

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

**PREDICTION AND MIND MAPPING STRATEGIES' USE IN
READING COMPREHENSION CLASSES**

**CASE OF THIRD YEAR PUPILS at 1ST NOVEMBER 1954
MIDDLE SCHOOL M'SILA**

**Thesis Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master**

Candidates

Hadjab Rayane

Chaker Meryem

Board of Examiners

| | | |
|-------------------------------|----------------------|-------------|
| | University of M'sila | Chairperson |
| Miss.Oumessaad Berkani | University of M'sila | Supervisor |
| | University of M'sila | Examiner |

2018 / 2019

Dedication

To the dearest people to our hearts

Starting by our parents

Moving to our sisters and brothers

To all our family members

To all our teachers

And a special thank to all people who have stood by us in our hard moments.

Acknowledgements

This study would not have been completed without the great help of a large number of people.

We wish to express our deep appreciation to the following people.

Firstly, We would like to start with our supervisor Miss BERKANI Oumessaad who supervised us until the thesis was completed. Thank you for your professional guidance and invaluable comments as well as for being supportive and patient with us. Without forgetting the jury members for the information they provided many thanks to you all.

In addition, We would never forget to adress our most sincere thanks to all those who have been our teachers throughout our university studies

Last but not the least, We would like to thank all everyone who have taken part in this study.

Abstract

Many people see reading in a foreign language as a risk taken activity. Reading has a primary role in learning English or any other foreign language. It is the first skill that EFL students need to enhance their information, increase their vocabulary knowledge and develop other language skills. Reading plays an essential role in the process of language learning and teaching. It is the first skill that students should develop because it is considered as a main source for language input. Moreover, reading is one of the most challenging and difficult tasks that most of EFL learners' face. Because of its complexity, students fail to achieve reading comprehension.

As a result, we wanted to conduct a research to see if the use of reading strategies like mind mapping and prediction while teaching reading would help in overcoming reading comprehension difficulties. In this research, assumptions state that the use of prediction and mind mapping reading strategies by third year middle school learners help them achieve reading comprehension, and that the use of reading strategies makes the learning process better.

To check validity of these assumptions, we prepared two questionnaires one for students and the other one for teachers in order to collect data about if teachers use reading strategies, and to see to what extent they are helpful.

By the end of this study, it can be said that the assumptions that were set before are confirmed and all the research questions are answered. The results show that reading is regarded among the first language skills that the learners need; however, many of them encounter many difficulties

The main factor behind learners' low reading proficiency is the teaching methods followed by the teachers.

Key words: reading strategies, Prediction , Mind Mapping

List of abbreviations

EFL English as a foreign language

RC Reading Comprehension

RS Reading strategies

ESP English for specific purposes

ESL English as a second language

FL Foreign language

L2 Second language

Q Question

List of Tables

| | |
|---|----|
| Table 01: Gender | 31 |
| Table 2: Students' age | 32 |
| Table 3: Students' attitude about English | 33 |
| Table 4: Students' attitude about English courses | 34 |
| Table 5: Students' attitude about reading in general | 35 |
| Table 6: Students' attitude about reading in English | 36 |
| Table 7: Students' most difficult stage while reading | 37 |
| Table 8: Students' participation in selecting texts | 38 |
| Table 9: Teachers' way of motivation | 39 |
| Table 10: Students' comprehension | 40 |
| Table 11: Student's strategies for word comprehension | 41 |
| Table 12: Students' useful way to achieve reading comprehension | 42 |
| Table 13: Reading strategies as way of motivation | 43 |
| Table 14: being creative/ Reading strategier | 44 |
| Table 15: Teachers' qualification | 47 |
| Table 16: Length of teachers' teaching experience | 48 |
| Table 17: Teachers' attitude about teaching reading | 49 |
| Table 18: Necessity of teaching reading | 50 |

| | |
|--|----|
| Table 19: Students' reading comprehension | 51 |
| Table 20: Reading activities | 52 |
| Table 21: The use of reading strategies | 53 |
| Table 22: The difficulties that hinder the teachers in teaching reading..... | 54 |
| Table 23: The effect of teachers' reading difficulties on students' language learning..... | 55 |
| Table 24: Students' reading difficulties..... | 56 |

List of Graphs

| | |
|---|----|
| Graph 01: Gender | 31 |
| Graph 2: Students' age | 32 |
| Graph 3: Students' attitude about English | 33 |
| Graph 4: Students' attitude about English courses | 34 |
| Graph 5: Students' attitude about reading in general | 35 |
| Graph 6: Students' attitude about reading in English | 36 |
| Graph 7: Students' most difficult stage while reading | 37 |
| Graph 8: Students' participation in selecting texts | 38 |
| Graph 9: Teachers' way of motivation | 39 |
| Graph 10: Students' comprehension | 40 |
| Graph 11: Student's strategies for word comprehension | 41 |
| Graph 12: Students' useful way to achieve reading comprehension | 42 |
| Graph 13: Reading strategies as way of motivation | 43 |
| Graph 14: being creative/ Reading strategies | 44 |
| Graph 15: Teachers' qualification | 47 |
| Graph 16: Length of teachers' teaching experience | 48 |
| Graph 17: Teachers' attitude about teaching reading | 49 |
| Graph 18: Necessity of teaching reading | 50 |
| Graph 19: Students' reading comprehension | 51 |

| | |
|--|----|
| Graph 20: Reading activities | 52 |
| Graph 21: The use of reading strategies | 53 |
| Graph 22: The difficulties that hinder the teachers in teaching reading..... | 54 |
| Graph 23: The effect of teachers' reading difficulties on students' language learning..... | 55 |
| Graph 24: Students' reading difficulties..... | 56 |

Table of Contents

| | |
|---|-----|
| Dedication..... | I |
| Acknowledgements | II |
| Abstract..... | III |
| List of abbreviations | IV |
| List of Tables | V |
| List of Graphs | VII |
| Table of Contents | IX |
| General Introduction..... | 1 |
| 1- Statement of the problem | 2 |
| 2- Aim of the study..... | 3 |
| 3- Assumptions | 3 |
| 4- Research methodology | 3 |
| 4-1- Choice of the method..... | 3 |
| 4-2- Data collection tools | 3 |
| 4-3- Population and sampling | 4 |
| 5- Structure of the dissertation: | 4 |

CHAPTER ONE: AN OVERVIEW ABOUT READING

Section one: an overview about reading

| | |
|--|----|
| Introduction | 6 |
| 1- Definition of reading | 6 |
| 2- Definition of reading comprehension:..... | 7 |
| 3- Aspects of Reading. | 8 |
| 3-1- Articulatory Aspect of Reading (The Reading Aloud)..... | 8 |
| 3-2- Linguistic Aspect of Reading..... | 9 |
| 3-3- Interactive Aspect of Reading..... | 9 |
| 3-4- Mental and Cognitive Aspect of Reading..... | 9 |
| 3-5- Psychological Aspect of Reading | 9 |
| 3-6- Social Aspect of Reading | 10 |
| 4- Types of reading:..... | 11 |
| 4-1- Extensive Reading | 11 |
| 4-2- Intensive Reading..... | 12 |
| 4-3- Receptive Reading | 13 |
| 4-4- Interactive Reading | 13 |
| 5- Teaching reading | 14 |

| | |
|---------------------------------|----|
| 5-1- The Bottom –Up Model | 14 |
| 5-2- The Top –Down Model..... | 15 |
| 5-3-The Interactive Model..... | 15 |
| 6- The purpose of reading..... | 16 |
| Conclusion | 18 |

SECTION TWO: Reading Comprehension strategies

| | |
|---|----|
| Introduction | 20 |
| 1- Definition of Language Learning Strategies | 20 |
| 2- Definition Reading comprehension strategies..... | 20 |
| 3-The importance of reading strategies | 22 |
| 4- Types of reading comprehension strategies | 22 |
| 4-1- Pre- reading..... | 22 |
| 4-1-1- Prediction:..... | 22 |
| 4-1-2- Mind Maps..... | 24 |
| 4-2- While reading..... | 25 |
| 4-3- Post reading..... | 25 |
| Conclusion:..... | 26 |

CHAPTER TWO: DATA ANALYSIS, RESULTS, AND RECOMMENDATIONS

| | |
|--|----|
| Introduction : | 29 |
| 1- students' questionnaire | 29 |
| 1-1- Administration of student's questionnaire:..... | 29 |
| 1-2- The Aim of the Questionnaire..... | 29 |
| 1-3- Description of student's questionnaire: | 30 |
| 1-4- Analysis of the student's questionnaire: | 31 |
| 2- Teachers' questionnaire | 45 |
| 2-1- Administration of teacher's questionnaire | 45 |
| 2-2- The Aim of the Questionnaire..... | 45 |
| 2-3- Discription of teachers' questionnaire..... | 45 |
| 2-4- Analysis of teacher's questionnaire : | 46 |
| Conclusion | 57 |
| Recommendations | 58 |
| General Conclusion | 61 |
| References | 64 |
| Appendices | 68 |

General

Introduction

General Introduction

Reading is one of the four basic skills in language learning and teaching. It is very important not only as a language skill but also as a language input for other skills to develop. It enables learners to acquire many things about the knowledge of language and understand different subjects. For these reasons, it is very important for EFL learners to have not only the ability to read written materials, but also the ability to understand what they have read. Indeed, many learners feel that they cannot effectively comprehend what they read. Unfortunately, one major reason accounting for this phenomenon is that teachers might not use or even teach learners about reading strategies like prediction, mind mapping, skimming, and scanning. Because these latter play an essential role in making EFL learners able to achieve comprehension in reading successfully without facing any problem.

1- Statement of the problem

Reading plays a significant role in improving readers' language proficiency, especially in a foreign language setting. It is an active process of understanding texts. Effective EFL learners know that when they read, what they read is supposed to make sense. As a result, they monitor their understanding; however, sometimes they lose the meaning of what they are reading. Therefore, the questions that arise here are:

- What are the factors or the sources of the problem which impede third year middle school learners from being good readers?
- Do teachers and learners know about reading strategies mainly prediction and mind mapping
- Do teachers make use of them? if yes
- To what extent they are helpful.

2- Aim of the study

The main purpose of this study is to show the importance of reading strategies in general and prediction and mind mapping in particular and how can they participate in helping third year middle school learners to achieve better comprehension in reading.

3- Assumptions

- 1- The use of reading strategies makes the learning process better
- 2- The use of prediction and mind mapping reading strategies by third year middle school learners help them achieve reading comprehension.

4- Research methodology

4.1. Choice of the method

In this research, we use the descriptive method. It is one of which information is collected without changing the environment; it represents an attempt to provide accurate description or picture of a particular situation or phenomenon. This method attempts to identify variables and to involve the collection of data in order to test the hypothesis or to answer questions concerning the study. It is the appropriate method since our study is to investigate how helpful prediction and mind mapping reading strategies are in reading.

4.2. Data collection tools

Concerning data collection tools, the questionnaire is used as an appropriate tool to achieve more reliable and comprehensive view. Two main questionnaires are designed for both teachers and third year middle school learners.

Students' and teachers' questionnaires aim at discovering the main reading difficulties that are encountered by third year First November Middle School students in M'sila which hinder their achievements and developments to occur. Moreover, this study attempts to investigate the major causes that lead reading difficulties to occur. In addition, it attempts to

suggest some recommendations for teachers to raise their awareness about reading and reading difficulties in particular.

4.3. Population and sampling

This study take place at First November Middle School in M'Sila. Thirty third year students among 190 of the target population will constitute our sample and six middle school teachers will also participate in answering the questionnaire for giving extra information about the issue.

5- Structure of the dissertation:

The present study is divided into two chapters, a theoretical part; it includes the first chapter, which is considered as literature review, and a practical part that is devoted to the analysis and interpretation of results.

The first chapter is divided into two sections:

In section one, we have an overview about reading, what is reading, what is reading comprehension, its aspects (articulatory aspect of reading, linguistic aspect of reading, interactive aspect of reading, mental and cognitive aspect of reading, psychological aspect of reading, and social aspect of reading), its types (Intensive reading, extensive reading, receptive reading, and interactive reading.), then the purpose from reading ending with a conclusion.

Section two is about reading strategies. We are going to define reading strategies then we move to speak about types of reading comprehension strategies in general and prediction, mind mapping in particular. After that, we will see why reading strategies are so important in language teaching and language learning.

The fieldwork and the outcomes obtained from the questionnaires are found in the second chapter. This chapter is mainly to shed light on the problems that encounter readers from achieving reading comprehension, and at the same time to show the effectiveness of prediction

and mind mapping reading strategies use, and their impact on the achievement of reading comprehension.

