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**Improving Students' Academic Communicative Proficiency through
Reading Techniques and Authentic Materials
The Case of First Year EFL Students of the English Language Branch
at Biskra University**

A Thesis Submitted in Candidacy for the Es-science Doctorate Degree in Applied
Linguistics.

Supervisor: Dr. Saliha CHELLI

Candidate: Saïd SLIMANI

Board of Examiners

President	Prof. Nacif Labeled	Prof.	Constantine University 1
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Dedication

I dedicate this work to

the souls of both my late mother and my late father who left very

early and forever.

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Abstract

The present study attempts to explore the underlying reasons that prevent first year EFL students at Mohamed Kheider University of Biskra (MKUB) during the academic year: 2014/2015 from positively interacting with the reading print to which they are intensively exposed to in most of their lectures. The hypotheses put forward throughout the current research are expressed as follows: If first year EFL students are totally aware of the importance of the reading skill and succeed in using the appropriate reading techniques and strategies, they may understand the assigned reading materials. This difficulty is due to the absence of the students' awareness of the importance of the reading skill and their failure to use the appropriate reading strategies and techniques to understand them. Also, students' communicative proficiency may increase through the implementation of authentic materials accompanied with the use of these reading strategies and techniques. In this study the exploratory method was opted in order to explore the importance of the reading skill and the extent to which the effectiveness of its implementation with authentic materials and teaching the appropriate reading strategies and techniques may enhance EFL students' academic communicative proficiency. The findings obtained from the analysis of the questionnaire administered to 80 (N: 80) first year EFL learners have, on the one hand, revealed that they are conscious (but not aware) of the importance of the reading skill, and they totally ignore most of the reading strategies and techniques when approaching any reading material. On the other hand, those students have shown more enthusiasm and motivation towards the use of authentic materials in their classes. According to the results obtained from 16 (N: 16) EFL teachers' questionnaire, most of them have developed a positive attitude towards the use of these materials in their EFL classes. Concerning the use of reading strategies and techniques, only a small minority of those teachers stated that they, from time to time, remind their students about some of these strategies. Finally, to enhance first year EFL students' academic communicative proficiency, a need for incorporating the reading skill in their curriculum and implementing authentic materials accompanied with the teaching/learning of the necessary reading strategies and techniques have become compulsory in order to avoid some undesirable and unsatisfactory outcomes of many Algerian EFL learners.

Résumé

Le présent travail tente d'explorer les raisons sous-jacentes qui empêchent les étudiants de 1^{ère} année d'anglais (ALE) de l'Université Mohamed Khider Biskra (UMKB) durant l'année universitaire 2014/2015 d'interagir efficacement avec les documents des cours à lire et à lesquelles ils sont intensément exposés. Les hypothèses avancées à travers le présent travail de recherche se présentent comme suit : les difficultés qu'ont les étudiants à comprendre les cours qu'ils ont à lire sont dûes au fait qu'ils ne sont pas conscients de l'importance de l'aptitude à lire ainsi qu'à leur échec à utiliser les stratégies adéquates de lecture et les techniques de compréhension. De plus, la compétence communicative des étudiants peut être améliorée en ayant recours à des textes authentiques et les susdites stratégies et techniques. Dans cette étude, il a été opté pour la méthode exploratoire afin de déterminer jusqu'à quel point l'efficacité du recours à des lectures de textes authentiques et l'apprentissage de stratégies et techniques appropriées peut renforcer les capacités communicatives des étudiants d'anglais (ALE). Les résultats obtenus de l'analyse du questionnaire soumis aux 80 (N : 80) apprenants de 1^{ère} année (ALE) ont d'une part, révélé que, même s'ils sont complètement conscients de l'importance de la lecture, quand il s'agit de lire n'importe quelle matière, ils ignorent totalement la plupart des stratégies et techniques de lecture. Et, d'un autre côté, ces étudiants ont montré plus d'enthousiasme et de motivation à l'endroit de l'usage de textes authentiques dans leurs cours. Selon les résultats du questionnaire au 16 (N : 16) enseignants une autre attitude positive quant à l'usage de ces matières en classes d'anglais (ALE) & été développée par ces enseignants. Concernant l'usage des stratégies et techniques de lecture, seulement une petite minorité des enseignants ont dit que de temps à autre ils rappellent à leurs étudiants quelques-unes de ces stratégies. Finalement, pour élever l'aptitude communicative des étudiants de 1^{ère} année d'anglais (ALE), le besoin d'incorporer la lecture à leur programme ainsi que l'usage des textes authentiques accompagnés de l'inculcation et de l'acquisition des stratégies et des techniques nécessaires de lecture est devenu vital.

List of Abbreviations and Acronyms

- ACE:** Academic Centers for Excellence
- ACR:** American Congressional Record
- AD:** Anno Domini (after Christ)
- AES:** Algerian Educational System
- AIT:** Aichi Institute of Technology
- ANP:** Algerian National Policy
- BC:** Before Christ
- BCLC:** British Council Language Centre
- BICS:** Basic Interpersonal Communicative Skills
- CALP:** Cognitive Academic Language Proficiency
- CBT:** Computer-based Technology
- CC:** Communication Cycle
- CCC:** Concept of Communication Competence
- CL:** Computer Language
- CLA:** Communicative Language Ability
- CM:** Communicative Method
- CP:** Communicative Proficiency
- CPCQs:** Cultural and Personal Choice Questions
- CQs:** Challenging Questions
- DC:** Discourse Competence
- EBC:** English-based Commands
- EC:** Educational Curriculum
- EC:** Effective Communication
- EFL:** English as a Foreign Language
- ELT:** English Language Teaching
- ER:** Effective Reading
- ESL:** English as a Second Language
- ESP:** English for Specific Purpose
- FL:** Foreign Language
- IC:** Interpersonal Communication
- IC:** Intrapersonal Communication
- ICs:** Interpersonal Communication Skills

GC: Global Communication
GC: Grammatical Competence
IPS: Internal Pilot Survey
LMD: License, Master and Doctorate
MC: Mass Communication
MKBU: Mohamed Kheidher Biskra University
NCU: North Central University
NP: National Policy
OALD: Oxford Advanced Learners' Dictionary
PC: Pragmatic Competence
PQ: Piloting Questionnaire
SAQs: Stand Alone Questions
SC: Sociolinguistic Competence
SE: Standard English
SQ3R: Survey, Question, Read, Recite, Review
TEA: Texas Education Agency
TGG: Transformational Generative Grammar
TWC: Two Way Communication
WSES: Western-style Educational Systems

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GENERAL INTRODUCTION

Introduction

Nowadays, millions and millions of people all over the world use English as a second or foreign language (ESL/EFL). Many of these people are professionals whose success or failure depends on their ability to read this language. Due to the importance of reading English in today's world, it has become crucial for all learners to improve their reading skills. So, to demonstrate the importance of reading, a comprehensive programme for first year EFL students of the English Language Branch (ELB) at Mohamed Kheider University of Biskra (MKUB) should be designed where their needs must be taken into consideration.

This programme should consist of courses which may contribute in developing the skills of reading amongst the learners who are expected to pursue their academic studies to get well-versed in English, and later on use it in their professional activities. Moreover, the learners should be sensitised about the importance of reading to reach a good communicative proficiency (CP). It is commonly believed that reading can provide the learners with more intelligent ways to deal with things and the necessary skills to undergo a lifelong self-education if it is intensively practised. But, it is not taken for granted because it needs efforts and hard work in order to be acquired and make a useful tool to seek knowledge. Scanlon et al (2010: 9) state that reading is a complex process that requires the analysis, coordination, and interpretation of variety of sources of information.

These days, it is important to be literate to function successfully in what has become a very complex society. So, the importance of literacy is emphasized by the fact that "if our children are not literate, they will have major difficulties functioning in classroom, in society, and in the wider world" (Woolly, 2011: 1). As societies are changing fast, and at an enormous pace, literacy is also changing and is doing its best to cope with this globalised world.

To show the extent to which reading is very important to contribute in the literacy of the learners, Hua-Shung (1984: 32) states that “reading sharpens insight and vision, and it enables us to expand our knowledge, to find reaction and enjoyment to improve our techniques in many different ways.” As reading is of such utmost importance EFL students should be proficient readers in this foreign language (FL) whether they are inside or outside their classrooms. In many countries around the world where English is given too much importance, reading is considered as the core of any educational curriculum (EC). Bright and McGregor (1970: 52-53) assume that reading is the core of the syllabus without which learners will not function properly in the academic atmosphere. This is how we explained what they said:

The more students are encouraged to read, the better they learn the language. As it is sometimes impossible for some EFL learners to move to an English speaking environment, they have to read by themselves in order to learn, not only the language, but also the culture, the lifestyle, some customs and traditions of the people who speak it. So, students have to make extra efforts in order to improve their reading skill. Also, only by reading, EFL students can acquire the speed and the skills they will need for practical purposes because the ability to read is necessary for any skilled work.

Moreover, further education depends on the quantity and quality of reading; students who go on further studies, in national universities and/or even abroad, their ability to read facilitates for them the task. Because of the good quantity of material EFL students come across, they automatically become critical readers because they have acquired the capacity to be selective readers and thus, become qualitative readers. As general knowledge depends on reading, EFL students have to read a lot because the more they read the more background knowledge they acquire. EFL students who read chunks of

texts become well-versed in a number of different topics (Bright and McGregor, 1970: 52-53).

1. Statement of the Problem

In Algeria, the reading skill is not given the importance it deserves in our educational settings, whether in the learners' mother tongue or in the foreign languages they are learning. For instance, the situation of reading in English in the present syllabuses (Syllabuses of June 1999) of the National Education is not given the fair attention it deserves. And at the Higher Educational level, this skill is also completely neglected and even left aside by curriculum designers. This situation has led to many undesirable and unsatisfactory outcomes of the Algerian university.

If the absence of the reading courses in EFL classes continues, bad consequences will be witnessed in the departments of English. So, because of its crucial importance, the reading skill needs to be implemented from the first year EFL students matriculate at the university onwards in order to strengthen the decoding, the reading fluency and the vocabulary development at that level. The reading skill also helps learners develop their awareness in many areas, such as interpreting some reading materials in different genres, demonstrating a certain mastery of literary analysis and, more than that, demonstrating communicative skills and competencies.

Even though in the same Algerian Educational Syllabus (AES), in the section entitled "Reading Comprehension" that states that the aim is to provide learners with a good level of proficiency in the English language in order to facilitate communication, no attention is paid to the reading instruction at all. As the main purpose of the Algerian National Policy (ANP) on education, vis-à-vis English, is to enable learners acquire permanent and functional English literacy with effective communication, reading should

be considered as an important skill needed for that communication. Furthermore, Algerian students are expected to be able to read English correctly and fluently and react in the right way to what they read or have read. But, in our case, many teachers think that EFL students in Biskra University are non-reading learners, but if motivated to do so, they would excel.

Another problem is that first year EFL students in Biskra University continuously moan of the difficulty of the handouts given to them whereas, their teachers also, continuously complain about their students' inability to react positively to the proposed readings. As those students lack the prerequisite reading strategies and techniques with which they may comprehend these assigned reading materials, the situation will not improve. Also, the adapted and non-authentic texts have severely contributed in the monotonous learning atmosphere that EFL learners are suffering from.

Furthermore, those students have few opportunities to communicate directly with academic native speakers of English, thus reading can be considered as a good means which can provide them with the necessary knowledge that helps them acquire more abilities to immerse in an English environment. As Anderson (1999: 1) put it, "Reading is an essential skill for EFL students and the most important skill to master. With strengthened reading skills, EFL readers will make greater progress and attain greater development in all academic areas." Moreover, exposing EFL learners to real English through implementing authentic material in their classes, may contribute in the betterment of the students' learning process. So, again, the reading skill, normally, is considered as the keystone of the EFL learning process, therefore, Algerian EFL learners should be encouraged to learn to read in English at an early age.

Being unable to read is disastrous for any learner because, as Lemov (2016) states,

To be unable to read is to be locked out, to be isolated from discourse, to grasp the edges of conversations, to be without the knowledge of one's companions. It is to be terrified of failure, and haunted by its presence. It is humiliation and frustration, and it builds into anger and despair. It is loneliness and a formless sense of injustice.

So, this daunting situation will not be accepted by any "literate" person, because to be unable to read will marginalise the learner and make him/her in the fringe of the academic world. A student, who has affiliated in the English language field, needs to master the reading skill of that language, if not he/she will not progress in his/her studies. So, the only resort for EFL learners is to read.

2. Aims of the Study

In this work, the aim is to make the Algerian EFL teachers and students aware of the importance of reading as a skill and the magnitude of the techniques and strategies to reach a good communicative proficiency in English. Also, it aims to make these communities aware of the necessity to make a smooth shift from the era of using non-authentic reading material in English classes towards the use of authentic one. It is believed that this is a simple contribution which may enhance further research in the Algerian universities, especially, about the use of authentic material in EFL classes.

3. Research Questions and Hypotheses

The research attempts to answer as thoroughly as possible the following questions:

- 1) To what extent are both EFL teachers and students at MKUB really aware of the importance and potential benefits of reading?

- 2) How do first year EFL students at MKUB find the reading material provided to them by their teachers?
- 3) What are the main strategies and techniques that EFL teachers at MKUB should use to enhance their students' communicative proficiency?
- 4) What are teachers and students' attitudes towards the use of reading techniques and authentic material in EFL classes?
- 5) To what extent do these attitudes foster/hinder the use of this genuine material?

On the light of these questions, it can be hypothesized that:

- 1) Students' difficulty in understanding the assigned reading materials is due to the absence of their awareness of the importance of the reading skill and their failure to use the appropriate reading strategies and techniques to understand them.
- 2) Students' communicative proficiency would increase through the implementation of authentic material accompanied with the use of these reading strategies and techniques.

4. Significance of the Study

This study may be significant to EFL students by motivating them to turn to reading and become fond of this skill. It may also provide them with some of the necessary reading strategies and techniques in order to enhance their communicative proficiency. Furthermore, they may become aware of the importance of using authentic material instead of the out-dated one. This study may be beneficial to the EFL teachers to employ some of the effective teaching techniques related to the use of the reading techniques and strategies.

Moreover, as teachers are sensitised of the importance of the use of authentic material, they may take advantage of the numerous benefits of the use of this genuine material (as called by Widdowson) in their EFL classes. This is just a contribution to make EFL students, even others of other educational levels, may take advantage of in order to improve their academic competence and communicative proficiency. The output of this work may also make the learning and the teaching communities turn to an excellent habit, many people used to do, which is reading books. This study may also, be significant for many other people simply because it is believed that its findings may contribute in making the benefits of the learning/teaching process more valuable where both EFL learners and their teachers may take advantage of.

6. Research Methodology and Design

6.1. Choice of the Method

As the objective of the study is to explore the factors that may make first year EFL students equipped with a good communicative proficiency, the exploratory method is used here in order to explore as thoroughly as possible those factors: 1- the reading techniques; 2- the implementation of authentic material as a substitute for the adapted and outdated one. In addition to those two factors, the present work intends to explore EFL teachers' predisposition to provide their learners with the appropriate reading techniques, and their attitude towards the implementation of authentic material in their classes. The work also intends to explore the students' response towards the use of these materials.

Again, as mentioned before, the current research is exploratory as it gives the researcher the opportunity to explore the topic of the research with varying levels of depth. Sometimes, some research questions are thoroughly explored and answered and others are answered in a way that enhances other researchers to go on further researches to find

complete and satisfactory answers to them. Like the descriptive method, the exploratory method allows the researcher to use both qualitative and quantitative research tools as a means to answer the “what is/are” question(s) of the present research. Sometimes, it relies on informal qualitative approaches, such as making discussions with the population in order to have beforehand information about the needed sample.

Furthermore, the option for the exploratory method allows the researcher to explore questions that could not be examined with another procedure. When doing so, it is also not supposed to provide final and conclusive solutions to existing problems. Stebbins (2001: 2) states that exploratory research is used to examine a thing or idea for diagnostic purposes...more than that, the researcher knows in advance what to look for. According to McNabb (2010: 96) the great majority of the exploratory research is conducted to investigate an issue or topic in order to develop insights and ideas about its underlying nature. So, the researcher tries to provide information with which a decision will take place by educational authorities or decision makers.

In our case, we are going to gather the maximum information about: 1-the importance of implementing the reading skill in first year EFL tertiary education; 2-the necessity to provide the same students with the most important reading strategies and techniques; 3-the importance of using authentic material in EFL students’ classes, and the decision will be taken by the administration and other university authorities.

6.2.Data Gathering Tools

In this research, the data are gathered from the two questionnaires that were administered to sixteen (16) EFL teachers of the division of English at MKBU and eighty (80) first year EFL students from the same branch and university. And in order to make both EFL teachers and their students more interested in what is intended to be achieved;

focused questionnaires have been designed. The questions are built up attentively in order to make them as clear and concise as possible.

What helped in designing the final form of these questionnaires are the preliminary/piloting ones where both teachers and learners were asked to suggest other questions and eliminate others which may seem (to be) ambiguous or superfluous or those which just scrape the surface. The researcher is convinced that the piloting questionnaires (PQs) put him on the right track vis-à-vis the impact that most of the questions had on the sample. They also permitted the researcher to test the correctness of some instructions and gave him beforehand information about the interests of the population about his topic.

Most of the respondents of the piloting questionnaire, both teachers and students, were the main participants in the final one, i.e. the 'internal pilot survey' (IPS). In order to facilitate the task for the respondents, the clustering and progress of the questions were respected. The 'stand alone' questions (SAQs) were avoided so as the respondents could make sense of them easily. It has been noticed that tremendous difficulties were encountered when formulating questions about attitudes and opinions of EFL teachers about the use of authentic material in language classes". As Gillham (2011: 26) states, "questions about attitude, opinions, beliefs, and so on, are the most difficult to write, in a questionnaire, and they are the most difficult to answer." It can be added that, they are also, the most difficult to analyze and synthesize.

Some of the items of the questionnaires were very simple and had sub-questions, in order to let the participants give more details about the items. Sometimes, a very simple question may trigger the respondent to give very important information. The instructions, for the teachers, on how to complete the questionnaires were clear and concise in order to avoid clumsiness, whereas the ones administered to first year EFL students of the English Language Branch of MKBU were explained by the researcher himself in the class. Those

who were not able to answer certain items were given enough time to answer them later on. The researcher has relied very much on the questionnaires of both the EFL teachers and students in order to check the hypotheses and answer the research questions.

6.3. Population and Sampling

As it is impossible to test every member of the population, a sample is necessary simply because it is a representative of the whole population. In order to obtain accepted results, a number of 80 (N=80) participants is chosen from the whole population of 362 from first year EFL students from the English Language Branch of MKBU during the academic year 2014/2015. In order to make inferences about the population, the information which is going to be collected from that sample can be used to do so.

Concerning the teachers, sixteen (N=16) of them were chosen from the whole population of 28 full time EFL teachers. All of them are working in the English Language Branch. Some of them (N=10) are experienced enough whereas the others (N=6) are of a very short period in teaching at the university level. In order to get more information about the students' attitudes towards the use of authentic material in their classes, other items were added in their questionnaires. Moreover, in order to get reliable academic opinions about the topic, the answers given by all teachers were taken into consideration.

7. Structure of the Thesis

The present work consists of four chapters; three of them are devoted to the theoretical part of that study and one chapter to the practical one. In chapter one, entitled: *'The Importance of Reading in the English Language'*, a brief historical background of the English language is given with an emphasis on its importance in the world in general, and in the Arab nations in specific. After that, it elicits the environment of teaching that foreign

language in Algeria as it has become obvious to say that the potential of teaching that language in a more positive and eligible environment in our country is available. This is done on purpose to remind EFL learners about the important status of that language, not only in the minds of people all over the world, but in their hearts as well.

Furthermore, an explanation of the aspects of reading in its original forms in general and in EFL classes in particular, is given. Some definitions of reading are also provided and explained with a focus on reading comprehension and its relationship with vocabulary. Again, in this chapter, there is an explanation of the importance of both concentration and motivation in the reading skill. In addition to that, a brief explanation of reading assessment and the difference between efficient and inefficient reading are given.

Finally, this chapter is concluded with a brief explanation of the relationship between reading and the other skills. As reading is of such importance, it is ultimately argued that it requires the experience of the reader to, successfully, realize his/her objectives from teaching or learning to read.

Chapter two, entitled: '*Facilitating the Use of Authentic Materials in EFL Classes through Reading Strategies and Techniques*' provides EFL students with a brief background of authentic materials in order to get to the recent interest of using them in EFL classes. After that, a good number of different definitions of authentic materials are given with different views of their authors. In order to show the interest of many countries about the use of these materials in their EFL classes, part of this chapter has concerned itself with scrutinising the findings of two studies conducted respectively in Japan and Saudi Arabia just as an example of the large number of the other countries encouraging the use of these materials in their EFL classes.

Moreover, part of this chapter is also devoted to the advantages and drawbacks of using authentic materials in EFL classes. So, as there is an earnest interest of EFL learners

to implement authentic materials in their classes, those learners need to be equipped with the prerequisite reading techniques and strategies to facilitate them the comprehension of these materials. Therefore, the present chapter has made a thorough investigation on some of the various reading techniques and strategies facilitating reading. This is done on the premise that identifying what reading involves would help in improving students' reading abilities. Subsequently, a focus is done on the three reading phases with the teacher's role during each phase.

As extended reading is very important, part of this chapter is devoted to extensive and intensive readings with their complicated intricate details. It is also eventually argued that if reading is to be successful, teachers' objectives and students' needs should be first investigated and met which permit the successful use of skimming, scanning, and the SQ3R reading styles. This chapter also explores some reading difficulties in order to make students aware of them and avoid committing the same errors in the future. It also provides them with the difference between good and poor readers so as to encourage them improve their reading skill and become good readers. Moreover, as the learners themselves have a hand in improving their reading capacities, they can do so through enriching their background knowledge, and develop their ability to activate it when necessary.

Chapter three, entitled: '*The Nature of Communicative Proficiency in EFL Classes*' is devoted to exploring the importance of communicative proficiency vis-à-vis EFL learners. Hence, a set of definitions to the term communication is provided with its simplest and most complicated forms. An investigation is conducted on the necessity of communication in EFL classes with an explanation of the pillars on which it stands. Besides, the progress of communicative proficiency is explained and how it can improve through the reading skill, especially when the readers use the appropriate techniques and strategies when approaching any text.

Chapter four, which is devoted to the fieldwork, provides a detailed explanation of the aim of the questionnaires and their discussions and interpretations to give credit to what has been claimed in the research questions into the hypotheses. Those questionnaires may be of great importance since they may provide the work with some necessary pieces of information with which a big part of the hypotheses will be tested.

Again, the use of authentic materials when replacing the modified texts may be pertinent to improve the objectives of the syllabus which need to be designed for first year EFL students in the English Language Branch at MKBU. Additionally, the complaints and the negative attitude of the students towards the assigned adapted materials might be tested. Finally, a series of recommendations are given to benefit of and remedy the situation.

Chapter One

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Chapter One
The Importance of Reading in the English Language

Introduction

Reading is one of the most important skills because it does not only provide students with what they need to be successful learners, but it also makes them more self-confident and become enthusiastic to learn more. A large number of them consider reading as the most important of the four skills in a second/foreign language, particularly English. So, it has become obvious to say that reading is the key that unlocks all learning processes.

Even though this chapter is concerned with the importance of reading in the English language, it is found necessary to devote part of it to a brief historical background of that language, its importance in the world, in the Arab nations, and in particular, its position in Algeria and the objectives why it is taught. No one can deny the importance of teaching foreign languages, and particularly English, as it has proved to be the world's number one used language. Being fully aware of the importance of the English language, especially as the world has become a global village, our curriculum developers incorporated English as the second foreign language (next to the French language) to be taught from the first year of the Middle School onwards.

Furthermore, this chapter intends to explore as thoroughly as possible, the aspects of reading in its original forms in general and in EFL classes in particular. It has also concerned itself with the explanation of some definitions of reading and showing the importance of vocabulary and its relationship with reading. In this chapter, an emphasis is done on the importance of reading comprehension and the difference between good and poor readers and then the reasons and benefits of reading. Moreover, as concentration and motivation are very important in the reading process, in this chapter an explanation to these factors along with a brief explanation of reading assessment and the difference

between efficient and inefficient reading. Finally, this chapter is concluded with brief explanations of the relationship of reading and the other skill.

1.1. A Brief Historical Background of the English Language

Any literate person needs to know, at least, something about the nature and development of any foreign language he/she masters. As it is the medium with which he/she communicates a good part of his/her thoughts and feelings and as it is the vehicle by which a good chunk of knowledge has been transmitted to him/her, it is worthy to know some of its historical background, structure, position in the world, relation to other languages, the wealth of its vocabulary and so on. As it is clearly meant here, our case is the ‘English language’. But, as this work is not concerned with all these constituent parts of that language, it is worth to provide the readers with information in a brief way. It is obvious that the English language belongs to the West Germanic branch of the Indo-European family of languages.

According to Boyanova (2015), the closest undoubted living relatives of English are the Scots and Frisian. Frisian is a language spoken by approximately half a million people in the Ditch province of Friesland, in nearby areas of Germany, and on a few islands in the North Sea. So, according to many linguistic scholars, like: Baugh and Cable (1997), and McArthur (1998), the English language really started with the arrival of the three Germanic tribes who invaded Britain during the 5th century AD. These tribes are the Angles, the Saxons and the Jutes who crossed the North Sea from what is today Denmark and northern Germany. They (ibid) added that, at that time, the inhabitants of Britain spoke a Celtic language. But, most of the Celtic speakers were pushed west and north by the invaders—mainly into what is now Wales, Scotland and Ireland. Also, through the years,

these tribes mixed their Germanic dialects and created out this mixture of a unique language that linguists call Anglo-Saxon English or Old English.

1.1.1. The Angles

The Angles were named from “Engle”, their land of origin, came from “Englaland” (sic) and their language was called “Englisc”—from which the words “England” and “English” were derived.

1.1.2. The Saxons

Before the Saxons, the language spoken in what is now England was a mixture of Latin and various Celtic languages which were spoken before the arrival of the Romans to Britain (54-5BC). The Romans brought Latin to Britain, which was part of their Roman Empire for over 400 years. Many of the words passed on from this era are those coined by Roman merchants and soldiers. For instance: these words include: *win (wine)*, *candel (candle)*, *belt (belt)*, *weall (wall)*(Taken from: “*English Timeline*”: “*The British Library Board*” n.d.) The arrival of St. Augustine in 597 and the introduction of Christianity into Saxon England brought more Latin words into the English language. They were mostly concerned with the naming of church dignitaries (the highly ranked people in the church), ceremonies, etc. Some words, such as: *Church*, *Bishop*, *Baptism*, *Monk*, *Eucharist*, *Communion and Presbyterian* came indirectly through Latin from the Greek.

1.1.3. The Jutes

The Jutes are believed to have originated from the ‘Jutland’ Peninsula (called ‘*Iutum*’ in Latin) and part of the ‘North Frisian’ coast. In present times, the Jutlandic Peninsula consists of the mainland of Denmark and Southern Schleswig in Germany. North Frisia is also part of Germany. The Jutes invaded and settled in southern Britain in

the late 4th century during the Age of Migrations, as part of a larger wave of Germanic settlement in the British Isles.

Around 878 AD, the Danes and Norsemen, also called the ‘Vikings’, invaded the country and English got many Norse words into the language, particularly in the north of England. The Vikings, being Scandinavians, spoke a language (Old Norse) which in origin at least, was just as Germanic as Old English. Words derived from Norse include: *sky, egg, cake, skin, leg, window, husband, fellow, skill, anger, flat, old, ugly, get, give, take, raise, call, die, they, their, them*(as cited in Boyanova, 2017).

Summing up, the history of the English language has been, traditionally, divided into three main periods: Old English (450-1100 AD), Middle English (1100-circa 1500 AD) and Modern English (since 1500). But, this English is not the one that used to be during the beginning of these periods. As Bayanova (ibid) states, “Over the centuries, the English language has been influenced by a number of other languages”.

1.2. The English Language of Today

The English language of today reflects many centuries of development as Albert, Baugh and Cable (1978: 1) state,

The Renaissance, the development of England as a maritime power, the expansion of the British Empire, and growth of commerce and industry, of science and literature, have, each in its way, contributed to make the English language what it is today. In short, the English language reflects in its entire development the political, social, and cultural history of the English people.

A language lives only so long as there are people, who speak it and use it as their native language, and its greatness is only that given to it by these people (ibid.3) and when a language ceases to change, it becomes a dead language. Therefore, the relation between the language and the people who speak it is very intimate, for instance, the English people,

when immigrated to the New World (America) during the 1600s, they kept using English, if not they would have lost their mother tongue and learnt the Indian language which was spoken by the natives (the Indians) only.

1.3. The Importance of English in the World

There are thousands of languages all over the world but, some of them did not leave beyond the boundaries of their countries. English is not the one that has stayed trapped in a specific area. On the contrary, it has pierced all the borders of the countries where it is used as a native language. Furthermore, it has become the primary or secondary language of many of the former British colonies. English has also become the language of international banking and world business. In addition, it has become the international common tongue of millions and millions of people whose mother tongue is not English. The number of people using English is growing every day. The use of that language has spread far beyond the old British Empire. It has even begun to replace French in some francophone countries.

The existence of modern mass communications has made it possible to set up international bodies and organise events on a global scale. The United Nations, the World Bank, and the European Union all have several official languages, as do international conferences and learned journals. Practical realities nearly always dictate that English is one of the official languages and also the one mostly used. The use of several languages means that documents have to be translated from the original language into other official languages, but this is often viewed as a waste of time and money (Knowls, 2017).

In the American Congressional Record (ACR) of 1999, it is stated that:

English is the most widely used language in the areas of finance, trade, technology, diplomacy and entertainment, and is the living library of the last 100 years of scientific and technological advance. It has become obvious that there are more speakers of English as a second or foreign language in the world than there are native English speakers, and the large number of English language schools around the world demonstrates that English is as close as any language has been to becoming the world's common language.

This is true to a good extent because English is again considered as the primary international language of technology, education, aviation, global business, and international diplomacy. It has become the most commonly used language of international communication today. People, all over the world, use it for both sending and receiving messages. As such, many people agree that it is the unique language for global communication in the 21st century.

Most people who use English these days are not English and were not born in an English speaking country. English is not only attracting people's notice, but it has gained access to both their hearts and minds as well. It is the world's widely used language. Again, the number of speakers of English as a second/foreign language is increasing every year, because there is a growing interest towards that language as an international language and as a lingua franca.

