’ questionnaire is to collect the maximum of information through the three questionnaire sections about the students’ own views about motivation, reading motivation and their possibility of their own development, satisfaction and achievement,

2.1.1.10. Data collection procedures

At first, the quality of our research depends on the use of written questionnaire as a technique for gathering data. Administering a written questionnaire, is probably the most commonly used research technique. Consequently, the questions are included in order to cover as many relevant factors as possible. The researchers tried to keep the language of the questionnaire as simple as possible and stressed that the respondents were allowed all the help they needed to fill in the questionnaire.

As mentioned above, the questionnaire is administered to 10 English teachers and 120 students from first, year. Both of the teachers and the students are given the questionnaires in the classroom before the teaching class starts, they have the sufficient time to answer and the paper are returned in the same day.

Conclusion

In this chapter, the methods related to the current study were described in details, the participants of the study, the setting and the procedures that are used for data collection and analysis were explained. The students' written productions and the results of their essays analysis were displayed as an evidence for the grammatical devices usage which is the main concern of this study

Chapter Two: Section Two-Analysis of Teachers' Questionnaire

Introduction:

This part of chapter two consists of displaying the practical side that consists of teachers' and students' analysis resorting to tables with data analysis displayed into numbers and percentages followed by comments for each table.

Analysis of teachers' questionnaire

Section One: Teachers' general information

1.How long have you been teaching English?

Alternatives	Number	percentage
Less than 05 years	04	40%
More than 05 years	06	60%

Table 2.1. Teachers' teaching experience

Comment: as a response to question one related to teachers' experience, four teachers out of ten claimed they had less than five years' experience with a rate of 40%, in comparison to six teachers with more than five years with a rate of 60%. This shows that more experienced teachers have been questioned.

2. Are you an avid reader who encourages learners to read?

Alternatives	Number	percentage
Yes	06	60%
No	04	40%

Table 2.2. Teachers' encouragement to learners to read

Comment: In relation to question two related to being an avid reader who encourages the learners to read, six teachers out of ten with a rate of 60% answered with yes; whereas, only four teachers with a rate of 40% answered with no.

3.Has your teaching experience impacted your learners' motivation to read?

Alternatives	Number	percentage
Yes	07	70%
No	03	30%
Yes Justification: 1.Learners always try to imitate the motivated teachers 2.As experienced teacher I always discover some newly motivated learners thanks to the guidelines I always insist on learners to follow.		

Table 2.3. The teachers' impact experiences on learners

Comment: In response to question three related to the teachers' impact on learners' reading, seven teachers with a rate of 70% answered with yes; whereas only three teachers with a rate of 30% answered with no.

4. How do you rate your learners' level at reading?

Alternatives	Number	percentage
Good	04	40%
average	04	40%
Below average	02	20%

Table 2.4. on teachers' rating to learners' levels of reading

Comment: as an answer to question four which is related to rating learners at the level of reading, four teachers out of ten said they are good with a rate of 40%, four answered with an average with a rate of 40% and only two teachers claimed they are below average with a rate of 20%.

Section Two: On the teachers' view on the role of motivation as instigator for learners' reading

5.Is motivation an important element for reading?

Alternatives	Number	percentage
Yes	08	80%
No	02	20%

Table: 2.5. the importance of motivation in reading

Comment: In relation to motivation as an important element in reading, eight teachers out of ten with a rate of 80% claimed yes against only two with a rate of 20% who said no.

6. How, according to you, does motivation push learners to read?

Ways motivation push learners to read	Number	percentage
1.extrinsically-learners imitate their teachers and peers	02	20%
2.exam preparation urge learners to read and prepare	05	50%
3.Curiosity to discover and constant research	02	20%
4.cultural habits make learners read constantly to cultivate themselves	01	1%

Table: 2.6. Motivation as instigator to reading

Comment: As answer to question six which is related to motivation as instigator for learners to read, two teachers with a rate of 20% said learners extrinsically imitate their teachers and peers, five teachers opted for the exam preparation that urge learners to read and prepare, two teachers with a rate of 20% said it is curiosity to discover and constant research that motivate learners; whereas, only one teacher with a rate of 1% who said learners' cultural habits make them read constantly to cultivate themselves.

7. Is motivation always associated with the ability to read?

Alternatives	Number	percentage
Yes	05	50%
No	05	50%

Table: 2.7. Motivation as associated with the ability to read

Comment: Concerning question seven which is related to the relationship between motivation and the ability to read, five teachers with a rate of 50% said yes. Similarly, five other teachers said no with a rate of 50%.

8. In your view, can motivated learners self-improve in reading?

Alternatives	Number	percentage
Yes	07	70%
No	03	30%
Yes justification		
1. they are strong -willed and tenacious to self-improve		
2. if they are intrinsically motivated, they can self-improve		

Table: 2.8. Motivation and students' ability to self-motivate

Comment: In what concerns motivation and learners' self-motivation, seven teachers with a rate of 70% said yes against three teachers with a rate of 30% who said 'No'. The "yes" justification were as follows: with strong will and tenacity and intrinsically motivated, learners can build their own self -confidence and be self-improved.

9. How often do you encourage learners to read for self-improvement?

Teachers' Choices	number	Percentage
• Always	06	60%
• Sometimes	02	20%
• Very Often	01	01%
• Never	01	01%

Table: 2.9. Teachers' frequency to learners to self-motivate

Comment: In relation to what teachers say about their encouragement to learners for self-improvement, six teachers with a rate of 60% said yes, they encouraged them, two teachers with a rate of 20% opted for sometimes, two groups of one each with a rate opted for very often and never respectively.

Section three: The role of teachers in motivating learners for reading self-improvement.

10. How do you motivate your learners to read?

Ways teachers use to motivate learners to read	number	percentage
1.show to them you are interested in what learners read	02	20%
2.Reward and praise them for their reading	03	30%
3.Give them models on how to read		
4.ask everybody to read and encourage them to avoid mistakes	04	40%
5.Give them small chunks to read	01	01%

Table: 2.10. Teachers' ways to motivate learners to read

Comment: As answer to question ten, teachers suggested ways on how to encourage learners to read. two teachers with a rate of 20% suggested they showed learners they are interested in what they read, three teachers with a rate of 30% reward and praise them for their reading while only one teacher with a rate of 1% said he gives them small chunks to read. reading; four teachers with a rate of 40%

11.Are there any preliminary steps for reading improvement?

preliminary steps for reading improvement	Number	percentage
1.master the reading skills principles	01	10%
2.read critically and selectively	03	30%
3.reading for comprehension	03	30%
4.Know your purpose for reading-Skimming, scanning or extensive reading	01	10%
5.know what, why and how to read before start reading-set a clear cut goal	02	20%

Table: 2.11.the preliminary steps for reading

Comment: as answer to question eleven which is related to the preliminary steps for reading improvement? One teacher with a rate of 10% opted for the mastery of the reading skills principles, three teachers rating 30% opted for reading critically and selectively, three other teachers with the same rate opted for reading to comprehend, only one teacher with a rate of

10% said learners need to know the purpose of their reading-skimming, scanning or extensive reading. Finally, two teachers said learners need to know what, why and how to read.