CHAPTER ONE

SECTION ONE:

An overview about reading

CHAPTER ONE: THEORITICAL PART

Section one: an overview about reading

| | |
|--|----|
| Introduction | 6 |
| 1- Definition of reading | 6 |
| 2- Definition of reading comprehension:..... | 7 |
| 3- Aspects of Reading. | 8 |
| 3-1- Articulatory Aspect of Reading (The Reading Aloud)..... | 8 |
| 3-2- Linguistic Aspect of Reading..... | 9 |
| 3-3- Interactive Aspect of Reading..... | 9 |
| 3-4- Mental and Cognitive Aspect of Reading | 9 |
| 3-5- Psychological Aspect of Reading | 9 |
| 3-6- Social Aspect of Reading..... | 10 |
| 4- Types of reading:..... | 11 |
| 4-1- Extensive Reading | 11 |
| 4-2- Intensive Reading..... | 12 |
| 4-3- Receptive Reading | 13 |
| 4-4- Interactive Reading | 13 |
| 5- Teaching reading | 14 |
| 5-1- The Bottom –Up Model | 14 |
| 5-2- The Top –Down Model..... | 15 |
| 5-3-The Interactive Model..... | 15 |
| 6- The purpose of reading..... | 16 |
| Conclusion | 18 |

Introduction

Reading as a receptive skill is considered the most important skill for EFL learners to master any language. Learning a foreign language depends more on reading and researching to have background knowledge about the culture, literature and civilization of the foreign world, so, EFL learners' ought to read in order to know more and also to interact with the others, since more reading may enable them to learn and acquire language successfully without any difficulties or obstacles. In this section, we will introduce both terms reading skill and reading comprehension through stating various definitions. Reading aspects will be the next point to deal with followed by the types of reading. Then, the purpose of reading, followed by a conclusion.

1- Definition of reading

Giving a clear, straightforward definition of reading is not an easy matter. Many writers and researchers in the field of psychology, linguistics and language teaching gave different definitions about what reading is.

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).

Baudoin et al (1994p1) states' Reading is 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. The reading process starts with a visual activity being performed by the reader. First, the reader recognizes the language he is reading in then, the brain processes the information and gives it logical significance.

Adams (1990p102) asserts, “Decoding the words of the text separately is important to build an overall understanding of the text”.

on the other hand, Goodman (1973), contends that successful reading is not based on simple decoding of the script symbols, but it is established on more solid grounds constructed of a number of reading comprehension strategies for extracting meaning from any type of text, including also context cues and linguistic forms.

Furthermore, 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.

Other researchers regarded reading from a psycholinguistic point of view. Goodman (1973), defines reading as a “psycholinguistic guessing game” in which “reader reconstructs, as best as he can, a message which has been encoded by a writer”. Goodman (1973) agrees that reading cannot be simply a word –by- word deciphering until meaning is reached, he emphasis upon text comprehension through using knowledge of the world during the process of reading.

Moreover, Grabe and Stoller (2002) state, « reading is the ability to draw meaning from the printed page and interpret this information appropriately.

2- Definition of reading comprehension:

Reading comprehension is the reader’s ability to understand written materials. Reading comprehension is defined as the ability to extract the required information from a written text and interpret this information properly (Grabe & Stoller, 2002p17; Grellet, 1981). Concerning reading comprehension, Grellet (1981p3,4) states that there are three main factors that have an impact on the comprehension of any text: the type of the reading text, the aim of reading passage, and strategy of reading the reader follows. The aim, therefore, is to gain an overall

understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Woolley. G .2011).

Moreover, the word comprehension according to Seyed et al (2010) refers to « the ability to go beyond the words, to understand the ideas conveyed in the entire text ». Furthermore, Snow (2002) sees that reading comprehension refers to the « simultaneous ability used by a reader to construe and extract meaning through interaction and involvement with written materials.

In brief, reading comprehension is a complex process that requires much from both teachers and learners. It is a sort 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.

3- Aspects of Reading.

3-1- Articulatory Aspect of Reading (The Reading Aloud)

Carrol asserts that reading “is the activity of reconstructing a reasonable spoken message from a printed text, and making meaning responses to the reconstructed messages that would be made to the spoken messages” (1964p 62, in Allen and Corder, 1975p 157). According to Carrol, reading is a process of producing utterances; a best illustration of Carrol’s view is the reading aloud of the holly books. Carrol’s view is still credited in the form of phonemic awareness. The reader can figure out meaning by segregating and connecting sounds. However, it considers reading as an adjunct to oral skills and describes it as being a speech written down, it does not guarantee a complete understanding and it is efficient only in early reading stages. For Greenwood (1981), reading is a silent activity because the writer’s expectation was that the text would be read not heard. Reading aloud could then simply serve as a pronunciation practice and a foster of the oral fluency. One might ask the question is the reading aloud of Quran a foster of oral fluency or a quest of meaning.

3-2- Linguistic Aspect of Reading

Fries (1962) makes an essential distinction between the reading process and the thought process, the second one being considered not as part of the reading process itself. In this case, reading can be described as a linguistic process comprising the deciphering of language, the recognition of vocabulary and syntax, i.e. a reader who knows the alphabet and the code of a language can read successfully. Unfortunately, this does not necessarily mean that s/he understands what s/he is reading.

3-3- Interactive Aspect of Reading

The reader is no longer seen as a passive individual (as in the audio-lingual method) who reacts to different stimuli automatically, the reader is rather an active thinker person who interacts with a text to construct meaning (Pennsylvania reading instructional handbook). Beck and Margaret (2005) have the same view; they describe reading as a complex process composed of a number of interacting sub-processes and abilities.

3-4- Mental and Cognitive Aspect of Reading

For Davis (1995p 1) “Reading is a private mental process, which involves the reader in trying to follow up and respond to a message who is physically absent”. This latter means that the reader sails alone in an adventure for a search of meaning by deploying a range of strategies such as adjusting the reading speed, skimming, anticipating information to come, and considering titles, pictures, graphs, and so on. Generally these operations, start from sounds, to words, to syntax, to meta-cognition (Carrell and Grabe 2002).

3-5- Psychological Aspect of Reading

Reading is a dynamic process in which the reader interacts with the text to construct meaning. Therefore, it is a complex process involving different types of mental activities that consist of:

- Recognising the words we meet in the print, which is the first step

- Recognising the code, which takes place simultaneously thus, meaning is not conveyed until all the words of phrases of sentences are tied up together.
- Reading also involves psychological capacities such as interpreting the meaning inferring, guessing, etc.

According to Goodman (1988p 13), reading is a receptive language process, it is a psycholinguistic process that starts with a linguistic surface representation encoded by writer, and ends with meaning which the reader constructs. Thus, there is an essential interaction between language and thoughts, the writer encodes thoughts as language and the reader decodes language to thoughts. Grellet (1984p08) describes it as “... an active skill which involves guessing, predicting, checking and asking oneself questions (schematic knowledge)” by which the reader knows to guess the meaning of a passage and can reach comprehension.

Macmillan (1965) in Mackay and Mountford (1978p 112) gives a more detailed definition of reading: Reading is not a single skill but a process, comprising a complex set of interrelated skills, these involve:

- 1- Word recognition and the mastery of basic vocabulary and subtechnical or specialised vocabulary as may from time to time be required.
- 2- The ability to see in the material, the structures of the sentences, paragraphs, and longer passages that constitute the thought units.
- 3- The intelligence is necessary to follow the thought development thus presented and makes any relevant deductions, inferences or critical assessments.
- 4- The ability to concentrate on the reading task Reading, therefore, a psycholinguistic process where language interacts with thought.

3-6- Social Aspect of Reading

Reading has a social dimension too, since successful reading depends heavily on the cultural background knowledge; this element has gained paramount importance and many linguists and psychologists are devoting it great attention and interest. For Nuttall (1982p28)

Reading is an interactive process that involves not just process strategies but also background knowledge, and that, for ESL studies, a lack of assumed cultural knowledge may be one important factor affecting their reading comprehension.

Carrell and Eisterhold (1983, in Sandra Mckay, 1987p18) also argue the “efficient comprehension require the ability to relate the textual material to one’s own knowledge”.

Widdowson (1978p63) states “what happens when we read with understanding is that we actively work out what the discourse means as we go long, predicting what is to come by reference to what has preceded”. Smith (2004) argues that reading is not only reading passages of print; it is also “reading of the world”. This implies that the reader relates new experiences to previous ones.

To sum up, reading is a dynamic process in which the reader interacts with the text meaning. Inherent in constructing meaning is the reader’s ability to activate prior knowledge, use reading strategies and adapt to the reading situation (Marinac et al, 1997p02). Strevens (1977) thinks that:

“ In order to discover the meaning, interpret it, and put it into action the reader has to bring together vision, hearing memory, and imagination. These features all together constitute reading strategies.”

4- Types of reading:

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

4-1- Extensive Reading

Extensive reading is called supplementary reading. Students read for the aim of concluding with final understanding searching for pleasure and information like reading. It is a kind of reading that students do outside the classroom. According to Brown (2004) sees also

in Bawford.J (2000), extensive reading is 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.

Moreover, Grellet (2008) emphasizes, "Extensive reading includes long texts, usually one's own pleasure. This is a fluency activity mainly involving global understanding".

Furthermore, Bamford et al (2004) defines extensive reading as a language teaching procedures where learners are supposed to read large quantities of materials or long texts for global understanding, the principle goal being obtaining pleasure from the text. Furthermore, we can say that extensive reading is connected to pupil's choice and pleasure in reading to reach enjoyment.

4-2- Intensive Reading

Unlike extensive reading, intensive reading is a careful and concentrated reading that students do inside the classroom with the teacher. Moreover, the teacher plays many roles in which he/she provides help and guidance to make all pupils understand. Intensive reading is called as "text based or skill based" reading (Tuan, 2001p65). In this reading type, the students are asked to read text to analyze the used information and the content. This reading is concerned with looking for more details. In this case, the reader may read shorter texts to extract definite information or may try to recognize and analyze the organization and content of the texts being read (Grellet, 1986).

Moreover, Haarman et al. (1988) define intensive reading as "the style we employ when we wish to have a very clear and complete understanding of the written text". Reading intensively clarifies the ideas and helps readers get in touch with the exact meaning of read passage. Therefore, readers try to comprehend the lexical and syntactic levels of the text. Some reading strategies are included within intensive reading such as skimming and scanning that require slow and clear reading. Furthermore, some reasons lead the teacher to use this

type of reading in the teaching process. Paran (2003p40) states that “intensive reading is needed for four main reasons:

- Help learners comprehend written texts, to become more aware of text organization to better comprehend
- To learn how to use and monitor effective reading strategies.
- To develop literacy skills necessary
- To generate productive expressions in L2”.

Thus, all these reasons contribute to better comprehending the written text and developing language study and accuracy. Mmikulecky and Jeffries (2004p257) have affirmed that "intensive reading is an activity in which students (usually in a class group, led by the teacher) carefully read and examine together a reading passage assigned by the teacher many times.

4-3- Receptive Reading

It is a category of reading that students do inside the classroom to get comprehension. It is a careful and concentrated reading in which students tried to keep their attention and concentration on oral activities to get meaning .Brown (2004p189) claims that "perspective reading tasks involve, attending components language (words, letters, pronunciation and other graphemes symbols".

4-4- Interactive Reading

It is a type of reading that students do inside or outside the classroom to show that they are connecting and communicating with the text. They are dealing with the text by using a variety of knowledge and strategies that have learned before to facilitate processing texts.

To sum up, the four types of reading (Extensive, intensive, receptive and interactive) reading are useful and helpful ways that help students to build and improve their abilities and to have purposes behind their reading.

5- Teaching reading

Teaching reading is essential because the more you read the more you learn better. For that, Aebresold and Field (1997p103) have stated that " *teaching reading means understanding the reading process how it works and also what occurs when students read*". The more teachers are aware about the reading process the more students read and achieve better. For many researchers, teaching reading is not an easy task, since it depends first on the student's ability to understand the meaning this is what Alderson and Lyle (2005p7) call it levels of understanding. The teacher always tries to make students succeed to get the meaning. So, he facilitates the reading tasks by giving students a variety of ways, models, and strategies that lead them to achieve better comprehension. Grabe (2009p83) asserts that the term " *a model refers to a representation of the psychological process that comprise a component or set of components involved in human text comprehension*". In this turn, a model of reading may facilitate the way of how reading mechanisms works and also what should you do to get comprehension.

There are three main models of how reading comprehension occurs which are: Bottom-up, top-down and interactive models.

5-1- The Bottom –Up Model

The bottom-up model is viewed by many researchers like Vacca, et al (2002p25) see also in Aebresold and field (1997p18), Hudson (2007p2), Grabe (2002p31) and Alderson and lyle (2005p16) is the ability of the reader to distinguish the smallest units of language (-i-e letters, words ,phrases ,clauses ,sentences, paragraphs, text) that the general comprehension based on it. To get the overall comprehension the reader should decode the words with each other to obtain the right meaning

5-2- The Top –Down Model

On the other hand, the top-down model also was presented by many researchers like ; Hudson (2007, p. 37) emphasizes that in order to get comprehension, the reader should bring his/her prior knowledge that would help him guess or predict what the text is about then to confirm or reject his prediction.