Computer-based Technology (CBT) has led to a massive extension in the use of English, both in computer software and on the Internet. Computer languages are based on English which is the language normally used to communicate with the users. Software can, of course, use other languages, but it will, doubtless, make use of English-based commands (EBC) as cited in Slimani (2005: 8). Texts in other languages can be found in the Internet, including Arabic and Japanese, but these few exceptions only underline the basic fact that the vast majority of these texts are in English.

English is really an asset (useful) in nowadays' world. As the number of people using it as a second/foreign language is increasing every day, it is impossible to assess or know their exact number. As Tiwari (2008: 5) states, English is the only language which can keep us in touch with the rest of the world. The English language that originated in England is now widely used in all continents. According to McArthur (1996: 3),

In the 1990s, the English language has become, and is increasingly recognised as, a universal source. People have begun to notice that the survival and worth of such a source are not dependent on any single territory, in which it is spoken, whether it is the traditional wellspring, as with England as part of the United Kingdom or it is vast, has a large population, and dominates international culture, as with the United States.

As many countries were/are convinced of its crucial role in many domains (economics, tourism, electronics, telecommunication, technology, and so on.) they were/are in rush to implement it in their educational syllabuses. Therefore, it is necessary for any learners to master it in order to have a good command of the subjects they are supposed to come across during their (higher) education. Also, in order to be able to communicate freely and proficiently using that target language, a suitable learning environment needs to be created to them.

Finally, the English language that originated in England is now widely spoken in all continents. It is the primary national language of the United States, the United Kingdom, and the rest of the Commonwealth countries such as: Canada, Australia, Ireland, New Zealand, and various small island nations in the Caribbean Sea and the Pacific Ocean. It is also the official language of India, the Philippines, and many countries in sub-Saharan Africa, including South Africa.

1.4. English and the Arab World

As European powers have increasingly asserted their influence over most of the Arab World towards the end of the eighteenth century, “many in the Arab countries began looking towards the West to learn more about its military, economic and technological resurgence” (Al-Mahrooqi and Denman, 2015: 4). As English was and is still wanted by many countries all over the world, the Arabs view it as the key to modernisation and engagement with the international community. Also, the Arabs have become interested in it because they are interested in the Western-style educational systems that offered instructions in European languages, especially “English”.

Nowadays, it has become obvious that without access to the English language, the Arabs are at risk to be marginalized within their own societies. Chenua Achebe, as cited in Al-Mahrooqi & Christopher (2015: 62) states, “I feel that the English language will be able to carry the weight of my African experience, but, it will have to be new English, still in full communion with its ancestral home but altered to suit new African surroundings”. Normally, English does not represent a threat for the Arab Muslim communities, simply because they are fortified, to some extent, by their traditions, customs, cultural traits and religious education.

But, the problem is that English is not widely used outside for everyday communication amongst these Arab communities. As Christopher and Al-Mahrooki (*ibid*: 6) state that English doesn’t have to deal of currency (acceptance) beyond the classroom walls. Once learners are outside their classrooms, no room left to English.

1.5. Teaching English as a Foreign Language in Algeria

According to Algerian syllabus of June, 1999, English is compulsorily taught throughout the Algerian middle and secondary schools and universities (even in some

military/security, economic and cultural institutions). This foreign language ranks second after the French language. These days, English is trying to play an important role in the social life of the Algerian people. So, they have become interested in it because of the position it also, occupies in the world. English has managed, to a good extent, to invade the minds and the hearts of a large number of the Algerian learners even though it is not part their natural environment.

A few years ago, apart from the limited amount of English students were using in the classroom, this foreign language was completely absent in their daily life. Moreover, as this foreign language is not akin (similar) to the students' mother tongue, Arabic and completely different from their socio-cultural milieu, they have developed a negative attitude towards it. Also, during this period, the situation of that foreign language in Algeria was not really encouraging because of the absence of its cultural characteristics. It has been noticed that only the teachers of English, or the adapted textbooks and the reading documents that might have provided the learners with some of these cultural traits of the peoples of those countries where English is used as a native language.

In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to alleviate the status of this language. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language without any doubt. So, in order not to be marginalized and stay on the fringe of today's world, Algerian learners have to master the reading of that language using authentic materials in order to integrate themselves and occupy a position there.

1.6. Objectives of EFL Teaching and Learning in Algeria

As the objectives of teaching a foreign language are what we want our students to be able to do with that language, the Algerian national education official syllabus designers have stressed on the general objectives of teaching and learning that language. Their aim was to make the learner achieve communication in its various forms, aspects, and dimensions. Here are the four main categories of objectives they suggested (June, 1999):

1.6.1. Socio-cultural Objectives

As the relationship between language and culture is central for the process of learning a foreign language, the curriculum designers have insisted on the learners to acquire that language with its cultural context. So, it is true that when doing so students will understand that language easily. Moreover, their communication competency when using this language improves and easily engaged. But, it is believed that, with things become better when authentic material is implemented during that era (1999) in order to help those learners communicate effectively in that foreign language and even interact with native speakers in an appropriate way.

1.6.2. Humanistic Objectives

Here, those educational authorities wanted to such objectives to enable learners to use the skills of that foreign language and use them for many important humanistic acts. For instance, these language skills help those EFL learners socialize in an appropriate way and provide and obtain information in an effective manner. Moreover, they can express their opinions, talk about their emotions and feelings, and more than that, they become

able to understand messages they receive and send clear ones. Hence, these skills can be acquired better when authentic materials are used.

1.6.3. Educational Objectives

Here, they (educational authorities) focus on the fact that Algerian EFL learners need to have a good command of that foreign language where they become proficient in communicating and sustaining conversations with native speakers. Again, these skills of appropriate use of that language can be achieved when authentic material is used.

1.6.4. Academic Objectives

The academic objectives are to build up strategic learners who become able to succeed academically because they are intrinsically and extrinsically motivated. As they are dealing with academic English, they may excel in their EFL academic studies. Rivera et al. (2010) state that, academic English is the language of schooling and the language that helps students acquire and use the content area knowledge taught in schools.

These objectives should be reached through the development of mental abilities and skills which should be catered for by all the subjects included in the curriculum, because these skills are the basis for any efficient acquisition of language. They are (always according to the syllabuses of June, 1999):

- 1- *Knowledge*: learners are supposed to state certain pieces of information, recall some stored ones, and reproduce others using their own words.
- 2- *Comprehension*: when reading, students should become able to predict what will come after, at the same time, they should be able to identify information, explain it and finally, illustrate it in order to retain it for a long period of time.

- 3- *Application*: students also should become able to predict further information in the same passage, select the one they need and use it appropriately when and where needed.
- 4- *Analysis*: students have to select the necessary information and compare it with the one they possess in their background knowledge. Moreover, students should become able to break down this information into other pieces of information.
- 5- *Synthesis*: students have to summarize chunks of passages, argue and discuss certain ideas and organize them according to their importance, and finally draw conclusions.
- 6- *Evaluation*: students have to become able to deal with any written material with a critical eye because they are supposed to judge, select, support, attack, and evaluate it.

So, when scrutinising these syllabuses, it can be noticed that they are insisting on making the Algerian learners of English as a foreign language, able to communicate efficiently in a normal way. Also, those students who are supposed to go on further studies are given a certain importance concerning the use of that language in all situations. Moreover, using that foreign language appropriately, especially through reading, learners acquire extra information helps them enrich their background knowledge.

But, how can students reach these perspectives and reading in English is neglected to a great extent in opposition to the aforementioned directives? Even though the Algerian curriculum designers are ambitious, to a good extent, vis-à-vis the objectives they set, they did not pay much attention to the reading skill. Reading is the only tool with which those learners can explore and exploit authentic and non-authentic materials in order to become self-sufficient with the necessary knowledge they need in their fields of study. Much time

needs to be devoted to the English sessions in order to enable teachers meet the needs of their learners in a healthy learning atmosphere.

1.7. Definitions of Reading

It has become common to say that reading is a complex process. Baudoin et al. (1994: 1) have confirmed this as follows: “reading is a complex activity that involves both word recognition and the process of perceiving how written symbols correspond to one’s spoken language; and comprehension, the process of making sense of words, sentences and connected paragraphs”. Pang et al. (2003: 6) have also defined reading as “a complex activity that involves perception and thought”.

So, the above mentioned definitions of reading stress on its complexity where learners need to be skilled enough when approaching it. On his turn, Alyousef (2006) has defined reading as an interactive process between the readers and the text as they try to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic (basic) knowledge as well as schematic knowledge. So, when reading, EFL students have created a kind of silent conversation either between them and the other or between them and his/her ideas.

Furthermore, Vecca et al (2006: 22) claim that psycholinguistics inquiries into the reading process suggest that readers act on and interact with written language is an effort to make sense of a text. They (ibid) added that reading is not a passive activity; it is an active thinking process that takes place behind the eyes. So, this is true, to a great extent, because the reading process starts with a visual activity once the reader has the text in front of him/her and uses his/her eyes to get input. Here, more concentration and attention are needed.

Harmer (2001: 53) states that reading is a cognitive activity/process controlled by the movement of the eyes which receive messages, and the brain which has to understand the meaning of these messages. To answer the question: ‘Is reading just reading?’ Jeffrey (2011: 51) said, “Reading is thinking, feeling, imagining, dreaming, remembering, concentrating, reflecting, analyzing, synthesizing, contemplating, wonder, curiosity, experiencing, motivation, passion, attitude, open-mindedness, visualization, and so on”.

Schoenbach et al. (2012: 17) stated that, as experienced readers read, they begin to generate a mental representation, or gist, of the text, which serves as an evolving framework for understanding subsequent parts of the text. They come to a text with purposes which guide their reading. Schoenbach et al. (ibid: 19) also stressed that (a) reading is a problem solving and (b) fluent reading is not the same as decoding, and this is how they explained it:

Reading is not a straightforward process of lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page, but also from the ideas, memories, and knowledge evoked by those words and sentences.

They (ibid) added that although at first glance, reading may seem to be passive, solitary, and simple, it is in truth active, populated a rich mix of voices and views—those of the author, of the reader, and of others the reader has heard, read about, and otherwise encountered throughout life. Furthermore, they added that, skillful reading does require readers to carry out certain tasks in a fairly automatic manner. Decoding skills—quick word recognition and ready knowledge of relevant vocabulary, for example—are important to successful reading.

However, they are by no means sufficient, especially when texts are complex or otherwise challenging. In his work entitled, “Reading: A linguistic Perspective”,

Wardhaugh (1969: 54), considers reading as “an active process, in which the reader must make an active contribution by drawing upon and using concurrently various abilities s/he has acquired”. Widdowson (1996) on his turn, asserts that,

Reading is not a reaction to a text, but an interaction between writer and reader mediated through a text reading efficiency, is a matter of how effective a discourse the reader can create from the text, either in terms of rapport with the writer or in terms of his purpose in engaging in the discourse in the first place.

To confirm this, in his book entitled: *The Psycholinguistic Nature of the Reading Process*, Goodman (1973), considers reading as a “long-distance discussion between the reader and the author...there is an essential interaction between language and thought as language, and the reader decodes language to thought” (Cited in Dubbin, 1982: 15). So, what is necessary for the reader is the ability to activate his/her empathy to infer into the author’s ideas and understand his/her feelings and emotions; which is not an easy task to do.

1.8. Reading in the LMD System in Algeria

In the academic year 2004-2005, Algeria has joined the rules and principles of the Bologna Process by adopting the LMD principles (License, Master, and Doctorate). These new higher educational reforms, abruptly put students in front of a great deal of reading documents while they research specific academic topics. As there is a need and an earnest desire to read specialized literature in the first year English LMD classes, reading is a powerful tool to promote students’ intellectual growth and the enhancing of their affect and thus improving their communicative proficiency. So, when designing educational programmes, reading should be arguably considered as the core of any curriculum without which little can be achieved.

Snow (2006: 66) states that reading helps children adjust to their peers, to become independent of their parents and teachers, to select and prepare for an occupation, and to achieve social responsibilities. So, reading is a key to success not only in school but it contributes in the development of out-of-school interests. Again, Snow (ibid.) adds, above all, in the modern school, effective reading is the most important avenue to effective learning.

1.9. Reading Anxiety

Anxiety is the dark side of learning that most of our students find themselves in. As they are not well-equipped with the prerequisite strategies and techniques to read a text or even a short passage, our students are always encountering many hardships and difficulties. Also, most of them totally ignore what to do when approaching any reading material. Hence, they start reading word per word, and as De Lopez (1983: 37) says, “freeze in panic at the first word they don’t know.” The greatest problem, as Benda (1983: 18) states is a heavy load of difficult words and expressions that they do not retain even after they had read them and checked their meaning in dictionaries many times.” When finding themselves in such situations, EFL students prefer to give up rather than exposing themselves to pressure and anxiety.

1.10. The Importance of Idioms

Learning idioms is one of the most important things that may contribute in motivating EFL students to learn the language because they are an important part of everyday English. Moreover, Curry (1982: i) states that, idioms are used to give life and richness to the language by enabling it to absorb new concepts which need to be expressed linguistically in a new way.

EFL students, sometimes understand some words when put in isolation and find their meaning too difficult when put in sentences or even in phrases. This can be clearly noticed when dealing with idioms; students may understand every word used in a certain idiom but misunderstand the meaning of the whole idiom. For instance here are some idioms to clarify this (suggested by Curry, 1982: 18):

1- *Eager beaver*: the non-native speaker of English may interpret *eager* as when someone finds it enjoyable to do something; and *beaver* as this animal which spends all its time in building dams in water. While for a native speaker of English, it means:

a- *either a hard worker*

b- *or someone who makes extra efforts just to please his/her boss.*

2- *Chicken*: known by EFL Learners as a type of bird kept on a farm for its eggs or meat, whereas for natives it has another meaning which is '*coward*'.

3- *A hot potato*: for us it is this vegetable that grows underground boiled in water or put in fire to be eaten, but for native speakers it means *to speak of a recent issue which many people are talking about and which is usually disputed.*

4- *Barking up the wrong tree*: an EFL learner may know that 'barking' is the loud rough noise that a dog makes but, when the phrase '*the wrong tree*' is added to it, only a native speaker of English who knows that it means *looking in the wrong place/accusing the wrong person*

5- *Cut corners*: a non-native speaker of English never thinks that this phrase has something to do with *money* whereas a native speaker knows that it is used to show when *something is done badly just to save money.*

6- (to) *cut off one's nose to spite one's face*: a native speaker of English, knows that when a child, for instance is not allowed by his mother to play out with his skate board, he cut off his nose to spite his face by breaking it. Whereas, a non-native speaker understands that it is really very harmful to cut ones nose with a sharp instrument or something else.

7-*Green thumb*: which means a talent for gardening or the ability to make things grow seems for a non-native someone whose finger is green; which is peculiar.

8- (to) *have ones hands full*: for a native speaker, to have ones hands full means being very busy or having as much work as one can do. But, for a non-native speaker it means that someone has his two hands full of anything.

9- (to) *hit the nail on the head*: again, a non-native speaker of English finds this as a very harmful act because no one supports a nail hit in his/her head, while a native speaker easily understands that this means to get something exactly right or to speak or act in the most appropriate way (Curry, 1982: i).

When EFL students show that they are unable to understand these idioms, this creates on them a kind of frustration and demotivates them to keep on reading in this foreign language. So, these learners will be disheartened and their learning process will be hindered instead of being fostered. Even teachers feel that they have contributed in the failure of their students because they did not equip them with the prerequisite strategies to overcome these embarrassing situations. So, in order to take advantage of the beauty of the English idioms, students should be intensively exposed to them; and by time, they become familiar with.

But, it is believed that the old-fashioned materials are the breeding ground which has tremendously contributed in these disheartening situations. Because, if students are exposed to authentic materials, they could have managed, at least, to keep on reading in spite of the words they do not understand. Also, if they were taught how to understand the whole meaning of a text and not single words, they could have skipped over the unknown words and expressions and understood them in their context. Therefore, EFL learners need to immerse in the English language through authentic material in order to acquire certain capacities like native speakers.

Fortunately, EFL learners are not, sometimes, required to comprehend this foreign language like native speakers. Sim and Laufer (1985:7) argued that reading comprehension in a foreign language does not require perfect language proficiency. They (ibid) also added that the reader could arrive at a reasonably good interpretation of the passage even with partial linguistic information.

1.11. Reading in its Original Form

Reading in a foreign language in its original form means deciphering, decoding or translating it word-by-word (Champeau De Lopez, 1981: 37). De Lopez (ibid) adds that this process is performed laboriously since the reader holds the text in one hand and the dictionary in the other. Here, the learner is supposed to understand every word, every syntactic structure, every discourse marker, and so on. Furthermore, reading is the main reason why most people are learning English as a foreign language. The ability to read this written language at a reasonable rate, and good comprehension is very important and as Carrel et al. (1998: 1) state, “Without solid reading proficiency, second language learners cannot perform at levels they must in order to succeed, and they cannot compete with the native English-speaking counterparts”. Algerian students of English need to know that they have the same goals and perspectives like many other EFL students all over the world.

Again, Carrel et al. (ibid. 1-2) added that,

early work in second language reading, specifically in reading in English as a second/ foreign language, assumed a rather passive bottom-up view of second language reading, that is it was primarily as a decoding process of constructing the author’s intended meaning via recognizing the printed letters and words, and building up a meaning for the text from the smallest textual units at the “bottom” (letters and words) to larger and larger units at the “top” (phrases, clauses, inter-sentential linkages).

People read to learn, to relax or just to have fun. Reading is an important skill in the English language because when students excel in reading this foreign language, they will be good in other language skills. But, the problem is that some students may develop a negative attitude towards reading, especially when the material is imposed on them and it does not go with their needs. In middle and secondary schools, pupils only read the required textbooks to be able to deal with the routine examinations. At the university level, it has been noticed that students lack motivation to read, even if they read, most of the time they show no enthusiasm towards the texts assigned to them.

Moreover, at the university level, for most students, reading takes on the central role of their tertiary educational learning. Therefore, it is important for them to read effectively and independently in order to acquire more knowledge. As they need to develop a positive attitude towards reading, the result is that they develop strong reading skills with which they may avoid the ill feelings about reading. So, students should invest most of their time in reading to become active readers. In order to construct accurate comprehension, students have to draw clear purposes for reading. As EFL students are facing increasing academic challenges, they need to improve their reading comprehension. Thus, the only way for them is to make extra efforts to achieve certain capacities in comprehending any reading material assigned to them.

1.12. Vocabulary and its Importance in Reading

For EFL learners, vocabulary is considered as a major aspect of learning a new language. Many years ago, researchers were focusing on grammar rather than on lexis. But in the last decade, they have increasingly paid attention to vocabulary teaching (Ellis, 2012: 33). According to Crystal (2002) the English language is considered to have the largest vocabulary in the world. Cobb (2008); Haynes et al. (1993) stated that developing

English vocabulary skills ultimately enriches and facilitates reading abilities. Vocabulary acquisition during reading is more effective than learning words through purposeful vocabulary exercises because the learner's conscious focus is on the story, not on the items to learn (Krashen, 1987, 1993). Young-Kyung (2012) insists that, non-native speakers of English must increase their vocabulary knowledge in order to become successful in their academic endeavors in English-medium educational environments.

Furthermore, Yong-Kyung (ibid) added that good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. He (ibid) added that, they know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in.

Moreover, to stress on the importance of vocabulary, Snow (2002: xiii) states that proficient readers are capable of acquiring new knowledge and understanding new concepts, and are capable of applying textual information appropriately, and are capable of being engaged in the reading process and reflecting on what is being read. Thus, what has facilitated them to gain this ability is the good handling with the new vocabulary items they have come across when reading. Educational researchers have also found that there is a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. As Shoebottom (2017) states, "This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively you are likely to be or become a good reader".

So, if we want our children to be successful at school, we have to encourage them to read. Reading non-fiction in English is probably the most important, but English fiction

and any reading in the mother tongue - if done extensively - will help our child develop the reading competence that is essential for academic achievement (Hamid, 2014).The graphic below illustrates the interdependence of vocabulary, reading ability and academic success.

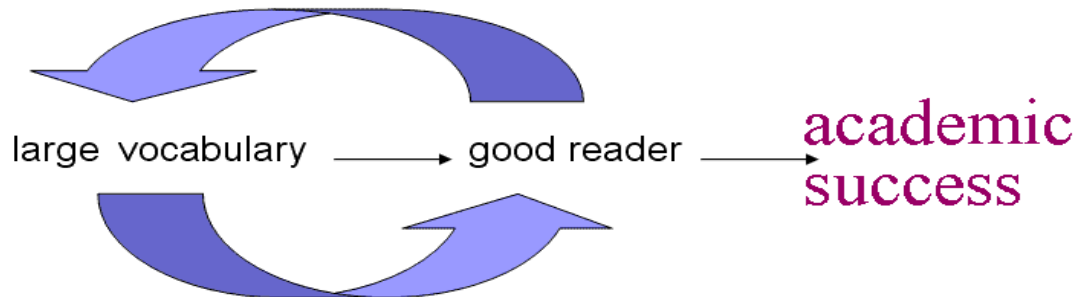


Figure 1. The Interdependence of Vocabulary, Reading Ability and Academic Success

(Shoebottom: 2017)

Kame'enuit and Baumann (2012) and Graves (2009) state that vocabulary instruction is a necessary part of comprehension instruction because understanding a text is significantly influenced by vocabulary development. Good readers have a good vocabulary knowledge which permits them to understand (any) text even the authentic ones (Cited in Klingner, Vaugh, and Boardman, 2015: 49).

1.13. Vocabulary and Reading Comprehension

It is obvious to say that vocabulary knowledge is strongly related to reading comprehension because it facilitates the understanding of the words that the readers encounter in any text. The more vocabulary words students learn, the better they can read and understand and as Snow et. al (2002: 35) state, "If a text is full of unknown and therefore meaningless words, the reader will falter (lose strength), become confused, and even give up." But, if readers are equipped with the preliminary techniques of how to understand words in their context, they will keep on reading in spite of the difficulty of these words.

1.14. Bottom-Up Processing

Simply speaking, bottom-up processing means reading by using step-by-step processing or as Nuttall (1996) states, "...when the reader builds up meaning by reading word for word, letter for letter, carefully scrutinizing both vocabulary and syntax." So, this way of processing is seen amongst poor readers because it is due to the absence of their background knowledge about the topic they are dealing with. Here, as Hedge (2000: 188) explains, the reader focuses on syntactic knowledge and morphological knowledge. The former means that the reader guesses the functional use of a word.

As an example: a student may guess that a word which is preceded by the definite article 'the' is a noun and that word which ends in 'ly' is most likely an adverb. The latter means that the student may conclude that the new word that s/he sees is derived from a word already known to him/her. As an example: 'hopeful' is derived from 'hope'. According to Rinehart (1993: 18), this processing that begins with letter perception, moves on to recognition of phonetic elements, then words, groups of words, and finally sentence, paragraph, and passage meaning.

1.15. Top-down Processing

Top-down processing is the opposite of bottom-up processing because it is used by good readers who possess a certain ability to get the general sense of what they are reading. As those readers' background knowledge is adequate and their ability to decode clues is ready, their processing is quicker and more efficient. Rinehart (ibid: 19), explains that in addition to letter cues, the reader appears to be applying context and prior-personal experiences to produce a meaningful translation. Hedge (2000: 188) suggested the

following four types of knowledge that need to be used by readers to manage to make sense of the text they are dealing with:

- 1) General knowledge: students tend to use experience and their knowledge as well as general truths to try to understand a written text.
- 2) Socio-cultural knowledge: the knowledge of the architecture of mosques, for instance, may suggest notions of ‘tower’ and ‘minarets’.
- 3) Topic knowledge: knowledge of rural life may suggest the possibilities of the father’s employment. In other words being aware of where a story takes place would help students guess what is not expressed in words.
- 4) Genre knowledge: last but not least, the wordings (the choice of words), style and the information used in a text are likely to help students recognize the type or the genre of the text.

Finally, both bottom-up and top-down processing help the reader to decode the language of a text because they are to do with the language itself and both are considered as ‘linguistic knowledge’ or as Hedge (2000: 188) calls them ‘systemic knowledge’. Moreover, general world knowledge, socio-cultural knowledge, topic knowledge and genre knowledge help the reader to interpret the meaning of the language in the text, and they are all together called ‘schematic knowledge’ (prior- knowledge).

1.16. Critical Reading

Critical reading is the readers’ capacity to apply certain techniques to facilitate the understanding of the passage in one hand, and on the other, have their stand points towards what they are reading. When the readers manage to extract the hidden message from the passage, this means that they have reached the stage of critical reading. As cited in Alderson (2005: 8), Gray (1960) made a good distinction between ways of reading. He put

them as follows: 1- reading 'the lines' and 2- reading 'between the lines' and 3- reading 'beyond the lines'. The first refers to the literal meaning of a text, the second to inferred meaning, and the third to readers' critical evaluation of a text.

Furthermore, these differences in reading make us say that there are also differences in understanding texts. Such differences lead to a 'hierarchy of levels of understanding' as Alderson (ibid) called them. This hierarchy clearly assumes that readers first learn how to understand the surface structure of texts then, infer meanings from texts to make a deeper understanding of texts then literal understanding and finally, the readers can achieve a critical reading where they can analyze and evaluate texts.

This final phase in understanding texts is the most difficult one because the learners are not experienced enough to challenge the views of the writer. Sometimes, the writer attempts to convince the readers to accept things even though they do not go with their ideology (Slimani, 2005: 41). Therefore, critical reading helps the readers to distinguish between 'unfamiliar cultural values' and 'familiar ones', (Hedge: 2000:197). In some provocative texts, the writer tries to persuade the reader to be on his/her side. Some authors try to proselytize their audience and try to make them change even their religious or political beliefs or at least, their way of living to their own.

Maverick authors, who act in an independent way, often behave differently from the expected or usual way. As there are maverick politicians who may influence people to be on their side, also, there are maverick authors who may influence readers to accept their stupidities. Good readers, sometimes, have beforehand information about certain authors who are considered as something as maverick in the publishing world; either they avoid reading their works or they just read them for curiosity. They (good readers) also have the capacity to detect the ideas of certain apostles who fiercely defend them and successfully, avoid being affected by them.

Sometimes, the readers' vision, towards a certain thing, changes from one text to another when they are not able to read critically. Hence, the resistance of the readers against any negative change comes from critical reading. But, the problem is that some EFL students are not able to make a careful analysis of what they read and then decide whether they will be submissive to the ideas or ideologies of the text, or resist to them. To stress again the importance of critical reading, Wallace and Wray (2016: n p) stated that,

Critical reading is a dynamic process. You cannot avoid being affected by your own expectations, prejudices and previous knowledge, which will shape your understanding of the literature you read. It is vital to realize that authors also have prejudices, assumptions and beliefs. These too will tend to influence your understanding of the text. Therefore, a key critical reading skill is identifying authors' aims and agendas, so that you can take them into account in your evaluation of the text.

As authors have some hidden ideas that they want to transmit to their audience, it is up to the reader to find out these disguised ideas through reading with a critical eye. The aim of critical reading is not finding out errors or faults but it is used by readers to assess the evidence or the arguments given by the author. So, as Dubin (1982: 16) states, "A more sophisticated form of predicting is reading critically, or 'reading between the lines' by looking for the meaning behind the author's words." This involves strategies such as: looking for inference, implication, tone of voice, and other cues.

1.17. Active and Passive Reading

Reading is not merely a passive process of absorbing the message encoded in the printed word, but, as stated by Rizvi (2005: 231) (is) a dynamic communicative process in which the reader approaches the text for a particular reason. So, in order to acquire such a dynamic process, students need to be active readers rather than passive ones. Again, active

reading refers to a set of reading practices learners may use to help understand the meaning of a written message.

According to Kanar (2014: 156), readers fall into two categories: active readers and passive readers. She clarifies that active readers control their interest level and concentration. They read with a purpose, they know what information to look for and why. Active readers constantly question what they read. They relate the author's ideas and to their own experience and prior knowledge.

On the other hand, passive readers are not in control of their reading. They lose interest easily and give in to distractions. They read the same way they watch television programmes and movies, expecting others to engage them and keep their attention. She added that a common passive reading experience is to "wake up" in the middle of a paragraph, wondering what you have just read. Again, active readers control the process of reading whereas passive readers are unaware that reading is a process they can control. Rivzi (2005: 232) provided a table so that the learners can understand some of the differences between active and passive reading:

Active Reading	Passive Reading
<ul style="list-style-type: none"> • The reader pays attention to both content as well as style 	<ul style="list-style-type: none"> • The reader pays attention to either content or style
<ul style="list-style-type: none"> • The reader interprets and analyses what he/she reads in order to understand both explicit as well as implicit meaning of a written message. 	<ul style="list-style-type: none"> • The reader does not analyse what he/she reads
<ul style="list-style-type: none"> • The reader predicts and responds to context 	<ul style="list-style-type: none"> • The reader does not predict and respond to the context
<ul style="list-style-type: none"> • The reader pays attention to the writer's intention 	<ul style="list-style-type: none"> • The reader does not pay attention to the writer's intention
<ul style="list-style-type: none"> • The reader differentiates between ideas, opinions, feelings and facts 	<ul style="list-style-type: none"> • The reader does not distinguish between factual and non-factual information
<ul style="list-style-type: none"> • The reader infers the meaning of unfamiliar words from contextual or internal clues 	<ul style="list-style-type: none"> • The reader does not infer the meaning of unfamiliar words from contextual or internal clues.
<ul style="list-style-type: none"> • The reader identifies and evaluates a writer's attitude 	<ul style="list-style-type: none"> • The reader does not identify or evaluate a writer's attitude.
<ul style="list-style-type: none"> • The reader understands and interprets graphic information 	<ul style="list-style-type: none"> • The reader does not interpret graphics.
<ul style="list-style-type: none"> • The reader draws inferences and conclusions in a text 	<ul style="list-style-type: none"> • The reader is only concerned with the literal meaning of a written message

Table.1. The Difference between Active and Passive Readers (Rivzi, 2005: 223)

1.18. Distinguishing Facts from Opinions

Any reader should be able to distinguish facts from opinions in order to avoid making a false start. Distinguishing between facts and opinions requires the ability to read with critical response and analyse the information in a text. It also, requires contributions by both, the author and the reader and involves critical and analytical skills. So, it involves the reader's understanding of a text as well as his/her response to it.

A fact is a truth that can be objectively verified by observation or experimentation. On the contrary, an opinion is something subjective, which cannot be objectively verified. Although science is mainly concerned with facts, opinions are also important. A discerning reader (showing good judgment, especially about style) must make distinction between the two to avoid confusion and misunderstanding.