12.What is the role of teachers to enable learners to be proficient at reading?

The role of teachers in enabling learners to be proficient at reading	Number	percentage
1.teacher acts as linguistic guide	02	20%
2.Teacher sets a reading model	03	30%
3.Teachers help learners on how to read between and behind the lines	02	20%
4.teacher shows to learners how to look for the information and picked it selectively	03	30%

Table: 2.12. Teachers' role in enhancing learners' reading proficiency

Comment-as a response to question twelve, two teachers with a rate of 20% said teachers should act as linguistic model, three teachers with a rate of 30% said teachers should set the model, two other teachers with a rate of 20% claimed teachers should help

13.Is reading only done in the classroom?

Alternatives	Number	percentage
Yes	04	40%
No	06	60%

Table: 2.13. Reading as confined to the classroom or not

Comment: In what concerns the reading that can only been done in the classroom, four teachers with a rate of 40% claim yes against six teachers with no with a rate of 60%

14. How can you encourage learners for self-extensive reading?

Teachers' encouragement to learners' extensive-reading	number	percentage
1.to give them something to read at home	04	40%
2. to set extra-curricular activities to complete as assignment	02	20%
3.To create project for them through research and complete portfolios	03	30%
4.To solve problems through constant reading and research	01	10%

Table: 2.14. Teachers' encouragement to learners self-extensive reading

Comment: To show their interest in the question, teachers set different purposes-four teachers with a rate of 40% claimed to give them something to read at home; two teachers with a rate of 20% said they set extra-curricular activities to complete as assignment, three

teachers with a rate of 30% said they would create project for them through research and complete portfolios and finally only one teacher representing a 10% rate said to help learners solve problems through constant reading and research.

Analysis of Students' Questionnaire

Section One: Learners' Perception about reading

1. How long have you been studying English?

Study Years	number	Percentage
1 year	6	12.5%
7 years	9	18.75%
8 years	25	52.08%
9 years	8	16.67%
	48	100%

Table2.1. Students' number of years studying English

Comment: As answer to question One related to number of years studying English, six students with a rate of 12.5% answered with 1 year,9 students with a rate of 18.75% answered with 7 years,25 students with a rate of 52.08% answered with 8 years and finally 8 students with a rate of 16.67% answered with 9 years.

2. How do you consider your level in English?

Appreciation	Number	percentage
a- Very good	1	2.08%
b- Good	33	68.45%
c- Average	11	22.92%
d- Poor	3	6.12%

Table2.2. Students' levels at English

Comment-In relation to their levels in English,1 student with a rate of 2.08% answered with good;33 students with a rate 68.45% claimed good,11 students with a rate of 22.92% answered with average whereas only 3 students with a rate of 6.12% answered with poor.

3. Do you like Reading?

Appreciation	Number	percentage
a-a lot	18	37.5%
b- a little	22	45.83%
c- not at all	8	16.54%

Table2.3. Students' appreciation to reading

Comment: Students likeness to reading is expressed through-18 students with a rate of 37.5% claimed they like reading a lot,22 students with a rate of 45.83% said a little; whereas,08 students with a rate of 16.54% said not at all.

4. Are you a good reader who enjoys reading about people?

Options	number	Percentage
Yes	28	58.33%
No	20	41.67%
Yes Justification		
1. I like reading everything 2. I like to read what others write 3. I am very interested in the written word		

Table2.4. Students' quality of reading

Comment: In response to question four related to reading as a passion, twenty-eight students with a rate of 58.33% said yes against twenty students with a rate of 41.67% who said no. The yes justifications were of three different types-Students like reading everything, they like reading what others write and finally they are more interested in the written word.

5.How often do you read?

Options	number	percentage
a- usually	33	68.75%
b- sometimes	4	8.33%
c- rarely	11	22.92%

Table2.5. Students' frequency to reading

Comment: as a response to question five related to the frequency set for reading, four students said they usually read with a rate of 68.75%, four students said sometimes with a rate of 8.33% and eleven students opted for never with a rate of 22.92%

6.What is the best moment for you to read?

Options	Number	Percentage
a when the teacher gives you some tasks to do	13	27.08%
b. every night before you go to bed	12	25%
c. at weekends	23	47.92%

Table2.6.The students' best moment to read

Comment: as a response to question six related to the best moment learners read, thirteen students with a rate of 27.08% answered when the teacher gives them some tasks to do, twelve students with a rate of 25% answered every night before they go to bed, and twenty-three students answered at week-ends with a rate of 47.92%

7.Do you usually learn difficult things by reading?

Options	number	Percentage
Yes	37	77.08%
No	11	22.92%

Table2.7. Students' usual learning to difficult things by reading

Comment: in what concerns question seven which is related to learners' usual learning of difficult things through learning, thirty-seven students with a rate of 77.08% answered with yes against eleven with a rate of 22.92% who answered with no.

8. Do you like being the best at reading?

Options	number	Percentage
Yes	38	79.17%
No	10	20.83%

Table2.8. Students' likeness to be best at reading

Comment-In what concerns question eight which is related to students' likeness to be best at reading, thirty-eight students with a rate of 79.17% against ten students with a rate of 20.83% who answered no.

9. Do you like reading to improve your grades?

Options	number	percentage
Yes	41	83.33%
No	8	16.67%

Table 2.9. Students' likeness to reading to improve their grades

Comment: In response to question nine, forty-one students with a rate of 83.33% answered with yes that they like reading to improve their grades against eight who answered with no.

10. Do you read more about the text when the teacher discusses something interesting about it? If yes, justify

Options	number	percentage
Yes	23	47.92%
No	25	52.08%
Yes- justification		
1.to get deeper knowledge about		
2. to prepare some questions on		
3.To consolidate what the teacher has discussed		

Table2.10. Students' more reading about the text

Comment: concerning learners' reading to the text when the teacher discusses its interesting elements, twenty -three students claimed for yes with a rate of 47.92% against twenty-five with a rate of 52.08% who said no.

11. Do you like hard, long, challenging interesting books?

Options	Number	Percentage
Yes	26	54.17%
No	22	45.83%

Table2.11. Students' likeness to long, challenging and interesting books

Comment: in relation to learners' likeness to hard, long and challenging books, twenty-six students with a rate of 54.17% answered with yes against twenty-two with a rate of 45.83%.

12. What compels you to read a particular passage/ story or text or book?

Options	Number	Percentage
a Its writer	3	6.25
b. the story itself	30	62.5%
c. the curiosity to discover	15	31.25%

Table 2.12. Students' urge for reading a particular text, passage or text

Comment : As an answer to question twelve which is related to the obligation learners feel towards reading a passage, a text or a book, three students with a rate of 6.25% answered they are compelled by the writer himself, thirty students with a rate of 62.5% answered by the story itself and fifteen students with a rate of 31.25% responded through the curiosity to discover.