Hudson (2007p37) states that :

"In top-down model the reader makes guess about the meaning of the text and samples the printed to confirm or disconfirm the guess".

5-3- The Interactive Model

The interactive model has been presented behind the idea that there is an interaction and integration between the two models (i-e Bottom-up and top-down model).Vacca, et al (2000p25) state that :

"The interactive model is the process of translating printed to meaning involves making use of prior knowledge and print".

Which means the reader obtains the meaning of the text by combining his/her ability to recognize and decode the structures of language. This is what we called it Bottom –up model and also he/she should provide the back ground information that has already which is called top-down model, so good language reader gets the meaning of the text by connecting the two models to get the interactive model at the end.

To sum up, reading describes students' achievement, learning engagement and mental development. In addition, 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 reading act.

6- The purpose of reading

As teachers, it is important to always give the pupils a reason for why they are reading a text, otherwise, they will often skim or scan the text without being able to remember or learn a lot from it (Simensen ,2007). They will also in most cases have trouble choosing whether to read extensively or intensively. The pupils must know the purpose for, or the goal with the reading activity, and by knowing this many will automatically adjust their reading strategy. The reason behind doing so is that when the pupils learn how to read different texts in different ways, they will find it easier to read different types of texts required in the classroom. The purpose of the reading activity is important for the pupils to know, as a different purpose can change the reader's view of the text:

« A reader's interaction with a text derives from the purpose for reading. In extensive reading, the learner's goal is sufficient understanding to fulfill a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time ».
(Day and Bamford 2002p2)

When pupils read novels in their free time, they do not necessarily use reading strategies. Reading a novel for pleasure is similar to extensive reading, while studying a novel is what the pupil will do when intensive reading is the goal. Reading for pleasure or enjoyment does not require as much “work” as studying a novel where the purpose is literary analysis or careful reading for details: “[...] when reading literature a reader may choose between simply relaxing with a book for enjoyment, or reading for literary appreciation. The latter might involve fairly complex information processing” (Hellekjær, 2007p3). This is one of many reasons why the pupils need a purpose for why they are reading. Generally, pupils tend to use intensive reading more often than extensive reading, something that is unnecessary when reading for pleasure. On the other hand, reading extensively when studying a novel where the purpose is literary analysis is not the best way to approach a text.

To sum up, the teacher should provide students with a clear and precise objective while a reading session in order to guide and help them know what they are supposed to do.

Conclusion

In brief, we can say that reading is very important skill for students. It helps them to extract meaning and get knowledge of language from written texts. Reading is a cooperative task between writers, readers via a text, the writer encodes, and the reader decodes. In the reading process, the reader activates his prior knowledge to extract and construct meaning from the text to link what he knows with the information he finds. That is why some linguists say: What a reader brings to a text is more than what he gains from it, this is called top-down processing is based on linguistic input is named bottomup processing. Both processes are instances of strategies among many (strategies). A proficient a reader has to deploy to achieve comprehension in reading, including ESP reading which specific schemata characterize. We also suggest some features for the teaching of reading in ESP, like setting the purpose of reading, creating the balance between the skills and language, designing and teaching reading courses and selecting texts.

CHAPTER ONE

SECTION TWO

Reading Comprehension strategies

Section two

Reading Comprehension strategies

| | |
|---|----|
| Introduction | 20 |
| 1- Definition of Language Learning Strategies | 20 |
| 2- Definition Reading comprehension strategies..... | 20 |
| 4- The importance of reading strategies | 22 |
| 3- Types of reading comprehension strategies | 22 |
| 3-1- Pre- reading..... | 22 |
| 3-1-1- Prediction: | 22 |
| 3-1-2- Mind Maps | 24 |
| 3-2- While reading | 25 |
| 3-3- Post reading | 25 |
| Conclusion: | 26 |

Introduction

In all languages, reading has a high value since any research or work is based on that skill. Motivation in reading is something important. Thus, the two terms are interrelated. Students who are not motivated cannot read texts and even if they read, they cannot achieve their educational or personal purposes. Then, motivation in reading helps and encourages readers to read and do more efforts to enrich their own comprehension and understanding of the text. The degree of motivation varies from one student to another and it can decrease and increase according to the surrounding and the role of the teacher and the learner as well. Therefore, in this chapter, we are going to define reading strategies then we move to speak about types of reading comprehension strategies in general and prediction, mind mapping in particular. After that, we will see why reading strategies are so important in language teaching and language learning.

1- Definition of Language Learning Strategies

The Oxford Advanced Learner's Dictionary (2000p13-36) states the following definition to strategy; "a plan that is intended to achieve a particular purpose". The concept of strategy has been borrowed and adopted by educators, however; it is used peacefully for the noble goals of acquisition of knowledge. (Rubin 1978p19) was among the first researchers to identify language-learning strategies. He states "strategies are any set of operations, steps, plane routines used by the learners to facilitate the obtaining, storage, retrieval and the use information".

2- Definition Reading comprehension strategies

The use of reading strategies is an important part of learning, and of reading in order to learn. Various views in the area of FL and L2 have defined reading strategies depending on different perspectives. Some base their views on identifying typical reading strategies used by

various groups of readers and their different purposes. Others describe them according to the findings they have obtained through theoretical or empirical researches.

Reading strategies can be explained as “procedures that will help the pupils improve their reading comprehension

Elstad and Turmo (2008) describe them as “how pupils in an active, flexible and effective way can approach different types of learning situations and different types of learning material” (Elstad and Turmo 2008p 16. My translation).

Roe (2011) claims that

“The goal of teaching the pupils reading strategies is that they should incorporate a good repertoire of useful strategies that they can use in a flexible and effective way, and that the reading strategies should be an integrated part of the reading literacy”

(Roe 2011, p. 89).

Paris et al. (1991) list six reasons answered the following question “Why should we as teachers teach reading strategies to our pupils?”

1. Strategies allow readers to elaborate, organize, and evaluate information derived from the text
2. The acquisition of reading strategies coincides and overlaps with the development of multiple cognitive strategies to enhance attention, memory, communication, and learning
3. Strategies are personal cognitive tools that can be used selectively and flexibly
4. Strategic reading reflects metacognition and motivation because readers need to have both the knowledge and disposition to use strategies
5. Strategies that foster reading and thinking can be taught directly by teachers
6. Strategic reading can enhance learning throughout the curriculum

(Paris et al. (1991) as cited in Koda, 2004p 206)

What I find to be most important is the last reason: “strategic reading can enhance learning throughout the curriculum”. This reason gives us the main purpose of teaching,

learning and using reading strategies because reading strategies make learning and acquiring knowledge easier. The use of reading strategies is the appropriate tool for pupils when reading, mainly because it simplifies the entire reading process, and not just the reading itself. They will remember what they have read for longer periods.

3- The importance of reading strategies

Good readers are strategic and active participants in the reading process. Weak readers, on the other hand, have a tendency to just read without understanding what went wrong, or why it went wrong, and they will have problems giving an account of why they did not understand what they read. They lack a plan for their reading, they read in a passive way without reflecting much over what they read. (Roe 2011p 45. My translation.)

This means that weak readers will fall behind, since good readers will acquire more knowledge in a shorter amount of time. If the teacher spends time making the weak reader see how and why he or she is a weak reader, this will simplify the reading process for them. If the weak reader is not able to see that he or she is indeed a weak reader, nothing will happen with their reading skills. When they can identify where they fail during the reading process and what they lack in reading skills, they will be able to improve their skills.

When identifying the weakness points, solutions should be found. Good readers are named good because they are clever enough to find the strategies that suit them , so, being a good reader is not something difficult, this needs just some attention, interest, and intelligence to find the best strategies that can help you learn.

4- Types of reading comprehension strategies

Teaching reading needs effective readers/students and teachers who know when and how to select and use the appropriate reading strategy that suit both of them. Therefore, to make students able to achieve comprehension in reading, the teacher should provide and train

his learners with information about the types of reading comprehension strategies in order to avoid any reading problem.

4-1- Pre- reading

In fact, pre-reading stage prepares readers to what is coming next in the text and motivate them to be involved and engaged with the content later. From the term itself, pre-reading deals with predicting what the text is about before reading, through just looking at the cues like titles, pictures, and subheadings. Prediction, and mind mapping are among pre-reading strategies and at the same time are the key variables of our thesis. Therefore, here we are going define them and to see how helpful they are.

4-1-1- Prediction:

Prediction is regarded as being basic, recursive and mostly omnipresent strategy in the reading process. Readers in general never cease to use prediction throughout their reading materials. Smith (1988) conceives it as the core of reading comprehension because it is central to the top-down model of the reading process as it orientates any reading act.

Prediction or anticipation refers to foreseeing what is to be read ahead. A mental activity requires prior activation of background knowledge or 'knowledge of the world' as Smith (1988) calls it and relates it to the materials found in the text (Greenall and Swan, 1986). In addition to prior knowledge, the title, the introduction list of contents, abstracts of articles, diagrams, tables all together assist readers to using predictive thinking. These features are common in scientific writings.

Goodman (1967, 1971, and 1973) brought new insights to reading. His definition of reading attributes paramount importance to prediction. He state “reading is a psycholinguistic game in which the reader contributes as best as he can a message which has been encoded by a writer as a graphic display”

Readers draw hypotheses about what they are reading and what is coming next; they do not have to read all the sentences and all the words. That is why it is possible for them to renew their hypotheses if the previous ones are not confirmed.

Goodman (1988p 13) explains this in cognitive terms

a) Recognition Initiation: The brain must recognise a graphic display in the visual field as written language and initiates reading.

b) Prediction: The brain is always anticipating and predicting as it seeks order and significance in sensory inputs.

c) Confirmation: If the brain predicts, it must also seek to verify its prediction. So it monitors to confirm or disconfirm with subsequent input what is expected.

d) Correction: The brain processes when it finds inconsistencies or its predictions are disconfirmed.

« **Prediction** strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make predictions before they begin to read » stated by Megiliano (1993 p 35,53).

As a result, prediction includes thinking ahead while reading and anticipating information and events in the text.

Jessica also viewed that « it is used in reading task, it helps learners to think what will happen based upon the text, the author, and background knowledge in other words it makes students elicit their interest, activate their prior knowledge, or pre-teach vocabulary or concepts that may be difficult ».

(Jessica, G, 2000 cited in the Ohio University Education, 2014).

4-1-2- Mind Maps

Mind maps were popularized by Tony Buzan. He used a two-dimensional structure, instead of the list format conventionally used to take notes.

As Tony Buzan (2002) states, mind mapping is a graphic representation of ideas (usually generated via a brainstorming session). It shows the ideas which are generated around a central theme and how they are interlinked. It is a tool primarily used for stimulating thoughts. He realized that the education system primarily focused on the left and brain strength, which include the use of “language, logic, numbers, sequence, looks at detail, linear, symbolic representation and judgmental characteristics.

Mind mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative problem solving (Alamsyah, 2009)

Mind mapping involves writing down a central idea and thinking up about new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.

To use Mind Maps effectively, make sure you print your words, use different colors to add visual impact, and incorporate symbols and images to further spur creative thinking. Having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students' texts.

As Alamsyah (2009) explains that mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable.

4-2- While reading

While reading, students should be encouraged to find the answers to the comprehension questions given earlier (Bradford & Day, 1998; Abu- Ghararah, 1998). In this stage, students start reading the text to find the answers to the tasks given by the teacher. Thus, they will use different strategies including skimming, scanning, predicting, guessing from the text. These tasks participate in facilitating the text understanding.

4-3- Post reading

After reading the text, it is time for readers to discuss their answers of the previous tasks and analyze them as well with their teacher in addition to other exercises. This stage is done to assess the students' understanding and how did they make use of the learned strategies within the reading course.

Conclusion:

Briefly, this section has tackled the definitions of language learning strategies, reading strategies, types of reading comprehension strategies (pre, while, and post), here we focused more on pre-reading comprehension strategies which are prediction and mind mapping. Additionally, it shows us some of reading strategies that may solve reading comprehension problems, as well as, the necessity of teaching students to know about these strategies in order to apply them appropriately. Although reading strategies help in achieving better reading comprehension, other factors may intervene the reading process.

CHAPTER TWO

Data Analysis, results, and recommendations

CHAPTER TWO:

DATA ANALYSIS, RESULTS, AND RECOMMENDATIONS

| | |
|---|----|
| Introduction : | 29 |
| 1- students' questionnaire | 29 |
| 1-1- Administration of student's questionnaire: | 29 |
| 1-2- The Aim of the Questionnaire | 29 |
| 1-3- Description of student's questionnaire: | 30 |
| 1-4- Analysis of the student's questionnaire: | 31 |
| 2- Teachers' questionnaire | 45 |
| 2-1- Administration of teacher's questionnaire | 45 |
| 2-2- The Aim of the Questionnaire | 45 |
| 2-3- Discription of teachers' questionnaire | 45 |
| 2-4- Analysis of teacher's questionnaire : | 46 |
| Conclusion | 57 |
| Recommendations | 58 |

Introduction:

This chapter is devoted to the practical part, in which we present our study that aims to show how important the use of reading strategies is while learning or teaching reading.