Here are some examples of facts and opinions:

Facts	Opinions
<ul style="list-style-type: none"> ▪ Algeria belongs to the Arab world ▪ The Mississippi River is in the United States of America. ▪ Italy is situated in the European continent. ▪ Abraham Lincoln was the 16th president of the United States. ▪ He (Abraham Lincoln) was assassinated on April 15th, 1865. ▪ The Pacific Ocean is the largest and deepest of the world's oceans 	<ul style="list-style-type: none"> ▪ The countryside in Algeria is the most beautiful in the world ▪ Education in Algeria is encountering huge problems. ▪ Algerian students possess the necessary potentialities to compete with European ones. ▪ Women are more affectionate than men. ▪ Teaching is a wonderful job.

Table 2 –The Difference between Facts and Opinions

Students need to be able to discriminate between facts and opinions because it is an important reading skill they with which they can understand the information. When a clear and concise difference between them is determined, this will facilitate students' reading comprehension tasks. Again, a fact is a statement that is true and can be verified objectively, or proven. In other words, a fact is true and correct no matter what. According to Komentar, (2016) an opinion, however, is a statement that holds an element of belief; it tells how someone feels. An opinion is not always true and cannot be proven. In education, learners engage in conversations about facts and opinions when discussing information

from texts they come across. By doing so, they develop their reading and analytical skills which are necessary for understanding and processing texts.

Finally, knowing the difference between facts and opinions helps readers make sense of the information they got from any material they read. It is obvious that a fact is universal in nature whereas an opinion is quite personal and may differ from person to person.

1.19. Skill and Knowledge

The skill is anything that the learner can do. For instance, the ability to read or speak a foreign language is a skill that the learner has acquired. Whereas, knowledge is anything the learner knows. For instance, understanding that Algeria got its independence in 1962; mammals are warm-blooded animals; and Martin Luther King, Jr. led the civil rights movement in America, are all knowledge. The latter is something that needs to be found in the curriculum whereas the former is something that needs to be performed by the learner himself/herself with the help of the teacher, of course.

But, as Allington and Cunningham (2007:52) state, “Emphasizing the skill subjects and excluding the knowledge subjects often results in a short-term gain and a long-term deficit.” So, this is true, to a great extent, because both skill and knowledge are interrelated. A student who possesses rich background knowledge and fails to write part of it in a good coherent paragraph is the one who is suffering from a crucial deficit. The problem is that this deficit will not disappear in a short term period, but it will haunt him/her for a long time.

1.20. The Importance of Comprehension

It is agreed that comprehension is the goal of reading, and is considered as the most important skill to master, especially for those who learn English as a foreign/second language. Furthermore, comprehension is when the readers are able to summarise the main ideas of a text or extract the moral of a story after reading it. Many scholars believe that reading comprehension is the ability to read a text, process it and understand its meaning.

Even though comprehension is of such importance, a very large number of students are passively reading, instead of being actively engaged. This has led many teachers complain that their students are not able to understand what they read. For most learners, reading is an extremely difficult task that requires a great effort to go through a passage. Some students, especially struggling readers, when reading, they do it with difficulty; as if, they are wading across a river, or plowing through crusty earth or digging in the sand.

1.21. Definitions of Reading Comprehension

Reading comprehension is the ability to read a text, process it, and understand its meaning. Even though it seems that this is the simplest definition of reading comprehension; still, when it comes to practice, it is not given to all learners to do what is supposed to do when reading any passage. Understanding any text needs from readers to use their skills and abilities to make inferences and then use their processing capacities to understand the difficult words by using the context in which they are put (Willis, 2008). Reading with understanding involves the manipulation of meanings—meanings of concepts and generalisations. Without meanings, reading is mere verbalising, a skill that can be taught to a crow (Finn 2004: 38). So, the meaning is a crucial element when reading, if missing, reading becomes worthless.

Pang et al (2003) described reading comprehension as “an active process a reader makes to construct meaning from a text; this process consists of using an interaction between prior-knowledge and drawing inferences from the different words and expressions, in order to comprehend information, ideas and viewpoints.” On his turn, Smith (1985) believes that reading comprehension involves bringing a prior-knowledge interacted with reading.

Furthermore, Grellet (1981) explains that reading comprehension means understanding a written text and being able to extract the required information from it as efficiently as possible. Snow (2002) describes reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also views the result of reading as a feature of the activity, and it depends on the reader’s purpose, and the changes that may happen to it during the activity.

Brown (2001: 311) states that, reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies for literate students. He gave ten strategies to language teachers to be applied to each classroom techniques. The strategies are:

- 1) Identify the purpose of reading. Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can get rid of potential distracting information;
- 2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners);
- 3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level). Here, the teacher can help learners increase their reading rate and comprehension by teaching them how to visualise more than one

word at a time and how to skip over certain words and try to infer their meaning from their context unless they (the words) are absolutely necessary to the global understanding of the text;

- 4) Skim the text for main ideas. When running one's eyes across the whole text, students are given the opportunity to understand its gist which facilitates for them the prediction of the purpose of the passage;
- 5) Scan the text for a specific piece of information or pieces of information. Here, no need for students to waste time in reading the whole passage;
- 6) Use semantic mapping and clustering. When grouping ideas into meaningful clusters, this helps readers to provide some order to the confusion that may appear somewhere in the passage;
- 7) Guess when you are not certain. Students can guess many important elements which facilitate the understanding of the passage. For instance, they can guess the meaning of some difficult words and the grammatical relationships between words;
- 8) Analyse vocabulary. Here, students try to extract the roots of certain words after taking away their prefixes or suffixes. Besides that, they may look at the semantic context for clues;
- 9) Distinguish between literal and implied meanings. This requires the application of to-down processing skills which means that the readers have to focus on what they bring to the passage;
- 10) Capitalize on discourse makers to process relationships. Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency (Oshin, 2013).

Again, Brown (2007: 119) defines strategies as the “specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. He made a good distinction between strategies and styles. According to him (ibid) styles are “consistent and rather enduring tendencies and preferences within an individual.” Karami (2008) explained this distinction by saying that, “styles are what distinguish you from others, they are rather consistent and defy changes/they do not accept changes. Strategies on the other hand, vary within individuals from moment to moment as the specific problems and contexts change”.

1.22. The Reasons for Reading

The reasons for reading depend very much on the purpose for reading. Harmer (2001: 145), for instance, classified the reasons of reading into two broad categories: a- *Instrumental* reasons and b- *Pleasurable* reasons.

a-The first category will help us to achieve some clear aim. He exemplified this by saying that: we read a road sign so that we know where to go; we read the instructions on a ticket machine because we need how to operate it. So, reading, here, takes place because we have some kind of utilitarian or instrumental purpose in mind.

b-The second category, on the other hand, reading takes place largely for pleasure. Thus, people read magazines or spend hours buried in their newspaper, others go to poetry reading.

It is believed that there is another category which many scholars call reading for ‘survival’. Again, when we read a road sign to limit our speed, we must slow down; if not we are exposing ourselves to danger. Also, we must read a notice before consuming a medicine because of fear of an over-dose or date expiration which will lead to dangerous consequences.

Woods (1994: 1) in her book entitled, “Reading for Survival”, she clarified that “survival reading, or functional reading is essential reading, practical reading, the kind of reading a person must do daily to acquire the information needed to make life’s decisions and meet society’s demands. She (ibid) added that this kind of reading has not traditionally been a recognized part of school curricula, although millions of people cannot read accurately enough to respond successfully to printed material.

1.23. The Benefits of Reading

In order to excel in the reading skill and become able to draw the necessary information from a text, students need to master the necessary strategies to do so. Also, they need to be convinced that the only way to achieve such capacity is to read whatever they come across in order to acquire the adequate comprehension skill. Also, they need to be aware of the benefits of reading so as to put them into consideration whenever they want to read something. The benefits of reading are not limited to a certain or specific number, they are numerous; but, the most powerful ones are as follows, as suggested by Winter-Hébert (2017):

1.23.1. Reading Develops Verbal Abilities

You will have a more varied range of words to express how you feel and to get your point across. This makes you gain a higher level of vocabulary to use whenever necessary. In her book entitled ‘How to Prepare for *Verbal Ability and Reading Comprehension*’, Sharma and Upadhyay (2011) explained how reading helps learners develop their verbal abilities as follows:

- a) The meaning of the word totally breaks the comprehension of the sentence, leading to uncertainty in the interpretation of the passage.

She provided the 2 following examples:

- i. And the courtier said, “May I **genuflect?**”

(Genuflect means to bend one or both knees as a sign of respect to God...)

- ii. Since, Ecuador’s presidents are limited to one term; Mr. Gutierrez might also back for his former boss. If so things really could go **loco**.

(loco means crazy (slang)).

(In each of the above sentences, the words in bold type make the reader lose comprehension with what the author is trying to get across. Unless they happen to know the meaning of these words, they will **beataloss** to understand the author’s message. The best thing you can do is to create alternatives in your mind with respect to what the particular word could mean.).

- b) The meaning of the word can be understood (or pieced together) based on the context in which it is used.

If you were asked to define the words: testimony, charismatic or clannism, you might face some discomfort. However, if you saw these words in sentences, the chances are that you would come up with fairly accurate meanings of the same words (Sharma and Upadhyay, 2011: 13).

Consider the following examples and see whether you can define the words in bold type in the following three sentences:

- i. John Hass imposed a publication ban on the **testimony** of Philip Sartre, former head of Amans and Marther, an advertising agency, as he is to stand trial on fraud charges. (Here, the word **testimony** means **statement**).
- ii. The **charismatic** leader’s homecoming will further complicate Ecuador’s already turbulent political scene. (Here, the word **charismatic** means **magnetic**).

- (i) The revival of village **clannism** is among the party's main worries about its grip on rural stability. (Here, **clannism** means the tendency **to stick to one's tribe or family**).

So, in each of the above sentences, the context provides the readers with clues for defining or explaining the unfamiliar words. Sharma (2000) added that in most situations, the meaning of the word can be derived from the context of the passage. However, this can be considered as an ability that gets better with use.

1.23.2. Reading Improves Learners' Focus and Concentration

When you are engaged in reading a book, this makes you cut off from the outside world. Sometimes you forget the real world, just for a while, and live in a world created by someone else. When you immerse yourself into a text, which is over time, will strengthen your attention span. Simply speaking, concentration means focusing your attention on what you are doing. When reading any material, your concentration is positive, especially when you are deeply focusing on the ideas of the passage and nothing else. Being distracted interferes with your concentration.

1.23.3. Reading Makes Readers Enjoy the Arts and Improve the World

It is proved that those who read for pleasure become active participants in the world around them. Reading things that the learners enjoy make them feel that the world is growing rapidly and its picture, in their minds, is expanded. Furthermore, students may experience lives of others and visit other places through the pages of their books.

1.23.4. Reading Improves Learners' Imagination

The world is described in books, as well as other people's views and opinions, will help you expand your understanding of what is possible by reading a written description of an event or place, your mind is responsible for creating that image, instead of having the image placed in front of you when you watch TV (Heavenridge: 2015). Reading ignites your imagination and carries one way to new possibilities.

1.23.5. Reading Makes Learners Smarter

Books offer an outstanding (excellent) wealth of learning and at a much cheaper price than taking a course. Reading gives you chance to consume huge amount of research in a, relatively, short amount of time. Cunningham and Stanovich's (1998) "*What Reading Does for the Mind*" also noted that heavy readers tend to display greater knowledge of how things work and who and what people were. Books at home have been strongly linked to academic achievement.

1.23.6. Reading Makes Learners Interesting and Attractive

In an academic scholarly atmosphere, good readers who are well-equipped with heavy loads of information that they have picked up from their own reading will positively participate in or lead academic conversations. Sometimes, they are able to respond to the wider variety of points of views and opinions instead of making their excuses and leave. Besides that, they improve their knowledge and conversation skills.

1.23.7. Reading Reduces Stress

Reading is, sometimes the best way to reduce stress. According to a research conducted by *ConsultancyFirmMindlab* at the University of Sussex in 2009, Psychologists

believe that the human mind has to concentrate on reading and the distraction of being taken into the literary world eases the tensions in the muscles and the heart. It is a proven fact that reading can help reduce stress. In his book entitled: *Stress Management Leading to Stress*, Hiriappa (2012: np) states that reading is the best way to relax and relieve.

1.23.8. Reading Improves Learners' Memory

Wolf (2009) explains that “typically”, when you read, you have more time to think. Reading gives you a unique pause button for comprehension and insight. It keeps the memory sharp. Wade, (2015), Director at North-Central University's (NCU) Graduate School, said that, reading expands a person's appreciation towards other life experiences the reader is not personally experiencing, especially when reading topics that are not related to that reader's job or lifestyle. Duffy (2015), another NCU professor points out that reading is a fundamental skill needed to function in society. Words –spoken or written- are the building blocks by which a child's mind grows.

1.23.9. Reading Helps Learners Discover and Create Themselves

In his book entitled: “*How to Read and Why?*” Bloom (2001: 15) says that we should read slowly, with love, openness, and with our inner ear cocked. He means that we should read to increase our wit (intelligence) and imagination, our sense of intimacy -in short, our entire consciousness- and also, to heal our pain. He (ibid) added that, books can give us an opportunity to have experiences that we haven't had the opportunity to, and still allow us to learn the life skills they entail. Books are a fast track to creating yourself.

1.23.10. Reading Creates Entertainment

All the benefits of reading mentioned so far are a bonus result of the most important benefit of reading ; Its entertainment value. A book can keep us amused while developing our life skills. Alderson (2005) says that, reading a short story for entertainment at bedtime differs from reading a history lecture for an examination next day.

1.24. Types of Concentration

When reading, one immerses in the text s/he is reading and forgets about the world surrounding them and this helps in understanding what is read. So, concentration is a very important requirement needed for readers. Bradley (2012: 145) has divided concentration into three levels: *light* concentration, *moderate* and *deep*. Here is the way he explained them and the illustrations he provided:

1.24.1. Light Concentration

When students sit down to read, they are in a state of light concentration. According to her, this stage of concentration continues for about the first five minutes of reading. At this point students are getting settled into their reading. So, they can be seen wiggling around (moving in all directions) in their chairs, twisting their hair, or pulling out study supplies. When they are in light concentration, they are easily distracted. They may hear people talking down in the hall, notice other students walking in the classroom, be annoyed by any noise occurring around them, or find themselves thinking of something else. They don't accomplish much during this stage, and very little learning occurs.

1.24.2. Moderate Concentration

During the next five minutes or so, they move into moderate concentration. At this point they begin to pay attention to the material they are reading. They may find that they are actually getting interested in the material. In this stage they will probably find that they are not as easily distracted. Although they may lose their concentration if someone talks directly to them, they may not notice the voices of people talking down the hall or even someone coughing in the same room. Anne confirms that some learning occurs during this stage. (Bradley, 2012: 145)

1.24.3. Deep Concentration

Once students move to this stage of concentration, they are engrossed (giving all their attention to reading; they are absorbed by the ideas) in the passage they are reading. When learners are in deep concentration, they are not aware of the door opening, the person who entered the room and called their name; the things that would normally disturb them. Anne (ibid.) confirms that at this stage, students in that concentration cycle are working most effectively and have the highest level of comprehension. Here, students learn the most and can complete more work in less time in deep concentration. But, unfortunately, this is not the way it really works for many students. Instead, they move in and out of the three stages of concentration.

1.25. Reading Assessment

The most common reading comprehension assessment is providing students with a text accompanied with a series of questions where they are supposed to read it and answer these questions. Most of the time, the questions are explicit and detailed about the content of the text. Therefore, the assessment of the student's comprehension is based on his/her

ability to answer the suggested questions. Sometimes, these questions can be under the form of reference questions where students have to refer/go back to the text or inference ones where students have to infer the answers from the text.

As cited in Mayer and Alexander (2017), the RAND Reading Study Group suggested that, learning to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting (Snow, 2006: xiii).

1.26. Motivation in EFL Reading

Generally speaking, when students are not motivated to read any text, they stumble from the right beginning at the first unfamiliar word and prefer to give up rather than going on reading. As these (poor) readers lack motivation to read and refuse to spend time improving their ability to read, they find it (reading) a laborious task to do.

If we want to motivate our students to read, we must not impose on them what to read, and we must not ask them to read in a threatening atmosphere. For instance, when students are asked to read a passage in order to summarize and present it orally in front of their classmates, or may be in front of other guests invited by the teacher, they will give too much importance to the unnecessary details rather than (to) the general sense and values of the text.

As higher motivation leads to higher understanding, we should make students enjoy what they read and create for them a healthy atmosphere where they can perform at ease and in an enthusiastic way. Also, when making a good introduction, not only to the topic, but to the author as well, the students become interested. For instance, when the text is

extracted from an interesting novel written by a well-ranked author in the field of literature, they, generally, would prefer to read the whole book and not just part of it.

Moreover, reading is an effortful activity that requires motivation because students with more positive attitude are most motivated to read. MacNamara (2007: 28) states that the ability to read and comprehend is critical not only for lifelong learning but also for adequate functioning in society. Motivational reading is essential so that students choose to develop their reading skills and persist and make strong efforts to overcome any limitations (Grabe, 2009:191). He (ibid.) added that students only become skilled readers when they read a lot, and motivation for reading is critical for addressing this challenge.

1.27. Factors Supporting Reading Motivation

According to Gambrell (2011: 178), reading motivation is caused by intrinsic action to want to read for numerous reasons including, curiosity, involvement, and social interaction. This is true, because when intrinsically motivated they are driven by their own internal desire, and for them reading becomes a habit.

Grabe (2009: 192) suggested the following factors which support reading motivation:

- 1) Opportunities for learning success and gains in conceptual knowledge,
- 2) Real-world interactions (demonstrations, data collection, observations, etc.),
- 3) Autonomy support, students' self-direction,
- 4) Interesting texts for instruction,
- 5) Opportunities for extended reading,
- 6) Strategy instruction,
- 7) Social collaboration and relationship building for academic tasks, and
- 8) Evaluation and feedback that support learning.

Again, according to Grabe (2009: 191), students know that reading development is a hard work and they need motivational support from teachers and the curriculum itself. Teachers commonly think that they do not have a major role to play in student motivation

for reading. But, he (ibid) strongly argues that according to L1 and L2 motivation researches, motivation is significantly affected by what happens regularly in the classroom.

So, teachers can promote reading motivation at least by creating a healthy educational atmosphere where students feel that reading is a road that leads to success. Brophy, (1988); Brophy & Good, (1986); Dolezal et al. (2003); Dornyei (2001a), (2001b), (2005); Pressley et al. (2003) as cited in Grabe (ibid), claim that three major themes for teaching motivation are especially crucial: Instruction needs to (1) allow successful task outcomes by students on a consistent basis; (2) promote student autonomy; and (3) support student collaboration.

Teachers must gauge their students' abilities and ensure that they regularly experience success. Teachers also need to encourage some degree of student autonomy and choice in their instruction as part of engagement in learning. Finally, they need to support students in a range of collaborative activities that build student-student and student-teacher relationships (Grabe, ibid). These factors, certainly, will promote, to a great extent, student motivation and lead to reading improvement.

But, most of the time, our students are faced with many obstacles and setbacks when trying to improve their reading skill. For instance, their efforts in doing so are deemed (hindered) by the limited language knowledge in the L2. Also, they are suffering from the meager amount of prior-knowledge each time when approaching any text, especially when it comes to social and cultural literacy. Besides that, the majority of our students ignore the simplest strategy or technique that needs to be used when reading and it (reading) becomes for them a challenge. Struggling readers are, most of the time, ploughing deep in texts to extract information, but in vain; because this information is not the one they were expected to extract.

The causes of this deficiency are:

- limited exposure to print,
- lack of extended reading tasks, and
- the difference in their socio-cultural environment and prior educational experiences.

Students are, always too willing to do what others ask them to do. For instance, if not asked by their teachers to read a certain book, article, text, or anything else, they will not do it by themselves. The major implication that can be drawn from all what has been said is that motivation can be enhanced in the classroom and teachers can teach for motivation development. When gaining information from integrated and enduring themes, this gives students a sense of expertise that is highly rewarding for their reading pursuits. The effort of comprehending text is rewarded by new, exciting facts (MacNamara, 2007: 28). More importantly, students are proud of the expertise they acquire by learning new concepts that can be explained and transferred to new domains.

1.28. Factors Making Reading Effective

It is agreed that academic reading is an active process that leads to the development of learning because studying at high level (at the university level, for instance) needs to devote much time to reading. In order to be active effective readers, students need to develop a positive attitude towards what they read or what they are going to read. Effective reading is only done by efficient readers who have the capacity to handle any text with the necessary interest it deserves.

Both Greenall & Swan, (2000: 1) confirm this by saying that effective reading means being able to read accurately and effectively, understanding as much of a text as one needs in order to achieve one's purpose. So, effective reading is reading in a way that permits you to understand the message conveyed by the author without necessarily

spending too much time in reading the whole passage. It is also when approaching any text; the reader needs to have a clear purpose in mind so that when coming across any passage he/she goes straight on to the needed information.

Efficient readers, most of the time, begin with choosing the right strategy with which they could dismantle the text. As they are well-equipped with a clear reading purpose in mind, they will not struggle or plough when going through the text. But, it happens that the text draws a blank, the information they are seeking does not overlap with their purpose, and they simply put the text away and look for another that might be more fruitful for them.

1.29. The Difference between Efficient and Inefficient Reading

Efficient reading is when learners start reading in a way that makes them understand the passage they are coming across quickly and without paying too much attention to the difficult words it consists of. When approaching any text, they also have a clear idea in their minds which permits them to read it from beginning to the end. Moreover, those readers choose the appropriate reading strategy from the right beginning. For instance, if they are looking for specific information for their research paper, they just scan this text in order to extract it. On the contrary, inefficient readers, when approaching a text, they stumble at the first unknown word and prefer to give up reading rather than struggling with the difficult words.

So, to explore the difference between efficient and inefficient reading, Ur (1996: 148) has suggested the following table to show these differences (as cited in Slimani, 2005):

	Efficient Reading	Inefficient Reading
1-Language	The language of the text is comprehensible to the learners	The language of the text is too difficult.
2-Content	The content of the text is accessible to the learners; they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners.
3-Speed	The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combinations, and does not waste time working out each word or group of words anew.	The reading is slow: the reader does not have 'vocabulary' of automatically recognized items.
4-Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
5-Incomprehensible vocabulary	The reader takes incomprehensible in his or her stride: guesses its meaning from the surrounding text, or ignore it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.
6-Prediction	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it comes.
7-Background information	The reader has and uses background information to help him or her to understand the text.	The reader does not have or use background information.
8-Motivation	The reader is motivated to read: by interesting content or a challenging task.	The reader has no particular interest in reading.
9-Purpose	The reader is aware of a clear purpose in reading: for example, to find out something, to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction.
10-Strategies	The reader uses different strategies for different kinds of reading.	The reader uses the same strategy for all texts.

Table 3: Efficient and Inefficient Reading (Ur, 1996: 148)

1.30. The Role of Reading in the Other Skills

The aims of a language-teaching course are often defined with reference to the four skills (listening, speaking, reading and writing) where the students are expected to understand the language they are learning. As language is considered as the vehicle of

communication, none of these four skills should be neglected. According to Zappolo (1981:31), the studies of adults' use of the four communication skills show that approximately 45% of their time is spent on listening, as compared with 30% on speaking, 16% on *reading*, and 9% on writing.

Despite the fact that reading ranks one before the last in the time dedicated to learning a foreign language, it is still considered as an important skill. However, its importance becomes meaningless when isolated from listening or speaking or writing. Williams (1990: 19-20), made a good explanation showing the interrelation of the four skills in general, and the reading one, in particular. He states, "The theme of the reading passage can be reflected in activities in listening comprehension, speaking and writing in the same instructional unit".

1.30.1. Reading and the Listening Skill

It is agreed amongst most EFL teachers that the more students listen, the more language they acquire, and the better they get at listening activities and any other skill for that matter. This is what Harmer (2001:204) confirmed when stating that "The benefits of (extensive) reading are echoed by the benefits for (extensive) listening".

So, when a reading a selected passage, its content may be identical to the content of the listening comprehension where the learners are supposed to extract meaning from the same discourse because both reading and listening are receptive skills. If the reading passage is about how to prevent a dangerous disease to spread, for the listening comprehension exercise, students may be asked to take notes on how to prevent any danger to happen (preventing home accidents, for instance). So, the process of reading comprehension and listening comprehension are interlinked with respect to grasping

details, main ideas, and implied meanings; summarizing essential points; and recognizing the purpose or point of view of the message being communicated.

1.30.2. Reading and the Speaking Skill

When students come across a large number of reading materials, they become well-versed in a number of topics and become able to make oral reports orally. Moreover, reading can be linked to speaking when, for instance, the learner reads a passage and turns it into hints. These hints can be used in a presentation without reading them directly from his/her notes word for word.

1.30.3. Reading and the Writing Skill

Reading can be linked with writing through information-transfer activities, as Williams (1990: 20). For instance, when students read a text dealing with the causes of a certain phenomenon, they may write these causes under a form of notes in diagrams, pie charts or tables, and this information would be transferred to a continuous piece of writing. Therefore, in this and other similar exercises, the receptive skill of reading is integrated with the productive skill writing (note taking). Also, when the students are dealing with the message, they do it through the medium of the spoken or the written word.

Generally speaking, both reading and writing are traditionally integrated because when asked to paraphrase a text or summarize it, we have to read it first. Other exercises such as: converting dialogues into reported speech or vice-versa require the students first to read and understand, and then write according to a particular style.

Williams (1990: 20) has shown that there are two ways in which reading and writing skills can be integrated: (1) using the reading passage to exemplify a particular style of writing, and (2) using the reading passage as a text to be converted into another

style of writing. The first way is that when, for instance, students are given a reading passage where they are asked to make a close study of the cohesive devices, they would be better able to use them (i.e., cohesive devices) in their own writings. In the same passage they can be asked to identify connecting words, and to link pronouns and adjectives to the words they refer to. Also, the students can be asked to study the sentence arrangement in the passage, and to do completion exercises where they can insert words, phrases, or sentences to make a paragraph meaningful.

The second way of linking reading with writing, (always according to Williams) is through text-conversation exercises. These give practice in expressing the same idea in different styles of writing, in accordance with the audience, the need to be formal or intimate, and the function or purpose of communication. For instance, students are asked to convert formal letters to informal ones, and vice versa.

It can be concluded that it cannot be assumed that the other skills (writing, listening and speaking) can be developed out of the reading skill. Reading is a complex skill, which must be taught to be acquired. When it is omitted from EFL courses, or not given the importance it deserves we are depriving our students of the opportunity to develop and improve their ability to comprehend adapted or authentic texts.

Conclusion

In this chapter, some light was shed on the background history of the English language and its position and importance in the world, in the Arab countries and, especially in Algeria with emphasis on the objectives of implementing it in its curriculum. Furthermore, it has explored reading in its original forms and provided a good number of definitions of that skill to show its importance to enhance learners to practise it. A

thorough comparison was done between efficient reading and inefficient reading and the difference between facts and opinions.

Moreover, an attempt to explore some reasons and benefits of reading was made with some explanation of the three types of concentration when reading and also, it tried to explain some factors which support reading motivation. Finally, this chapter was concluded by making some explanation of effective reading, and the relationship between reading and the other skills.

Chapter Two

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Chapter Two

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Introduction

These days there is a significant concern amongst many teachers and learners about the use of authentic materials in EFL classes. These differences in opinions regarding the presence of authentic materials in these classes need a very deep understanding of those types of reading materials. As there is a tendency of EFL learners and their teachers towards their use, the present chapter has explored the characteristics of authentic material and then provided some of the reading techniques and strategies that may facilitate the understanding of these genuine materials or any other reading materials.

Hence, this chapter provided a brief background of authentic material and then some of its definitions. To investigate the importance of these materials, this chapter gave the example of Japan and Saudi Arabia which conducted researches on the importance of incorporating these materials in their EFL classes. Most of the findings of these studies have confirmed that both EFL teachers and students have developed a positive attitude towards the use of authentic materials in their classes. So, as the use of these materials may lead to the betterment of the learning process, the present chapter has concerned itself with exploring some advantages and drawbacks that may encourage or hinder incorporating authentic material in EFL classes. Because of the interest of many EFL learners and teachers in authentic materials, they are enthusiastic to implement them in their educational curriculum in order to improve their current learning/teaching environment.

As the aim of most EFL teachers is to improve their students' strategic communicative competence, they have become interested in implementing this genuine material in parallel with providing their learners with the necessary reading strategies and

techniques. So, this chapter has explored some of these techniques which have become necessary to be acquired by EFL learners whether when dealing with authentic materials or non-authentic ones.

Hence, a big part of this chapter intends to scrutinize the factors that may facilitate reading from its initial phase onwards. Moreover, as prediction, retention and prior-knowledge are considered as important factors in facilitating reading, part of the present chapter was devoted to exploring them, showing their relationship with the reading skill and then how to make them effective when approaching any reading material. But, as authentic materials may comprise difficult vocabulary words, the good use of a good dictionary has become a necessity for EFL learners.

Furthermore, this chapter attempted to investigate the types of reading with a specific focus on both extensive and intensive reading. In addition, an explanation of the assumptions of teaching reading is added. Then, this chapter has shed some light on some reading strategies and techniques like: skimming, scanning, and the use of SQ3R and has implicitly explained them because when used by teachers, they may contribute in the students' achievement in reaching their ultimate goal in learning English as a foreign language; which is to be able to read and understand authentic or non-authentic texts written in that language.

Finally, this chapter ended with some reading hardships and difficulties that need to be alleviated in order to make the reading skill easier and more enjoyable. It has become obvious that reading is an important skill in the academic field whether dealing with authentic or non-authentic reading materials because it is considered as the cornerstone for learners' success in their schooling. The ability to read and understand any material facilitates students' literacy development. Moreover, EFL learners may become more engaged in communication proficiency when they acquire strategic reading. But, some

people take reading for granted; they think that reading is no more than reading words in a string of lines which is not acceptable.

2.1. Background about Authentic Materials

In recent years, the use of authentic material in an EFL classroom has been discussed and debated by many teachers in foreign language teaching (Kilickaya, 2004). Kilickaya (ibid) added that there have been overwhelming voices insisting that the English taught in the classroom should be authentic so that it can do well to the students' learning process. Those voices have become completely convinced that when exposed to these materials, students may feel that they are learning the real language. They also have discovered that a large number of EFL teachers and their students are enthusiastic and willing to use authentic material in their language classes. The same idea is found in Widdowson (1990: 67) when he stated that, nowadays, there are recommendations that the language presented should be authentic. This was a reaction to the idea that says the language presented to learners should be simplified in some way for easy access and acquisition which was a traditional view.

So, these days, it has been noticed that both teachers and students are giving much importance to authentic material and they are insisting on its use in their EFL classes without hesitation. Besides they have shown some boredom from the adapted old-fashioned material which was imposed on them by certain curriculum designers. Besides that, they are showing a vivid enthusiasm towards the use of these materials in spite of the breach they sometimes represent with the content of these materials and the EFL learners' socio-cultural milieu.