Section Two: Motivation for Reading

Answer the following by ticking the right answer

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

(SA-A-N-D-SD)

Statements	SA	A	N	D	SD	Nb
1. I like to be motivated to read	20	21	4	2	1	48
2. I enjoy reading better than my friends	7	13	15	9	4	48
3. I read because I have to develop my imagination	24	13	5	4	2	48
4. I like reading new things to improve my vocabulary and my reading skills	28	14	2	3	1	48
5. I enjoy it when my friends encourage me to read extensively at home	9	24	6	5	4	48
6. I like reading a lot for self-improvement	21	12	10	4	1	48
7. Doing every reading assignment in time is very important to me	6	22	10	7	3	48
8. I like to get reinforcements from my teachers and from peers for my reading	6	18	16	6	2	48

9. I like to tell my family about what I am reading for rewards	9	11	12	12	4	48
10. It is thanks to reading that I have become a good strategic reader	9	20	13	5	1	48
11. Practising reading is not only for grades but for self-improvement	24	17	4	2	1	48
12. Reading a lot cultivates the reader to rely more on himself at times of need.	11	19	16	0	2	48
13. I like reading for pleasure because this trains my curiosity for more discovery	11	24	7	2	4	48
14. I believe in the role of motivation for my active reading self-improvement	20	21	2	2	0	48

Table 2:13 Learners' consent on reading

Comment:

As response to question on section two related to motivation on Reading and taking into consideration only those who strongly agree and agree, we find a great majority is located in these two elements. 1. I like to be motivated to read-SA (20) and A (21) out of 48-2. I enjoy reading better than my friends SA (4) A(13),3. I read because I have to develop my imagination SA(24) A(13),4. I like reading new things to improve my vocabulary and my reading skills SA(28) A(14),. I enjoy it when my friends encourage me to read extensively at home SA(09)A(24),6.I like reading a lot for self-improvement SA(21) A(12),7.Doing every reading assignment in time is very important to me SA(6) A(22),8. I like to get reinforcements from my teachers and from peers for my reading Sa(06) A(18),9. I like to tell my family about what I am reading for rewards.SA(09) A(11)10. It is thanks to reading that I have become a good strategic reader SA(09) A(20),11.Practising reading is not only for grades but for self- improvement SA(24) A (17),12.Reading a lot cultivates the reader to rely more on himself at times of need.SA(11)A(19),13.I like reading for pleasure because this trains my curiosity for more discovery SA(11) A(24);14.I believe in the role of motivation for my active reading self-improvement SA (20) A (21)

In considering Strongly Agree and Agree, we understand that students are conscious that reading helps a lot in getting them motivated to read and improve.

Section Three: On the Role of Motivation for Learners' Reading Self-improvement

14.If someone motivates you to read, would you develop your competences at reading?

Justify?

Options and Justifications		number	percentage
Yes	1.I try bit by bit to understand the secrets of good reading until I master its principles 2. I curiously imitate what others have done to become perfect readers	41	85.42%
No	1.Even if someone motivates me, I cannot develop into a good reader because I do not master the reading skills 2. I don't really see the effectiveness of being motivated for reading which I personally do not appreciate a lot.	7	14.58%

Table: 2.14 Students' development to their reading through the others' motivation

Comment: In response to Section three question 13, related to the possibility of learner's competence development at reading once someone motivates him or her. Forty-one students with a rate of 85.42% answered with yes against seven with a rate of 14.58% who responded with no.

15.Can your teacher help you develop at reading? How? Justify

Options and Justifications		number	percentage
Yes+ How	-By giving us a model on how to read--by creating confidence in ourselves --by listening to what we read and through constant corrections and orientations	44	91.67%
No +How	-He does not help us when we read-he rather pretends to listen but in reality he does not. -He has never shown us how to read or how to articulate words	4	8.33%

Table 2.15 Teachers' help to develop students' reading

Comment:

In relation to the possibility of teacher's help and learner's development at reading, forty-four students with a rate of 91.67% responded with yes against only four with a rate of 8.33% who answered with no. To justify the yes position-a number of justifications were issued--By giving us a model on how to read, by creating confidence in ourselves, and by listening to what we read and through constant corrections and orientations. However, a number of no justification were also given-the justification for the no answer. The teacher does not help us

when we read-he rather pretends to listen but in reality, he does not, and he has never shown us how to read or how to articulate words.

Benefits of Reading	number	percentage
a. reading motivation instigates me to perfect my reading every time	18	37.5%
b. reading motivation enables me to discover my own person when reading very distinct from the others with my voice, pronunciation and tone.	04	8.33%
c. reading motivation pushes me to imitate how people read and do accordingly	7	14.58%
d. reading motivation is the catalyzer for my own efforts	15	31.25%
e. reading motivation gives me energy to be as active as a bee looking for the best models to imitate.	4	8.33%

16.What are the benefits of reading motivation for you as an active reader?

Table 2.16 Students’ benefits of reading motivation as active readers

Comment: In response to question 15 which is related to the benefits of reading motivation for active learners, options (a) and (b) are the most promising as they gain most popularity with a number of thirty -three out of a total number of forty-eight and with a rate of 68.75% - This shows that reading motivation is very beneficial for learners.

Conclusion

From the analysis of teachers’ and students’ questionnaire, one can deduce the very positive results students and teachers have shown through their responses-Both recipients were in favour of reading motivation as a basic element for reading achievement. Hence, according to them, learners can develop their personal reading motivation through teacher’s influence and through their intrinsic motivation. So, according to the majority of students, reading motivation can be reached with a little bit of effort making. For them, reading is the cornerstone to every step-in comprehension and knowing how to read facilitates the whole task for delving deeper into any given text or excerpt.

Results and Findings

The study envisaged with first year English Department University of Msila has proved positive in the results obtained in both the questionnaires distributed to teachers and students. The main theme of the work was simply an investigation on the role of motivation in enhancing learners reading for self-improvement. The analysis of the teachers questionnaire composed of questions has revealed the following results:

Most teachers supported their claims that motivation is the basic for learners' learning and teaching. Most teachers claim they encouraged their learners to read and got them influenced through imitation. They believed that motivation is the only instigator for learners to acquire vocabulary, ideas and grammatical structure which constitute the basis for their cognitive powers. And it is thanks to motivation that learners were strongly willed to imbue from that they daily read. Hence, motivated learners start to construct their own capacities for self-improvement which is greatly encouraged for adult learners.

According to teachers, learners who have shown a great motivation for reading, have understood the different skills of reading motivation. They have imitated their teachers for good pronunciation and linguistic modelling and they have learnt from their teachers how to read superficially and behind the lines. Teachers also reiterated that learners have acquired the habit of good reading in class and at home. They liked teachers to assign them with different projects for research and for extensive reading and portfolios preparation. In addition, teachers also asserted that learners have greatly learnt about difficult things.