In the first section of this chapter, we will analyze the student's questionnaire. In the second section, we will analyze the teacher's questionnaire.

The collected data and the obtained results will enable us to diagnose the effects of using reading strategies and how they are useful and can help students to achieve better reading comprehension.

1- students' questionnaire

1-1- Administration of student's questionnaire:

Student's questionnaire was given to 30 students chosen randomly from 1st

November Middle School third year students. The questionnaire was written in English and at the same time translated to Arabic, enough time was given to the students for careful reading of questions. They were asked to answer the questionnaire in the classroom, and this number of students constitutes the sample of this research.

1-2- The Aim of the Questionnaire

Students' questionnaire aims at discovering the main reading difficulties that are encountered by third year first november middle school students in M'sila which hinder their achievements and developments to occur. Moreover, this study attempts to investigate the major causes which lead reading difficulties to occur. In addition, it attempts to suggest some recommendations for teachers to raise their awareness in reading and reading difficulties in particular.

1-3- Description of student's questionnaire:

The structure of the questionnaire was arranged from general to specific in order to make students familiarize with the topic of the research. Student's questionnaire is divided into two sections as follow:

A) Section one General information

The aim from this section is to get some personal information like gender and age then to see whether students are aware of reading and succeed in reading comprehension or no.

B) Section two reading problems

This section is about reading problems and how students deal with reading and the problems they face.

1-4- Analysis of the student's questionnaire:

The questionnaire consists of six YES / NO questions, two multiple-choice questions, and three questions followed by four statements:

Always – sometimes – often – never

The abbreviation N stands for the number of respondents, % stands for the percentage this number represents.

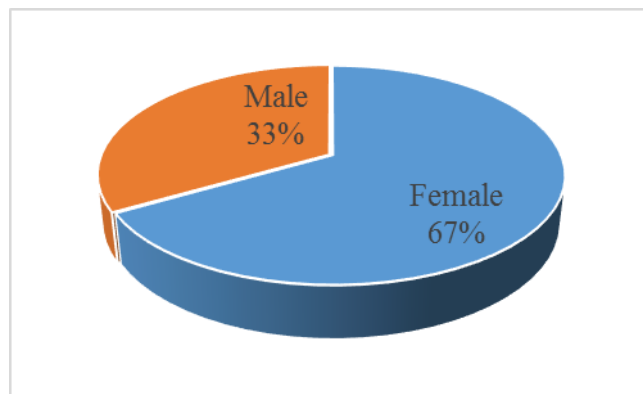
Section one : general information

Q1

Students' gender

| Options | N | % |
|--------------|-----------|-------------|
| Female | 20 | 66,66% |
| Male | 10 | 33,33% |
| Total | 30 | 100% |

Table (1) Gender



Graph (1) Gender

The table above shows the number of population which is 30 students, 20 of them are females (66,66%). Whereas, the other participants are males 10 (33,33%). This indicates that (80%) of participants are girls because generally females like to study a foreign language more than males. Furthermore, when we observe the classroom atmosphere we find that it is

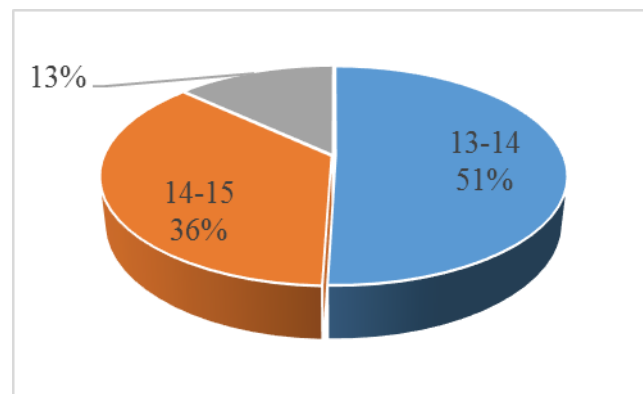
generally females. As a result, when there is a group work we see that males prefer to work with each other (males) and when their teachers sits them with females they are shy to work with them. This latter may affect on males assimilation.

Q2

Students's age

| N | Age | % |
|--------------|-------|--------|
| 15 | 13-14 | 50% |
| 11 | 14-15 | 36,66% |
| 4 | 15-16 | 13,33% |
| Total | 30 | 100% |

Table (2) Students's age



Graph (2) Students's age

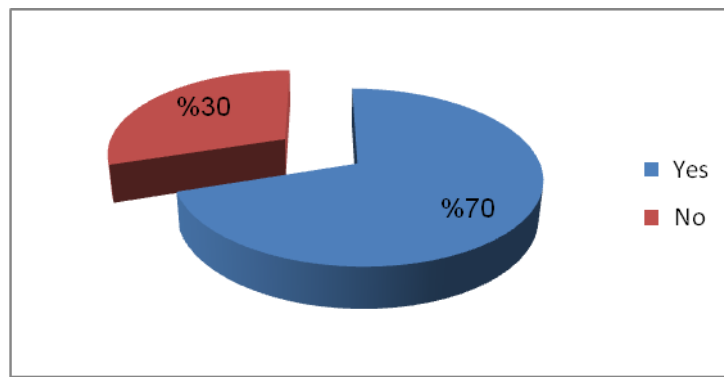
As shown in table two, most of most of the third year first november middle school students are aged between (13-14) years old (50%). This means that the majority of the students are young and this (age) may influence in learning and acquiring language easily, (36.66%) and (13.33%) of the participants are aged between (14-15) and (15-16), this might be due unknown reasons.

Q3

Do you like English ?

| Options | N | % |
|--------------|-----------|-------------|
| Yes | 21 | 70% |
| No | 09 | 30% |
| Total | 30 | 100% |

Table (3) student's attitude about English



Graph (3) student's attitude about English

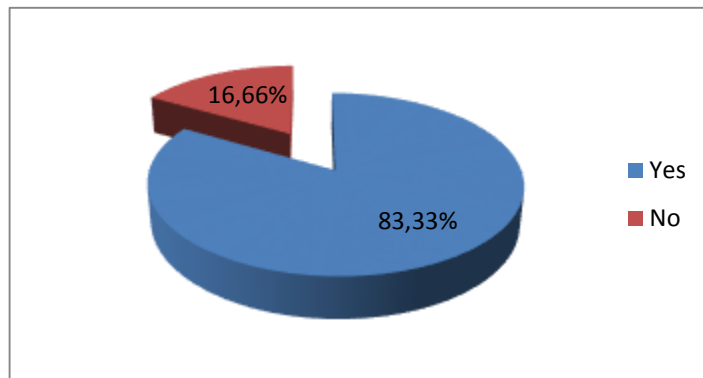
Among 30 research participants, 21 of them with (70%) said that they like English, while nine of them who represent (30%) gave negative answer. As a result, the results shown in this table and graph confirm that the majority of our students do have positive perspectives on English, and this latter is quite encouraging.

Q4

Do you like English courses?

| Options | N | % |
|---------|----|--------|
| Yes | 25 | 83.33% |
| No | 05 | 16.66% |
| Total | 30 | 100% |

Table (4) Students' attitudes about English courses



Graph(4) Students' attitudes about English courses

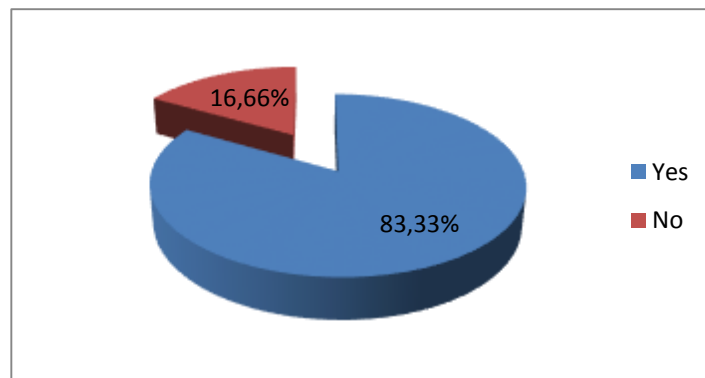
In this question, students are kindly asked to express their feelings towards English courses. The majority of them with (83,33%) were positive, where as five of them with (16%) gave negative answers. This big number may refer to the methods used by the teacher or the teacher itself, and also may give hope that student have the desire the learn

Q5

Do you like reading?

| Options | N | % |
|--------------|-----------|-------------|
| Yes | 14 | 46.66% |
| No | 16 | 53.33% |
| Total | 30 | 100% |

Table (5) students' attitude about reading in general



Graph (5) students' attitude about reading in general

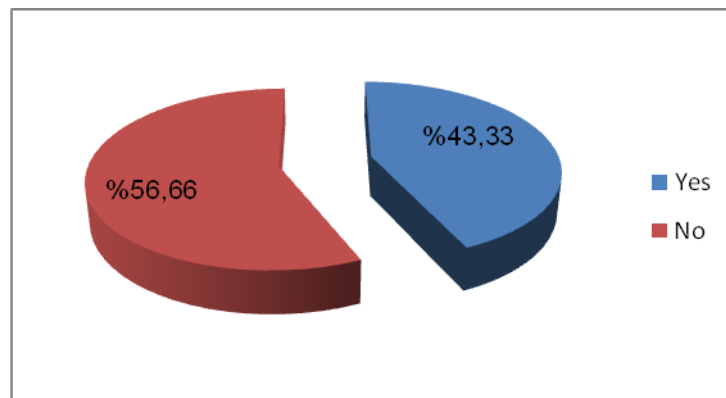
This table shows that 53,33% of students do not like reading in general, just 46,66 of students who do like to read. This latter may refer to many reasons. Because here we asked students about reading in general, it means reading in mother tongue or any other languages. Thus, from the results , we can say that this may refer to both teachers(lack of motivation, lack of teachers' knowledge about ...) and students(if they are careless) .

Q6

Do you like reading in English ?

| Options | N | % |
|---------|----|--------|
| Yes | 13 | 43.33% |
| No | 17 | 56.66% |
| Total | 30 | 100% |

Table (6) students' attitude about reading in English



Graph(6) Students' attitude about reading in English

The result of this table is not far from the result of the previous table. Because the majority of students with (56, 66%) replied that they do not like to read in English, only (43, 33%) of students who like to read in English.

This result confirms that students have and face problems with reading. This may refer to several reasons like the lack of materials, lack of motivation, inappropriate topics...

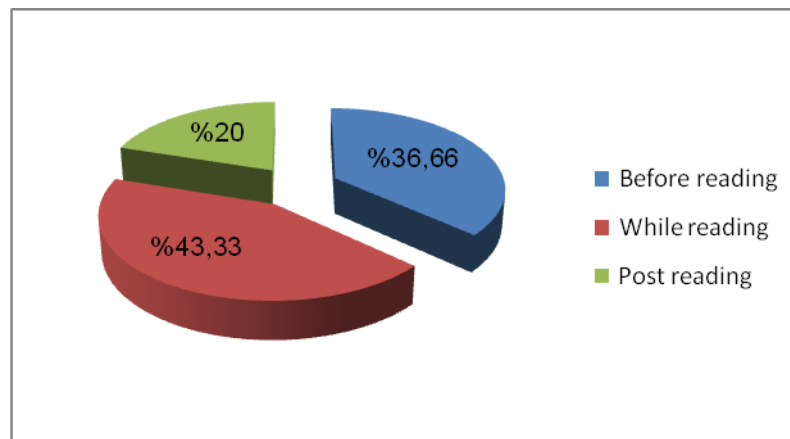
Section two: reading problems

Q7

What do you think is the most difficult stage?

| Options | N | % |
|-----------------------|----|--------|
| Before reading | 11 | 36.66% |
| While reading | 13 | 43.33% |
| Post reading | 06 | 20% |
| Total | 30 | 100% |

Table (7) Students' most difficult stage while reading



Graph (7) Students' most difficult stage while reading

This table shows that 13 students with (43,33%) said that while reading is the most difficult stage according to them; however, 11 of them with (36,66%) said that before reading is more difficult than the other stages, and the last 6 students with the percentage of 20% said that post reading is the most difficult stage

According to students:

Before reading difficulties

- It is difficult to get involved and to get the meaning of the idea that the teacher wants to transmit.
- Teacher's method

While reading difficulties:

- We can face difficult words (unfamiliar)
- Complex sentences
- Pronunciation problems

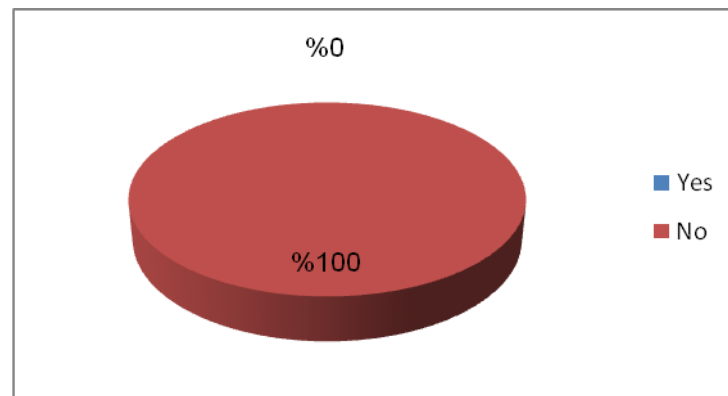
Post reading difficulties:

Q8

Do you participate in selecting reading texts with your teacher?

| Options | N | % |
|--------------|----|------|
| Yes | 00 | 0% |
| No | 30 | 100% |
| Total | 30 | 100% |

Table (8) Students' participation in selecting texts



Graph (8) Students' participation in selecting texts

As shown in this table, the entire sample that is 100% has no words to say in selecting their reading texts with their teachers. The latter do not share or take into account student's views.