Most of the conducted studies about the use of authentic materials in EFL language classes have revealed that there is a positive impact of these materials on both teachers and

learners. Moreover, both of them have developed a positive attitude towards these materials and shown a sincere eagerness to implement them in their educational programmes. As Berardo (2006) asserts, authentic reading materials should remain a critical component of language programmes. Also, these genuine materials have contributed in developing the learners' communicative proficiency because when using them, teachers are exposing their efl students to different real texts for different purposes. Besides that, EFL teachers have discovered that their students are able to manage using authentic materials.

When compared to textbooks or any other non-authentic materials, authentic texts have contributed in improving students' achievements. For instance, Young (1999) conducted a study on Spanish students learning English as a foreign language, and found out that they got better scores when using authentic material in comparison with the use of textbooks. McKay (2000), on her turn, states that the artificiality of the language used in textbook dialogues will not satisfy the teachers and the students. So, to meet the needs of both of them, authentic English materials use should be encouraged. Gilmore (2007) also, made a comparison of the effectiveness of authentic material with textbook materials to investigate the learners' communicative competence in a Japanese university and found out that the students who used authentic material have made significant improvement compared to their colleagues who used their textbooks.

2.2. Definitions of Authentic Materials

The literature provides us with several definitions of what constitutes authentic materials. It has been noticed that scholars are divided into two categories. One category insists that authentic materials are not used for pedagogical purposes whereas the other one insists that these materials, though produced by natives for natives, can be used in EFL

language classes. Those scholars argue that these materials when used properly they will motivate learners to read more and enhance their reading abilities.

Bacon and Finnemann (1990: 35) state that authentic materials are texts produced by native speakers for a non-pedagogical purpose. Adams (1995: 4) supports this by stating that authentic material is any material which has not been specifically produced for the purposes of language teaching. But, when Rogers and Medley (1988: 468) stated that the term authentic was used to refer to language samples that reflect a naturalness of form and appropriateness of cultural and situational context that would be found in the life as used by the native speakers; this may give the opportunity to EFL learners to take advantage of this appropriateness of culture. Moreover, Guariento and Morley (2001: 347) define an authentic material as “an authentic text...created to fulfill some social purposes in the language community in which it was produced”.

Moreover, Martinez (2001: 1) states that, “authentic would be materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for”. Here, Martinez did not oppose the use of authentic material in a language class, the essential thing is that it does not need to be modified. Morrow (1977: 13) on his turn, states that an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.

Lee (1995: 324) has joined Morrow when stating that when a text is regarded textually authentic, it is not written for teaching purposes, but for real life communicative purpose where the writer has a certain message to pass on to the reader. “Authentic texts (either spoken or written) are those which are designed for native speakers: they are real texts designed not for language students but for the speakers of the language in question” (Harmer 1983: 146). It is noticed that those scholars have stuck on two things concerning

these materials: a- these materials are done by natives for natives, b- these materials are not for language teaching purposes.

Nunan (1989: 54) joined this category of scholars by saying that as a rule of thumb for authentic here, is any material which has not been specifically produced for the purposes of language teaching.” Furthermore, he (ibid: 99-102) provides the conventional definition of authentic texts like this: “Authentic materials are usually defined as those which have been produced for purposes other than to teach language”. But, this is not true, to some extent, especially when this material is found in some print materials like newspapers and timetables, even EFL learners can take advantage of it.

Martinez (2002), on his turn, states that Authentic materials, sometimes called “*authentic*” or “*contextualized*”, “*real-life materials*” are those that a student encounters in everyday life but that were not created for educational purposes. He also mentions Widdowson’s differentiation between *authentic* and *genuine* materials. Authentic materials are materials created for native speakers of the language and used in a class in their original form and design. In other words, they are not changed, modified or simplified in any way. But, EFL students may find this unchanged material interesting and it may improve the learning atmosphere.

Even though authentic materials are materials that are not devoted for language teaching purposes, they can also be materials used in a language class as a new motivating strategy for the learners. Rogers (1988) states that, “authentic materials are appropriate and good in terms of goals, objectives, learners’ needs and interest as well as natural in terms of real life and meaningful communication”. This may pave the way for EFL learners to improve their communicative proficiency incorporating real life cultural traits of the target language.

Harmer (1991) who once defined authentic texts as real texts designed for the speakers of the language while not for language students, in another situation he stated that these materials can be used in EFL language classes. Harmer (2001: 200) here believes that as many textbooks use of non-authentic materials to practise specific language points, only authentic materials will “genuinely” improve listening and reading comprehension.

On their turn Wong and others (1995: 20) argue that the use of authentic materials helps bridge the gap between classroom knowledge and students’ capacity to participate in real world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language (Guariento and Morley 2001: 56).

Carney and Franciuli (1992) have found that when using authentic texts, this will contribute on the improvement of EFL reading skills. Soliman (2013) also states that, ‘Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning’. A General component in the different definitions of authentic material is “*Exposure*” to real language with its real cultural components.

2.3. Sources of Authentic Materials

During the 1980s, Algerian EFL teachers used to get authentic materials from some national airports where they could collect an out-dated English newspaper from there or waiting for a friend coming from an English speaking country with some brochures or magazines. Also, they used to wait for the arrival of one of the English magazines, like “Newsweek” which was founded in 1933 in America, which was/is considered for the Anglophones as an excellent source that offers comprehensive coverage of world events where reporters and editors covering national and international affairs, business, science

and technology, society and the arts and entertainment. Or “TIME” which was considered as the first American weekly news magazine (1923) in the United States.

But, the only magazine which was/is really concerned with educational matters (was) is the “English Teaching Forum”. The latter is a quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language which was really considered by many Algerian teachers of English as a source *de rigueur* which has tremendously contributed in providing them with most of the information they were searching for their lectures. But, nowadays the sources of authentic materials that can be used in EFL classrooms are available and in abundance. The most common sources of these materials are newspapers, magazines, TV programmes, train or plain time tables, and so on.

Hadley (2001: 97) states that

the use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers and magazines will acquaint students more directly with real language than any set of contrived classroom materials used alone.

But, the problem is that some of these printed materials become out-dated quickly and may promote a passive reading approach rather than an active one. So, the Internet is considered as an updated source where both learners and teachers can access to large quantities of authentic materials and in an easy quick way. So, the Internet can be used to provide authentic material as well where teachers can search for sites that focus on a specific topic, make questions, and post them online. These online lessons can be completed by the students on their own. Although the Internet has many advantages, it cannot replace the real documents and materials brought into the classroom by the teacher.

2.4. The Necessary Factors in Choosing AMs

These days the literature is providing a large number of guides that can be used by both EFL students and teachers to select the appropriate authentic materials. For instance, Berardo (2006: 63) suggested the following guidelines:

Suitability of content	Does the text interest the student? Is it relevant to the students' needs Does it represent the type of material that the student will use outside of the classroom?
Exploitability	Can the text be exploited for teaching purposes? For what purpose should the text be exploited? What skills/strategies can be developed by exploiting the text?
Readability	Is the text too easy/difficult for the students? Is it structurally too demanding/complex? How much new vocabulary does it contain? Is it relevant?
Presentation	Does it 'look' authentic? Is it 'attractive'? Does it grab the students' attention? Does it make them want to read more?

Table.4. A Guideline for Selecting Appropriate Authentic Material (Berardo, 2006: 63)

When elucidating this table, it can be noticed that it is comprehensive and accessible where both EFL teachers and students may put it into consideration when selecting reading authentic materials. Most of these elements are of utmost importance, especially the ones dealing with the suitability of the content and readability. Concerning the first one, when the text interests the students and find it relevant to their needs, most of them become motivated to scrutinize it. For the second one; the readability of the material, when the text is too easy and learners discover that they are going to enrich their vocabulary knowledge when reading it they also find themselves eager to read.

But what is missing in this table, is giving some details concerning cultural appropriateness of certain authentic materials, especially those which are in breach with the socio-cultural milieu of the EFL learners. When some texts are accompanied with

some provocative pictures, this will create an embarrassing atmosphere in the classroom. Moreover, some authentic texts cannot be understood by students by themselves when being far away from their teachers; outside the walls of the classroom. So, in order to enhance learners' motivation and increase their learning levels, the selection of authentic material needs to be done in the appropriate manner.

On his turn, Nuttall (1996) gave three main criteria when choosing authentic texts to be used in the classroom: suitability of content, exploitability and readability. He explained that suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. Exploitability refers to how the text can be to develop the students' competence as readers. He added that as a text that cannot be exploited for teaching purposes has no use in the classroom. Finally, readability is used to describe the combination of structural and lexical difficulty of a text as well as referring to the amount of new vocabulary and any new grammatical forms present.

Berardo (2006) on his turn, added 'variety' and 'presentation' and said that they also influence the choice of authentic materials. When dealing with only one subject area, students find it boring and lose motivation to learn. But, things improve and become more satisfactory when a variety of subjects or texts are used. Berardo (ibid) explained that when 'authentic' presentation through the use of pictures, diagrams, photographs, helps put the text in context. This helps the reader not only understand the meaning of the text better but also how it would be used. He added that a more 'attractive' text will appeal to the students and motivate them in reading more and more. So, here, the importance of illustration is focused, but fortunately, authentic materials are known for their excessive use of illustrative pictures.

2.5. The Importance of Exposing EFL Learners to AMs

It has been noticed that, in many countries all over the world where English is taught as a foreign language, there is a smooth shift from the use of adapted reading material which represent the traditional learning/teaching material, to a purely authentic one. According to Berardo (2006: 62), the adapted non-authentic texts are not the ones that a learner will encounter in the real world and very often they do not reflect how the language is really used. Therefore, the use of authentic materials in EFL classes has become compulsory. Berardo (2006: 62) added that, other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading. Hence, this can be seen in the results of the following studies conducted respectively in Japan and Saudi Arabia.

2.6. The Findings of a Study Carried out in Japan about the Use of AMs

In Japan, authentic material has been used for more than a decade and it was regarded as a complement tool in English classes by enlivening these classes and creating a more positive attitude towards reading (Kelly et al. 2016). Many teachers have found that the use of sets of materials is particularly appealing.

A study was conducted in Japan and exactly in Aichi Institute of Technology (AIT) in Toyota in 2002, conducted by Charles Kelly, Lawrence Kelly, Mark Offner and Bruce Vorland. This study has explained how authentic materials can be effectively used in EFL/ESL classrooms. Those researchers have found that authentic materials complement English classes by making the class more interesting and creating a more positive attitude toward learning. They have also found that using these materials is particularly appealing for both teachers and learners. After having an extensive collection of materials that

include menus, maps, newspaper inserts, store advertisements, travel brochures, catalogues, phone books, real estate pamphlets, and various pamphlets of sightseeing and tourist information, they gave the following effective ways of how to use them in their English classes:

First, they insisted that teachers should make sure that they have enough copies of the materials to be used so that each student or pair of students can have a copy to use. It is also preferable not to use materials with too many pages, unless the pages are clearly numbered for easy reference. They (ibid) added that if teachers plan to use the same materials in more than one class, it is important that they be hardy enough to withstand a lot of handling and they should be easily refolded and put back together. Materials with multiple pieces or pages that fall out or come apart should be avoided. Furthermore, they (ibid) advised teachers to choose materials that are appropriate for the students' level where certain adjustments can be made depending on the type of level of the questions used in the accompanying questions handout.

They (ibid) added that when they first started using authentic material ten years ago, they handed out materials to each student and had them work individually and then in pairs because they found that when working together, students tend to be more enthusiastic and work harder. After giving their students the authentic material meant for the day's lecture, they accompanied it with comprehension questions and gave a brief explanation of some difficult words and expressions. So, they interestingly found that the students with the stronger command of English are not necessarily the ones who are able to extract the most information from the material, but students of different abilities tend to complement one another and, as a result, do not get bogged down (involved in something difficult and complicated) easily (Kelly et al., 2002).

Hence, students tend to contribute individual strengths to the completion of the task. They usually told students that question handouts would be collected since this keeps them more focused on the completion of the exercise. The teacher's personal anecdotes and other background information should be shared before the students begin concentrating on the material.

For the authentic materials to be effective, Kelly et al. (2016) added that the questions must be well constructed to (a) give the students the opportunity to practise English, (b) help them gain confidence in their English ability, (c) expose them to cultural differences and customs, and (d) help them develop their ability to find pertinent information quickly. These researchers (ibid) have classified these questions into three categories: a-Tour Questions b-Cultural and Personal Choice Questions (CPCQ) and finally, c-Challenging Questions (CQs). This is how they (Kelly et al. (2016) processed them:

2.6.1. Tour Questions

According to Kelly et al., (2002), the first part of the question handout should contain easy multiple choice or fill-in factual questions. These questions give the students a 'tour' of the material and expose them to a variety of question types. The students gain an overview of the material as they answer these initial easy questions and this makes them feel confident enough to tackle more difficult questions later.

2.6.2. Cultural and Personal Choice Questions

The second part of the handout should contain questions that can be used to bring attention to cultural differences in packaging, sizes, and pricing. Authentic materials often contain references to cultural events such as holidays, and questions can be used to bring

these to the students' attention. Questions which require one word or written answers could be used at this stage. Furthermore, students are familiar enough with the material at this point to answer personal choice questions. These questions usually require the students to choose items from the material or a course of action based on personal preference. These often lead to lively discussion because students must agree on what answer to write.

2.6.3. Challenging Questions

The third part should have questions that are more challenging and time consuming. Because of the differences in abilities, the time it takes students to complete a question handout can vary considerably. The more challenging questions at the end of the handout tend to work as 'equalizers' and slow down faster students so slower students can catch up. Questions can involve reading the small print, be especially detailed, or involve deductive reasoning. When students are working on the challenging questions they often begin to compare their progress to that of their neighbors'. Deliberately misleading 'red herring' questions add to the competitiveness while developing the students' critical thinking.

Perry et al. (2016: 63) also were concerned about that study conducted in Japan and stated that Kelly et al. (2002) came with a conclusion to this study and stated; “Authentic materials give the students the opportunity to practise English, help the students gain confidence in their English ability, expose the students to cultural differences and customs, and help the students develop their ability to find pertinent information quickly.” So, authentic materials are a great aid in the classroom, as they provide learners with text types and language styles not found in textbooks or in the classroom and address more aspects of language use than traditional teaching materials (Perry et al. *ibid*).

2.7. The Findings of a Study Conducted in Saudi Arabia about the Use of AMs

Another study was conducted in Saudi Arabia by El-Musallam in 2009 about the attitude and beliefs of EFL college students and their teachers about the use of authentic materials in their language classes. The findings of this study revealed that both of them have developed a positive attitude towards the use of these materials and recommended the introduction of authentic material in their curriculum to improve the learning environment.

Other findings:

- Authentic materials used in the classroom motivate students to look for other reading materials to read outside their classes
- authentic materials increase students' knowledge of vocabulary items needed in real situations and introduces them to how the language should be used in the real world and improves their cultural understanding
- Authentic materials improve students' communicative proficiency
- Authentic materials fulfill students' needs
- Authentic materials are preferred by students when compared to their textbooks.

The researcher insisted that Saudi students should be exposed to the language they encounter outside the classroom and the one used by native speakers of English.

2.8. Advantages of Using Authentic Materials

Although there are some differences in defining authentic texts, it is generally believed that they play a significant role in motivating students' learning. One of the advantages of authentic material is learning English in its real environment. Adams (1995); Widdowson (1979) and Widdowson (1990) have insisted on the need to develop students' skills for the real world. One way of doing so is to incorporate, in reading instruction, the

use of authentic materials. In the same vein, Baddock (1981) on his turn has asserted that learners find the genuine and the authentic materials more motivating and interesting since they will use their English in the foreign culture. So, this will help EFL learners understand better some cultural traits in the material they come across. Hence, other scholars and applied linguists, like Martinez (2000) and Monti (2004) agree that in language teaching the use of authentic materials is quite useful to the whole learning process.

According to Morton (1999) authentic materials not only make students familiar with the “real” English but, they are also supposed to motivate them as well. Melvin and Stout (1987) added that, AMs make students interact with the language as it is used in the culture to meet the learners’ communicative needs. So, this authenticity in the material used in EFL classes needs to provide learners a large number of language benefits. Berardo (2006) insists that authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language using the language in other contexts outside the classroom. Berardo (ibid) added that authentic materials enable learners to interact with the real language and content rather than form.

Again, authenticity is felt to be significant because it offers learners a sense of the real world, a chance to ‘rehearse’ in a protected situation. Hence, the less authentic the materials we use, the less preparation the learners will make for that real world (McGrath, 2002).

Nowadays, as teachers, we are all conscious about the fierce competition that our students are facing from other students from other countries where English is taught as a foreign language like China and Japan, we must equip them with the modern prerequisites to achieve certain goals by using sophisticated qualities and standards of education instructed to them. A great part of these prerequisites can be found in authentic materials.

To satisfy this need, we should provide them with more creative, different and effective teaching-learning strategies in and out of the class.

Furthermore, Shenzen on his turn, added that one of the ways to achieve better understanding is to establish an authentic learning environment and to use authentic materials in the class. According to Newman and Wehlage (1993) as cited in Shenzen, the more there is a relationship with the real world where students live, the more the class gains authenticity. Israelson (2007: 13) claims that, “using authentic materials in the classrooms are a fool proof method for success”.

As cited in Richard (2001), Philips and Shettlesworth (1978), Clarke (1989), Peacock (1997) gave the following reasons to use authentic materials:

- they (authentic materials) have a positive effect on the learners’ motivation
- they provide authentic cultural information
- they provide exposure to real language
- they relate more closely to learners’ needs
- they support a more creative approach to teaching.

Martinez (2000) on his turn summarized several benefits of using authentic materials and put them as follows: By using authentic materials, students are not only exposed to real discourse, as in videos or interviews with famous people but they are kept informed about what is happening in the world, so they have an intrinsic educational value. As language change is reflected in the materials so that students and teachers can keep abreast of such changes.

Reading texts is ideal to teach/practise mini-skills such as scanning and skimming and teachers can have their students practise some of the micro-skills of listening. Martinez (2000) added that, different authentic materials such as: books, articles, newspapers, and so on contain a wide variety of text types and language styles not easily

found in conventional teaching materials. Thus, it can help students extend their vocabulary and help memorize them in a number of meaningful recycling.

Furthermore, authentic materials can encourage reading for pleasure (extensive reading) because they are likely to contain topics of interest to learners, especially if students are given chance to have a say about the topics of kinds of authentic materials to be used in class (Martinez, *ibid*). When students are exposed to real language where there is factual acquisition from most of them, they represent a kind of inspiration for them where they are enhanced to extend a piece of writing into a chunk. Also, one piece of text may be used for various activities and tasks as there is a wide choice of styles, genres and formality in authentic texts which can motivate them to read for pleasure (Martinez, 2000).

Berardo (2006) on his turn states that, one of the main ideas of using AMs in the classroom is to expose learners to as much real language as possible. Even though the classroom is not 'real-life' situation, as it is argued that by taking a text out of its original context, it loses its authenticity; AMs do have a very important place within it. So, even though it is true, to a good extent, the learners are still exposed to real discourse and not to the artificial language of the adapted or modified materials. Berardo (*ibid*) added that authentic materials give the reader the opportunity to gain real information and know what is going on in the world around them. They also produce a sense of achievement.

Guariento and Morley (2001) state that, extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to real language. Nuttall (1996: 172) confirms this by saying that, authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people. So, this is what most scholars and applied linguists have agreed on.

2.9. Disadvantages of Using Authentic Materials

Although authentic materials represent an excellent aid in EFL classes by providing them with different text types, and language styles that cannot be found in their textbooks, sometimes, they fail to be good models and adequate sources for both EFL earners and their teachers. Authentic materials are not always considered as good models for being used in EFL classes. Kenttyland (1996) confirms that, even where authentic materials are available, exploiting these creatively and effectively to engage learners and maximize the potential of the material can be an enormous burden on teachers. This is a reality encountered by many EFL teachers when using authentic materials in their classes. Sometimes, they encounter newly coined words which are not found in the existing dictionaries which hinder them from giving the appropriate explanation of the used text.

Bell and Gower (1998) state that, finding authentic texts of the right length, the right level of comprehensibility, and with an accessible degree of cultural reference can be extremely time consuming, especially when teachers need to develop relevant and interesting activities that will make the most effective use of them. Sometimes, a teacher feels satisfied after using a news story that is hot off the press and so of overwhelming interest to the students. But, before doing so, this teacher has spent a good time and hard work preparing such activity. Unfortunately, this news story has quickly become out of date and lost its importance.

Furthermore, authentic texts may be difficult to understand because of a culture gap and the vocabulary may be not exactly what the students need. Concerning the teachers, when preparing certain authentic reading texts, they may encounter tremendous difficulties to make the right choice. When the classroom is heterogeneous, what suits some students can be deplored by others. A teacher who spent long time looking for a text dealing with 'skating on ice' and breathed a deep sigh of relief when he/she found it; is rejected by a

good number of aged learners who find the pictures accompanying it provocative and annoying. In addition, some authentic materials become outdated quickly, especially when it come some news taken from newspapers or magazines or some pieces of information taken from some articles.

2.10. Authentic Materials and Culture

Using culture in authentic materials helps learners to understand other cultures especially the ones of English-speaking nations. Sometimes, these materials may provide both EFL teachers and students with a variety of pertinent information about the social class, family structure, schooling and ritual life of those nations for free. So, teachers should not focus their students' attention only on grammar structures and vocabulary but, prepare them for more real communication. Sometimes, the knowledge of culture is considered as a very important prerequisite that learners need to possess. So, using authentic cultural information is the best tool used to have this quality.

As mentioned in the first chapter, reading for survival is one of the purposes of reading where readers have to make an immediate response to a situation. It (reading for survival) depends a lot on day-to-day needs of the reader and their only sources are authentic materials because they consist of train schedules, road signs, menus, and so on. Moran (2001: 4) defined culture as the goal achievement of people as reflected in their history, social institutions, work of arts, architecture, music and literature.

Hence, cultural elements stated by Moran (ibid) become more influential when inserted in an authentic material done by native speaker. On his turn, Hinkel (1999) states that culture refers to areas of inquiry into human societies, groups, systems, behaviours and activities. So, when culture is incorporated in a foreign language, EFL learners

become aware of these cultural characteristics which may help them acquire the language with its solid constituents.

Again, Perry et al. (2016: 63) state that the use of authentic materials integrate culture into foreign language and serve as an accurate source of native discourse offering learners a broad range of language benefits. So, as authentic material is of such importance, EFL learners need to be equipped with some prerequisite techniques and strategies to facilitate them the understanding of these materials or any other materials.

2.11. The Three Reading Phases

First of all, students need to acquire the reading strategies in the classroom first, and then apply them wherever they are practising reading. So, it is the teacher's role to provide his/her learners with the prerequisite techniques they may apply when approaching any reading material. Teachers can even develop very simple activities to encourage their students to read in a very safe manner because they are put on the right track designed to them by their teachers. When reading a foreign language, scholars and applied linguists have suggested three important phases that EFL learners have to go through in order to take advantage of any information existing in any reading material. These three reading phases are explained as follows:

2.11.1. The Before-reading Phase

The before-reading or pre-reading phase is a very important stage where students can perform many important things before really immersing in the passage. So, it can be considered an interesting tool that permits any reader to understand what each reading is going to be about and what the main ideas are going to be in what is going to be read. When the students are given enough time to pre-read, they are better prepared to read and

understand the information presented in the text. So, pre-reading tasks prepare the students for actual reading by activating both “linguistic and content schemata”.

Students should not just start reading from the beginning and go through a text till they get to its end. For instance, they should first look over what they are going to read, by looking at the pictures which accompany the text, the title of that text and start thinking about what they already know about the subject. They should try to find the main ideas and the ideas that support them and how they are related. They also should look for the key words that give them some necessary clues, then the purpose for reading this text. Because reading a text for pleasure differs from reading it find out some needed information.

Again, during this phase, students are normally encouraged by their teacher to do a number of things. For example, they may urge them to jot down all the things they already know about the topic. In other words they enhance them to activate their prior-knowledge about the topic. Students may also answer questions designed by their teachers or just look at the illustration accompanying the text. Moreover, the teacher can explain the title and the students try to predict from it what the topic is about and provide the students with some key words taken from the text, and explain them before being engaged in reading. Sometimes, some information about the author’s writing style and interests may enhance readers to approach the text in a more meaningful and purposeful manner.

In our case, as most of the texts given to our students are deprived of any illustrative pictures, charts or pie-charts, this annoying situation destructs the value of these texts and distracts the students’ attention. So, authentic materials, in this case, are needed because they are full of colourful illustrations. Besides, the overcrowded classes may represent a setback for teachers to interfere and arouse their students’ interest to read a text successfully.

2.11.2. The While-reading Phase

In this stage, students become as if they are practising guided-reading because during reading, they are following some instructions. For instance, they can stop reading after each section and try to restate or reformulate what they have read using their own words. This helps them to retain a good quantity of information about the topic they are reading. They can ask a series of questions and try to answer them from the part they have read, too. May be, some of these questions may help them predict what will come in the next parts of the text. Sometimes, teachers can interfere during this phase and show their students how to guess the meaning of certain words from their context.

2.11.3. The Post-reading Phase

During this phase, learners' comprehension of the text can be checked either by the students themselves or by their teacher. So, after reading any passage especially the authentic one, learners can assess the knowledge they have learned from it, and at the same time try to think over what is left about a certain topic in order to look for it in other passages. Also, when finishing reading a text, students join the newly acquired ideas to their previous ones, and this enables them to enrich their background knowledge. Moreover, when discussing these ideas, either with their teacher or other classmates, they will comprehend better the ones which were somehow, clumsy.

Finally, to sum up the three reading phases, Alonzo (n.d) has provided the following table to illustrate these strategies:

Before Reading	Build Background Information	Charts/Tables
	Activate/Connect Prior-knowledge	Set a Purpose
	Connect to Personal Lives	Development of Vocabulary
	Make Predictions	High Frequency Words
During Reading	Return to Purpose	Express Personal Opinions
	Main Ideas	Connect to Other Texts
	Identify Details	Question and Clarify at Critical Junctures
	Sequence	Question the Author
	Cause/Effect	Interpret Character Motivation
	Compare & Contrast	Speculate
	Draw Conclusions	
After Reading	Summarize	Make Judgments
	Retell	Graphic Organizers
	Story Structure	Act-Out or Illustrate
	Connect to Personal Lives Discuss/Interpret Author Motivation	Connect to Other Text

Table 5. The Three Reading Phases (Alonzo: nd)

2.12. The Importance of Prediction

Prediction is a strategy that can direct the reading students to the appropriate achievements. It is an active process used by readers with which they can identify the coming information, in this way this may facilitate the learning of that information. According to Wallace (2004: 42) prediction is an excellent and useful tool that facilitates the understanding of the passage if used properly. When students are making a good prediction, this will help them avoid outrageous guesses that disrupt the flow of the lesson (Trisha Callella: 42). On their turn, both Slaght and Habren (2009:10) state that predicting

means relating what you know and what you want to learn about a topic, by previewing the text for guessing the following information. Harrison (2004:95) affirms that predicting involves the utilization of students' given information and background knowledge for making hypothesis because prediction can encourage thoughtful strategic reading.

Furthermore, Harmer (1998:70) argues that book covers, photographs and headings are allowing readers to start predict what the book or other related things contain. The saying: '*Don't judge a book from its cover*' is not always correct; because the cover provides us with the title of the book, the name of the author and sometimes a brief background of his/her life and works and so on. So, all these clues may motivate us to predict what the book is about and whether it is worthwhile to read or not.

As Robb (2013: 36) states, prediction begins when readers look for a book that they might enjoy and can read with fluency. Moreover, students with good reading skills make predictions before and during the reading of a text. As authentic materials, sometimes contain provocative elements that may create pressure amongst EFL learners, they (AMs) can be eliminated easily before exposing our students to them.

Moreover, after reading, students review their prediction by going back to the text and locate the key parts to check their prediction. Again, making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). This strategy also helps students make connections between their prior-knowledge and the text. Sometimes, teachers use the terms *prediction* and *hypothesis* interchangeably in science. Finally, prediction makes students able to determine the difference between fact and opinion and understand an author's message and relate it to their own lives (Burton, 2008).

2.13. The Importance of Background Knowledge

As there are varieties of texts, and even authentic ones that consist of topics that go with EFL students' needs, teachers should provide them with the ones that correspond with their background knowledge, interests, and language proficiency. Brock (1990:22) states that "Research examining the process of reading has found that successful reading depends on the reader's background knowledge than on the use of so-called 'decoding skills'. So, this means that the reader must already know the information in the text, or have sufficient background knowledge with which to comprehend the unknown information in a text, for meaningful reading to occur. When approaching any text, if the student does not have beforehand information about the topic or if s/he cannot link the information in the text with what s/he already knows, then meaningful reading will never take place.

Nuttall (1982) states that "Reading comprehension depends on a successful match between reader's background knowledge and the one assumed by text" (Cited in Brock 1990:22). Similarly, Carrell and Eisterhold (1987) have claimed that reading comprehension is impossible when readers do not possess the necessary background knowledge presupposed by the text. It can be noticed that a successful reading always depends on what the reader already knows about the text, and the importance of the reader's background knowledge has become a crucial factor without which, reading comprehension is meaningless.

2.13.1. Defining Prior-knowledge

Simply speaking, prior-knowledge is the knowledge the learner already possess before s/he meets new information in a reading material. In the literature, the term prior-knowledge is used interchangeably with the term background knowledge. As they mean the same thing, they are sometimes used synonymously. So, prior-knowledge is the

knowledge that the learners have acquired from previous experiences through the stored information in their brains about a certain topic when they came across certain documents or reading materials before learning more about it in other ones. When students read, they connect new learning to what they already have in their brains, forming something like a bridge between the new and old information. That bridge or connection makes learning easier.

But, having knowledge does not mean that they have to know everything about a topic in order to learn more, it just means it is easier to learn when they already have something for the new information to hold on to. Another advantage of prior-knowledge is that it makes it easier for learners to remember what they learned/read; it goes into their long-term memory. When they remember what they learned, they become able to use it in other settings rather than the classroom.

Campbell et al. (2009: 7) state that students of any age bring beliefs and life and academic experiences to the classroom that influence what and how they learn. At times, such prior-knowledge facilitates learning by creating mental hooks that serve to support instructional concepts. Campbell (ibid: 9) added that background knowledge is the raw material that conditions learning. It acts as mental hooks for the lodging of new information and is the basic building block of content and skill knowledge. Simons and Biemans (1996: 6) conceive of prior-knowledge as “all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge.