Most students agreed that teachers have helped them a lot in acquiring the basic secrets of standard reading- reading behind the lines for information discovery. Thanks to teachers, as most learners noted, that they have known the importance of good imitation in reading, the

sound mastery of the reading skills and beyond all this, they have discovered the common principles of how self-motivation can yield self-improvement in the long run. Learners have claimed their personal appreciation for the importance of reading motivation in cultivating self-improvement, They have also know the benefits of reading in all its aspects and its impact on their self-improvement as active and strategic readers. The results were very promoting as learners have positive supported the idea of the importance of motivation for their own cognitive and psychological construct.

Chapter Three: Section One- Investigating the Role of Motivation in enhancing Learners' reading self- improvement

Section One: 3. 1. The role of Motivation for reading self-improvement

Introduction

Motivation is the internal instigator that learners can possess for any furthering to learning positive achievement. Motivation is very important for it enables learners to face the reality of their own cognitive perfection. If learners want to step further in any project, they need to be equipped with this instrument. Otherwise, they would remain relegated for any scientific achievement and advance.

3.1.1. Motivation and learners' self-improvement

It is generally known that motivation is considered as a key feature in the success of language learning, as Dornyei (2000) puts it “motivation provides the primary impetus to embark upon learning, and later the driving force to sustain the long and often tedious learning process”. With regard to both self-improvement and motivation, McMillan and Hearn (2008), in their paper entitled “Student self-improvement: The key to stronger student motivation and higher achievement” maintain that “Student self-improvement stands alone in its promise of improved student motivation, engagement, and learning”.

In this paper, action research method will be examined from the students' perspectives. Action research projects help the students to gain self-control of their learning experiences. Although action research projects are more common on higher academic levels such as graduate studies, research shows that such projects are easily adaptable in language schools, prep schools, or any foreign language learning environment. Ensuring the autonomy of the

students to control and manage a project, an action research project is a reliable method for EFL teachers. It also gives students a chance to individualize their learning experiences.

Motivation is a major factor in transforming EFL learners from passive learners to active learners who have control over their improvement. Reading motivation can help students to gain self-control of their learning experiences. Although there are different methods to help students like research projects and writing which are more common on higher academic levels such as graduate studies. However, reading can be suitable to our research society. Ensuring the autonomy of the students to control and manage their improvement process, motivation is a reliable method for EFL teachers to help learners. It also gives students a chance to individualize their learning experiences.

Self-improvement has a direct link to internal motivation; the intrinsic motivation as one of the main goals of education is to teach students to constructively interact with written texts. The intrinsic reading motivation has been shown to be a significant predictor of reading comprehension and reading amount. Because intrinsically motivated readers perceive reading activities as positively rewarding, they practice a lot of reading in their spare time. Also, intrinsic reading motivation positively affects individual differences in the development of reading self-efficacy and self-improvement as learners become more independent. Moreover, intrinsic reading motivation showed significant positive associations with all levels of reading comprehension. The paper examines the connection between student self-evaluation strategies and autonomy development in the English as a Foreign Language (EFL) classroom.

Reading motivation is regarded as a useful tool for developing EFL students' other skills, such as self-improvement, critical thinking and self-efficacy. Students rely on such tool to have good text reading comprehension. Hence, self-improvement; which is considered as advanced critical thinking strategy because of the significant role that it plays in developing

EFL students' ability to understand, interpret, and reflect upon the meaning of what is being read; that is, improving reading comprehension

Reading motivation can also be an effective in English language learning. Reading motivation allows students to learn and reflect on their own English learning; promote critical thinking and reflective practices in learning English; scaffold knowledge of English learning from different English language skills; develop a sense of autonomy in their own learning English; and foster commitment in learning English among many others.

The contemporary view of education today takes students as 'agents' of their own educational destiny; and teachers, in accordance, have begun to change their roles from teaching to facilitating, helping, coordinating, counseling, consulting, advising, knowing, resourcing and so on. One of the main reasons for motivation is to develop 'autonomy' in the area of language learning. Although learner autonomy is commonly defined as "the ability to take charge of one's learning", there have been many other definitions of learner autonomy since then. Little (1991), for instance, uses 'capacity' instead of 'ability' and states that "autonomy is essentially a capacity for detachment, critical reflection, decision-making, and independent action".

The famous 'Bergen definition', as Dam (1995) explains, associates autonomy with "readiness to take charge of one's learning in the service of one's needs and purposes – which entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person".

3.1.2 Motivation and Learners' Need for Achievement

Underachievement in the field of EFL became widely observed among students around the world. In recent years, many learners have been conducted worldwide on the relationship between language learning achievement and some basic factors that can influence academic

performance like language learning strategies, personality traits and learning styles, and motivation. These studies showed that such basic factors could have positive or negative effects on learners' achievement, language proficiency, and engagement in classroom activities.

The focus on motivation and its impact on achievement showed promising results. The results of the study are expected to help educators and policymakers to identify the factors that contribute to low or limited achievement among learners.

Motivation is an influencing factor for achieving a special goal. Similarly, according to Ryan and Deci (2000), to be motivated means to progress or to be in motion to do something. Motivation makes acting on or within an organism to establish and manage behavior. Excitement, interest, eagerness, and looking forward to learning are the main elements of motivation. The levels and types of motivation in any individual are different from others. In other words, not only levels and amounts of motivation in individuals were different, but also their sorts of motivation could be various (Crump, 1995).

Two types of motivation try to answer why should EFL learners need to read; the intrinsic and extrinsic motivation. The intrinsic-extrinsic motivation differentiates between internal and external reasons to explain why learners read. The intrinsic motivation encourages and promote internal abilities and skills in learners. Curiosity, involvement and preference for challenge are perfect examples of internal motivation that can settle EFL learners to achieve their goals. On the other hand, extrinsic motivation deals with external reasons to explain how and why reading is essential. External motivations such as competition, recognition, grades and compliance engagement in social interactions are perfect examples of how should classrooms motivate EFL learners extrinsically.

In general, learners' intrinsic reading motivation is positively associated with their reading skills. Therefore, learners with better reading skills are typically more intrinsically motivated to read (or learners who are more intrinsically motivated to read generally have better reading skills). On the other hand, learners' extrinsic reading motivation is generally unrelated to their reading skills or negatively associated with their reading skills.

Achievement motivation is not a single construct but rather subsumes a variety of different constructs like the ability self-concepts, task values, goals, and achievement motives. The few existing studies that investigated diverse motivational constructs as influencer of EFL students' achievement above and beyond their cognitive abilities and prior achievement showed that most motivational constructs predicted significant achievement beyond intelligence and that students' ability self-concepts and task values are more powerful in predicting their achievement than goals and achievement motives. Achievement motivation energizes and directs behavior toward achievement and therefore is known to be an important determinant in EFL classrooms.