By the way, students themselves could bring amazing ideas. Therefore, teachers should bear in mind that students are old enough to decide.

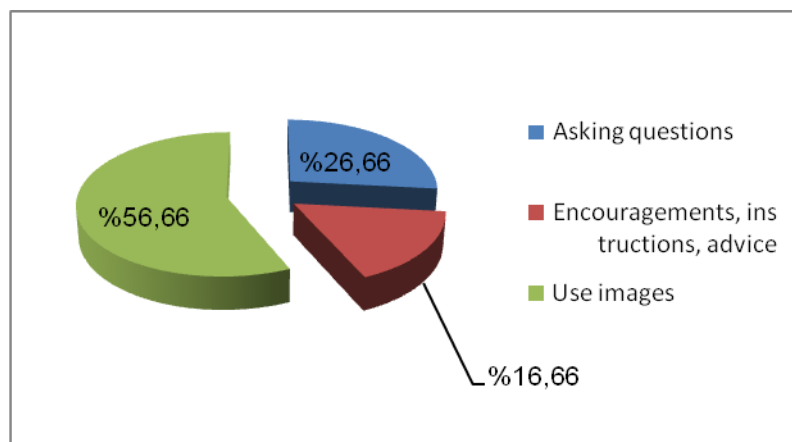
Sharing student's ideas would empower their power esteem, self-confidence, and self-reliance, which is very important at this level.

Q9

Motivating learners while reading session can be through.

| Options | N | % |
|--------------------------------------|-----------|-------------|
| Asking questions | 08 | 26.66% |
| Encouragements, instructions, advice | 05 | 16.66% |
| Use images | 17 | 56.66% |
| Total | 30 | 100% |

Table (9) Teachers's way of motivation



Graph (9) Teachers's way of motivation

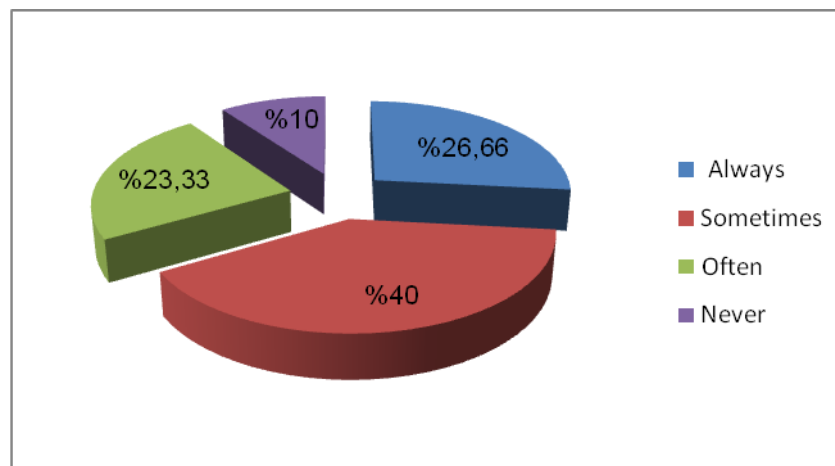
This table shows that 8 of students with (26,66%) said that their teacher motivates them through asking questions. Five of them with (16, 66%) state that giving encouragements, instructions, and advice is the method used by the teacher to maintain motivation in the class. However, the majority with 56, 66% said that the use of images while learning motivate them more. In brief, we can say that it is not only teachers' job to promot their classes, because other factors may intervene.

Q10

Could you understand all what you read?

| Options | N | % |
|--------------|-----------|-------------|
| Always | 08 | 26.66% |
| Sometimes | 12 | 40% |
| Often | 07 | 23.33% |
| Never | 03 | 10% |
| Total | 30 | 100% |

Table (10) Students' comprehension



Graph (10) Students' comprehension

This table shows that eight of students with (22, 66%) always understand what they read. 12 students with (40%) said that they sometimes understand all what they read. 7 of them with (23, 33%) said that they often understand all what they read, and the last three students with (10%) said that they never understand all what they read.

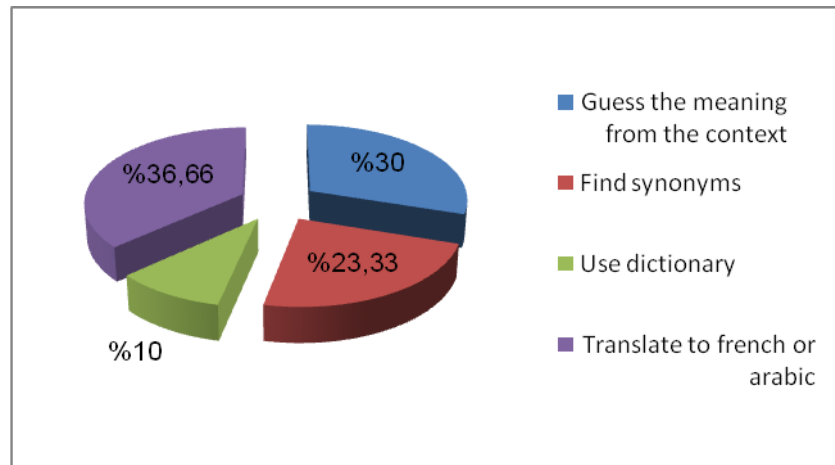
This may refer to students' different levels and the strategies used by the teacher.

Q11

When you come across new difficult word in a text, do you?

| Options | N | % |
|---|----|--------|
| Guess the meaning from the context | 09 | 30% |
| Find synonyms | 07 | 23.33% |
| Use dictionary | 03 | 10% |
| Translate to french or arabic | 11 | 36.66% |
| Total | 30 | 100% |

Table (11) students' strategies for word comprehension



Graph (10) Students' strategies for word comprehension

This table shows the majority of students with (36,33%) choose « d », which means that their strategy to understand unfamiliar words is to translate them to French or Arabic. This shows that they like to have as much vocabulary as they can. Nine of the students with (30%) they said that they are able to guess the meaning of unfamiliar words from the context. Seven of them with (23,33%) answered that they try to find the synonyms of the difficult words. The last three students with (10%) state that they prefer to use the dictionary.

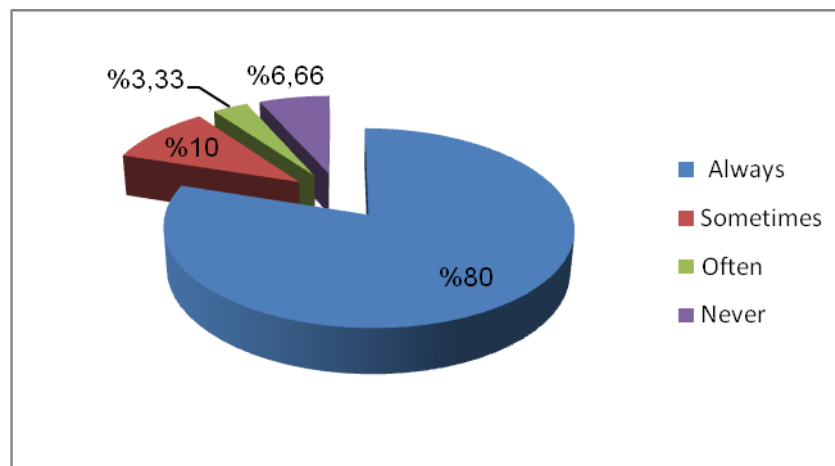
From this question we can notice students' interest and desire to learn. Each one of them choose a strategy in order to understand. This desire help teachers to overcome any problem.

Q12

Does the use of picture, drawings, and maps help you in achieving comprehension in reading?

| Options | N | % |
|--------------|-----------|-------------|
| Always | 24 | 80% |
| Sometimes | 03 | 10% |
| Often | 01 | 3.33% |
| Never | 02 | 6.66% |
| Total | 30 | 100% |

Table (12) Students' useful way to achieve reading comprehension



Graph (12) Students' useful way to achieve reading comprehension

This table shows that the majority of students with (80%) find the use of pictures, drawings, and maps is very useful and help them achieve better reading comprehension, three of them with (10%) said that they sometimes achieve comprehension in reading, one of them with (3,33%) said that he/she often reach comprehension in reading. The last two students with (6,66%) state that even if the teacher makes use of pictures, drawings and maps they never achieve comprehension in reading.

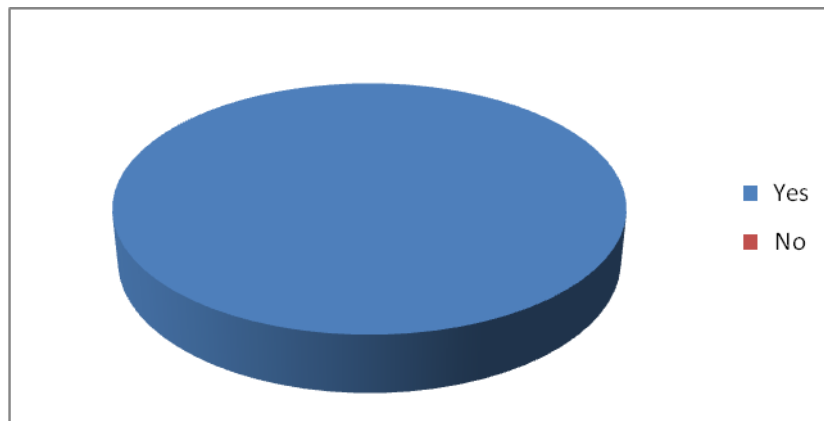
(80%) represents a big number of students which means that the teacher has to be clever enough and creative in order to present the lesson in the right way.

Q13

Do you think that teachers who use reading strategies while teaching can motivate their learners to read more?

| Options | N | % |
|---------|----|------|
| Yes | 30 | 100% |
| No | 00 | 0% |
| Total | 30 | 100% |

Table (13) Reading strategies as way of motivation



Graph (13) Reading strategies as way of motivation

This table shows that the whole participants agreed that the use of reading strategies while teaching can motivate them to read more.

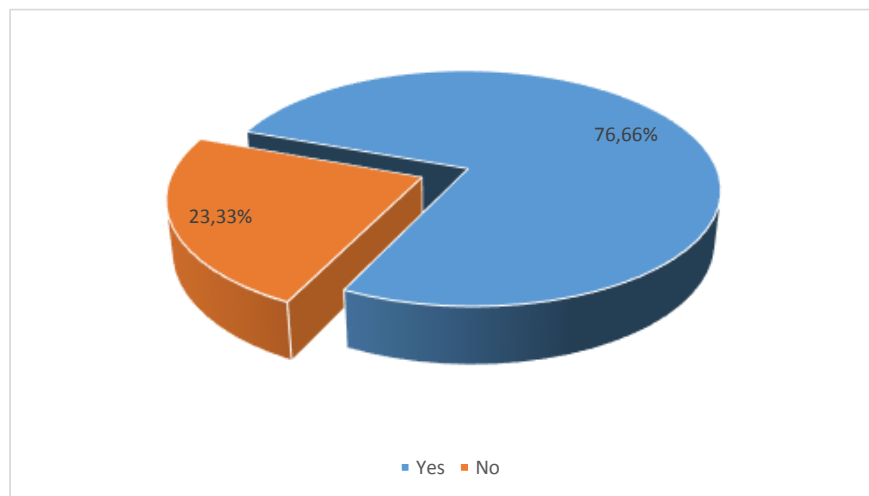
This result may be a clear answer to our research

Q14

Being creative, does it depend on the strategies used by teachers?

| Options | N | % |
|--------------|-----------|-------------|
| Yes | 23 | 76,66% |
| No | 7 | 23,33% |
| Total | 30 | 100% |

Table (14) being creative/ reading strategies



Graph (14) being creative/ reading strategies

As shown in the table, 23 of students with (76, 66%) agree that being creative depends on the strategies used by the teacher, however; seven of them with (23, 33%) said that the use of teachers' strategies have not to do with being creative or not.

This little percentage may refer either to excellent students who have their personal ways to be creative as well as for lazy students who are careless.