2.13.2. Reading and Prior-knowledge

The relationship between reading and prior-knowledge is crucial because when students make connections to the text they are reading, their comprehension increases. Good readers constantly try to make sense out of what they read by seeing how it fits with

what they already know. When approaching any text, students can make a smooth passage through the author's ideas when they possess the appropriate prior-knowledge that goes with these ideas.

2.13.3. The Importance of Prior-knowledge

After reading any passage, students compare and contrast their ideas with the new ones they came across in the reading materials; they are better able to make connections between their prior-knowledge and their new one. This technique helps readers retain these ideas in their long term memory because they have made the connection themselves. As Shumm (2006: 227) explains, "By attaching new information to existing information, comprehension is achieved." When readers provide the necessary prior-knowledge they need to understand what they are reading, they are expected to understand it easily and they feel satisfied to a good extent.

Shumm (2006: 227) gave the following findings of some researches as follows:

- Readers with more prior-knowledge understand and remember more (Brown, Bransford, Ferrara, and Campione, 1983).
- To improve comprehension, prior knowledge must be activated (Bransford & Johnson, 1972).
- Poor readers and younger readers often fail to activate their prior-knowledge (Paris & Lindaur, 1976).
- Good readers revise prior-knowledge that is not consistent with what they are reading if they are convinced by the author's argument. In turn, ideas in the text may be rejected when they clash with a reader's prior knowledge (Pressley, 2000).

Sometimes, prior-knowledge acts in a paradoxical way. Instead of facilitating learning, it makes it difficult, especially when the reader's pre-existing information is in

breach with the new content of what s/he is reading. In certain authentic texts, authors consider certain terms as ‘general knowledge’ because they are targeting native speakers of the language, and thus do not explicitly explain them; readers who ignore them find it too difficult to keep on reading these texts.

In contrast, readers whose prior-knowledge about these terms existent can read the same texts easily. An EFL student who has been in England, for instance, and has become familiar with certain cultural characteristics of the country finds it easy to understand a text dealing with some of these aspects. As comprehension and communication are so dependent on prior-knowledge, students whose knowledge of a topic is limited or nonexistent face difficulty communicating using this topic.

2.13.4. Activating Prior-knowledge

As prior-knowledge is considered as one of the most important facilitating factors to reading, it needs to be activated the moment learners start the reading process. McMahon (2006: 188) states that, when prior-knowledge is activated before a task, it has the effect of validating the student’s experience and knowledge while empowering the student and increasing self-confidence. So, when approaching any passage, readers need to activate their prior-knowledge in order to connect the previously learned knowledge with the new knowledge they encounter in what they are going to read. This strategy requires readers to activate their background knowledge and use it to help them understand what they are reading.

Background knowledge is made up of a person's experiences with the world (including what he or she has read), along with his or her concepts for how a written text works, including word identification, print concepts, word meaning, and how a text is organized (Nickelson: 2008). So, it can be deduced that the reader’s existing knowledge is

very important because it determines his/her ability to comprehend what they read. Sometimes, a single clue possessed by the reader from his or her previous readings may facilitate the understanding of the new one.

According to Texas Education Agency (TEA), during reading, good readers may make predictions about what is going to happen next, or what ideas or evidence the author will present to support an argument (2017). Readers tend to evaluate these predictions continuously, and revise any prediction that is not confirmed. Widdowson (1990 : 56) describes reading as not simply a matter of extracting information from the text, rather, it is one in which the reading material activates a range of knowledge in the reader's mind...may be refined and extended by the new information supplied by the text.

So, when approaching any text, we have to put in mind that something new is going to happen ; either we are going to brush up on a piece of information stored in our minds for a long time or the same stored piece of information is reinforced, extended or clarified more with an extra information discovered in this text. So, the reader does not only need to use the information from the text in front of him/her, but should imply his prior-knowledge to understand the new one.

The most important factor in determining how much readers will comprehend and how well writers will be able to communicate about a given topic is their level of knowledge about that topic (interest in the topic is also important but often is related to prior knowledge (Allington and Pearson, 2010). The importance of prior knowledge to comprehension and communication is included in virtually all modern theories of reading (Anderson & Pearson, 1984; Pressley, Wood, & Woloshyn, 1992; Spivey, 1996) (cited in Allington and Pearson. 2010).

2.14. Improving Students' Reading Comprehension and Retention

Besides making our students connect the information they already know with the one they are going through in a new text in order to sharpen their focus and deepen their interest, there are other ways which may help them doing so and in a pleasant manner. For instance, the SQ3R method has become, these days, an important strategy that facilitates the reading process even to the poor readers because, when used appropriately, it will help them excel in a short period of time.

2.15. Using the SQ3R Method

If students want to improve their current reading comprehension and retention, they need to try the SQ3R system because it is considered as one of the most prominent strategies that need to be taught to them. This reading strategy was developed in the 1940's by Francis Robinson (Sheffield, Montgomery & Moody, 2005). The SQ3R is a method of self-regulated reading that is intended to help students increase their reading proficiency (Cited in Kroner, 2013).

According to the Academic Centers for Excellence (ACE) in the University of California (2016) the SQ3R is a textbook study system that may sound like an intricate and time-consuming process. However, in the long run, using such an approach to text reading has proven that it may save students' time and effort. Even better, they will retain more of what they read. By learning and following the SQ3R system each time they read, they will find that they can *review* rather than *relearn* when preparing for examinations (ACE: 2016). So, what does the acronym "SQ3R" mean? So this is how the ACE in California University (ibid) has explained it. It has been noticed that this strategy works with both types of materials; authentic and non-authentic ones.

a- “S” stands for “*Survey*”; which means to *glance* quickly at the key parts of the book, chapter or text to get an overview of how the material is organized and developed. This helps the reader to grasp the main ideas before he/she begins actual reading and mastery of the details. These are the necessary techniques that need to be followed by the readers in order to understand the reading material they are dealing with:

- Read the preface or introduction to the book and scan the table of contents.
- Scan the title, headings and subheadings. These give you an outline of the chapter.
- Read the author's summary if one is included. If not, read the introductory and concluding paragraphs.
- Study any pictures, graphs, charts, etc. which are included. These can provide a visual summary of an idea.
- Quickly scan the entire section by running the eyes rapidly down the page.
- Key in on topic sentences and repeated words or phrases.

b- “Q” stands for “*Question*”; which means to formulate questions about the text or chapter content based on your preview reading and these are the techniques that need to be followed by the readers:

- Turn headings, subheadings, and titles into questions. When reading each section, you will read to find the answers to these questions.
- Remember the six classic questions, who, what, when, where, how, and why.
- Jot these questions down to use later when reviewing.

c- the first “R” stands for “*Read*”; which means that students have to read actively with the questions they have just formulated in mind following these techniques:

- Look for the answers to the questions you posed.
- Try to summarize and restate ideas as you read.
- Keep in mind the overall organization of the chapters as you incorporate details.

- Read with the intent to stop periodically and reconstruct what you have read.
 - Mark key words and phrases after you have read, using the suggestions on the following page.
- d- The second “R” stands for “*Recite*”; which means that when reading, students need to stop at the end of a section or chapter to test their recall. Half of their study time should be spent on this step because this is where the real learning takes place. Most forgetting occurs soon after learning, so immediate recall is important. So, these are the techniques that need to be followed by the learners:
- If you cannot recall what you have read as soon as you have read it, you have wasted all the time you spent reading it.
 - Immediate recall is the first step toward continued retention - this step will *save you time* when you review for an examination.
- e- The third “R” stands for “*Review*”; which means that students have to review the material periodically. This helps them to fix the material in their memory, eliminating the need for last minute cramming and test anxiety. The most effective review comes soon after their initial learning and these are the techniques that they need to follow:
- Reread marginal notes, underlining and questions posed at the beginning.
 - Review class notes on the same topic.

2.16. The Importance of Retention

Retention as Khetarpal (2008) explains, refers to the ability to recall the read material after a lapse of time, it can also, be termed as memory power (as cited in Sehgal and Khetarpal, 2008:148). It is one of the essential skills which need to be improved by a reader because when the retention power of a reader is poor, he/she becomes unable to learn and recall the read material.

So, retention is a very important factor when practising reading. Students who forget large parts of what they have just read, as if they have just overloaded their minds with information which escaped quickly from them. So, this is not considered as a good sign for those who want to learn something through reading. Moreover, reading becomes useless and worthless if learners do not remember what they have read. Most of our students have difficulties fully comprehending and remembering written material. Fortunately, according to Kaufman (2008), a bestselling author, business and learning expert, it is easy to improve students' reading comprehension and retention when following some of the following three simple techniques he suggested (ibid):

2.16.1. Setting a Purpose by Asking “Why?” and “What?”

According to Kaufman (2016), before picking up any piece of reading material, it is recommended to ask two simple questions:

1. Why am I reading this?
2. What might I need this information for?

These questions are immensely important for two reasons (always, according to Kaufman)

First, asking why you are choosing to read a particular piece of material helps determine your purpose: what you ultimately want to accomplish by spending your time reading. Setting your purpose is the best way to factor in the opportunity cost of your time and attention... if you do not believe what you are about to read will be useful, you can choose to do something different.

Second, asking why you might need this information primes your brain to make connections between what you are reading and what you want to achieve. Our minds work primarily via pattern recognition - by reminding yourself of your areas of responsibility before you read, you will make many more connections than you would otherwise.

Furthermore, Kaufman (2008) added that readers should keep a notebook and pen close at hand to capture their thoughts and ideas without breaking the flow of their reading.

2.16.2. Creating a Mind Map of Major Concepts

Mind mapping when reading is a technique that helps readers structure the main ideas in a way that they can retain and recall them when necessary.

Kaufman (2008, para. 6) explains it as follows:

A mind map is a non-linear diagram that makes it easy to capture key thoughts and connections between ideas in a graphical/visual format. Starting with an idea, concept, or question in the center, you capture information by connecting key concepts and thoughts to the central idea. More detailed information related to these thoughts is then captured in branches that radiate out from the key concepts, away from the central idea (...) You can create mind maps manually (with paper and pens or markers) or use software to create documents to share or archive.

So, with the use of a well-structured mind mapping, readers can be enhanced to process the ideas in an easy pleasurable manner.

2.16.3. Capturing Readers' Reactions by Using the "McDowell Grid"

The term "McDowell Grid" was coined by Kaufman in 2008 after being taught by Tyson MacDowell a brilliant format for capturing both key points and personal reactions while reading. So, this method captures key points and personal reactions side-by-side, making it easy to quickly revisit a summary of the text and remember your thoughts about the key points at the same time.

The grid is simple: using any word processing software you like, make a table with two columns. In the first column, capture a summary of a key concept or idea from the text. In the second column, record your personal reactions, ideas, and plans to put the concept into practice. When you finish with the book, you will have an archive-ready

summary and action plan ready for use. One common mistake many learners make when taking notes is that they focus only on the content of the text. Instead of simply summarizing key points, seek instead to capture the ideas and plans that the reading generates for you (Kaufman: 2016).

2.17. The Importance of Using a Dictionary

The dictionary is the only reference book of great help that all students, especially those who learn languages, need during their learning process. They do not only provide the meaning of a word but, its pronunciation, function, etymology and even its syntactic and idiomatic uses. Nowadays, there are different types of dictionaries from different publishing houses in addition to the electronic or virtual online ones.

According to Champeau De Lôpez (1987: 14), in an advanced reading class, students should not only be allowed to use their dictionaries in their classes or during examinations, but they should be required to do so. As there is a tendency of students to turn to using authentic texts which are full of unfamiliar words, they need to have their dictionaries with them most of the time. This fact shows the importance of dictionaries in learning.

Sometimes, a single difficult word may impede the understanding of the whole text therefore; the use of the dictionary here becomes necessary. Moreover, when students read independently outside the classroom and far away from their teacher, a good dictionary may help them overcome the difficulties that may face them during this autonomous learning period. Students who also practise extensive reading will have access to dictionaries. But, the excessive use of the dictionary sometimes hinders students from acquiring some important techniques that enable them understand the meaning of certain words in their context without wasting their time in checking them in their dictionaries.

However, the most important question about when to use the dictionary concerns not only the external classroom conditions but, rather the internal characteristics of the reading itself. Most EFL teachers think that students should minimize the use of their dictionaries. For instance, Champeau De Lôpez (ibid) believes in the proper use of the dictionary, and suggested that when reading, the dictionary should be used only as a last resort and she gave us two reasons for that: First, it takes time that might be employed in an overall understanding of the text is spent in looking up words.

Efficient reading implies obtaining the greatest amount of information from the text in the smallest amount of time. Second, the overuse of the dictionary tends to focus the readers' attention on words, when what they should be concentrating on are ideas and concepts. Also, we can add that, when a student stops reading to check the meaning of a word, his/her stream of consciousness is interrupted and may face difficulties when resuming the reading of that text.

If students keep on checking every difficult word they encounter, they may spend the whole day with a dictionary in their hand. However, they have to put their dictionaries aside for a moment and keep on reading because the text may actually give a definition, or cite examples, present analogies or synonyms, or describe the circumstances surrounding the use of the word sufficiently for the reader to know what the word means in the particular context.

For instance, when students come across the following example, "*In a warm spring morning, all trees were full of sparrows. These birds....*" If they stopped at the word "*sparrows*" and went to check it in their dictionary, here, it would be a waste of time. But, if they kept on reading they would find its meaning in the beginning of the second sentence. So, after reading the complete text, the readers may realize that they have understood the important concepts presented without comprehending the exact meaning of

every word. In either case, the readers' purpose will have been fulfilled without wasting time with a dictionary.

But, sometimes students read the whole text and find themselves unable to comprehend the text because they did not manage to understand the meaning of certain words from their context. Here, the students have to divide them (words) into their components if they are compound words or they have to separate the roots of words from their affixes which facilitate the understanding of the meaning of these words. But, if after exhausting these possibilities and the students still do not understand the meaning of a word and if this word is vital to the comprehension of the text, then, and only then, they should refer to the dictionary.

2.18. The Importance of Illustrations

Illustrations are those graphics found in the reading material of some books and magazines. As those illustrations can help hold the attention of the readers, they are not only solely found in children's books but, in adults' books also. Reinert (1982: 5) states, "One picture is worth a thousand words." This is true especially when talking about the importance of illustrations accompanying texts. It is obvious that when words or texts are combined with illustrations, whether they are just drawings or actual real pictures, the readers can easily understand the topic.

According to Bodmer (1992: 72), illustrations serve to expand, explain, interpret, or decorate a written text. Norton (1987), on his turn stated that in picture books, the setting is used to establish a story's location in time and place, create a mood, clarify a historical background if necessary, provide an antagonist or emphasize symbolic meaning. So, here, illustrations are important to illuminate time even for weak readers.

In order to facilitate the learning process, even for children, pictures should be used to induce them to read as Nodelman (1996: 216) states, young children need pictures in books “because they find them easier to understand than words and need pictorial information to guide their response to verbal information.” Illustrations have the ability to make a reading material more interesting and easier to read because they can help hold, as said before, the readers’ attention. When making connections between what they are reading and the pictures, students become able to explore the setting with their imagination.

Furthermore, the use of pictures, in teaching a foreign language, is necessary for learners at all levels. Fortunately, authentic materials comprise large quantities of pictures and other illustrations accompanying them. They (the pictures) are considered as (educational) visual aids, which add to the lecture an interesting ingredient to make it tasteful. Normally, teachers of English have to bring illustrated texts, or bring pictures or photographs to the classroom that go with the material they are going to deal with in their classes. They will surely, see that their students find the use of pictures and other visual materials, interesting and stimulating. Something important is that, these days, students are keen enough to extract these authentic pictures from the internet rather than their teachers.

Stanuleweiz (1996: 34) said that, “Stories in pictures, not only make writing more attractive and stimulating discussion but, they also bring an air of something usual when boredom is about to knock at the door of the classroom .” As words alone are not sufficient to carry the learners over into an imaginary situation, the teachers face tremendous obstacles to overcome these setbacks, therefore, they turn to the use of visual aids to help them to bring their students into this imaginative experience (Slimani (2005). The illustrations, especially those made of authentic pictures, when used properly, they develop

and sustain the students' motivation, and produce a positive attitude towards the foreign language taught (English).

2.19. Illustration Problems

Sometimes, whether intended or not, some illustrations are in breach with the exact content of the text. Lukens (1990) states that, it seems that the greater proportion of illustration to text, the greater the influence illustrations have in the creation of story. Sometimes, the text says something whereas the illustration shows something else. Also, some illustrations are provocative for the reason that they may create an angry reaction of the learners against certain pictures which do not go with their socio-cultural milieu. Some pictures convey contradictory messages to the reality of certain principles in their religion.

Moreover, as some reading materials are written, edited, and published in a hurry, either they are void of any illustrations at all or when provided they (illustrations) do not really give good interpretations to the texts. Besides that, there are other factors which contribute to the misleading use of illustrations like, the lack of communication between the author and the illustrator and sometimes the latter does not possess the appropriate experience to make the suitable illustration accompanying certain reading materials. Also, sometimes the unpleasant quality of the pictures hinders the understanding of certain passages for certain learners who suffer from sight problems.

The excessive use of illustrations distracts the readers' attention. They concentrate more on the pictures and forget about the print which hinders their word identification and acquisition of the written form of the language. Another problem is that when learners become accustomed to reading pictorial documents, they refuse to read others without pictures.

Hence, it can be said that through the careful use of illustrations, in authentic texts or in documents handed out to learners helps them, as Schallert (1980) states, “prompt an active elaboration of the printed text, thus facilitating learning”. Illustrations in texts allow even young readers not only to become aware of the variety of artistic styles and media that artists employ but also develop a sense of judgment quality (Jacobs and Tunnell, 1996: 34). When words are put alone, they become abstract if they are not accompanied with the appropriate pictures to make them concrete. This is in one hand, and on the other, the illustrations may make even the difficult authentic texts more appealing and thus, better engage the readers.

2.20. Types of Reading

It has become obvious to say that reading is an important activity because it enriches the readers’ background knowledge with more information and contributes in the edification of their minds. Both extensive and intensive readings are very beneficial for learners who want to extract the maximum information either just for pleasure or the one they need for their studies. So, when EFL learners keep on reading outside their classroom and only during some lectures, this is considered as a healthy act that contributes in their enlightenment of what surrounds them; and they even can compete with the native speakers in, what for them is considered as, a foreign language.

2.21. The Importance of Extensive Reading

Extensive reading, sometimes called free voluntary reading is when students engage in reading a book or any other material by their will to do so. They are doing it just for pleasure or they want to enrich their background knowledge. EFL learners are also interested in this type of reading because they are totally convinced that when doing so,

they will improve their level in this foreign language. Harmer (2001: 210) states that, extensive reading is pleasurable for the learners and improves their general language.

Extensive reading is to extend the activity of reading beyond the walls of the classroom. Students, who used to practise reading just when they are dealing with material imposed on them in their classes, are now given the opportunity keep on reading but, by their own and dealing with the reading material of their own choice. Because of the importance of this free reading, however, different scholars and applied linguists come up with various definitions to it (ER).

Davis (1995) defines an extensive reading programme as a supplementary class library scheme attached to an English course in which learners are given time, encouragement and materials to read pleurably at their own level as many books as they can without the pressure of testing or marks. This is really what needs to be done in order to motivate learners to read.

The British Council Language Center (BCLC) is establishing reading programmes in many countries all over the world where English is taught as a foreign language. In his interesting online article "Extensive Reading: Why? And How? Timothy (1998), of Kuwait University gave us the example of the programme established by the BCLC in Sanaa, in Yemen where an elementary level class of government employees were exposed to a regime of graded readers, which was integrated into normal classroom teaching. Timothy said that students followed a class reader, had access to class library of graded readers, and had classes in the British Council library, which gave them access to a collection of 2000 titles.

So, when reading large amounts of material at the learners' own level and needs without being tested about the information they got from it, they are doing it with pleasure

and away from the pressure of the classroom. It could be therefore inferred that ER is associated with authentic material rather than pedagogic.

Widdowson (1979) appears to be, according to the same document, the one who has probably thought longer and harder about authenticity. He questions the call “for the learner’s immediate exposure to genuine instances of language use” which he sees as partly based on confusing “the ends of language learning with the means by which they are achieved.” Connecting ER with authenticity, which is taken to mean by Swaffar (1985) as a body of texts that are written by some native speakers to other native speakers and the teaching thereof has primary intent-communicate meaning, shows that ER is a communicative meaning oriented task.

So, reading large quantities of material, whether this latter is represented under long texts, newspaper and magazine articles or even short stories and novels are considered ER. The students are supposed to grasp the general meaning of the topics treated in these materials which are destined primarily to a native audience whose needs from reading are both similar and different from non-native learners. Recent years have seen great interest in extensive reading, and many institutions and teachers now provide students with materials and urge them to read them independently and just for pleasure, and they also encourage them to choose for themselves what they read and to do so for language improvement, especially the authentic ones.

As some governments and institutions have realized the importance of extensive reading, they introduced it in their educational systems. For instance, Malaysia launched an “English Reading Programme” in 1976 and its aim was to help learners of English as a foreign language, monitor their understanding of important information in texts. In Singapore, between 1985 and 1990, forty schools benefited from grants given by the

Ministry of Education to buy books to be used at school and could be borrowed to pupils to read at home (Hedge 2000: 195).

Nuttal (1982) says, “An extensive reading programme... is the single most effective way of improving both vocabulary and reading skills.” Hence, when put on the right track by their teachers, students can get the maximum benefit from their readings. Also, when they are involved they learn more, as the Chinese proverb that says, “Tell me and I forget; teach me and I remember; involve me and I learn”.

2.22. Advantages of Extensive Reading

The overwhelming majority of the Algerian university teachers of English are likely to expect their students to read much complex materials written by some well-known authors. But our EFL students would find these materials absolutely difficult to understand and enjoy. So, what is necessary is to provide our students with what Harmer (2001:210) terms “*specially written material*”.

In our case, when suggesting short texts or of medium length and the vocabulary items are easy, the students enjoy what they read and there will be an improvement in their reading efficiency. But, if our students keep on doing so, after a certain period of time they will discover that they are unable to compete with other EFL students from other countries where English is taught as a foreign language. So, our students have to rise to the challenge and use authentic material to be able to do so. Extensive reading is an excellent opportunity for our learners to take advantage of browsing through large quantities of authentic materials in order to have a good command of that language in its real environment. More over extensive reading activates the reading habit. The Longman Dictionary of Language Teaching and Applied Linguistics explains, “Extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and

structure, and to encourage a liking for reading” (Cited in Richards, Platt, & Platt, 1992:133).

2.23. The Importance of Intensive Reading

Intensive reading (IR) is an in-depth reading with a thorough understanding of the information the learners are coming across. Different from extensive reading, the intensive one is an activity involving reading for details. According to Tsitsipoulou, Vacharoglou et. al. (1990:31) the aim of intensive reading is “to arrive at a profound and detailed understanding of the text, not only of what it means, but also, of how the meaning is produced”. So, this skill gives more opportunity to teachers to train their students in reading strategies.

Moreover, when practising this kind of reading (IR) students are doing so for the sake of comprehending everything and retaining it for a long period of time. In extensive reading, the teacher should always encourage students to choose for themselves what to read and to do so with pleasure and for general language improvement. As for intensive reading, a teacher often chooses, directs and designs what kind of book that students should read in order to develop specific skills (Harmer, 2001: 210).

Hence, if teachers want to achieve an effective reading session, then they are required to follow a certain pattern that comes to be called by Harmer (ibid:215) “Reading Lesson Sequences” (RLS). RLS is used in order to have students practise specific skills such as: reading to extract specific information, or reading for a general understanding. Furthermore, teachers can get students to read text for communicative purposes as part of other activities, as sources of information, or in order to identify specific uses of language.

2.24. The Importance of Teaching Reading

Reading is clearly a passion for some and a boring task for others. Many people find a great deal of pleasure in reading, and this accounts for the fact that they are well-versed in many topics. It is also true that as many learners find it really stressful to read because of the difficult words over which very often they stumble when they attempt to read something sophisticated. All people agree that reading is the source of knowledge of great importance to learners in both formal and informal settings.

If learning is a relatively permanent change in behaviour, then reading can achieve this. Educators and psychologists know that students learn better in a non-threatening environment; when repetition and redundancy are cleverly used; when learning is graded and sequenced and finally, learning takes place when associations and contrasts are involved. Gebhard (1985:16-18) believes that “It might be safe to assume that teaching that took advantage of learning theory would be more efficient than teaching that did not.” Differently stated, theory can help to make learning more efficient.

Teachers with some theoretical knowledge are likely to teach better and eventually receive better outcomes. In his interesting article “*Teaching Reading through Assumptions*”, Gebhard (ibid.) discusses at length some assumptions that he collected from Fanselow’s work on learning. And he also proposed some others from his various readings from the literature on learning theory.

Practising reading can aid students in learning to read because the more time they spend actually reading, the better readers they become. The teacher can increase students’ reading time by predicting words they might have trouble with. Extensive reading can help a lot in learning to read and read to learn. Besides that, when students read material that is meaningful to them, they learn more from it. The more meaningful the material to be learned is, the greater the facility in learning and retention is. The teacher is able to make a

reading class more meaningful by discovering which material s/he thinks that might be meaningful. The teacher can also design conversations and questionnaires in order to identify students' needs and interests.

Moreover, redundancy can be a medium to teach reading. It could be a linguistic medium in sentences like: "*That old man cannot see*" and "*He is blind*". Redundancy can be a non-linguistic medium (pictures). Finally, it could be a paralinguistic medium (gestures). According to Fanslow (1985), Gibhard (ibid) added that when manipulating a good amount of external information, students can improve their learning to read. By this statement, Fanslow (ibid) distinguishes between external information (linguistic medium, non-linguistic medium and paralinguistic medium) and internal information (a person's cumulative knowledge through his/her experience). In case students cannot understand external information, teachers are required to resort to audio-visual aids, gestures, paraphrasing, synonyms and antonyms.

Students have to practise reading in "sense groups" where teachers need to help students to read meaningful chunks of sentences. These chunks of meaningful sentences or as Gibhard calls "sense groups" need to be drilled from the very beginning and try to avoid word per word reading. One way to reach sense group reading is to make students read and re-read the same material until they acquire the habit. Also, if teachers provide the means for students to make associations while they read, it should help them to read correctly. Associations can be made between auditory (hearing), visual (seeing), tactile (touching) or olfactory (smelling) senses and the content of what students read. For example, if the reading is about textiles, the students can, as they read, be given a fabric to touch, see and smell. Fanslow (1985), however, suggests random associations that they do not necessarily have to be connected to the topic students are reading. He/she might, as well,

play soft music or give sweets. Hence, students make the association with the text and the music and/sweets.

According to Carroll (1966:104), the frequency with which an item is practised per se is not as crucial as the frequency with which it is contrasted with other items with which it may be confused. Some teachers believe that it is better to teach beginner learners such similar-looking letters as d-b and m-n together, so that they can learn to distinguish between them. Feedback is a major part of learning to do anything, and that without information about the performances made, learners have no information on which they have to proceed. For example, students can be asked to read directions that require them to build a model of something, such as a bridge or a house.

The healthy learning atmosphere is also very important because the students who are not totally engaged in learning to read will gain half as much as they might in a less threatening situation. Rardin and Stevick (1978:80) recommend that teachers act as facilitators by setting up or structuring learning activities and then stepping aside and letting students go about learning. This is why sometimes, teachers need to let students learn by themselves and try not to be judgmental.

2.25. The Importance of Skimming and Scanning

Skimming and scanning are two different reading strategies. Both are used to speed our reading. Each one is used for a specific reading purpose. As Beale (2013) states, people who know how to skim and scan are flexible readers; they read according to their purpose and get the information they need quickly without wasting time. So, the learners are not supposed to read everything with the same amount of care and attention. Their interest should be focused on what they are looking for whether when skimming or scanning a text.

EFL students should know that these two techniques may enable them to cover a vast amount of material in a short time. These two techniques are similar in process but different in purpose. Many people consider skimming and scanning search techniques rather than reading strategies. Most learners need to use these two techniques when searching for specific information, looking for clues, or reviewing information.

Moreover, to skim means to turn one's eyes over the text or the paragraph quickly. Because the reader is supposed to read a good quantity of material in a limited amount of time and get from it what is needed for the purpose he fixed at the beginning. For instance, when the reader finds that the information existing in a text is not satisfactory for his/her research paper, he/she does not waste much time in completing reading it. Harmer (2001: 202) says, "By encouraging students to have a quick look at the text before plunging into it for detail, we help them to a general understanding of what it is all about." So, the reader is not concerned about the details in the text, but just to get an idea of what is going on.

Hedge (2000: 195) confirms this by saying that, "Skimming is used to get global impression of the content of the text by focusing on headings and first lines of paragraphs." Sometimes, when students read the title, the subtitles and subheadings and have a glance at the illustrations accompanying the text, they can have a clear idea about the text. On his turn, Hyland (1990: 14) states that skimming is a more text-oriented form of surveying and refers to the method of glancing through a text to extract the gist or main points.

Again, scanning is a technique used to look for specific information in a text. Also, it is reading a text quickly in order to find out key words or ideas that represent the gist of that text. When students are asked to look out for a specific item of information while reading or searching rapidly through a text to find a specific point of information, this

enables them to immerse in that text which may make them develop a positive attitude towards the reading skill.

Moreover, this strategy of reading saves time and the students understand and remember much more of what they have read. Hyland (1990:16) states that “Scanning is a useful skill for data gathering review, using reference books, or judging whether a text contains material deserving further study”.

To avoid any problem that might hinder students from efficiently scanning a text, learners have to fix a reading purpose first. Because, sometimes when they start scanning, their attention is caught by some difficult words in the text, hence, they find themselves out of the right track. Hyland (1990: 16) confirms this by stating that when the reader has a clearly defined purpose, s/he can anticipate where to find the information and what form it will take allowing rapid eye movement down the page searching for particular sections or clues.

2.26. The Importance of Reading Fiction

According to Blachowicz et al. (2008: 130-131), when reading fiction, students need to know how to do the following:

- 1) Read actively and strategically to construct meaning from texts.
- 2) Identify major features of narrative writing (setting, characters, plot development, and theme) and major literary elements (point of view, figurative language, etc.).
- 3) Connect personally with literature—make associations between themes and the settings, problems and events, and characters in the stories read.
- 4) Develop understanding of the different genre of literature—from folktales and poetry to science fiction and fantasy.
- 5) Select literature they will enjoy reading and identify favourite books and authors.

- 6) Evaluate books and know the characteristics that define high-quality books.
- 7) Share their responses to books they read, both in writing and orally in discussions with peers.
- 8) Make connections between and among texts read and other sources.

First of all, these abilities need a great effort and expertise from teachers to develop them amongst their students. Teachers have to create an atmosphere where learners can have many opportunities to become efficient readers and also, they need to provide them with powerful activities which enhance them to become creative learners.