Nevertheless, there is still a limited number of studies, that investigated diverse motivational constructs in relation to EFL students' achievement. The present study did not assess all motivational constructs at the same level of specificity as the achievement criteria. For example, achievement motives were measured on a domain-general level whereas EFL students' achievement, as well as motivational beliefs and task values, were assessed domain-specifically (e.g., Reading, Reading comprehension and self-improvement).

McClelland et al. (1953) distinguish the achievement motives hope for success (i.e., positive emotions and the belief that one can succeed) and fear of failure (i.e., negative emotions and the fear that the achievement situation is out of one's depth). According to McClelland's definition, the need for achievement is measured by describing affective

experiences or associations such as fear or joy in achievement situations. Achievement motives are conceptualized as being relatively stable over time. Consequently, the need for achievement is theorized to be domain-general and, thus, usually assessed without referring to a certain domain or situation.

However, Sparfeldt and Rost (2011) demonstrated that operationalizing achievement motives subject-specifically is psychometrically useful and results in better criterion validities compared with a domain-general operationalization.

In a general scope, motivation in EFL contexts attracted more serious researchers as only a few already been done. For instance, Gardner define Foreign language motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 2010). Language learning motivation has been recently received research interest in EFL/ESL contexts. It is argued that an EFL learner with high motivation will be successful (Brown, 2007). In the same vein, Gardner reports that “students with higher levels of motivation will do better than students with lower level”

3.1.3. Learners and Motivation as a reward

Motivation refers to one’s desire or eagerness to do something. A motivated learner can be reaching for different academic or professional goals. Motivation is different from personality and emotion. However, it creates that eagerness that allows learners to achieve something. The outcome of motivation can be seen as a reward. The importance of motivation in learners’ academic performance and teacher’s career lies within the process of creating a continuous will to learn. Rewards refer to sufficient encouragements to support the acquisition and creative transformation of knowledge. In a context where learners prove disengaged from the process of learning and consequently failed to learn much from it.

Rewards and privileges are great motivational tools for hard work. The explanation is rewards, as a form of external motivation, can supplement the internal drive to assist learners in achieving their goals as rewards appeal to them and in turn promote excellence.ls”.

3.1.4. Reading Motivation conceptual framework

3.1.4.1. Defining Reading Motivation

The intrinsic-extrinsic theory of reading motivation and the expectancy-value theory of reading motivation are the main theories that tackled the explanation of reading motivation importance. In our study, we focused on the Reading Motivation theory, which was partly explored above. This theory has eight dimensions of reading motivation. They provide quite different reasons or explanations about why EFL learners must be motivated to read.

Guthrie and Wigfield propose, “Reading motivation is the individual’s personal goals, values, and beliefs concerning the topics, processes, and outcomes of reading”. According to this definition, one would come to two main conclusions: The first is that reading motivation is made up of the putting together of different aspects of motivation in a complex way. The second is the kind of agency individuals have over it since they can manage, organize and direct their motivation to read according to their beliefs, values and goals.

In a research treating the dimensions of reading motivation, Baker and Wigfield (1999) confirm the view about the multidimensionality of reading motivation. Paris and Carpenter (2004) argue that this feature in reading motivation has to do with the nature of motivation as “a difficult psychological construct to define and measure, and consequently there is no single way to view or assess children’s motivation for reading”. Day and Bamford (1998) give a broad view explaining motivation for reading in second/foreign language. They

propose cognitive models to explain motivation where this concept is made up of “two equal components –expectations and value”.

These models claim that individuals would undertake activities about which they expect to perform well, and would avoid any activity in which they have lesser expectations of success. These expectations about different degrees of success in tasks are determined by the extent to which individuals value the task. Furthermore, the model presented by Day and Bamford is also to witness on the multi-faceted nature of reading motivation, although it gives only two components –expectancy and value-. As far as reading is concerned, Day and Bamford posit, “unless students have a reasonable expectation that they will be able to read a book with understanding, they will most likely not begin the undertaking”.

The second component of motivation for reading, which is value, needs also to be fulfilled. In a perfect situation, students would consider a reading activity essentially important for them “in learning to read and as a source of pleasure and information”

Second/foreign language is greatly similar to reading motivation in one’s first language; thus, reading motivation in second/foreign language “would be a multidimensional construct, and, to a certain degree, independent of general motivational constructs”. The fact that reading motivation is not automatically assimilated to general motivation results from the assumption that “students’ motivation maybe, to a certain extent, domain-specific students may be, for example, motivated to speak or listen, but not to read in English”. In other words, students may display varying degrees of motivation for some activities in the second/foreign language and not others, but not necessarily all.

3.1.4.2. Significance of Reading Motivation for self-improvement

The importance of motivation lies in the fact that it “influences the individual's activities, interactions, and learning with text”. Reading motivation is crucial for students as it connects

to not only their reading comprehension but also it develops their self-efficacy and self-improvement. Guthrie and Wigfield (1999) propose a model of reading that includes motivational process in parallel to cognitive ones, and that they share the common feature of correlating with text comprehension, critical thinking and self-assessment.

Not only does reading motivation relate to reading comprehension, but it also relates to both the amount of reading and students' self-improvement and self-efficacy. Guthrie et al. explain that "reading motivation correlates with students' amount of reading". Similarly, Guthrie and Knowles (2001) posit that the cognitive components of reading help improve learners' reading achievement and develop their awareness about the learning process. He suggests, "motivational variables also make significant contributions to our ability to account for reading achievement" Aspects of motivation including –but not limited to- intrinsic motivation, extrinsic motivation, and self-efficacy have highly correlated with reading achievement.

Guthrie and Wigfield declare, "Motivation is causally related to comprehension in the sense that classroom conditions that increase reading motivation also increase reading comprehension and recall of text that is read". Hence, we deduced that developing and influencing comprehension positively in EFL learners would definitely build their self-improvement techniques. For this purpose, some motivation researchers and theorists set a model of motivation that is specifically devised for reading comprehension. This model comes as a confirmation of what has been stated previously about motivation as being domain-specific.

Guthrie and Wigfield explain that there is "a distinction is drawn between general motivation, which is pervasive and enduring across contexts and time and situational motivation, which refers to immediate affective responses prompted by particular

characteristics of a task or a text". They emphasize the idea that reading motivation is domain-specific as it pertains to a situation that requires an emotional reaction specific to reading material, and that would vary according to the variety of activities initiating it.

3.1.5. The premises of motivation on reading self-improved learners

When the learners feel an envy to read, his desire to reading increases and a certain motivation namely the intrinsic starts to arouse and grow. The first beginning of this push and insight into the avidity to read is the premise of motivation on his own person for more reading curiosity.

3.1.5.1 Motivation and reading fluency

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without the desire to learn, it is very difficult for learners to gain effective learning. As Huitt (2001) stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation. It can be stated that teachers should be aware of the significance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

Learners who believe they can read and who are motivated to read are going to read often. Motivation can allow learners to read fluently. When students have high self-efficacy and self-improvement in reading due to motivation, the potentially daunting task of reading a text that is challenging becomes surmountable. They work towards goals and enjoy the feeling of success that comes with tackling a difficult passage.