As teachers, we have to take into consideration that students generally like new methods, techniques, and strategies of teaching. These latter motivate and make them involved.

2- Teachers' questionnaire

2-1- Administration of teacher's questionnaire

Teachers' questionnaire was given to six teachers from different middle schools. The aim from this questionnaire is to pick out the difficulties that the teachers face while teaching reading and to check if they make use of reading strategies.

2-2- The Aim of the Questionnaire

Teacher's questionnaire aims at discovering the main reading difficulties that are encountered by third year first november middle school students in M'sila which hinder their achievements and developments to occur. Moreover, this study attempts to investigate the major causes which lead reading difficulties to occur. In addition, it attempts to suggest some recommendations for teachers to raise their awareness in reading and reading difficulties in particular.

2-3- Discription of teachers' questionnaire

Teacher's questionnaire is divided into three sections with 11 questions. These latter are of two sorts. First, closed questions that require either YES NO answers, or multiple-choice questions, where the teacher is questioned kindly to select from series of items. Second, open question that need the personal points of views.

Section one: General information about the teacher

This initial section seeks to collect data about the teacher professional backgrounds. Questions in this section are primarily on the teachers' degree or qualifications and the length of teaching.

Section two: reading skill

This section aims to know how teacher find teaching reading, how they teach it, and how they describe their students comprehension

Section three: reading difficulties

This section includes questions which investigate the major reading difficulties that may both student's and teacher's encounter. There are yes/no questions and multiple-choice questions. The aim from them is to find out the sources of difficulty that hinder teachers while teaching reading in the classroom, and to check if those previous really affect on learners comprehension, assimilation, and performance. We concluded this questionnaire by asking teachers to provide us with any idea that can participate in creating a good atmosphere where all students could be involved and could reach comprehension in reading

2-4- Analysis of teacher's questionnaire :

Teacher's questionnaire is divided into three sections with 11 questions. The two first questions are about teacher's general information. Four yes/ no questions, and five multiple choice questions.

The abbreviation N stands for the number of respondents, % stands for the percentage this number represents.

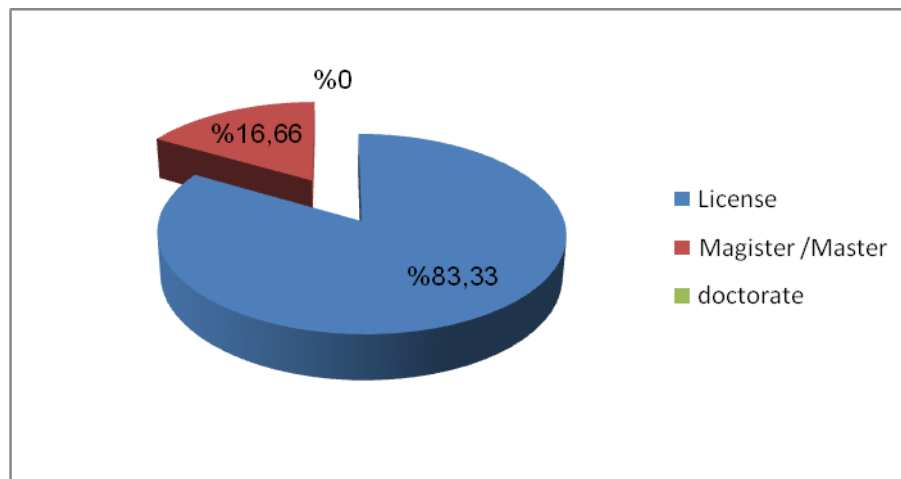
Section one : general information

Q 01 :

Teacher's qualification :

| Options | N | % |
|-------------------------|----------|----------|
| License | 5 | 83.33% |
| Magister /Master | 1 | 16.66% |
| Doctorate | 00 | 0% |
| Total | 06 | 100% |

Table (14) Teachers' qualifications



Graph (14) Teachers' qualifications

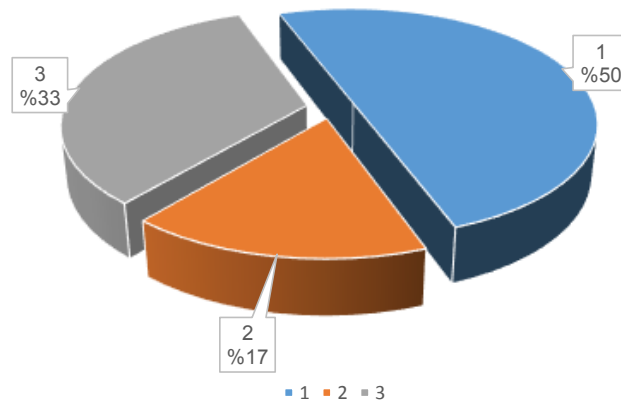
This table shows that five out of six teachers with (83,33%) have a license degree, only one teacher has magister degree.

Q 02:

How long have you been teaching in middle school ?

| N | Years | % |
|--------------|--------------|----------|
| 3 | 24 | 50% |
| 1 | 9 | 16,66% |
| 2 | 3 | 33,33% |
| Total | 06 | 100% |

Table (15) Length of teaching experience



Graph (15) Length of teaching experience

This table shows that the majority of teachers with (50%) have an experience of 24 years of teaching, two of them with (33, 33%) have an experience of three years, and the last one with (16,66%) have an experience of nine years. have a teaching experience between (10-20) years old. This may indicate that teacher's experience in teaching is short and insufficient to become experienced teachers and have positive beliefs in teaching. They can develop themselves and bring or create methods and strategies that suit both teachers and students.

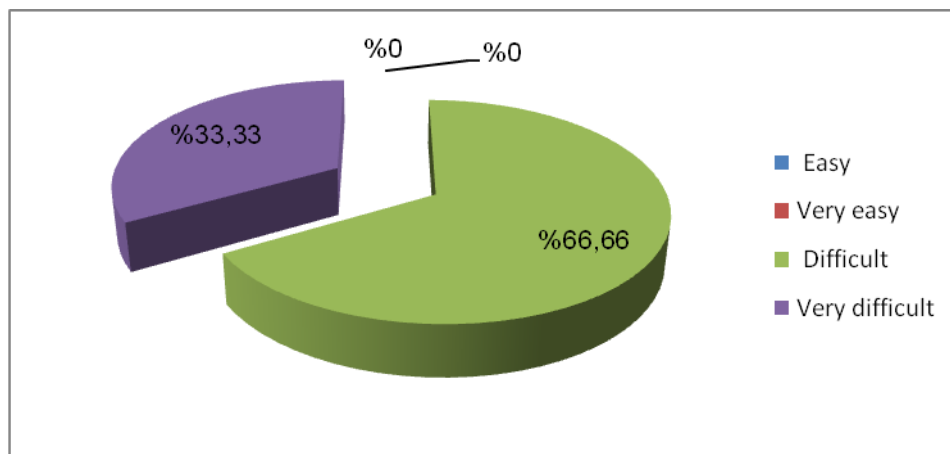
Section two : reading skill

Q 03:

How do you find teaching reading?

| Options | N | % |
|----------------|-----------|-------------|
| Easy | 0 | 0% |
| Very easy | 0 | 0% |
| Difficult | 4 | 66.66% |
| Very difficult | 2 | 33.33% |
| Total | 06 | 100% |

Table (16) Teachers' attitudes about teaching reading



Graph (16) Teachers' attitudes about teaching reading

This table shows that teaching reading is not easy as many think. Four teachers with (66,66%) claims that it is difficult to teach reading. Two of them with (33,33%) said that it is very difficult to teach reading.

The difficulty may refer to :

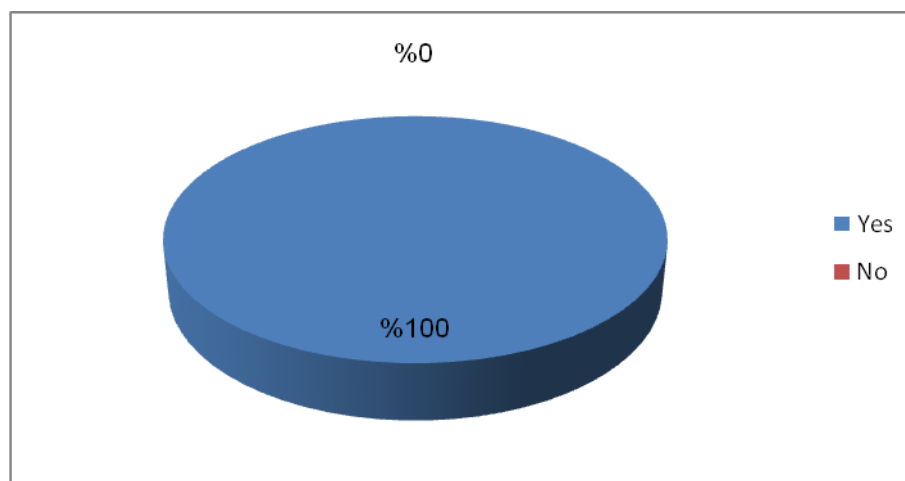
- Lack of materials
- The low level of students
- Teacher's lack of knowledge
- The absence of motivation

Q 04:

Is it necessary to teach reading?

| Options | N | % |
|---------|----|------|
| Yes | 6 | 100% |
| No | 0 | 0% |
| Total | 06 | 100% |

Table (17) Necessity of teaching reading



Graph (17) Necessity of teaching reading

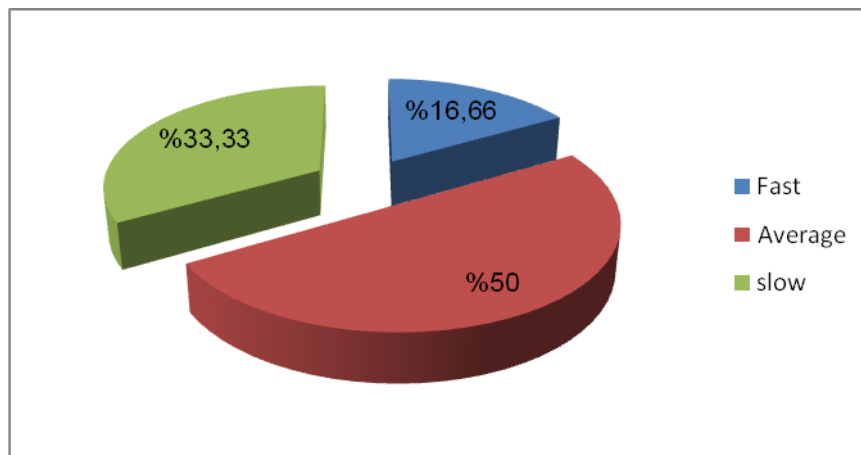
This table confirms that reading is very important for EFL learners to master any language, since reading skill may lead students to acquire and learn a foreign language effectively. The more students read, the more they learn and acquire the language successfully. The teachers awareness of the importance of reading may affects on the students learning because if the teachers are always urge students to read as much as possible consequently their reading and learning abilities will be more developed to learn new language.

Q 05:

How do you describe your student's reading comprehension?

| Options | N | % |
|---------|----|--------|
| Fast | 1 | 16.66% |
| Average | 3 | 50% |
| Slow | 2 | 33.33% |
| Total | 06 | 100% |

Table (18) Students' reading comprehension



Graph (18) Students' reading comprehension

This table shows that students differ from each other in their learning levels. Three teachers with (50%) described their students' reading comprehension by average, two of them with (33, 33%) said that it is slow, and the last one with (16, 66%) said that it is fast.

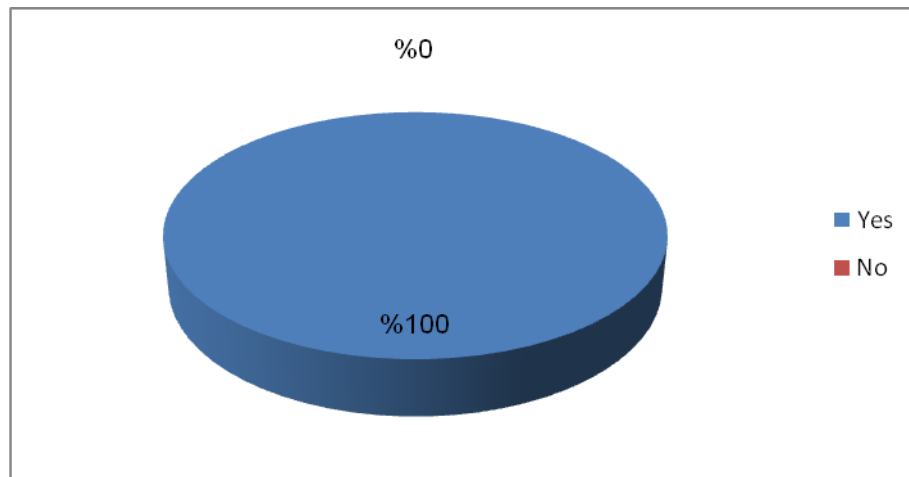
The majority of teachers with (66, 66%) state that their learners' reading comprehension is between average and fast, this means that both teachers and learners are doing their best in order to achieve reading comprehension. However, to make it fast teachers should update themselves and learners should follow in order to improve.