Again, Blachowicz et al. (2008: 130-131), state that the activities in the classroom need to be divided into two major sections: in the first one, we present a wide variety of strategies that help teachers scaffold in small groups active, engaged reading of literature. In the second, we look at a variety of ways to provide students with more independent, student-led contexts in which they can develop their abilities as participants in the literature culture, where talk about books and authors is part of the fabric of life.

2.27. Reading Difficulties

We know, as teachers, that there is a significant number of students who struggle with basic reading comprehension. So, their progress in education is hampered with this weakness in reading and understanding. The gap between these students, with reading difficulties, and those who have adequate reading skills is widening and this heterogeneous aspect may lead to many deficiencies in the learning process. The idea that learning and reading difficulties are predominantly a result of deficiencies within the reader is considered too narrow in focus and ignores the range and complexity of social, educational, cultural and environmental factors that influence reading (Culcan, Emmit and Green, 2004: 8 cited in Woolly).

So, reading difficulties are existing very commonly at all educational levels not only in the Algerian educational system, but in all international systems all over the world. Concerning our case, only a very few investigations have been carried out into the diagnosis of reading difficulties in Algeria. For instance, there is a study conducted by Azeroual (2013) from the Department of Letters and the English language of Constantine University 1, has concerned itself with some of these difficulties. So, the researcher investigated the reading comprehension problems of Master students of physics while reading scientific texts in English as a foreign language. It is certainly agreed that students who suffer from learning difficulties generally are those who also suffer from reading difficulties. The problem becomes worse when those learners are not given much attention right from the beginning.

But, when these reading problems are identified early, students are more likely to learn strategies that will raise their reading skills. As comprehension relies on mastery of decoding; many students who struggle to decode find it difficult to understand and remember, what has been read. Because their efforts to retain the information they have just come across is so exhausting, they have no chances left for understanding. As those learners with reading difficulties lack concentration when reading, as Konza (2006: 1) says that, they not only suffer from confusing the meaning of words and sentences, but also they find difficulty in making difference between significant information and minor details in any text or passage.

2.28. Problems Facing Readers

As students have different rates in acquiring the reading skill, there are concrete differences between learners. There students who possess an excellent processing of texts and get from them a good comprehension in a short period of time and others who suffer

from poor comprehension of texts. Those struggling readers are suffering from some hidden learning difficulties and other appearing ones. But, the problem is that even efficient readers sometimes, face difficulties when coming across certain reading materials. These are some of these difficulties which may represent a real setback that prevents those good readers from understanding certain texts suggested by Wallach (2008) in his work entitled: “Language Intervention for School-age Students: setting goals for academic success”.

2.28.1. Difficulty in Extracting Real Main Ideas

Sometimes it is difficult for a student to see what the main ideas of a passage are, or at least to distinguish between important and unimportant information. For instance, when the same passage is given to a group of students to find out the main ideas, their answers may differ from one student to another. (This experiment is done with 15 students and proved the same.

2.28.2. Difficulty in Understanding Text Organisation

Students have trouble to know how a text is organized. If all students are aware that a well-written text or essay is structured as follows: a) introduction, b) body, and c) conclusion, they may know that the central ideas are presented three times: a) in the introduction they are noted briefly, and b) in the body they are discussed in detail, and c) in the conclusion, they are again, reviewed briefly.

2.28.3. Difficulty in Predicting

When students discover that what they are reading is completely new for them, they find difficulty in predicting. When they compare what they already know about the topic with what they reading they don't overlap.

2.28.4. Difficulty in Inferring

Some authors say certain things indirectly and the reader is required to infer this information which is, sometimes, very important for correct understanding of the text. Students with poor comprehension skills can't infer what's happening in what they are reading. So, this cognitive skill is vital for reading comprehension because it is the only tool with which students can go beyond surface meaning of what they are reading.

2.29. Causes of Poor Inferencing Skill

Students, who are unable to read between/beyond the lines well, are suffering from many inferencing problems. Those students do not only suffer from poor background knowledge when approaching certain new topics, but they also suffer from checking their comprehension of these topics. For instance, students who have no idea about cloning, or euthanasia, or defamation, or GMO/F (Genetically Modified Organism/Food), will find difficulty to understand them. Also, some students find difficulty in retaining what they have read and predicting when reading.

Moreover, as vocabulary represents a stumbling block for the overwhelming majority of EFL learners, most of them are showing a weak vocabulary and poor semantic word knowledge and difficulty in dealing with unfamiliar words in addition to their poor grammar knowledge. Other students read a text without really understanding what the

author is saying which makes them unable to find the appropriate answers to some comprehension questions.

2.26. The Status of Reading Books amongst Students

To some students these days, reading books, writing letters, or sending postcards have become static and old-fashioned. Some young people and even in some underdeveloped countries prefer doing many things rather than reading a book. For instance, you can find a child while doing his/her homework; he/she could be seen doing many things at the same time. He/she can be seen with an earphone with an iPod in one ear while asking a friend about something they dealt with in the class with the mobile phone attached to the other ear. This child is doing all these things sitting in front of the computer connected to his/her emails and to Facebook. So, how can we make those learners turn to reading books and keep on doing so instead of being attached to these distracting and time consuming instruments?

So, when a student is encouraged by his/her teacher to keep on reading by telling him/her that he/she is not the sort of person who abandons a book, this creates a kind of enthusiasm on that student to keep on reading. As Catherine (2004: 16) corroborates this by saying “you keep reading because you have already invested a lot of emotional energy in this book.” But the problem is that our students often have trouble choosing the right book; because the bad book for one student is someone else’s favourite. Always Catherine (ibid: 17) is explaining this by stating that,

Novice readers often have trouble choosing enjoyable books because they have not yet accumulated this bulk of reading experience that would allow them to interpret available clues. Experienced readers, on the other hand, have developed a system that almost always works them and seems intuitive because it depends on their broad familiarity with books and authors.

This is why our inexperienced students are in dire need for help to find the right books because if we do not do so, they will be lost in this plethora of books and written material. But, the problem does not stop here, the ideology, beliefs, attitude, and so on, of the author are crucial. What happens when they come across a distinctly author whose ideas and beliefs are extremely different and in opposition to the accepted ones?

2.27. Good and Poor Readers

Readers are divided into two categories: one category represents good or proficient readers and the other represents the poor or weak readers. So, good readers, most of the time read at ease because they are active, purposeful and strategic readers. They know in advance whether or not they will comprehend what they are going to read. The following table shows the characteristics of good and poor readers suggested by Ahuja & Ahuja (2007: no page):

Good Reader	Poor Reader
Rich vocabulary	Poor vocabulary
Reads in larger thought units or phrases	Reads word by word
Makes only needed fixations as the material demands	Makes more fixation
Wider span of recognition	Very narrow span of recognition
Takes very little time for each fixation	Duration of fixation is long
Rhythmic return sweeps	Return sweeps are irregular
Total or near total absence of vocalization	Excessive vocalization
Always makes use of greater contextual constraints	Does not take help from contextual clues
Perfect eye-mind co-ordination	Eye-mind co-ordination is sometimes lacking (missing)
Reads with confidence	Lacks confidence
Reads with a definite purpose	Reads without a clear purpose
Can read even beyond the lines	Cannot reach the critical level of reading
Smooth and effective reading	Reading speed is hindered by back-tracking, re-focusing or re-reading
Positive and lively attitude	Neutral or even negative attitude towards reading
A wide variety of reading interests	Reading interests are very limited
Mostly alert while reading	Daydreams very freely
No retention problems	Has poor retention
Uses several speeds	Has only one speed
Has the experience of wide, extensive reading.	Has a very poor reading background
Has a pragmatic outlook about the difficulty level of the material	Overestimates the difficulty of the material
A very strong stamina (the physical and/or mental strength to do something which might be very difficult).	No stamina of reading
Possesses a high level of motivation	Lacks motivation
Changes his speed and even reading technique according to the nature of the reading material	Reads all types of materials with extra care as if it were a legal document
Reading is always spontaneous, light and pleasant activity. He can find something satisfying and enjoyable in every kind of reading material	Takes reading as a tiresome activity.

Table 6. Characteristics of Good and Poor Readers Suggested by Ahuja & Ahuja, (2007)

Again, Wright (2015) states that good readers are able to fluently decode the words on a page, to organize and recall important facts in a text, to distill from a reading the author's opinions and attitudes and to relate the content of an individual text to a web of other texts previously read. The skilled student reader must engage prior-knowledge, predict what the other will say about the topic, and set specific reading goals (Wright, *ibid*). After reading a text, good readers can summarize its main points, can even discuss the opinion of the author and think over the unclear points. Reading is a competency, that is continually honed (sharpened) and improved over a lifetime.

Furthermore, good/successful readers create and store visual representations of whole words, letters, or letter clusters, for instance, they possess a good understanding and use of affixation; a beforehand knowledge about some suffixes or prefixes enables them to understand what they are reading (Apel 2009, Berninger 1990 as cited in Saklofske (2008: 565)). Furthermore, good readers are capable of rapid and accurate word recognition. They have automated the word identification skills. They have committed thousands of words to their sight or recognition vocabulary and can recognize them instantly with minimum language cues (Dechant, 1991: 5).

Finally, successful readers approach text with knowledge about how texts are conventionally organized and with a strategy to seek and use the top-level structure in a particular text as an organizational framework to facilitate encoding and retrieval (Meyer, 2014: 1).

Conclusion

Nowadays, many EFL teachers and their students have become interested in implementing authentic reading materials in their classes. Most of them have found that these materials can be used in EFL classes safely if accompanied with the teaching of the

appropriate reading techniques and strategies. So, the present chapter has concerned itself with exploring this genuine material starting with making a brief background of it and a set of definitions explaining some of its intricate details. Furthermore, it has been noticed that, there is an earnest desire, these days from many countries to implement authentic material in their EFL educational programmes, some of them have even conducted surveys to make sure that their students may take advantage of its use. So, this chapter has focused on two of these studies conducted, respectively in Japan and Saudi Arabia.

The researcher has tried to provide a good number of advantages and disadvantages of using this material in EFL classes to make those who are concerned with it, scrutinize them and then make their decisions. In our case, both first year EFL students and their teachers (in the division of English at MKBU) have developed a positive attitude towards its use. So, what is needed then is to provide those learners with the appropriate reading techniques and strategies to immerse in this beneficial material that provides them with the real language in its real context to improve the current learning environment.

Hence, as most EFL teachers are concerned about the strategic communicative competence of their EFL learners, the present chapter has attempted to investigate the factors that may facilitate reading in English language so as the learners may extract the necessary information they need to enhance their communicative competence. For instance, the chapter has started with the three reading phases which represent safe itinerary for the learners in order not to divert towards a false direction. Also, it has tried to explain implicitly certain types of reading, such as: extensive and intensive reading which may contribute, and to a great extent in enriching students' background knowledge whether when dealing with authentic or non-authentic materials.

Furthermore, as skimming and scanning may help students gain time when looking for specific information or gaining the gist of the text, they are explained in this chapter to

enhance EFL learners to use them when necessary. Again, because of the importance of prior-knowledge in facilitating reading, the present chapter has devoted a good part of it to this important reading factor and how to activate it in the appropriate moment. So, it is agreed that, when EFL learners possess the necessary prior-knowledge when approaching any text, and when they manage to activate it appropriately, this will certainly facilitate the understanding of that text.

As both illustrations and the use of the dictionary are very important elements because of the great role they play in facilitating reading, this chapter has devoted to them a good part of it. When students know how to possess the right dictionary and how to use it efficiently, they may develop a positive attitude with what they are reading. As authentic material is known for its difficult words for EFL learners, the appropriate use of a good dictionary may help those learners appease their learning tension.

Another important thing is that, in this chapter, many reading problems facing even good readers were mentioned in order to make both EFL teachers and their students aware of them in order to overcome. In order to make our students aware of the importance of reading books, the present chapter was concluded with the situation of reading books these days amongst our students. Also, in order to encourage them to improve their reading skill, students are provided with a table making differences between good and poor readers.

Chapter Three

The Nature of Communicative Proficiency in EFL

Classes

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Chapter Three

The Nature of Communicative Proficiency of EFL Classes

Introduction

It has been noticed that EFL students are facing major challenges of learning effectively this foreign language. Thus, this will slow down their ability to communicate using that language efficiently. Therefore, it is necessary for those learners to master that target language first, in order to become ready to develop the appropriate skills of communication. Sometimes, mother tongue interference represents an obstacle for EFL learners to acquire that language and communicate with it in the appropriate way. Also, when the learners' attention is focused on some linguistic features of the English language, this hinders their understanding of that language.

Kumaravalidivelu (2003: 27) states that, language is best learnt when the learners' attention is focused on understanding, saying and doing things with that language, and not when their attention is explicitly focused on linguistic features. It is worthy to mention that, even if the material is difficult to fully understand, this, at least, gives the learners a general idea about the topic dealt with in that material and it may enable them to use when communicating the same ideas. Here, lies the importance of communication, so, what is communication?

Simply speaking, communication is the act of transmitting and receiving information. In the 19th century, the word 'communication' came to refer to the movement of goods and people, as well as information (Barker 2010: 2). Barker (ibid) added that information, like freight, comes in 'bits'; it needs to be stored, transferred and retrieved. Furthermore, communication is an essential requirement for all human performances and interactions. Konero (2008: 4) states, communication welds individuals into groups: by developing common interests, by crystallising common concepts or it makes them clear

and fixed, by establishing relationships, by extending cooperation, by creating unity, by sharing and by establishing a experiences common heritage. Konero (2008: 4) added that this process is described in terms of what the sender desires to convey and what is actually received by the receiver.

So, in this chapter an explanation of the cycles of communication is given after defining the term communication and exploring some of its important elements. Also, telepathy and empathy with its types are explained. Furthermore, a thorough exploration of Canale and Swain's concept of communicative competence is done and then some light was shed on some of its competencies. Moreover, some requirements of effective communication are shown before moving to explaining Bachman's model of communicative language ability and then the present chapter has ended with making a detailed comparison between CALP and BICS after talking about some components of communication.

3.1. Defining Communication

Communication is the process of creating meaning between two or more people through the expression and interpretation of messages (Clearly, 2008: vii). By expression, it is meant the demonstration of the idea or feeling initially within the mind of the communicator. By interpretation, it is meant the meaning the receiver gives to the message. Therefore, communication is an attempt to get to the mind of others.

The Oxford Advanced Learner's Dictionary (OALD) defines communication as the activity process of expressing ideas and feelings or of giving people information. Bhatnagar et al. (2010: 1) state that communication is a dynamic exchange between a sender and a receiver. It is a complex process and not simple as it appears to be. Mere

transmission of a message is not sufficient. Along with this, receivers' understanding, feelings and response are to be taken into consideration.

3.2. The Communication Cycle (CC)

Moreover, Bhatnagar et al. (2010: 1) added that a message moves through the following five stages of the process of communication:

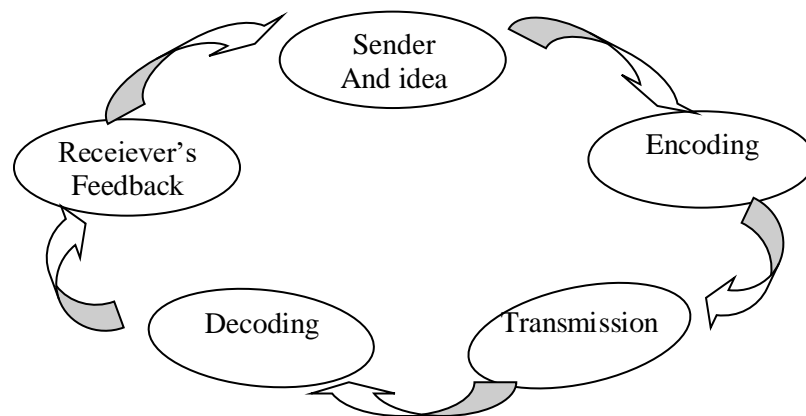


Figure: 2- Communication Cycle (Bhatnagar et al. 2010: 2)

They (ibid) gave an explanation of all the components of the communication cycle as follows:

3.2.1. Sender and Idea

The process of communication begins with an idea that is generated in the mind of the sender and the selection of a message to be communicated. The scope of the idea depends on the knowledge and abilities of the sender as well as the purpose and the context of the communication.

3.2.2. Encoding

Encoding is the next step in communication. Here, the sender converts the idea into a message which can be non-verbal, verbal or written. This is called encoding. It involves language selection in addition to the selection of the medium of communication.

An appropriate choice of the language is necessary for effective encoding. A verbal message requires a common language that can be understood by both the sender as well as the receiver. For example, a receiver who does not understand English cannot decode a message, encoded in English. That's why we use our first language in informal situations and an official language in professional, academic or business situations.

The medium of communication should be carefully chosen because the choice of the medium is the beginning of effective communication. A written message should be clearly stated while the choice of words, tone and style are significant in an oral message. The right encoding leads to successful communication because a work, well begun is half done.

3.2.3. Transmission

The next step is the transmission of the message. Transmission is the flow of the message through a chosen channel—verbal, nonverbal, written, visual and audio-visual. A channel of communication uses a medium such as telephone, e-mail, SMS, video conferencing, Internet, letter and face-to-face conversation. The choice of the channel and medium depends upon the time and the place of communication. Suppose you want to take a day's leave from your boss who normally loses his/her temper on such issues. The best way would be to decide whether you should request him/her in the morning, afternoon or evening in his/her office or when she/he is walking down to the waiting car. In such situations, one must make one's choice with a cool mind.

3.2.4. Decoding

Decoding is the next step in the process of communication. It is the stage when the transmitted message is converted into thoughts so that the receiver may understand its

meaning. It is to be noted that the receiver interprets the message by analyzing it according to his/her understanding. A written message is decoded through reading, an oral communication by listening and a nonverbal communication by interpreting signs and symbols. However, all these types of communication have a common aim of grasping the idea as formulated in the mind of the sender. An effective decoding leads to a successful communication. To achieve this aim, the sender should possess good communication skills (verbal mastery and coordinated body language) and the receiver should be a good decoder who should possess the following qualities:

-good listening

-verbal mastery

-ability to read between the lines

-empathy

An absence of any of these skills may lead to a misinterpretation of the message and may cause confusion and misunderstanding. For instance, empathy helps the reader understand the thoughts and even the feelings of the author. (Bhatnagar et al. 2010: 1)

3.3. Defining Empathy

According to the Cambridge Advanced Learners' Dictionary (CALD), empathy is the ability to share someone else's feelings or experiences by imagining what it would be like to be in their situation. Through this definition, we can understand that this feeling with others makes us able to put ourselves in their place as if we were them, feeling those feelings. According to Hasson, G. (2012) being empathetic also means that you are willing to try to recognize and understand someone else's situation, point of view, thoughts and feelings. This does not mean that you, totally, agree with their ideas, opinions and feelings, and make them, as if they are yours.

So, making their situation your own is a threat for those who do not use their critical thinking when communicating with others. This ability to share someone else's feelings and emotions is just a good tool that facilitates the understanding of the text. Goleman (2007) on his turn stressed that empathy qualifies as one critical measure of the right leader in a crisis, along with being cool under pressure. He (ibid) added that the concern of the overwhelming majority of teachers is to make our EFL learners reach this developed stage of communication.

3.4. Types of Empathy

Simply speaking, it is deduced that empathy is being able to put oneself in the place of others as if you were them. This capacity of doing so helps learners scrutinising even an authentic reading material and infer into the author's feelings and emotions. Psychologists, like, Goleman (2007) has identified three types of empathy: emotional empathy, cognitive empathy and compassionate empathy.

3.4.1. Emotional Empathy

Emotional empathy is when you quite literally feel the other person's emotions alongside them, as if you had 'caught' the emotions; it is added that, this kind of empathy is also known as 'personal distress' or 'emotional contagion', but more emotional (Types of Empathy, 2017). Furthermore, Goleman (ibid) stated that emotional empathy makes someone well-attuned to (able to understand) another person's inner emotional world, a plus in any of a wide range of callings from sales to nursing –let alone for any parent or leader. Even a baby when it reacts to a certain facial feature expressed by the mother or a nearby sound may make it react accordingly.

Although emotional empathy is considered as a good element for EFL learners to become predisposed to understand and feel the emotions of the author of a certain written material, it has annoying consequences also. For instance, weak or even good readers sometimes, become overwhelmed by these emotions and find themselves unable to manage their own ones. In certain moments, even good readers lose the ability to protect themselves from the destructive messages that some authors are trying to send especially, to those whose socio-cultural milieu is completely different from theirs.

3.4.2. Cognitive Empathy

Simply speaking, cognitive empathy is when someone becomes able to put oneself into someone else's place, and sees their perspectives. In learning, cognitive empathy becomes a useful skill especially when students come across a certain text and find that the author is trying to convey a message, here, they can get exactly what the author means without necessarily being influenced by his/her emotions. So, cognitive empathy strengthens learners' critical reading. On his turn, Goleman (2007) states that, cognitive empathy is knowing how the other person feels and what they might be thinking. So, it can be deduced that cognitive empathy is understanding someone's thoughts and emotions, in a very rational, rather than emotional sense.

3.4.3. Compassionate Empathy

Compassionate empathy is understanding someone's feelings, and taking appropriate action to help. Like medical doctors and nurses who quickly understand their patients' feelings and do what is necessary to minimize their sufferings as Thomas (2013) stated, empathy is the ability of people to recognize and respond to the emotions and it is

the foundation of sympathy and compassion. So, compassionate learners do not keep what they know just for them but they share it with others.

3.5. Telepathy

According to (Cambridge English Dictionary, 2017), the term “telepathy” means the ability to know what someone else’s mind or communicate with them mentally, without using words or other physical signals. In other words, telepathy is known as mind to mind communication where messages are transmitted between sender and receiver. So, transmitting this information is successfully performed without using any of our sensory channels or physical interaction.

Sometimes, we say that there is an uncanny telepathy between two people because, in certain situations, they do not need to talk to one another; through their facial features and expressions they may understand what the other person wants to say. This good phenomenon can found between wife and husband, teacher and students or a couple of dancers.

3.6. Receiver’s Feedback

Response or feedback is the last stage in the process of communication. It incorporates the reaction of the receiver to the message and assists the receiver in knowing whether the message has been correctly interpreted, misunderstood or rejected. If encoding and decoding match each other, that is, the sender and the receiver of the message are on a common wavelength, transmission of the message is effective and efficient. Communication in this way is perfectly successful.

Encoding is the action, whereas decoding is the reaction. If the action (encoding) is effective, the reaction (decoding) will surely correspond to it. Effectiveness or weakness of

an action from the sender will generate a corresponding reaction from the receiver. This reaction is always in the opposite direction, that is, the feedback of the receiver goes back to the sender. The communication cycle gets over with the receiver's response.

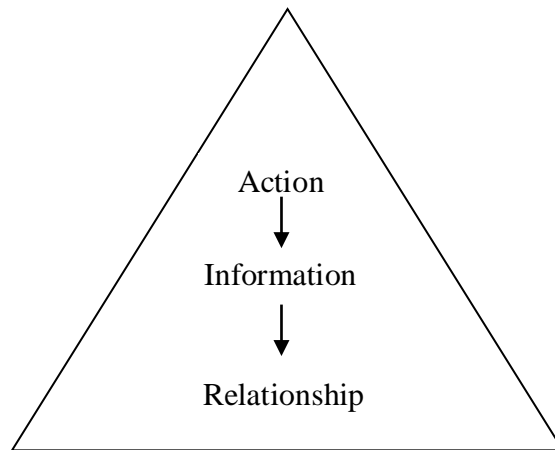


Figure 3. The Three Levels of Understanding (Barker, 2010: 12)

3.7. The Nature of Communication

As cited in Richards and Schmidt (1996: 2-3), Breen and Candlin (1980), Morrow (1977) and Widdowson (1978), communication is understood when it has the following characteristics: it

- (a) is a form of social interaction, and is therefore normally acquired and used in social interaction ;
- (b) involves a high degree of unpredictability and creativity in form and message ;
- (c) takes place in discourse and socio-cultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances ;
- (d) is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distractions;

- (e) always has a purpose (for example, to establish social relations, to persuade, or to promise) ;
- (f) involves authentic, as opposed to textbook-contrived language ; and
- (g) is judged as successful or not on the basis of actual outcomes. (For example, communication could be judged successful in the case of a non-native English speaker who was trying to find the train station in Toronto, uttered '*How to go train*' to a passer-by, and was given directions to the train station.) (This example was provided by the author). In our case, for instance, when a freshman student says, '*I am finished*', the teacher understands that this student has finished his work.

But, according to Peterwagner (2005: 14) many scholars from many fields (linguistics, psychology, sociology and anthropology) argued against the absence of aspects related to language use in that concept. He (ibid) added that they have rejected this distinction, critiquing it as a concept that considers empirical work irrelevant and left out many important aspects of language use.

As cited in Peterwagner (ibid), Hymes (1972) first suggested that Chomsky's notion of linguistic competence should be replaced by that of communicative competence in order to include social and referential aspects of language. Again, Peterwagner (ibid) added that the construct of communicative competence has been particularly influential in the field of the communicative approach to language teaching.

Communication differs according to the situation in which the individual is. When functioning as a manager, he/she tends to focus on action as a reason for communicating. Yet, as a mere person, he/she usually communicates for quite another reason. And there is a vital clue to explain why communication in organizations so often goes wrong. Barker

(2010: 12) states that the first and most important reason for communicating is to build relationships with other people.

3.8. Communicative Competence

According to Lillis (2006: 419), the phrase ‘communicative competence’ was first introduced by the North American linguist and anthropologist, Hymes, in the late 1960s. Lillis (ibid) added that Hymes used it to reflect the following key position on knowledge and use of language:

- The ability to use the language well involves knowing (either explicitly or implicitly) how to use language appropriately in any given context.
- The ability to speak and understand language is not based solely on grammatical knowledge.
- What counts as appropriate language varies according to context and may involve a range of modes –for example, speaking, writing, singing, whistling, and drumming.
- Learning what counts as appropriate language occurs through a process of socialization into particular ways of using language through participation in particular communities.

So, Hymes (1972) used this term to show that in order to communicate appropriately and in different social contexts, both speakers and listeners need to possess the appropriate knowledge for doing so. Also, he wanted stress that this notion is a central one in sociolinguistics. Simply, grammatical knowledge alone does not reflect communicative competence if it is not accompanied with social knowledge. Furthermore, this concept is seen by others as follows.

3.9. Canale & Swain's Concept of Communicative Competence

Canale and Swain's (Canale & Swain, 1980: 27-31; Canale, 1983: 22-25) concept of communicative competence (CCC) distinguishes four competence areas (the four pillars of their concept) as cited in Peterwagner, (2005 : 16). This is how he explained them:

- i- *Grammatical competence* includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation. Richards and Schmidt (1996: 7) state that such competence focuses on the knowledge and skill required understanding and expressing accurately the literal meaning of utterances; as such, grammatical competence will be an important concern for any second language programme.

So, grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Pritchett (1992) demonstrates that parsing performance depends on grammatical competence, not, as many have thought, on perception, computation, or semantics. Pritchett (ibid.) critiques the major performance-based parsing models to argue that the principles of grammar drive the parser; the parser, furthermore, is the apparatus that tries to enforce the conditions of the grammar at every point in the processing of a sentence.

- ii- *Sociolinguistic competence* includes knowledge of socio-cultural rules of use. It is concerned with the learner's ability to handle, for example, settings, topics and communicative functions in different sociolinguistic contexts (Peterwagner, 2005). In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts. Sociolinguistic competence addresses the extent to which utterances are produced and understood *appropriately* in different

sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction (Richards and Schmidt, 1996: 7). There is a tendency in many second language programmes to treat sociolinguistics competence as less important than grammatical competence. But, Richards and Schmidt (ibid. 9) confirm that this tendency seems odd for two reasons. First, it gives the impression that grammatical correctness of utterances is more important than appropriateness of utterances in actual communication, an impression that is challenged by data from first language use and second language use. Second, this tendency ignores the fact that sociolinguistic competence is crucial in interpreting utterances for their 'social meaning' for example, communicative function and attitude-when this is not clear from the literal meaning of utterances or from non-verbal cues.

iii- *Discourse competence* is related to the learner's mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of text. So, this type of competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. Unity of a text is achieved through *cohesion* in form and *coherence* in meaning (Richards & Schmidt, 1996: 11).

iv- *Strategic competence* refers to compensatory strategies in case of grammatical or sociolinguistic, or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure about their social status or in finding the right cohesion devices. It is also concerned with such

performance factors as coping with nuisance of background noise or using gap fillers.

Again, according to Richards and Schmidt (1996: 5) in Canale and Swain (1980), communicative competence was understood as the underlying systems of knowledge and skill required for communication (e.g. knowledge of vocabulary and skill in using the sociolinguistic conventions for a given language.) A learner who possesses a good vocabulary background knowledge and the necessary sociolinguistic skill, this will permit him/her to perform a successful communication.

It is important to stress again that communicative competence refers to both knowledge and skill in using this knowledge when interacting in actual communication. Knowledge refers here to what one knows (consciously or unconsciously) about the language and about other aspects of communicative language use whereas skill refers to how well one can perform this knowledge in actual communication (ibid.). So, to become an effective communicator, it is essential to hone (sharpen) your reading skills (Sudha, 2011:106).

3.10. Other Communicative Competencies

Besides these competences stated by Canale and Swain, we can add the following two other competencies; linguistic and pragmatic competence:

3.10.1 Linguistic Competence

According to Chomsky (1965), linguistic competence is a system of linguistic knowledge possessed by native speakers of a language. So, Chomsky introduced this concept in his elaboration of the Transformational Generative Grammar (TGG), where it has been widely adopted and competence is the only level of language that is studied.

According to Chomsky (ibid), competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences.

3.10.2. Pragmatic Competence (PC)

Simply speaking pragmatic competence refers to using the language appropriately in different social situations. For instance, the language we use at an airport is different from the language we use in a restaurant. As the location differs, the language used, also, differs. When asking for permission, the level of formality changes. When talking to a person we do not know is completely different from when talking to one of our close friends. Fraser (2010) states that pragmatic competence is the ability to communicate your intended message with all its nuances (a very slight difference in meaning) in any socio-cultural context and to interpret the message of your interlocutor as it was intended.

Thus, those learners who are encountering difficulties using this foreign language and lack pragmatic competence may produce grammatically flawless speech (without mistakes) but, they fail to achieve their communicative aim. Sometimes, native speakers think that a foreigner who speaks their language fluently, especially on the grammatical level has also mastered the pragmatic niceties/nuances; which is not true.

Accordingly, Crystal (1985: 240), on his turn, said that pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication.