Fluency is an important reading skill that is crucial in the understanding of the text. If learners are not fluent in their reading, they are unable to make connections and fully

comprehend the reading. Reading fluency is an important skill to master as it creates a bridge to reading comprehension. Fluency is the ability to read with speed, accuracy, and proper expression (Rasinski, 2006). Being a fluent reader allows one to focus on the content in the reading, rather than focusing on the decoding of each word.

As learners become fluent readers, they can interact with text on a higher level. However, if learners are not fluent in their reading, their overall success with reading is hindered. Non-fluent readers are often children who struggle with decoding as well. The true meaning of fluency is often misunderstood, which affects both the teaching and learning of reading. Fluency has evolved to be known as speed reading by many teachers and students, which is not the true intent of fluency (Marcell, 2011). Educators need to understand that reading fluency is a vehicle for reading comprehension. The focus of speed during reading should not be emphasized. The ultimate goal of reading is to make meaning and comprehend what was read, not how fast it was read.

Teachers who support their students' perception that they are capable of reading well are setting the students up for success as a major reason to become engaged in reading. When teachers guide students to repeat tasks until they are proficient, students enjoy increases in self-efficacy and self-improvement. Teachers who support student self-efficacy also evaluate student work based on effort and accuracy. This promotes student willingness to place effort on challenging texts and reading tasks, which then has a reciprocal effect of the student experiencing meaningful success.

Evaluating reading ability and fluency with hard texts does not accurately represent the student's reading level or growth, even though the student appears successful. On the other hand, a student who is motivated and who is applying effort to the reading task and who

experiences challenge is more likely to experience growth in reading ability, and the assessment of student success should be based in this context of appropriate challenge.

3.1.5.2. Learners become self-independent readers

Motivation affects immensely in creating self-independent learners. In return, independent learning allows pupils to set their goals, monitor and evaluate their development, so they can manage their motivation towards learning. One of the new educational realities today is that education can no more provide knowledge without providing the means to acquire it in an autonomous way and on an individual basis.

The literature on self-independent learners has since the last three decades been very prolific and controversial at the same time. Some researchers advocate its implementation because seen as a fundamental condition for effective life-long learning, while Others see it more as an ideal than a concrete pedagogical paradigm. Research on autonomy is the result of a shift of interest from teacher-centered methodologies to a greater emphasis on students' way of learning.

Among the first authors to advocate its use, Holec who sees it as 'the ability to take charge of one's learning'. He stresses the notion of responsibility taking, and assumes that: 'Autonomy is a new pedagogical paradigm, incomplete and imperfect though it still may be Little (1991). Autonomy is a capacity for detachment, critical reflection, decision making and independent action. Benson sees it as 'the capacity to take control over one's learning', and as 'a legitimate goal of language instruction'.

Sinclair (1999) argues that the development of LA (learner autonomy) can only be measured by listening to what students say about it. Also, self-independence is a multi-dimensional construct in the sense that it is interconnected with the psychological, political and socio-cultural dimensions of learning. It is characterized by a focus on the individual

learner with his psychological attributes such as motivation, attitudes, beliefs, cognitive and metacognitive strategies. It involves the learner 's interaction and collaboration with his teacher or with others.

Effective independent reading practices include time for students to read, access to books that represent a wide range of characters and experiences, and support within a reading community that includes teachers and students. Student choice in text is essential because it motivates, engages, and reaches a wide variety of readers. The goal of independent reading as an instructional practice is to build habitual readers with conscious reading identities.

Independent reading leads to an increased volume of reading. The more one reads the better one reads. The more one reads, the more knowledge of words and language one acquires. The more one reads the more fluent one becomes as a reader. The more one reads, the easier it becomes to sustain the mental effort necessary to comprehend complex texts. This increased volume of reading is essential.

There are countless benefits of independent learning for students in acquiring a language in general or in EFL reading. Self-independence improves academic performance. Also, it increases motivation and confidence among learners. Finally, one can say that independent learning can foster social inclusion and increases opportunities for completing differentiated tasks, set by the teacher in the class or at home.

Conclusion:

Learning a foreign language is different from learning other subjects. Syllabi that focus on language materials and trying to discipline their refractory students usually produce classrooms that are conducive to learning. In view of the above, motivation along a set of other factors should be taken into account in designing materials. Motivation as a tool has been proven to be so effective in improving learners' interest in the targeted language. Also, it helps in developing learners' critical thinking, their ability to self-improvement.

Furthermore, motivation can create self-independent learners who are responsible for their learning process. There are some theories and recent studies tried the shed light on the importance of motivation in EFL and ESL classrooms.

Chapter Three: Section Two: Characteristics of motivated learners towards reading self-improvement

Introduction

Many researchers have evoked the issue of motivation and its importance for learners' self-achievement. In fact, every step in the learning process is strongly based on motivation which is pivotal for both teachers who always try to get their learners motivated and for learners who struggle to be constantly motivated to self-achieve in the long process of their learning. Many learners still suffer from being good readers; hence, they need to be strong-willed to perfect their reading and improve this important skill. To reach such an objective, learners need to know the essentials of critical reading, the active reading strategies, how to be promoted in an effective reading process, they need to know how to be engaged readers with an utmost self-compassion for self-development at reading.

3.2.1 Motivated learners and Critical reading

Critical reading, in the professional literature directory is referred to as teaching students to think while reading. It is also defined as "learning to evaluate, draw inferences, and arrive at conclusions based on evidence" (Carr, 1988). Learners should learn how to read texts critically and be aware of their thought processes (Fish 1980). Raising the level of metacognitive awareness, is recommended as one way of helping learners become 'constructively responsive' readers (Pressley & Afflerbach 1995) who read critically and attain higher academic literacy. Learners' awareness raising about learning strategies can raise their level of metacognition a feature that can be daily used in the classroom. This can be done easily and efficiently by simply training instructors to conduct these awareness raising sessions and apply them within their classroom spheres. (Asian Journal of Language Teaching, Linguistics and Literature Vol 13, 2007)

3.2.2. Motivated learners and Active monitoring Reading Strategies

Learning strategies have been identified as one set of strategies that a learner can exploit to help make learning easier, faster and more enjoyable (Oxford 1990). Accordingly, Urquhart & Weir (1998) hypothesized that using the appropriate strategies will help inform and improve learners' reading efficiency. When learners employ suitable strategies effectively they are able to read and understand texts much more efficiently (Nambiar 2005). It is an accepted fact that learners come with a host of strategies that help them to function as active and effective learners (Cohen 1998). As a student develops the skill of selecting strategies, another aspect of metacognition is to develop the ability to monitor strategy use.

Good students are able to use efficient strategies when they do not understand, and will stop and decide what to do about it. One important monitoring strategy that the researcher teaches students in his reading classes is to focus on their comprehension as they read. They need to monitor their comprehension as they are reading and recognize when comprehension breaks down. The breakdown cannot simply be a lack of vocabulary knowledge but also comprehension of ideas as they read. Hence, learners should act positively and alternate this breakdown with other strategies. Monitoring strategy use while reading is a clear metacognitive activity. If comprehension breaks down, students are encouraged to select and use another strategy to accomplish their reading task.