Q 06:

While reading class do you provide your students with various tasks and activities (before, while, and post reading) ?

| Options | N | % |
|---------|----|------|
| Yes | 6 | 100% |
| No | 0 | 0% |
| Total | 06 | 100% |

Table (19) Reading activities



Graph (19) Reading activities

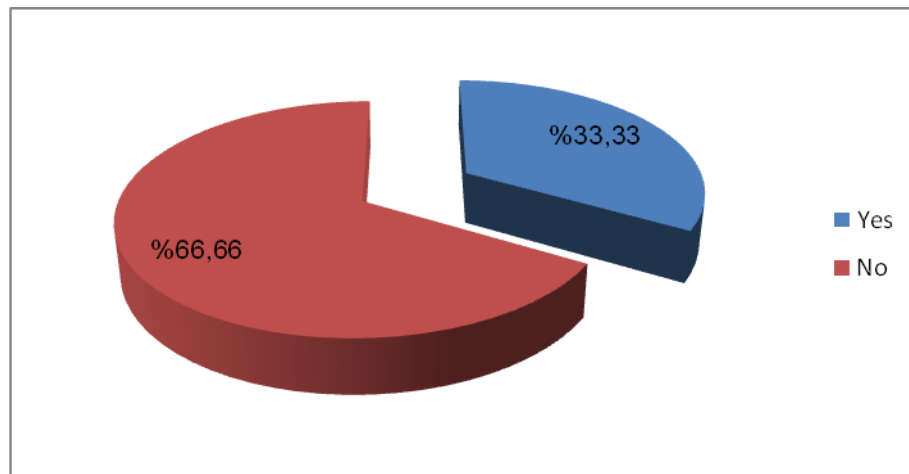
The table above shows that all teachers provide their students with different tasks and activities in reading session. Doing so will facilitate the mission for teachers and at the same time will help learners achieve better reading comprehension in short period of time.

Q 07 :

Do you make use of reading strategies in reading class?

| Options | N | % |
|--------------|----|--------|
| Yes | 2 | 33.33% |
| No | 4 | 66.66% |
| Total | 06 | 100% |

Table (20) the use of reading strategies



Graph (20) the use of reading strategies

This table shows that the majority of teachers with (66,66%) do not use reading strategies while teaching. Only few of them with (33,33%) do.

This may have a direct relation with students' reading problems that stands against achieving better comprehension in reading.

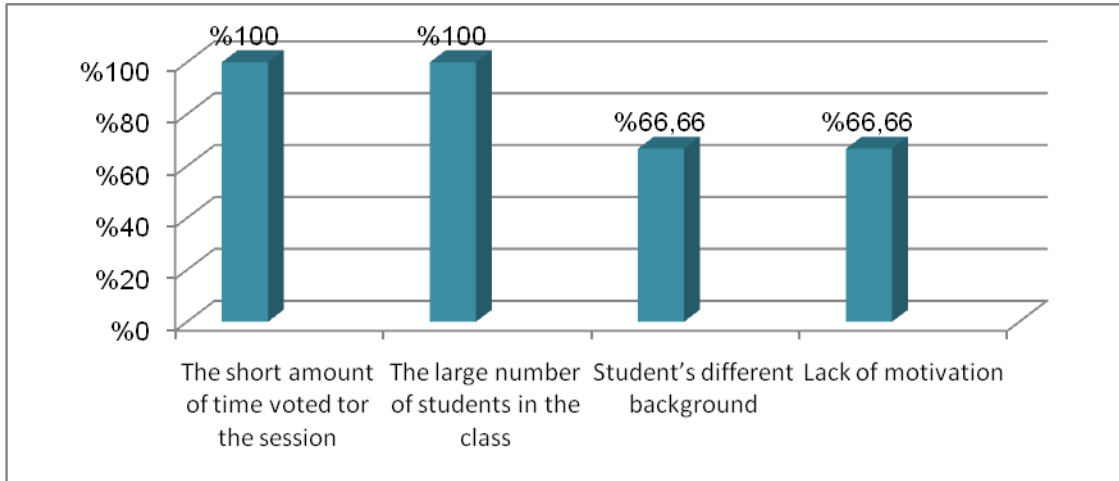
Section three: reading difficulties

Q 08:

According to you, what are the sources of difficulty that hinder you in teaching reading in the classroom?

| Options | N | % |
|---|----|--------|
| The short amount of time voted for the session | 6 | 100% |
| The large number of students in the class | 6 | 100% |
| Student's different background | 4 | 66,66% |
| Lack of motivation | 4 | 66,66% |
| Lack of teacher's knowledge(reading strategies) | 2 | 33,33% |
| Total | 06 | 100% |

Table (21): The Difficulties that Hinder the Teacher's in Teaching Reading.



Graph (21): The Difficulties that Hinder the Teacher's in Teaching Reading.

In this question, teachers were free to choose more than one answer. All teachers agreed that the short amount of time voted for the session and the large number of students in the class are among the most important sources of difficulty that hinder them in teaching in general and teaching reading in particular. Four of them with (66,66%) said that both

students' different background and lack of motivation are the source, and two of them with (33,33%) said that it refers to teachers' lack of knowledge (reading strategies).

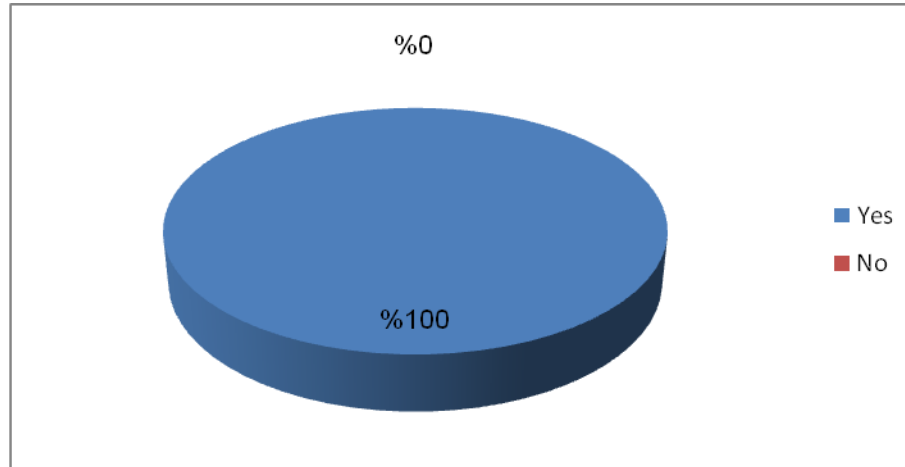
It is true that all the previous factors affect on the teaching process, so the teacher here has to be strategical in order to avoid all the previous problems.

Q 09:

Do you think that those resources of teacher's difficulties can affect student's language learning?

| Options | N | % |
|---------|----|------|
| Yes | 6 | 100% |
| No | 0 | 0% |
| Total | 06 | 100% |

Table (22): The Affects of Teacher's Reading Difficulties on Student's Language Learning



Graph (22): The Affects of Teacher's Reading Difficulties on Student's Language Learning

As in the table that all the teachers agreed that all the previous resources of teachers' difficulties can affect students' language learning. Therefore, as teachers we have to find a solution to overcome all of them.

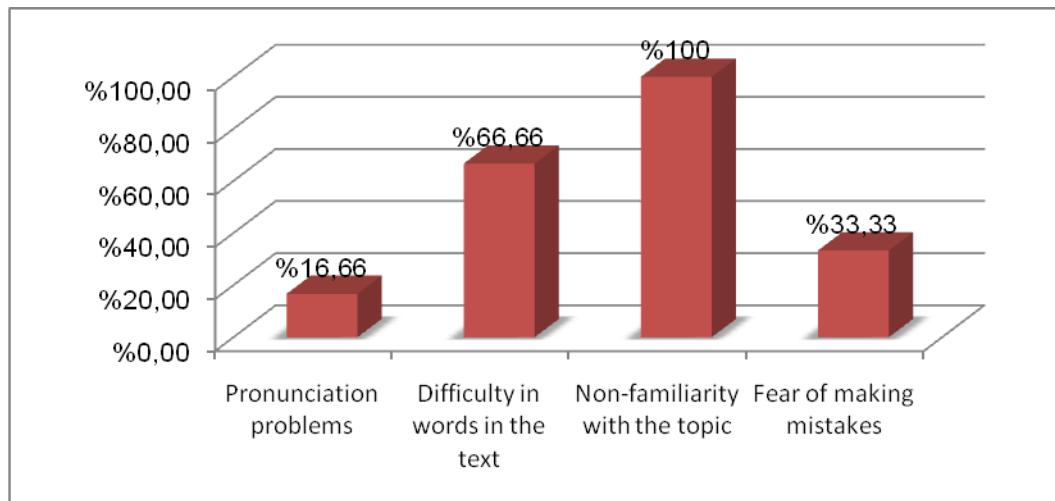
This table shows that all teachers agree that all the previous resources of teacher's difficulties can affect student's language learning.

Q 10:

What are the major students' reading difficulties?

| Options | N | % |
|--|----|--------|
| Pronunciation problems | 1 | 16,66% |
| Difficulty of words in the text | 4 | 66,66% |
| Non-familiarity with the topic | 6 | 100% |
| Fear from making mistakes | 2 | 33,33% |
| Total | 06 | 100% |

Table (23) Students reading difficulties



Graph (23) Students reading difficulties

In this question, teachers are free to choose more than one answer. All teachers agreed that one of the major students' reading difficulties is when they are non-familiar with the topic. The second option which is difficulty of word in the text was selected by four teachers. Two teachers said that students' reading difficulties refer to the fear from making mistakes. Only one teacher choose pronunciation problems. All those difficulties can be solved only if the teacher is clever enough to select the appropriate strategy with the appropriate student.

Q 11:

As a teacher, how can you provide a good atmosphere where all students can achieve reading comprehension?

By being updated

By being creative

By using learning materials (data show, pictures...) because usually pupils like them

By being strategic and teach pupils how to be

Conclusion

In this chapter, we tried to obtain data by using two questionnaires ; one for teachers and the second for students. The results of this study show that reading strategies are more effective, helpful, and time-consuming for students, that is why students should be interested not only in reading but also to learn some of these strategies to be effective and proficient reader, however, this cannot be achieved unless teachers teach them how to select and make use of the appropriate reading strategy to enable them to achieve comprehension in reading texts at early stages of learning English as a foreign language.

Recommendations

The obtained results from both questionnaires prove the issue. Then, we can come up with some suggestions that may help overcoming this problem:

Recommendations for Teachers

The results that obtained from teacher's questionnaire help us to suggest some recommendations for teachers in order to increase their awareness in reading and reading difficulties. Since reading is very important in EFL learning, and learning to read is the right way is the responsibility of the teacher; however, students may encounter different difficulties in reading due to several reasons. As a result, teachers need to work hard and search for solutions to overcome all his/her students' reading problems. Select good topics with suitable tasks.

- Prepare a clear, concise, and precise lesson plan
- Make use of the learning materials because they simplify and make the lesson easy to understand
- Create a good atmosphere where all the students feel free to express themselves
- Encourage groupe work because students may learn from each other and also can create a kind of challenge between the students so that they will keep improving.
- Teach students reading strategies like prediction, mind mapping, skimming, and scanning and teach them how to apply them effectively

Recommendations for Students

From the results of student's questionnaire, we are going to suggest some recommendations third year students' of first November Middle School in M'sila to raise their awareness about reading to overlap the reading problems and increase the amount of reading motivation .

- ❖ Select interesting topics and texts.This make learners more involved
- ❖ Check the text readability.
- ❖ The use of new techniques in teaching reading.
- ❖ Teach learners that they need to have purpose behind their reading.
- ❖ Teach them how to select the appropriate strategy since there are different strategies.
- ❖ Students should read extensively and do not rely on what they read in the classroom, since extensive reading may lead students to read and learn more about English culture and literature also extensive reading may lead them to recognize a lot of words which may help them in the interaction and communication, so students can benefit from extensive reading.
- ❖ To sum up, students reading difficulties can be treated through bridging the gap between the teachers and their students through giving attention to reading ability.

General Conclusion

General Conclusion

Reading is a complex cognitive activity ; however , if the reader made use of reading strategies this will participate in facilitating the reading process and make the readers able to achieve better reading comprehension. That's why the present study is based on an investigation about to what extent reading strategies (prediction and mind mapping) are helpful and wether they increase comprehension when reading.

At the beginning of this dissertation, we tried to define both reading and reading comprehension as well as we tried to show its models that the reader use (the bottom-up model, the top-down model, and an interactive model), its aspects ; (Articulatory Aspect, Linguistic Aspect, Interactive Aspect, Mental and Cognitive Aspect, Psychological Aspect, and Social Aspect of Reading), and its types (intensive, extensive, receptive, and interactive type of reading).