3.11. Effective Communication (EC)

Communication is a process through which the ideas of a person are conveyed to someone else or to a group of other people. If these ideas are conveyed clearly and unambiguously, here, communication is said to be effective. So, this effective or successful communication is so, when the receiver understands the message and makes the necessary response that goes with that message. Effective communication skills are fundamental to success in many aspects of life. Many jobs require strong communication skills and people with good communication skills usually enjoy better interpersonal relationships with friends and family members (Skills You Need, 2017). So, effective communication is a key interpersonal skill and learning how we can improve our communication has many benefits.

3.11. Bachman's Model of Communicative Language Ability (CLA)

As stated by Allison (1999: 24), firstly, this model clearly distinguishes between what constitutes 'knowledge' and what constitutes a 'skill', which was left unclear in the model of Canale and Swain's framework. Secondly, it explicitly 'attempts to characterize the processes by which the various components interact with each other and with the context in which language use occurs'.

So, the three components of CLA for Bachman are language competence (knowledge); strategic competence (the 'capacity for implementing the components of language competence in contextualized communicative language use'), and psycho-physiological mechanisms, which enable 'the actual execution of language as a physical phenomenon'. Strategic competence is also said to be affected by the knowledge of structures (word knowledge) of the language user. According to Bachman (1990) as cited

in Ahuja (2007: 54), communicative language ability (CLA) involves both language competence (i.e. knowing the language) and strategic competence.

According to Barber et. al, (2009: 1) even animals communicate with one another, at any rate they stimulate one another to action, by means of cries. For instance many birds utter warning calls at the approach of danger; some animals have mating-calls: apes utter different cries to express anger, fear or pleasure. Some animals use other modes of communication: many have postures that signify submission, to prevent an attack by a rival; hive-bees indicate the direction and distance of honey/food from the hive by means of the famous bee-dance: dolphins seem to have a communication system which uses both sounds and bodily posture. But, in spite of these sophisticated means of communication, they significantly differ from human communication.

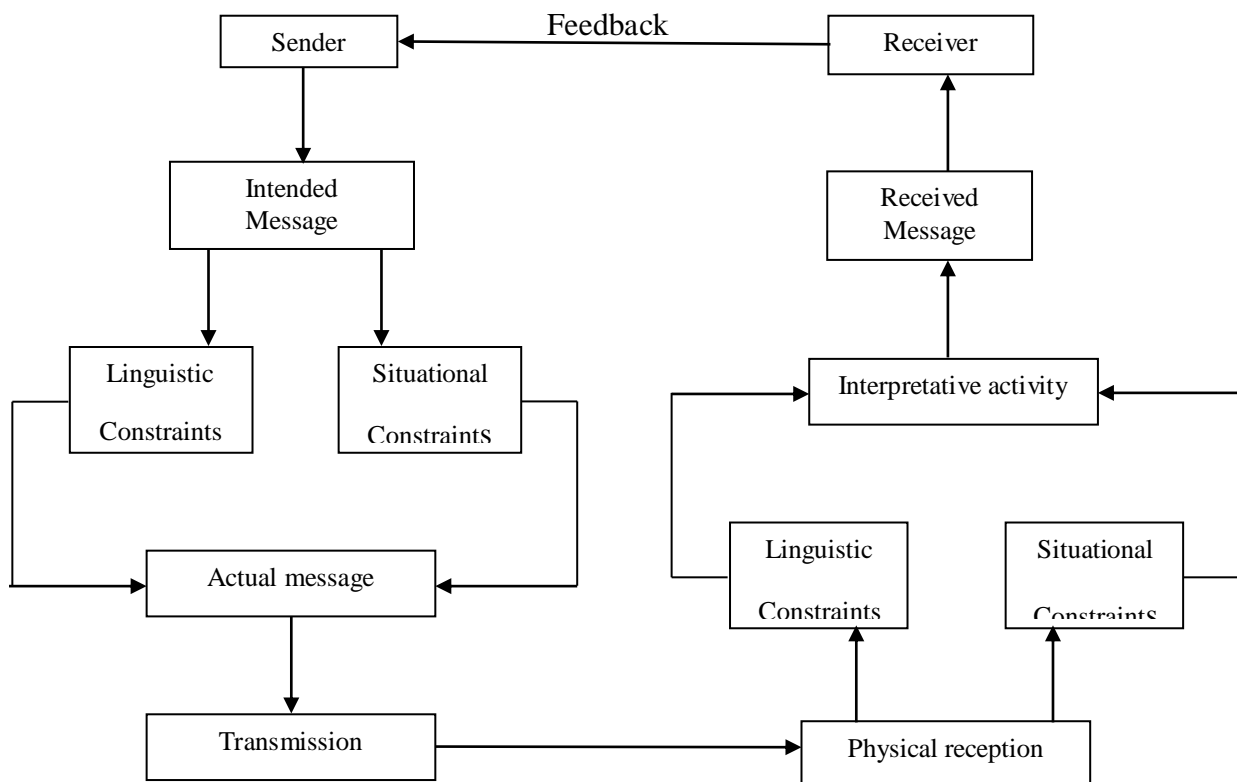


Figure.4. The Process of Communication by: Koneru (2008: 5)

The intended message is, what the sender desires to convey in a given situation as shown in Figure 4. There are two main constraints which are termed as: linguistic constraints and situational constraints. The former refers to the sender's command over the language and his/her ability to exploit the linguistic potential and the latter refers to the restrictions imposed by the situation. With these constraints the actual message is constructed and transmitted. On reception, the receiver exercises his/her interpretative ability to comprehend it. In this process again linguistic and situational constraints play a role in shaping the final message. Hence, the effective communication would depend upon successful manipulation of the process.

3.13. The Components of Communication

It is necessary to understand the components of communication in order to comprehend the communication process well. These components and their interpretations are given in the table below. This table is suggested by Koneru (2008: 6)

Elements	Interpretation
Sender	A person or an event which provides verbal and non-verbal cues to which someone can respond.
Receiver	Someone who receives a message and interprets it.
Message	A piece of information spoken or written, to be passed from one person to another. It consists of a set of verbal and nonverbal cues sent by the speaker. Cues include words, figures, gestures, movements, vocal techniques, etc. the message may consist of facts, ideas, opinions, attitudes, feelings, or course of action.
Symbol	Symbol is something that stands for something else. It can be verbal, nonverbal. Words are also symbols.
Channel	Channel is the means used to convey the message.
Encoding	Encoding is the process of translating ideas, facts, feelings, opinions into symbols,

	signs of words, actions, pictures, visual aids, etc.
Decoding	Decoding is the process of deciphering an encoded message into an ordinary comprehensible language. The receiver converts the symbols, words, signs or visuals received from the sender to get meaning of the message.
Feedback	It is an important activity in communication process. It is a response a receiver sends to the sender after receiving the message.
Noise	Noise is defined as unnoticed and unidentified interference in the communication process, which causes hindrance in the transmission and reception of the message. It distorts the interpretation or the decoding part of the communication process.

Table 7- Elements of Communication by Koneru (2008: 6)

Koneru (ibid) added that all these components are involved in the communication process. The transmitter or the sender selects when and what to communicate, to whom to communicate and determines their channel for transmission. The receiver takes the message, interprets, perceives and gives response. The whole sequence is the communication process as shown below:

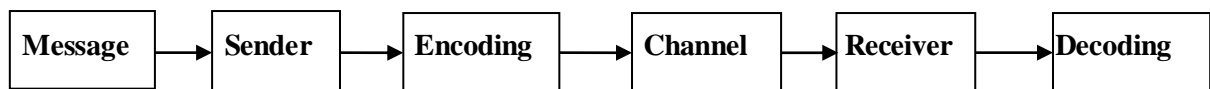


Figure 5. The Communication Process

Simply speaking, communication is the act of transmitting and receiving information. During this process the sender encodes a message through a channel and the receiver decodes it. In order to receive a clear and concise response or feedback, the message needs to be clear and concise. Sometimes, the misinterpretation of message is due to its clumsiness.

3.14. Reading and Communication

It is obvious that there is a strong relationship between reading and communication because as Russell (2013: 274) states, the act of reading is not complete until ideas have been received and then passed along to others. Furthermore, when the reading skill is performed appropriately, it contributes increasing the communication process because this performance helps in transferring ideas from the author to the reader's mind. Hence, the reader per se is able to transfer these ideas to others.

As students are normally, able to read, they can accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading. The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction ("Teaching Reading", 2004). When the goal of instruction is communicative competence, everyday materials (authentic materials) such as: train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus, become essential parts of language teaching at every level ("Teaching Reading", *ibid*).

Reading is an activity with a purpose; any person may read in order to gain information or verify existing knowledge, or in order to check a writer's ideas or writing style. Again, a person may read for enjoyment, or to enhance knowledge of the language being read (*ibid*). So, the purpose for reading determines the appropriate approach to reading comprehension. The whole act of reading then is considered as communicating. Besides that, students who read a lot -bookworm readers- / -voracious readers- and those who are fond of reading, when practising this good habit, they are developing strong

interpersonal communication skills and, of course, they will be successful in both their professional and personal lives.

So, reading is considered as a vital element with which learners may develop excellent interpersonal communication skills. It has become obvious to say that those who possess good interpersonal communication skills (ICS) are the ones who are more wanted because of the following reasons:

- 1- they work/function effectively, especially, in groups or teams;
- 2- they are always ready to solve any occurring problems both in their private or professional lives;
- 3- they are skilled enough to make the most appropriate decisions;
- 4- they may function as a safety-valve in their society to make people avoid doing certain stupidities, etc.

3.15. Communicating through Written Texts

Moreover, written texts represent the formal means of communication as stated by Surbhi (2015) because the messages they carry are carefully drafted and formulated. So, sending and receiving written messages is a very advanced manner that can be performed by human beings only. As those texts can be considered as documents, they are more reliable and preferred by many people. Learners themselves consider them as references because they can check them when necessary. As they are formal and sophisticated texts, they need to be read the way they need to. Texts are considered as good means of written communication, they need to be given the importance they deserve.

Besides that, they can be classified in more ways than one. Lucas (1990:27) enumerates four types of classification: field, medium, register, or writer's purpose; all are

relevant to the reader's selection of text and way of reading it. Texts can be divided into two main types: artistic and functional.

For instance, the artistic texts are the texts that EFL learners encounter during their learning process and they can be found in novels, short stories, essays, poetry and drama. The texts taken from these sources are full of cultural and aesthetic values and artistic merit. When dealing with, readers feel that they are living excellent moments with, not only with the characters but, with the scenery as well. In addition, those texts provide the learners with more entertainment compared to the informational texts. Moreover, when using them to communicate one's ideas, readers become more interested in the beauty of the messages they consist of.

The functional texts are the ones used for everyday information because they help the reader function in the appropriate way. Communication through these texts is of great importance because they help readers adjust with the environment they are living in. These are composed of many other types of communication texts. For instance, casual texts might be found in magazines, non-fiction books or newspapers, which represent authentic materials, while personal texts are those that might be found in letters and diaries which their use has diminished these days.

Transactional texts are constituted by business letters, memoranda, legal documents, reports and instructions. These types of texts may help students who go on further studies specialized in trade and commerce, to have a good command of. Reference texts which can be used by all people are very important as they can comprise not only dictionaries, but they also consist of catalogues and inventories where readers can record the references and verify their checking up. Both pedagogical and academic texts are what is needed by EFL learners, especially those conducting researches in their fields of interest.

Finally, in order to facilitate the task for the readers, those texts need to be classified in way that helps them become at their reach. Again, as they are considered excellent and reliable mediums of written communication, their classification need to be done by experts with high level of knowledge. EFL learners need to be supported by their teachers and other educational experts and provide them with the appropriate texts, especially authentic ones in order to improve their communicative proficiency.

3.16. BICS and CALP

The terms **BICS & CALP** are coined by Jim Cummins in the early 1980's (Gallagher, 2008: 35). The first acronym (BICS) stands for '*Basic Impersonal Communicative Skill.*' In other words, the skills needed to converse in social situations such as in everyday, straightforward conversational communication where the speakers may use gestures and communication is aided by contextual support. The second acronym (CALP) stands for '*Cognitive Academic Language Proficiency.*' These refer to the academic language skills that ESL students need in order to be able to deal with academic demands of the mainstream curriculum (Gallagher, *ibid.*)

According to Baker (2006: 161) "BICS" is said to occur when there are contextual supports and props for language delivery. He added, face-to-face 'context embedded' (fixed firmly) situations provide, for example, non-verbal support to secure understanding. Actions with the eyes and hands, instant feedback, cues and clues support verbal language. Sometimes, the posture or the facial features of the speaker help the receiver understand the message easily.

CALP, on the other hand, is said to occur in 'context reduced' academic situations (Baker, *ibid.*). Where higher order thinking skills (e.g. analysis, synthesis, evaluation) are required in the curriculum, language is 'disembedded' from a meaningful, supportive

context. Where the language is ‘disembedded’ the situation is often referred to as ‘context reduced’ (Baker, *ibid*: 162).

The following table suggested by Baker (*ibid*: 174) clarifies more the differences between BICS and CALP:

BICS	CALP
English language learners can comprehend social language by:	It takes a long period for English language learners to become proficient in the language of the classroom because:
<ul style="list-style-type: none"> ▪ observing speakers’ non-verbal behavior (gestures, facial expressions and eyes actions); ▪ using voice cues such as phrasing, intonation and stress; ▪ observing others’ reactions ▪ observing pictures, concrete objects, and other contextual cues which are present; and ▪ asking for statements to be repeated. 	<ul style="list-style-type: none"> ▪ non-verbal clues are absent; ▪ there is less face-to-face interaction; ▪ academic language is often abstract; ▪ literacy demands are high (narrative and expository texts and textbooks are written beyond the language proficiency of the students); ▪ cultural/linguistic knowledge is often needed to comprehend fully.

Table 8. The Difference between BICS and CALP (Baker, 2006: 174)

3.17. The Use of Feedback

As communication is a mutual exchange of understanding messages between speaker and receiver, feedback is necessary for evaluating the effectiveness of these messages. Also, feedback is the only means with which we can see the amount of response

of the receiver that reaches the sender. For instance, a clear and accessible reply to a certain message makes it very important because it was sent in a very appropriate manner.

According to Bartol and Martin (1998), “feedback is the receiver’s basic response to the interpreted message.” In the opinion of Bovee and others, as cited in Kumar (2010) “feedback is a response from the receiver that informs the sender how the communication is being received in general.” Feedback is inevitably essential in case of two way communication (TWC); which means, when the sender sends a message to receiver and s/he (receiver) sends his/her response to the sender after understanding it. Without feedback, TWC is either ineffective or incomplete (Bovee, *ibid*). So, feedback is the only way to gain receiver’s response and depending on it, sender can move to further steps.

3.18. Competence versus Proficiency

Competency might mean many things to many people. According to Michell et al. (2016) competency is the ability to perform a given task as requested or instructed. Also, it is the ability to use a language in its real situation and in a spontaneous way. Moreover, language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. It is obvious that it differs from native speakers and non-native ones. The former who are considered as proficient speakers and readers demonstrate both accuracy and fluency when dealing with that language whereas the later are making certain efforts to achieve good qualities of using this foreign language.

Again, native speakers are using a variety discourse strategies while the non-native speakers are working hard to acquire these strategies to get to the level of the native speakers. Finally, to reach these abilities in using a foreign language (English) is through the excessive use of authentic material in EFL classes where learners are exposed to it for long periods of time.

On the other hand, performance which concerns EFL learners rather than native speakers is an important quality that those learners need to possess. When acquiring the appropriate learning activities and practising the appropriate language skills, EFL learners can reach a good level of performance when using this foreign language. What is really needed is the support that those learners may find in their instructors. With such support, they may gradually perform the language by their own without having too much help from their teachers. This leads to the confident and independent use of language with a noticeable progress they have shown.

Finally, Chomsky (2006) made a good and very simple distinction between the two terms. He separates competence and performance by describing 'competence' as an idealized capacity that is located as a psychological or mental property or function and 'performance' as the production of actual utterances. In short, for him, competence involves "knowing" the language and performance involves "doing" something with the language. The difficulty with this construct is that it is very difficult to assess competence without assessing performance. To clarify this more, he provided the following table:

Proficiency	Performance
<ul style="list-style-type: none"> • to communicate meaningful information in spontaneous communications with native speakers 	<ul style="list-style-type: none"> • to communicate meaningful information in practiced, rehearsed, and familiar contexts
<ul style="list-style-type: none"> • does not mean perfection 	<ul style="list-style-type: none"> • connected to a specific curriculum

Table 9- The Difference between Proficiency and Performance (Chomsky, 2006).

So, according to Chomsky, even though communicative proficiency is performed in a spontaneous way, it does not reach perfection while performance in communicating needs practice and rehearsal because it is connected to familiar contexts.

3.19. Classification of Communication

Again, communication, as Sehgal (2008: 205) states it, “is an important aspect of human behaviour and symbolizes human beings’ ability to convey opinions, feelings, information and ideas to others through written or spoken words”. But, the context where certain information, for instance, need to be communicated is really necessary. To clarify this important requirement, as cited in Collins (2008: 6) Fielding (1997) identified the following contexts of communication:

- 1- intrapersonal communication
- 2- two-person or interpersonal communication
- 3- small-group communication
- 4- public communication
- 5- mass communication
- 6- organizational communication
- 7- intercultural communication

3.19.1. Intrapersonal Communication (IC)

This refers to communication within our-selves, ‘talking’ to ourselves or thinking. Intrapersonal communication is important in the formation of an individual’s self-image. As it fosters the internal use of the language, EFL learners may practise it from time to time to check the target language in their minds before presenting it to their audience. Exchanging messages with oneself is in itself a skill because those people doing it have managed to exclude any disturbing elements from their minds.

3.19.2. Interpersonal communication (IC)

Generally, this type of communication occurs between two people, and forms the basic unit of communication. It also accounts for informal, everyday communication transactions, including personal and intimate relationships, as well as many business situations. Again, IC is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: simply speaking, it is face-to-face communication (Skills You Need, 2017). IC becomes more influential when it is accompanied with the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

3.19.3. Small-group Communication

Small-group communication refers to the communication that takes place among the people who work together with a common goal. In any organization there are various types of small groups, formal (for example in a meeting) or informal (for example study or tutorial groups).

3.19.4. Public Communication

Public communication refers to ‘public speaking’, and occurs in public rather than private places. It is usually one-way communication and is formal in nature. It takes place when an individual wants to spread a piece of information amongst a large number of other individuals.

3.19.5. Mass Communication

Mass communication refers to the transmission of a message to a mass audience. It therefore differs significantly from the four types of communication discussed above.

Essentially, it is one-way form of communication as feedback is limited. There is also no direct or personal contact between the sender and the receiver.

3.19.6. Organisational Communication

An organization is defined by Fielding (1997) as consisting of ‘groups of people who work together to reach specific goals.’ The individuals have to communicate with each other and share information if they are to reach shared goals. It is also, sending and receiving messages among interrelated individuals within a particular environment or setting to achieve individual and common goals. Organisational communication can be done under many forms, either written or spoken or using other mediated channels.

3.19.7. Intercultural Communication

Before discussing this point, the author preferred to define culture and said culture is the lifestyle of a group, and includes the values, beliefs, artifacts and ways of behaving and communicating of that group. Culture is acquired or learned –no one was born with a specific culture. So, intercultural communication refers to communication between people who belong to different cultures, different values, beliefs, behaviours and ways of communicating. Because shared or common meaning is essential for communication to occur successfully, people from different cultures need to establish some common ground and cultivate an open, positive attitude towards one another.

3.20. Communication Barriers

It is agreed that effective communication is the one that is clearly and successfully delivered, received and understood. Moreover, it needs to be understood the way that the sender intended it to be interpreted. But, if it does not reach such level of understanding, it

means that it was hampered by a barrier. So, learning the skills of effective communication can help people to resolve differences while building trust and respect amongst themselves (Lee, 2015). Again, when the message is not clearly transmitted automatically, the receiver will not make the right response. So, these are some of the setbacks and obstacles that may prevent the message from being successfully delivered.

According to Means (2009:11), communication barriers are divided into two types: external communication barriers and internal communication ones. By external communication barriers, Means (ibid) wants to say that the outside conditions surrounding both the sender and receiver have a big effect on the message; they either foster or hinder it. Even the condition of the document, such as the appearance of smudges or a large number of errors can be considered as barriers to communication. Moreover, when a teacher provides learners with blurred texts or texts with blurred illustrations, students may find difficulty in understanding the conveyed message.

For internal communication barriers, Means (ibid) explains that the conditions within the sender or receiver may affect effective communication. He added that, as people have different educational backgrounds, experiences, and biases, they will not send or receive messages in the same way. For instance, when an author inserts many cultural traits that the reader ignores, the message will not be interpreted in the needed way. Moreover, when the reader is interested in the topic dealt with in the text, he/she will read the whole passage and may grasp all the messages conveyed in it. Hence, he/she becomes more motivated to go through it because of its importance to him/her. But, when the same text is in breach with the reader's interest and needs, he/she fails to get the messages conveyed in it even though he/she reads it many times.

Learners should be aware of these barriers in communication in order to achieve the ultimate goal of communication which is to make the receiver interpret the message as

the sender intends it to be interpreted. For instance, the good choice of the words that will accurately mean the ideas that the author wants to tell his/her audience, will lead to effective communication. Also, as the EFL cultural codes differ from those of the people of the target language, both EFL teachers and learners have to select the easiest ones, or those that can be compared with them. Moreover, immersing EFL learners in authentic material where they find themselves exposed to real language will increase their learning interest and then their communicative proficiency.

Conclusion

This third chapter was concerned with communication and some of its intricate details for the sake of making EFL learners aware of to achieve an effective communicative proficiency. So, it provided a set of definitions to the term communication, and made an explanation of its cycles. After that, it tried to explore some of its important elements. As telepathy and empathy and their types also represent very important factors in communication, they were explained in the present chapter. Furthermore, an exploration of Canale and Swain's concept of communicative competence is done and then some light was shed on some of its competencies. Besides that, some clarifications of the terms performance and competence was done.

Moreover, as the requirements of effective communication are important, this chapter has devoted for them part of it before moving to explaining Bachman's model of communicative language ability. In addition, this chapter has made a detailed comparison between CALP and BICS and then moved to talking about some components of communication and the classification of its contexts. Finally, it ended with some external and internal communication barriers that may influence successful communication which are, sometime out of the students' hands entirely.

Chapter Four

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Chapter Four

Analysis of the Findings

4.1. Aim of the Teachers and Students' Questionnaires

As the questionnaire is one of the most important tools with which any researcher can immerse deeply into the topic he/she is dealing with, the present researcher has opted for them in order to gather the necessary information to accomplish most of the research objectives. Moreover, a questionnaire may provide reliable information that may lead to a big change in certain situations. In our case, the questionnaires administered to EFL tertiary teachers and their students aim to gather a good quantity of information in an in-depth way to satisfy some of our wonderings about many important educational things. For instance, when asking those EFL teachers where they started their career, our aim is to see whether or not some of them were doing something completely different from teaching.

Also, in order to diagnose their students' position vis-à-vis the reading skill, and the necessary reading strategies, many questions were designed aiming to get some fact-based information from those educational practitioners about these important elements. Also, as the teacher is the only person who normally knows his/her students well, some questions were designed to let them provide some of the difficulties and hardships facing their students when approaching any reading material. Moreover, When we asked students about their age, we wanted to see whether there are aged learners amongst them or not. Finally, gathering information about teachers' and students' attitude towards the use of authentic material in EFL classes is one of the main goals of these questionnaires. Therefore, the researcher is impatiently waiting for the participants' responses concerning this part of the study.

4.2. Description of the Teachers' Questionnaire

The present questionnaire administered to sixteen (16) EFL teachers working in the English Language Branch of MKBU. It consists of twenty five (25) items. Some questions designed are closed-ended and others are open-ended. When dealing with some items, the teachers are requested to tick in the appropriate boxes, give explanations when necessary or suggest other alternatives about certain factors or elements. For example, when asked about the importance of reading, they are supposed to choose the requirements that make that skill so and give their explanations for such a choice.

The teachers who responded to this questionnaire are not chosen randomly in order not to find oneself conducting the research either with long-experienced teachers or just with novice ones. So, we did it on purpose, we took ten (10) experienced teachers and six(6) novice ones, where the total number of the participants is sixteen (16) teachers, as mentioned before. All of them are from the English Language Branch of MKUB. The researcher tried to involve other teachers from other Algerian universities, but in vain. Finally, as the questions are clustered, the questionnaire is divided into five sections, and they are put as follows:

Section One: Background Information

This first section consists of four questions. It aims at collecting information about the teachers' qualifications, teaching length of experience and where they started it, in addition to the modules they are teaching (during the academic year 2014/2015).

Section Two: The Importance of the Reading Skill

This section deals with the teachers' different views about the reading skill and its importance in learning English as a foreign language in addition to the difficulties that

their students encounter while reading. Besides that, the teachers are asked whether or not they are making their students aware of such importance of that skill. Also, they are asked about some aspects that differentiate good readers from weak ones.

Section Three: Factors Facilitating Reading

We started this section by asking teachers whether or not they are providing their students with the necessary reading strategies when approaching any passage. They are also asked to give their reasons why or why not. In addition to that, the participants are asked to tick some facilitating factors of reading. We closed this section with questions about the importance of the dictionary and how and when to use it before asking other questions about the importance of illustrations in facilitating the reading skill where teachers are asked to give explanations.

Section Four: Teachers' Attitudes towards the Use Authentic Material

In this section, teachers were asked to give their own definitions to authentic materials to see whether or not they are familiar with this type of reading material. After that, they were asked to mention some advantages and drawbacks of using AMs in EFL classes. Finally, they were asked to give a clear attitude towards the use of these materials in their classes.

Section Five: Reading and Students' Communicative Proficiency

This section of our research investigates the teachers' views about the importance of reading in enhancing students' communicative proficiency. Through it, we wanted to know the extents to which the teachers are able to help their students become good readers in order to reach the required communicative proficiency. Besides that, we wanted to explore

the importance of this proficiency and some of the difficulties that may face those learners when communicating ideas taken from some assigned reading materials. Furthermore, in this section we tried to investigate the teachers' crucial role in making their students become fond of reading in order to make them good communicators when using English as a foreign language. Finally, those EFL teachers are asked whether they encourage the implementation of the reading skill in tertiary education or oppose it. This section was ended by asking teachers to provide students with some pieces of advice to motivate them to practise reading.

4.3. Analysis of the Teachers' Questionnaire

Section One: Personal Information

Item one:

Where did you start your career? 1-teaching at university 2-teaching in secondary schools

3-elsewhere Specify.....

Career	Participants	Percentages
1-Teaching at university	11	68.75%
2-Teaching in secondary schools	5	31.25%
3-Elsewhere	0	00%
Total	16	100%

Table 1: The First Years of the Teachers' Career

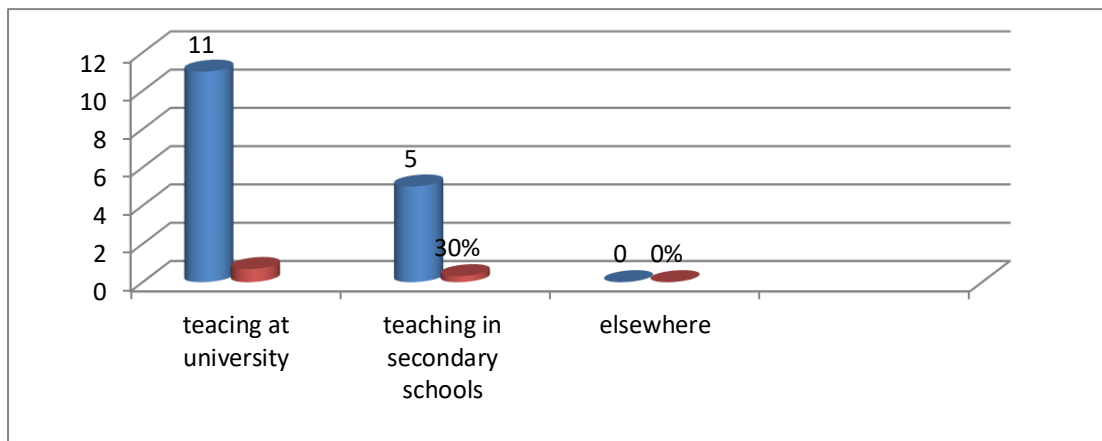


Figure1: The Beginning of the Teachers' Career

It can be noticed that most of the teachers (68.75%) have started their career teaching at the university, whereas only a few of them (31.25%) have started it teaching in secondary schools. It is obvious that the university teachers have spent a good period of time in the university where they gained an excellent experience in the field which has permitted them to do their job in an excellent way. Most of them also took advantage of the opportunity of the many short or long training periods abroad and their participation in national and international seminars where they acquired more knowledge and expertise.

May be some of them have benefited from a scholarship to go on further studies in an English speaking country where they were exposed directly to the English language which is considered as an excellent opportunity for them to excel in it. Not only that, those teachers with such potentialities and capacities can be considered as a reference for the other teachers, especially the novice ones, where their co-existence in the division of English can be considered as a big help to all other colleagues.

Concerning those who started their career teaching in secondary schools, also represent a big catch for the English Language Branch of MKNU, simply because those teachers have gained an excellent experience there vis-à-vis the rich background knowledge they possess and also the good pedagogical way to transmit this knowledge to

their students. They have become not only experienced enough in preparing their lectures, but in having a complete control over their classes.

Besides that, those teachers have benefitted a lot from the national seminars they attended where they could have learnt a huge amount of knowledge from other experienced colleagues. Moreover, during these seminars, they may have enriched their background knowledge and could have expressed themselves freely by asking interesting questions to alleviate certain ambiguities they used to encounter during their teaching process. Also, those teachers have benefitted a lot from the visits of experienced inspectors who, from time to time, provided them with the recent teaching strategies and techniques in order to facilitate them the teaching process. In addition to all these very important things, those teachers excelled when they joined the other university teachers, who were always ready to give them a hand, and have really shown that they deserve being there.

Item two:

What are your qualifications?