3.2.3. Motivated learners and effective reading promotion compensation strategies

According to the literature, another factor resulting in successful reading is the development of vocabulary knowledge (Caverly, 1997; Yang, 2004). However, many EFL readers often encounter the problem of unfamiliar vocabulary and unknown concepts so as to interfere with the comprehension (Zhang, 1993). Several researchers suggest teaching

students active compensation strategies to achieve comprehension (Oxford, 1990; Sinatra & Dowd, 1992; Zhang, 1993).

Sinatra and Dowd (1992) proposed a comprehension framework for the use of context clues: syntactic clues (related to grammatical structures) and semantic clues (involved intra- and inter sentence meaning relationship). Sinatra and Dowd argued that readers should not only understand how the writer used grammar, but also use semantic clues such as restatement, use of examples and summary clues in order to guess the meaning of a new word.

In addition, to guess the meaning of words intelligently, Oxford (1990) clustered 10 compensation strategies into two sets: linguistic clues (guessing meanings from suffixes, prefixes, and word order) and other clues (using text structure such as introductions, summaries, conclusions, titles, transitions, and using general background knowledge). These decoding skills can not only help readers overcome a limited vocabulary, but also help them guess about the theme of an article. Such learning strategies can significantly increase the reading speed and raise efficiency (Winstead, 2004; Zhang, 1992, 1993).

3.2.4. Motivated Learners as engaged readers know how to relate reading to writing

Reading should be integrated with speaking, listening, and writing, along with critical thinking, and involve students in actively creating and using meaning for particular purposes. Within such an instructional approach, "students become intellectually/ cognitively engaged in language and content" (Blanton, 1992, p. 291). At the level of reading writing relationship, Zamel (1992) said , "In the same way that writing a text necessarily involves reading it, reading a text requires writing a response to it. Thus, just as the teaching of writing should involve the teaching of reading ..., the teaching of reading is necessarily the teaching of

writing. Just as reading provides 'comprehensible input' for writing, writing can contribute comprehensible input for reading" (p. 480).

At the level of post-reading which generally tends towards written product, the importance is given to the original text as a point of departure. Hafiz and Tudor state that the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2. (1989, p. 5) "exposure to a range of lexical, syntactic, and textual features in the reading materials" as well as the nature of "the pleasure-oriented extensive reading." (Hafiz & Tudor, p. 8)

No one can deny the fact that extensive reading helps greatly in "exposing" SL learners to English and especially when the class time is limited. Hedge briefs the advantages of extensive use in the following lines: Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning. (ibid, p. 204-205). A written word can have symbolic representational meaning but can also have imaginary meaning or be used as a prop (Edelsky, 1982).

3.2.5. The role of Self-compassion for self-improved learners reading achievements

Researchers found that self-compassion is more relevant to the motivational patterns underlying achievement and performance and is positively associated with mastery goals. It is also one of the strongest predictors of an individual's intrinsic motivation (in both academic and work contexts), feelings of responsibility for success and failure, and their ability to accept their mistakes as an inevitable, necessary aspect of learning (Neff 2003:85-101)

In the same trend, researchers have found that self-compassion might interfere with self-improvement, especially given that perfectionism is positively associated with achievement (Baker and McNulty (2011: 853-873). In addition, Neff et al. found that self-compassion was associated with greater self-efficacy and less academic worry and was positively related to academic goals (Neff and Hsieh (2005:263-287)

Conclusion:

In brief, this section introduces the characteristics of motivated learners towards reading self-improvement which discuss how the motivated learners can be a critical reader, and use strategies for active reading to raise their level of metacognition awareness and to improve their reading efficiency. Moving to the use of the effective reading promotion and active compensation strategies to achieve comprehension and not be restricted with syntactic clues but also use semantic clues.

In addition, motivated Learners as engaged readers know how to relate reading to writing because reading is integrated with the other skills. However, self-compassion has a big role for reading self-improvement because self-compassion overlap with self-improvement which are positively associated with achievement.

Recommendations for Further Study and Research

For active, critical reading to occur,

- teachers must create an atmosphere which fosters inquiry.
- Students must be encouraged to ask and answer questions, to make predictions, and to organize ideas which support value judgments.
- Two techniques for developing these kinds of critical reading skills include problem solving and learning to reason through reading. Flynn (1989) describes an instructional model for problem solving which promotes analysis, synthesis, and evaluation of ideas. She states that, "When we ask students to analyze we expect them to clarify information by examining the component parts. Synthesis involves combining relevant parts into a coherent whole, and evaluation includes setting up standards and then judging against them to verify the reasonableness of ideas."

Beck (1989) adopts a similar perspective, using the term "reasoning" to imply higher order thinking skills. Comprehension requires inferencing, which plays a central role in reasoning and problem solving. For Beck, children's literature has the potential to engage students in reasoning activities. The class activities include the following:

- While enhancing good reading, we need to teach new vocabulary through its context
- Arouse learning motivation and interest around learning new things
- Enhance four modes and critical thinking abilities so as to enable learners to bridge any literacy gaps
- Promote cooperative learning for every learners needs social and cultural support

Wilson (1988) suggests that teachers should re-think the way they teach reading and look critically at their own teaching/thinking processes. She points out that teaching students to read, write, and think critically is a dramatic shift from what has generally taken place in most classrooms.

General Conclusion

Learning and teaching are two facets of the same coin where teachers strive to make learners achieve success immediately and efficiently. Teachers have constantly adhered to the principles that nothing can be achieved without motivation. Learners on their part try to show their eagerness for assimilations and for achievement. Motivation seems the right path and bridge for any success. The work undermined is related to the investigation the researchers have tried to conduct at the University of M'sila with the intention to unveil the role of motivation in enhancing learners' reading self-improvement. The work has been done theoretically in displaying the rationale of learning teaching under the umbrella of motivation. Hence, motivation has been defined with its type, intrinsic and extrinsic, its role and its perspectives to pave the ground for more focus on the types of learners and the difference between those who are active and strategic readers employing their motivation with the guidance of their teachers and those who seem less motivated and are right from beginning passive readers.

According to the questionnaire responses of both teachers and learners, motivation has been given a lion's share in almost all the debates and discussions. In fact, most teachers believe that motivation and reading motivation is the pillar of success for those avid learners who showed positive intentions towards their target plan. Teachers believe learners start with good imitation on the reading skills acquisition which sooner be reflected in their daily readings. They claim their constant teaching yielded into fruitful achievements which was confidently approved by learners. The analysis of the learners' questionnaire has also revealed positive answers as to the way learners perceive their progressive evolution towards perfection. They admitted teachers' help and claimed it was promoting. Learners whose motivation starts to rise progressively were more confident in themselves and do not mostly

rely on their teachers' help because they have already discovered how to read and have, in the course of time, developed the effective tricks to self-improvement.