As far as reading strategies are concerned, we tried to demonstrate their importance on reading and their role on reading comprehension. So, we started by defining language learning strategies, and reading strategies. Then we moved to talk about types of reading comprehension strategies (pre, while, and post) and we focused on prediction and mind mapping pre-reading strategies to show to what extent they can help readers to achieve better reading comprehension.

In the second chapter which was practical one, we tried to obtain data by using two questionnaires ; one for teachers and the second for students. The results of this study show that reading strategies are more effective, helpful, and time-consuming for students, that is why students should be interested not only in reading but also to learn some of these strategies to be effective and proficient reader, however, this cannot be achieved unless teachers teach

them how to select and make use of the appropriate reading strategy to enable them to achieve comprehension in reading texts at early stages of learning English as a foreign language.

References

References

- Abu Ghararah, A. (1998). *Teaching English as a foreign language: Procedures, techniques and activities*. Tawbah Library, Riyadh.
- Adams, M. J. (1990) *Beginning to Read*. M.I.T. Cambridge.
- Aebersold, J.A. & Field, M.L. (1997) *From reader to reading teacher*. Cambridge : Cambridge university press
- Alamsyah, M. (2009). *Kiat Jitu Meningkatkan Prestasi dengan Mind Mapping*. Jogjakarta: Mitra Pelajar.
- Albert, J. et Al Rumptz, D (2003) *Theoretical Modal of Reading Ability*
- Alderson, J. C. (2005). *Assessing reading*. Ernst Klett Sprachen.
- Alderson, J. C and A.H Urquhart. 1984. *Reading in a foreign language*. *Applied linguistics and language study*. General editor. C.N Candlin. London : Longman.
- Baudoin, E.M., Bober, E.S, Clarke, M.A, Dobson, B.K, & Selberstein, S (1994). *Reader's choice international Edition*, 4th ED Michigan University Press.
- Bawford, J. (2000) *Extensive reading for teaching language*, Cambridge University press
- Beck, I. L., & McKeown, M. G. (1999). *Comprehension: The sine qua non of reading. Teaching and Change*.
- Brevik, L. M. (2014). *Making implicit practice explicit: How do upper secondary teachers describe their reading comprehension strategies instruction?*. *International Journal of Educational Research*, 67, 52-66.
- Brown, D. (2004) *Language assessment principles classroom practices*, Pearson education.
- Brumfit, C. J. (1977). *The Teaching of Advanced Reading Skills in Foreign Languages, with Particular References to English as a Foreign Language*. *Language Teaching*.
- Buzan, T., & Buzan, B. (2002). *How to mind map*. London: Thorsons.
- Carrell, P.L. & W. Grabe (2002). *Reading*. In N. Schmitt (ed), *An introduction to applied linguistics*. London : Arnold

- Davis, C. (1995). "Extensive reading using diaspora literature to develop learners' reading comprehension skill.
- Davis, C. (1995). *Extensive reading: an expensive extravagance?*. ELT journal.
- Day, R.R., & Bamford, J. (2002), *Top Ten Principles for Teaching Extensive Reading. Reading in a Foreign Language*, retrieved from <http://nflrc.hawaii.edu/rfl/october2002/day/day.htm/>
- Elstad, E., & Turmo, A. (2010). *Students' self-regulation and teachers' influences in science: interplay between ethnicity and gender*. *Research in Science & Technological Education*, 28(3), 249-260.
- Fries, C.C. (1962). *Linguistics and Reading*. New York: Holt Rinehart and Winston.
- Goodman, K. (1988). *The Reading Process*. In P. L. Carrell; J. Devine and D. E. Eskey (eds) *Interactive Approaches to second Language Reading* (pp 11 – 12) Cambridge: CUP
- Goodman, K.S. (1973). *Psycholinguistic nature of the reading process*. Detroit: Wayne State University Press. Quoted in F. Dubin 1982.
- Grabe, W., & Stoller, F.L. (2002), *Teaching and Researching reading*. Harlow, UK: Longman
- Grabe, W., and Stoller, F. L. (2002). *Teaching and researching reading*. Longman.
- Grabe, W. (1988). *Interactive Approaches to Second Language Reading: Reassessing the*
- Grabe, W. (2009). *Reading in a Second Language: moving from theory to practice*. New York: Cambridge University Press
- Greenall, S., & Swan, M. (1986). *Effective Reading Student's Book: Reading Skills for Advanced Students* (Vol. 1). Cambridge University Press.
- Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. (1st ed.). Cambridge: Cambridge University Press
- Grellet, F. (2008) *Developing reading*, Pearson Education, Inc.

- Hudson, T. (2007), *teaching second language reading*. Oxford : Oxford university press
- Lopera Medina, S. (2012). *Effects of strategy instruction in an EFL reading comprehension course: A case study. Profile Issues in Teachers Professional Development*.
- Mackay,R, and A mountford(eds) (1978), *English for specific purposes*. London : longman
- Nuttal, C. (1982), *Teaching Reading Skills in A Foreign Language*, Heinemann Educational Books , London.
- Nuttal, C. (1982). *Language teaching methodology, textbook for teachers*.
- Nuttal, C. (1982). *Teaching English in Foreign Language*.
- Paran, A. (2003). *Intensive Reading English Teaching Professional*, Cambridge: Cambridge University Press.
- Roe, B., Smith, S. H., & Burns, P. C. (2011). *Teaching reading in today's elementary schools*. Cengage Learning.
- Seyed Hossein Fazeli, M. e. (2010). *Language in India: some Gaps in the current Studies of reading in Second/Foreign language learning*. (Vol.10).issue4. (pp376-380).
- Simensen, A.M. (2007) *Teaching a Foreign Language* .
- Snow, C. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Rand Corporation.
- Stevens, P. (1977). *New orientations in the teaching of English*.
- Thao le Thanh.(2010). *The importance of reading*
- Widdowso, H,G (1978) *Teaching language as communication*, Oxford : Oxford university press.
- Woolley, G. (2011). *Reading comprehension. In Reading Comprehension*, Springer, Dordrecht.

Appendices

Questionnaire for students

The following questionnaire is a part of a research we are carrying out about the use of prediction and mind mapping strategies in reading comprehension. You are kindly requested to read each of the statements, and then you choose the answer that best reflects your thoughts. The validity of our research is based on your answers, so we hope that you will give us your full attention.

Thank you in advance

HADJAB RAYANE

CHAKER MERYEM

Department of Language and English Literature

Mohamed Boudiaf- M'sila

Section one: General information

1- Gender:

- Male -Female

2-Age

.....

3- Do you like English?

yes no

4- Do you like English courses?

yes no

5- Do you like reading?

yes no

6- Do you like reading in English?

yes no

If no, just say

why.....

Section two: Reading problems

7- What do you think is the most difficult step?

Before reading

While reading Post reading

Say why

8- Do you participate in selecting reading texts with your teacher?

Yes No

9- Motivating learners while a reading session can be through:

-Asking questions

-Encouragements, instructions, and advice

-Use of images/ plans

Provide others if found

.....

.....

10- Could you understand all what you read?

a - Always

b - Sometimes

c - Often

d - Never

11- When you come across a new difficult word in a text, do you;

a - you guess the meaning from the context

b - Find synonyms

c - Use dictionary

d - Translate the word to French or Arabic

12- Does the use of pictures, drawings, and maps help you in achieving comprehension in reading?

a- Always

b- Sometimes

c- Often

d- Never

13- Do you think that teachers who use reading strategies while teaching can motivate their learners to read more? Justify

Yes

No

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

14- Being creative, does it depend on the strategies used by teachers?

Yes

No

If yes explain

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

Thank you

استبيان التلاميذ

القسم الأول معلومات عامة

1 جنس ذكر انثى

2 السن

3 هل تحب الإنجليزية

نعم لا

4 هل تحب حصص اللغة الإنجليزية

نعم لا

5 هل تحب القراءة

نعم لا

6 هل تحب القراءة بالغة الإنجليزية

نعم لا

القسم الثاني مشاكل القراءة

7 لما الذي تعتقد بأنه الأصعب

قبل القراءة

أثناء القراءة

بعد القراءة

8 هل تشارك في اختيار نصوص القراءة مع معلمك؟

نعم لا

9 تحفيز التلاميذ اثناء حصة القراءة يتم عن طريق

طرح الأسئلة

التشجيع والتعليمات والنصائح

استعمال صور ومخططات

زودنا بطريقة أخرى إن وجدت

10 هل تستطيع فهم كل ما تقرؤه

- دائماً
- أحياناً
- غالباً
- أبداً

11 عندما تصادفك كلمة صعبة أو جديدة في النص، هل؟

تخمن المعنى من السياق

تجد المرادفات

تستعمل القاموس

تترجم الكلمة إلى اللغة الفرنسية أو العربية

12 هل يساعدك استخدام الصور الرسومات و الخرائط في تحقيق الفهم في القراءة؟

نعم لا

13 هل تعتقد أن المعلمين الذين يستخدمون استراتيجيات القراءة اثناء تقديم الدرس لديهم القدرة على

تحفيز تلاميذهم لقراءة المزيد برر

نعم لا

14 أن تكون مبدعاً. هل هذا يعتمد على الاستراتيجيات المتبعة من طرف الاستاذ؟

نعم لا

شكراً

Teacher's questionnaire

Dear teachers,

You are kindly invited to fill in the following questionnaire, which represents a data collection tool for a master degree in applied linguistics. This questionnaire is designed to investigate the main issues that face both teachers and learners in reading class. Your answers will be helpful and necessary to research work

Please, tick in the right box or make full answers whenever necessary.

Thank you for your collaboration

HADJAB RAYANE

CHAKER MERYEM

Department of Language and English Literature

Mohamed Boudiaf- M'sila

Section one: General information

1- Teacher's qualification :

a – License b – Master / Magister c- Doctorate

2- How long have you been teaching in middle school?

.....

Section two : Reading skill

3- How do you find teaching reading

a – Easy b- Very easy c- Difficult d- very difficult

4- Is it necessary to teach reading?

Yes No

If yes, say why;

.....

.....

.....

.....

.....

5- How do you describe your student's reading comprehension?

- a - Fast - b – Average - c – slow

6- While a reading class do you provide your students with various tasks and activities (before, while, and post reading).

Yes No

7- Do you make use of reading strategies in reading class?

Yes No

If yes, mention them;

.....

.....

.....

Section three : Reading difficulties

8- According to you, what are the sources of difficulty that hinder you in teaching reading in the classroom, is it because ;

- a – the short amount of time voted for this session
- b – The large number of students in the class
- c – student’s different background
- d – lack of motivation
- e – lack of teacher’s knowledge(reading strategies)

9- Do you think that those resources of teacher’s difficulties can affect student’s language learning?

Yes No

10- What are the major student’s reading difficulties?

- a – pronunciation problem
- b – difficulty of words in the text
- c – non- familiarity with the topic
- d- fear of making mistakes

provide others if found ;

.....

.....

.....

11- As teachers, how can you provide a good atmosphere wher all students can acheive reading comprehension ?

.....

.....

.....

Thank you

ملخص

تشكل القراءة باللغة الأجنبية حاجسا للكثير من القراء فالقراءة لها دور الريادة في تعلم اللغة الأجنبية أو أي لغة أخرى وذلك بتعزيز معلوماتهم وزيادة رصيدهم اللغوي واكتساب مفردات جديدة هذه هي المهارة الأولى التي يحتاجها الطلاب

تلعب القراءة دورا اساسيا في عملية تعلم وتعليم اللغة، ذلك انها المهارة الأولى التي يجب على الطلاب تطويرها لانها تعتبر مصدرا رئيسيا في تعلم اللغة، علاوة على ذلك تعتبر القراءة من اكثر المهام الصعبة التي من اجلها اردتنا اجراء هذا البحث.

أنها مشكلة يواجهها معظم متعلمي اللغة الانجليزية كلغة اجنبية، وبسبب تعقيدها يفشل الطلاب في فهم القراءة، هذا وقد اردتنا معرفة ما اذا كان استخدام استراتيجيات القراءة مثل رسم الخرائط الذهنية والتنبؤ اثناء تدريس القراءة يساعد في التغلب على صعوبات استيعاب القراءة.

تنص الفرضية في بحثنا هذا على أن استخدام طلاب السنة الثالثة من الطور المتوسط لاستراتيجيات القراءة يساعد على الوصول إلى نتائج أفضل، وللتحقق من صحة هذه الفرضية قمنا بإجراء استبيانين أحدهما للطلاب والآخر للمدرسين من أجل جمع المعطيات حول ما إذا كان الأساتذة يستخدمون إستراتيجيات القراءة ويمرنون تلاميذهم عليها وهل فعلا هذه الاخيرة تساعد على الفهم أثناء القراءة أم أن المشكلة لا تزال قائمة.