The work in its entirety has come to the conclusion that reading motivation can help active readers to develop into mature readers knowing and mastering the reading skills through imitation and self-reliance. Active readers develop and ameliorate their reading potentials with a little bit of motivation whether intrinsic or extrinsic-the swiftness in reading taste, in reading modes, in knowing how to read and in mastering the reading skills are the sole marking differences for self-improvement. Self-improvement is in reality a tendency to opt for or not to opt for-this is basically based on the degree of learners' focus consecrated for such intention. Those who reached self-improvement were but strong willers and strategic readers who are more motivated and proactive learners.

Teachers need to work in this respect and teach their learners that motivation is the basis for everything and that if they want to reach self-improvement, they need to focus more on reading motivation and critical reading.

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APPENDICES

Appendix A

Teachers' Questionnaire

Teachers' Questionnaire for reading Motivation

We would be very grateful if you could fill this questionnaire for Master students' final dissertation. We would like to inform you that your answers will be completely anonymous and used only for scientific research purposes.

Section One: Teachers' general information

1.How long have you been teaching English?

1. less than 05 years 2. more than 05 years

2. Are you an avid reader who encourages learners to read?

1. Yes 2. No

2.Has your teaching experience impacted your learners' motivation to read?

1. Yes 2. No

If yes, account for:

.....

.....

.....

4. How do you rate your learners' level at reading?

1. good 2. average 3. below average

Section Two: On the teachers' view on the role of motivation as instigator for learners' reading

1.Is motivation an important element for reading?

1.Yes ☐

2. No ☐

2. How, according to you, does motivation push learners to read?

.....
.....
.....

3.Is motivation always associated with the ability to read?

1.Yes ☐

2. No ☐

4.In your view, can motivated learners self-improve in reading?

1. yes ☐

2. No ☐

If yes,how.....

5. How often do you encourage learners to read for self-improvement?

1. Always ☐ 2. sometimes ☐ 3. very often ☐ 4. Never ☐

Section three: The role of teachers in motivating learners for reading self-improvement.

1.How do you motivate your learners to read?

.....
.....
.....

2.Are there any preliminary steps for reading improvement?

.....
.....
.....

3.What is the role of teachers to enable learners to be proficient at reading?

.....
.....
.....

4.Is reading only done in the classroom?

1. Yes ☐

2. No ☐

5.How can you encourage learners for self-extensive reading?

.....
.....
.....
.....
.....

Thanks for your cooperation

Appendix B

Students' Questionnaire

Students' Questionnaire for reading Motivation

We would be very grateful if you could fill this questionnaire designed by Master students for their final dissertation. We would like to inform you that your answers will be completely anonymous and used only for scientific research purposes.

Section One: Learners' Perception about reading

1. How long have you been studying English? years.

2. How do you consider your level in English?

a- Very good ☐ b- Good ☐ c- Average ☐ d- Poor ☐

3. Do you like reading?

a- A lot ☐ b- A little. ☐ c- Not at all ☐

4. Are you a good reader who enjoys reading about people?

Yes ☐ No ☐

If yes, Justify

5. How often do you read?

a- usually ☐ b- Sometimes ☐ c- Rarely ☐

6. What is the best moment for you to read?

a- when the teacher gives you some tasks to do ☐

b. every night before you go to bed ☐ c. at weekends ☐

7. Do you usually learn difficult things by reading?

Yes ☐ No ☐

8. Do you like being the best at reading?

Yes ☐ No ☐

9. Do you like reading to improve your grades?

Yes ☐ No ☐

10. Do you read more about the text when the teacher discusses something interesting about it?

Yes ☐ No ☐

If yes, why?.....

11. Do you like hard, long, challenging interesting books?

Yes ☐ No ☐

12. What compels you to read a particular passage/ story or text or book?

a- Its writer ☐ b. the story itself ☐ c. the curiosity to discover ☐

Section Two: Motivation for Reading

Answer the following by ticking the right answer

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree (SA-A-N-D-SD)

Statements	SA	A	N	D	SD
1. I like to be motivated to read					
2. I enjoy reading better than my friends					
3. I read because I have to develop my imagination					
4. I like reading new things to improve my vocabulary and my reading skills					
5. I enjoy it when my friends encourage me to read extensively at home					
6. I like reading a lot for self-improvement					
7. Doing every reading assignment in time is very important to me					
8. I like to get reinforcements from my teachers and from peers for my reading					
9. I like to tell my family about what I am reading for rewards					
10. It is thanks to reading that I have become a good strategic reader					
11. Practising reading is not only for grades but for self-improvement					
12. Reading a lot cultivates the reader to rely more on himself at times of need.					
13. I like reading for pleasure because this trains my curiosity for more discovery					
14. I believe in the role of motivation for my active reading self-improvement					

Section Three: On the Role of Motivation for Learners' Reading Self-improvement

**1. If someone motivates you to read, would you develop your competences at reading?
Justify?**

.....
.....

**2. Can your teacher help you develop at reading?
How?**

.....
.....

... What are the benefits of reading motivation for you as an active reader?

.....
.....
.....

Thank You for your cooperation

الملخص :

ترتبي هذه الدراسة استقصاء دور عامل التحفيز في تعزيز القراءة لدى الطلاب لتحسين الذات، حيث تهدف إلى معرفة مفهوم القراءة من وجهة نظر كل من الطالب والأستاذ وكيف تساهم في تحسين الذات. أجريت العديد من البحوث فيما يخص حوافز القراءة وخاصة في العمل الميداني مما دفع الأساتذة ليولوا اهتماما كبيرا به، كما أولوا اهتماما خاصا حول زيادة الوعي اتجاه التحفيز الجوهري والتحفيز الخارجي للطلاب إذا ما أرادوا الوصول إلى تحسين الذات و الإلتزام بالاستراتيجية. لغرض سلامة هذه الدراسة، تم الاعتماد على الأسلوب الكمي والنوعي وكذا النهج الوصفي والحجائي، وقد تم أيضا القيام بتحليل دقيق للإستبيان والأخذ بعين الاعتبار المعلومات المعروضة. تتألف الدراسة ككل من إستبيانين، الأول للأساتذة والثاني لمجموعة من طلاب السنة الأولى تقدر بـ 120 طالب بالإضافة إلى عينة قصدية تقدر بـ 48 طالب حيث تم اختبار، ترميز وتحليل الإستبيانين. توصلت نتائج هذه الدراسة إلى وجود دعم كبير من الأساتذة نحو الطلاب لتشجيعهم ودفعهم نحو تحسين الذات عن طريق القراءة المستمرة. كما صرح الطلاب أيضا أن التحفيز هو المفتاح الرئيسي للقراءة من أجل تحسين الذات. وفي الأخير النتائج المتحصل عليها في هذه الدراسة من شأنها أن تساهم بشكل كبير وإيجابي للباحثين المستقبليين.