- a. BA (license)
- b. Magister
- c. Master
- d. Doctorate

Qualifications	Participants	Percentage
BA (License)	00	00%
Magister	08	50%
Master	04	25%
Doctorate	04	25%
Total	16	100%

Table 2: Teachers' Qualifications

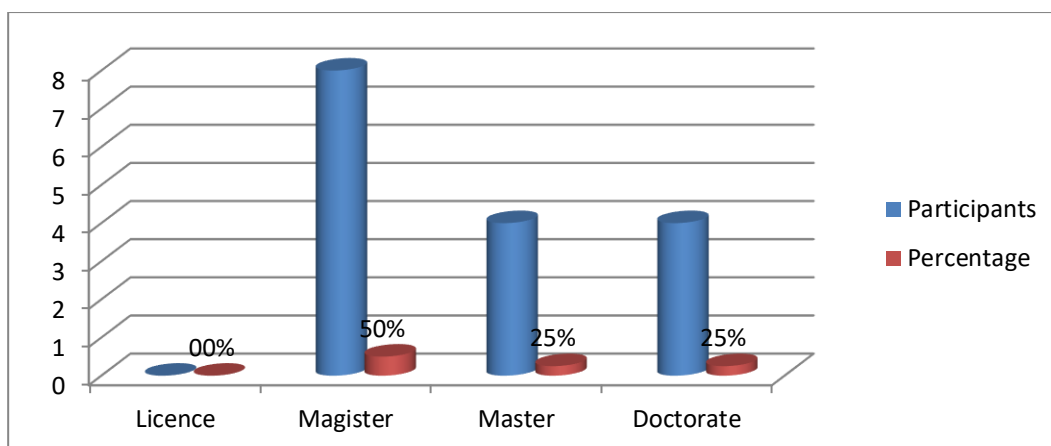


Figure 02: Teachers' Qualifications

Before 2006, the former department of English at MKBU was suffering from a severe lack of tertiary teachers. Therefore, a large number of secondary school teachers were recruited to help the department advocating new students. They were considered as associate teachers to give a hand to the department. After this year, a good number of newly recruited university teachers joined the department; all of them were holding the Magister degree. Those teachers have contributed a lot in fulfilling the severe lack from which the department was suffering. This is why as it is shown in the above table, the majority of teachers (50%) in the division of English now hold the magister degree.

But, those who hold the doctorate degree represent only 25% of the participants because some colleagues who defended their work and got the doctorate degree have joined other Algerian universities and the rest have not defended their work yet. The teachers holding the master degree (25%) used to be students in the same division of English and as they have shown certain potentialities, capacities and discipline during their tertiary education; they were selected by the university authorities and their former teachers to join the division of English. No one teacher holding the license degree (BA) is

teaching in the division of English in MKBU because the latter is in a state of self-sufficiency and is no more suffering from the severe lack of university teachers of English, and each year new experienced teachers are recruited.

Item three:

How long have you been teaching English at the university?

Number of years	Participants	Percentage
10 years	04	25%
03 years	03	18.75%
08 years	05	31.25%
09 years	04	25%
Total	16	100%

Table 03: Teachers' Length of Experience

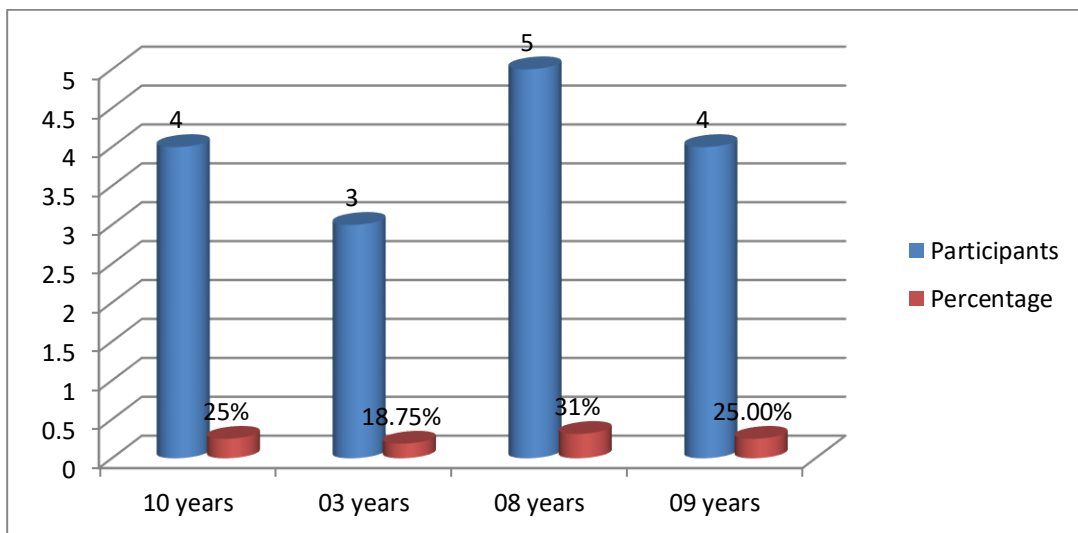


Figure 03: Teachers' Length of Experience

The results obtained show that the respondents' length of experience at the university level is encouraging to a good extent because the percentage of those teachers is

accepted and it represents a good sign that there are experienced teachers in the English Language Division of MKBU and is no more suffering from this phenomenon. For instance, those who spent 10 years teaching there represent 25% and 9 years also represent 25% and 8 years represent 31%. So, all of them represent 81% of the whole number of the respondents.

Concerning the small percentage (19%) of novice teachers is not considered as a handicap for the division of English simply because those teachers are making extra efforts and they are working hard and hard in order to do their job in a good way. In fact, all teachers of English in Algeria are doing their best to quench the thirst of their learners because of their good willing and honest intentions.

Item four:

What modules do you teach to 1st year EFL students?

(Respondents are asked just to give examples)

Responses	Participants	Percentages
Literature	05	31.25%
Linguistics	04	25%
Oral Expression	03	18.75%
Written Expression	03	18.75%
Research Methodology	01	6.25%
Grammar	00	00%
Other Modules	00	00%
Total	16	100%

Table 04: Modules Taught to 1st Year EFL Students

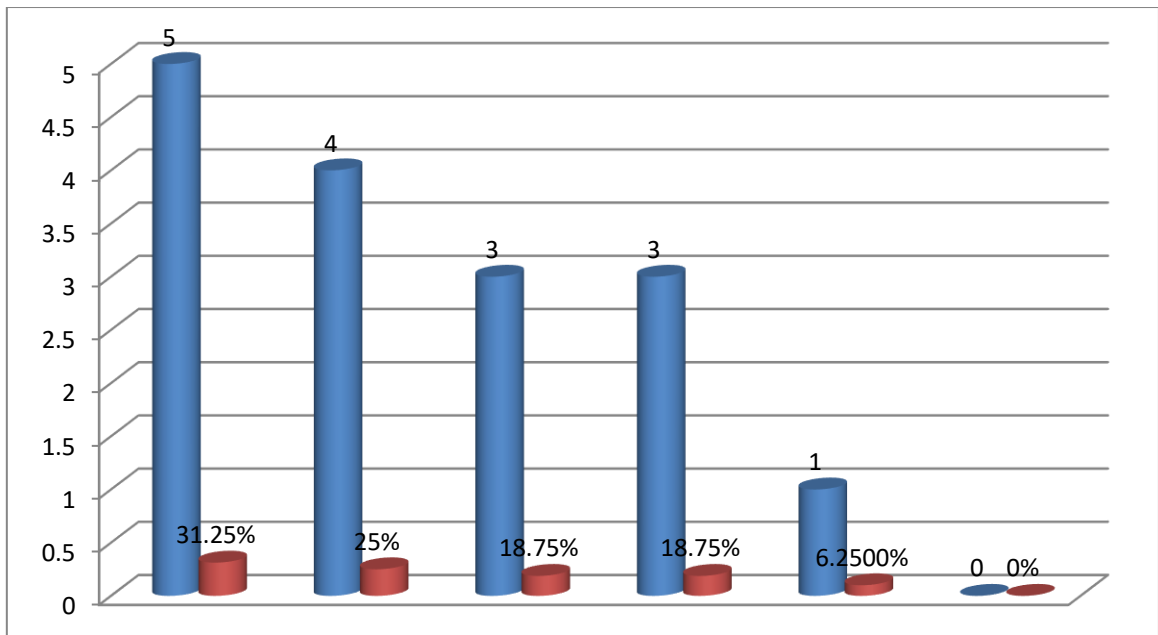


Figure 04: Modules Taught to 1st Year EFL Students

According to the results obtained, most of the teachers are dealing with very important courses where their students are supposed to read a lot in order to understand these subjects better. Those who teach literature (American or British) represent the majority (31.25%) when compared to others teaching other modules. Students who want to excel in these modules, i.e. American and British literature have to read a lot not only the assigned documents and handouts provided to them by their teachers but also, the books or novels which are directly linked to these courses. Concerning linguistics, students need to look for more information in many other sources. Sometimes the teachers themselves (who) advise them to do so because they (teachers) find it impossible to cover all the courses in the short time allotted for these sessions.

Furthermore, good teachers always ask their students to find out more or extra information about certain topics in order to enrich their edification and there are always volunteers who are ready to do so. Of course, these extra pieces of information can be found through reading outside the walls of the classroom. Both written and oral expressions need from the learners to be good readers because through reading students

can enrich their background knowledge; and as it is said a good reader is a good speaker, and also, a good reader is a good writer.

Students who possess rich background knowledge can take part in any discussion or debate about different topics and, at the same time, can write about any topic. So, good readers, especially those who have the capacity to read between the lines and sometimes beyond them become well-versed in a number of topics because of their capacity to retain most of the information they come across.

Section Two: The Importance of the Reading Skill

Item five:

Do you find the reading skill an interesting subject for 1st year EFL learners? Justify your answer.

Responses	Participants	Percentages
Yes	16	100%
No	00	00%
Total	16	100%

Table 05: The Importance of Teaching the Reading Skill to 1st Year EFL Students

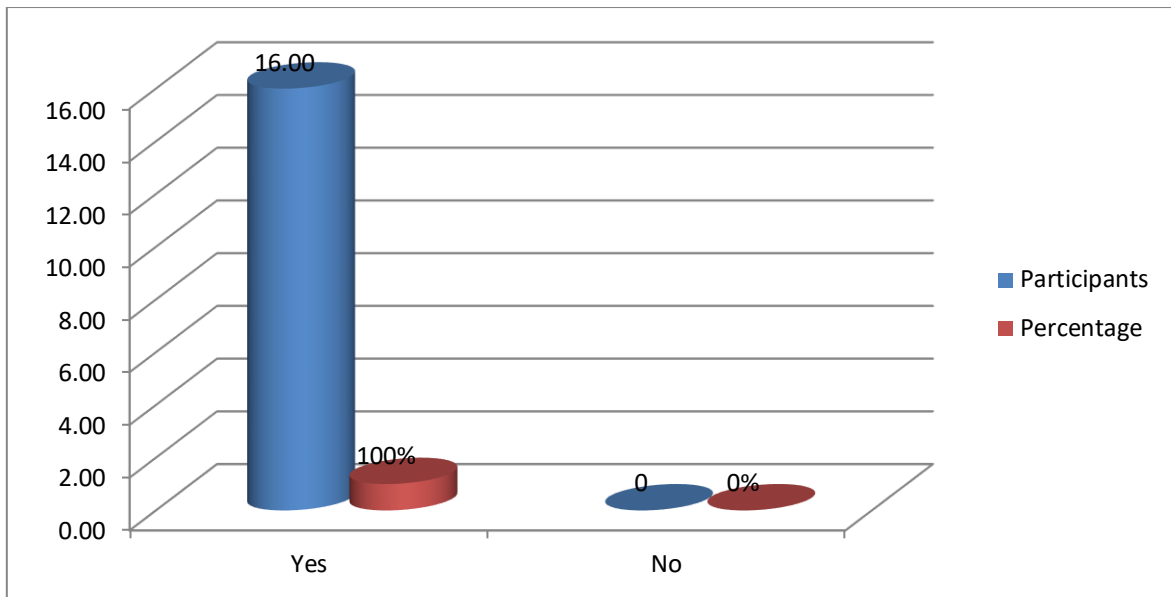


Figure 05: The Importance of Teaching the Reading Skill to 1ST Year EFL Students

It is obvious to find that all the respondents (100%) admitted that reading is considered as the most important skill for EFL learners and teachers are completely ready to teach it with the appropriate strategies and techniques to facilitate them the task. This means that teachers are totally conscious of the importance of the reading skill for their students.

This is how they gave their justifications:

- **Four** teachers said that reading is important because it helps students learn new vocabulary, new ideas and expressions and more than that, they added that, it improves their communicative proficiency.
- **Three** teachers said that reading is very important because it enriches students' background knowledge.
- **Two** teachers said that students become well-versed in a number of topics through reading.

- **Two** teachers said that reading improves the speaking skill of the students and makes them having a good command of the language.
- **Three** teachers said that reading improves the learners' spelling and punctuation.
- **Two** teachers said that reading plays an important role in developing students' other language skills especially, speaking and writing.

It can be noticed that out of 16 participants, 14 teachers gave their justifications, while only 2 of them did not do so. May be they did not read the whole question or they have no solid justifications.

Item six:

As a teacher, what are you doing to make your students aware of the importance of reading?

When analyzing this item we have found the following answers given by the 16 teachers:

- **Four** teachers have approximately given the same answers. They said that they always urge their students to read in their free time and turn what they read into hints in order to retain what they have read. Also, if they ask them to discuss the newly acquired knowledge with their classmates or even with their teachers, they will retain it for a long time.
- **Two** teachers said that when giving their lectures, they do not provide their students with everything concerning certain topics and they urge them to make further readings in order to find out more other important details about these topics. We believe that, this is a good strategy used by those two teachers, and we hope that it will be done by most of the other colleagues because of its benefits. Here, students are not only practising (extensive) reading outside the classroom, but their teachers are involving them in the lectures which is a good technique to make them improve their learning process. The only problem here, concerns the validity of the

information brought by the students so as to be added safely to the one given by the teacher.

- **Five** teachers said that, they always make their students aware of the importance of reading and they ask them to go and read things in the Internet rather than spending their spare time into doing other worthless things. They always advise them to visit the library rather than running errands in other places.
- **Three** teachers said that they always ask their students to make a beforehand collection of information about the coming lectures. So, when dealing with those courses, most of the students find themselves involved in them, and they even can compare the information they found with the one given by their teacher. This is also a good technique done by those teachers because when asking their students doing so, they are encouraging them to read and improve their reading strategies. Students may unconsciously practise scanning or skimming techniques.
- **Two** teachers gave a very simple technique. They said that they provide their students with handouts to read at home in order to prepare them for the coming lecture. Things would be better if those teachers accompanied these documents with questions and asked their students to answer and bring the answers to be read in the class. Here, some students who used to be passive learners may change into active ones and give of their contributions.

Item seven:

According to you, what are some of the difficulties facing your students when reading?

(As reading is a private silent act, to answer this item, teachers themselves need to administer a questionnaire to their students in order to tell them about some of the

difficulties facing them when reading. But, in spite of that, most of the teachers gave their answers, and only a few of them did not answer it).

- **Three** teachers said that students are suffering from the difficulty of the type of texts in terms of grammar and vocabulary they consist of. They added that when encountering a large number of unknown difficult words, students prefer to give up reading rather than struggling with them. But, if teachers provide their students with the necessary techniques to deal with difficult words, those students may keep on reading and skip over those words and try to deduce their meaning from the context they are in. Moreover, when students continue reading, they may find the explanation of certain terms in the coming sentences.
- **Three** other teachers said that the assigned texts are adapted and modified, so they have lost their authenticity. So, this gives us an idea that, not only about those teachers, may be a large number of other colleagues prefer the use of authentic materials in their classes.
- **Two** teachers said that most of the students lack the appropriate strategies that need to be used by learners when approaching any text. So, we believe that some teachers are aware of the importance of the reading strategies and may be they are telling their students about some of them when the occasion is given to them.
- **Two** teachers said that their students do not like reading. Even though this can be considered as a daunting answer, but how did those teachers say so? Did they conduct a survey and this is one of their findings to say so? May be those colleagues have just answered this item that way in order not to leave it empty as did the other **six** remaining respondents.

Section Three: Factors Facilitating Reading

Item eight:

For the time being, are you teaching your students some reading strategies?

Responses	Participants	Percentages
Yes	02	12.50%
No	14	87.50%
Total	16	100%

Table 6: The Teaching of the Reading Strategies

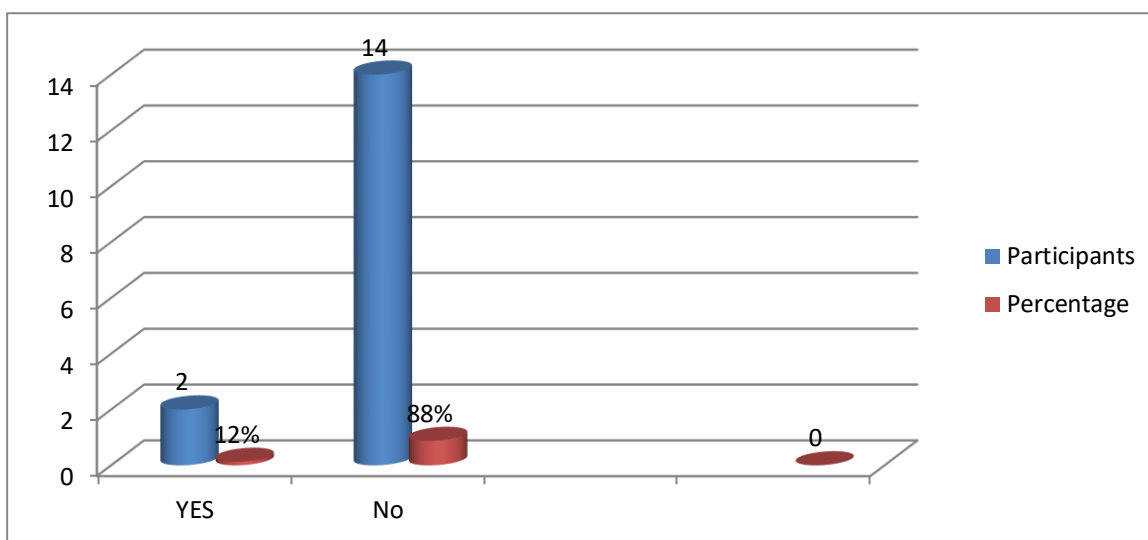


Figure 06: The Teaching of the Reading Strategies

The teachers were honest and sincere when answering this question because the overwhelming majority (88%) of them said that they were not teaching their students some reading strategies. This indicates that as the reading skill is not implemented in the syllabus as a course to be taught, teachers find it unnecessary to deal with its strategies.

Some teachers, especially the inexperienced ones, may ignore these strategies and techniques. In fact, most of the EFL teachers declared that they did not come across the

reading strategies during their tertiary education except those who made their own initiative and have learnt some of them. Thanks to some experienced teachers who were aware of the importance of the reading skill, they have taught their students some important strategies like: skimming and scanning.

Concerning teachers who started their career in secondary schools, sure they have dealt with most of the reading strategies during their training periods where they took part in, from time to time, and with the inspectors in seminars they attended during the period they spent teaching. The two teachers (12.50%) who said that they teach their students some reading strategies, may be, they belong to this category of teachers.

Item nine:

Are your students motivated to read?

Responses	Participants	Percentages
Yes	4	25%
No	6	37.50%
Don't know	6	37.50%
Total	16	100%

Table 07: Students' Motivation towards Reading

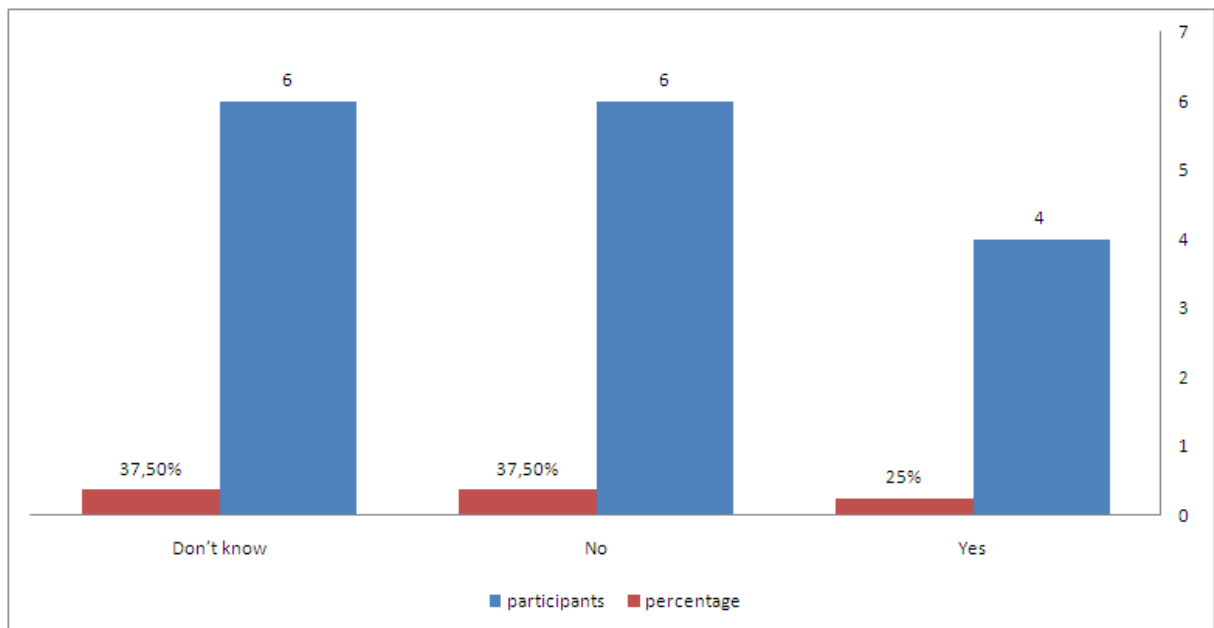


Figure 07: Students' Motivation towards Reading

Most of the teachers (37.50%) were candid when answering this question because they said that their students are not motivated to read. May be they have noticed this through the inability of their students to decipher some texts given to them to read at home in order to discuss in the coming lectures. Here, the teachers can easily spot that their students were unable to understand these texts because they lack the prerequisite tools with which they may understand them; which are the reading strategies.

Unfortunately, the same result (37.50%) of the respondents said that they did not know whether their students are motivated to read or not. This simply implies that those teachers are not totally dedicated; they are not concerned with the needs of their students. Fortunately, there is a number of teachers (25%), which is considered a good percentage, who said that their students were motivated to read. May be those teachers are very interested in their students' learning process and they are very close to them to know everything about them. Those teachers are also keen enough to know this through the response of their students during the lecture.

Item ten:

Do you encourage your students to read outside the classroom?

-If so, how?

Responses	Participants	Percentages
Yes	12	75%
No	4	25%
Total	16	100%

Table 8: Encouraging Students to Read outside the Classroom

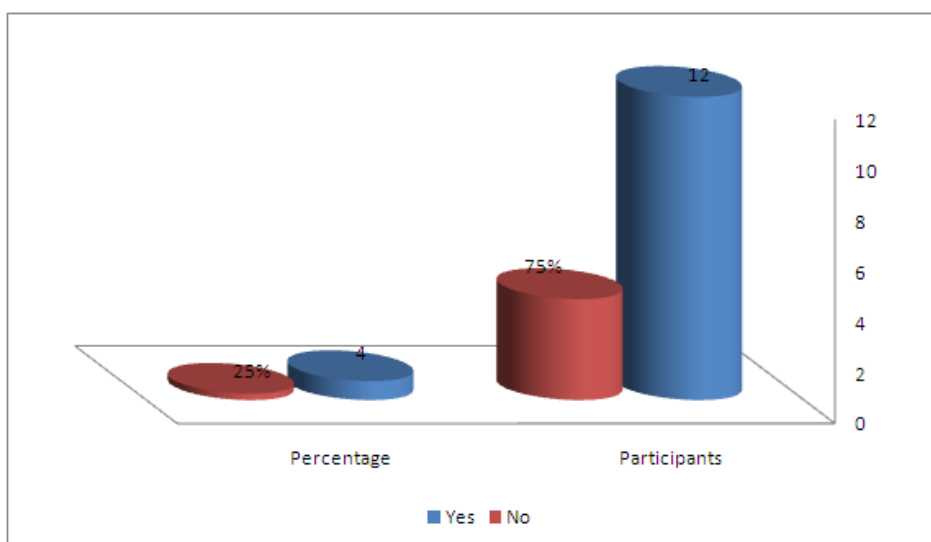


Figure 08: Teachers' Encouragement of their Students to Read

As it is mentioned above in table nine, 75% of teachers answered that they encourage their students to read outside the classroom because they are completely convinced of the importance of reading in preparing their students in understanding the lectures they are attending with them. Only 25% of them are not doing so. It can be deduced that those teachers are not totally dedicated and are concerned with their students'

needs. Good teachers have to encourage their students to do some important things, like reading, to help them improve their level.

Item eleven:

According to you what is/are the factor(s) facilitating students' reading skill?

	Participants	Percentages
1- The easiness of the passages	6	33.33%
2- The topic meets their needs	4	22.22%
3-The use of appropriate reading techniques	3	16.66%
4-They are accustomed to reading	2	11.11%
5-They like reading	1	05.55%
Total	16	100%

Table 9: Factors Facilitating Reading

When scrutinizing the answers of the teachers, the following answers were obtained:

- **Six** teachers said that, the easiness of the passages facilitates their understanding to the students. This is true, to some extent, because when learners are exposed to easy grammatical structures and some vocabulary they are familiar with, their reading anxiety diminishes and prefer to complete reading the whole passage rather than just reading part of it.
- **Four** teachers said that when the topic meets the needs of the students, they find it easy to read. Of course, strategic readers, after doing the pre-reading activities that

need to be done, and find that the passage satisfies their purpose of reading it, this facilitates them the understanding of that passage.

- **Three** teachers said that the use of appropriate reading techniques facilitates the understanding of the passage. It is known that the use of the appropriate reading strategies and techniques facilitates the reading of any material. Even authentic materials become easy to be read when approached with the necessary strategies. But, the problem is that most of the students ignore most of these reading techniques.
- **Two** teachers said that reading is an easy task for students who are accustomed to reading. When we find some students familiar with reading, we know that they always make efforts when approaching any passage. Those learners have become mature readers. May be they acquired this good capacity from the environment where they were brought up. Some reading parents have influenced their children vis-à-vis reading and managed to make them fond of it at an early age.
- **One** teacher said that, when a student likes reading, he/she finds it easy to do so. This is what we want our students to do; to love reading. Unfortunately, this excellent habit has diminished amongst our students these days.

Item twelve:

Do you allow your students to use their dictionaries during the lecture?

Yes

No

If no, say why?

Responses	Participants	Percentages
Yes	14	87.50%
No	02	12.50%
Total	16	100%

Table 10: The Use of the Dictionary during the Lectures.

According to the obtained results, 14 teachers allow their students to use their dictionaries during the lectures. May be they wanted them to look up the meaning of certain words used in the lecture by one's self in order not to interrupt them. Sometimes, some students are lazy to the extent that they do not check words by themselves, even though they have their dictionaries, and impatiently interrupt their teachers which may affect the course of the lecture.

The two teachers who oppose the students' use of the dictionary during the lectures gave the following reasons:

- **One** teacher said that some students do not know how to check words in their dictionaries, and when doing so they are just wasting their time because they will spend long moments in finding out the exact meaning of a word when the latter has more than one. When trying to catch up with their teacher they find that there is a memory lapse. Those students may attract the attention of their teacher who wants

all his/her students pay attention when he/she is speaking. For him/her it can be considered as an irresponsible annoying act.

- The **second** teacher said that students have to wait and listen carefully to their teacher. Maybe he/she will explain the word(s) when giving more explanations and examples. This respondent is, somehow aware of the techniques that ask learners to try to understand a word in its context. We can add that, when reading a passage, students have to skip over unknown words and try to understand the whole meaning of the text without necessarily knowing the meaning of each word. They have to leave their dictionaries as a final resort, especially when the difficult word is the key word and if not understood, it becomes too difficult for the learners to make sense of what he/she is reading.

Item thirteen:

What type of dictionaries are your students using in the class?

Types of dictionaries	Respondents	Percentages
Electronic Dictionaries	11	68.75%
Printed Dictionaries	03	18.75%
Both Types	02	12.50%
Total	16	100%

Table 11: The Types of Dictionaries Used by EFL Students

According to the results obtained from this item, according to those eleven teachers (68.74%), most of the students are using their electronic dictionaries. Three teachers (18.75%) said that their students are using hard copy dictionaries. Only two teachers (12.50%) said that their students are using both types of dictionaries.

So, it has been noticed that, the mostly used dictionary is the electronic one. May be because these days, our students have become keen enough to manipulate these devices, they found that they can be used in their classes. Moreover, students have become strongly connected to these sophisticated electronic instruments, and they found themselves obliged to take them wherever they go. Furthermore, instead of carrying a heavy English dictionary book, students prefer to have a lightweight and easy to carry device and keep it wherever they want; in their hands, in their bags or in their pockets.

Electronic dictionaries also contain a variety of a large number of words and definitions, and sometimes they read words aloud when students are not completely sure of the pronunciation of certain words. Even though this type of dictionary is quickly replacing the printed one, still it has some shortcomings. For instance, when the battery is out of energy, the whole device becomes useless. Also, they can become out of order at any moment and lose their importance.

Astonishingly, the number of teachers who said that their students use their dictionary books is not satisfactory. Since, this type of dictionary is normally still occupying a good position in the academic world especially when conducting researches. For instance, when giving definitions to some literary or scientific terminologies, researchers have to make the in-text citation by mentioning the names of the dictionaries which provided these definitions or explanations. But, what might they do if these definitions are taken from electronic dictionaries. So, students become safer if they use these types of dictionaries.

Item fourteen:

Do you teach your students how to use a dictionary?

When giving a negative answer, say why?

Responses	Participants	Percentages
Yes	04	25%%
No	12	75%
Total	16	100%

Table 12: The Teaching of Using a Dictionary

It can be noticed from the obtained results that the respondents are again sincere and honest when answering this question. The majority stated that they do not teach their students how to use a dictionary. These are some of the reasons given by those twelve (12) teachers:

- **Two** teachers said that they are not concerned with teaching their students these kinds of skills. One of them added that, normally the techniques of how to use a dictionary should be acquired by learners before tertiary education. But, teachers are supposed to provide their students with any information that facilitates their learning process.
- **Four** other teachers said that they do not do so because of time constraints. But, teachers may devote part of their lectures to teach their students how to use a dictionary appropriately and even advise them which dictionary suits their level.
- **Two** teachers said that they are teaching literature, and they have nothing to do with teaching their students these kinds of things. But, a literary text is full of literary terms that need to be explained to facilitate the understanding of the text.

When students face difficulties in checking the difficult words in a text, their stream of consciousness will be interrupted and find it too difficult to put up with the text again.

- **Two** other teachers said that they have never thought of teaching their students how to use a dictionary, and they will do so in the near future. Sometimes, some important things escape some teachers' interest, but what is good is that, when reminded, those teachers are ready to do these interesting things.

Item fifteen:

Do you provide your students with illustrated texts?

Responses	Participants	Percentage
Yes	07	43.75%
No	09	56.25%
Total	16	100%

Table 13: The Use of Illustrated Texts

If yes, how often do you do so? Give your reasons, why?

How often?	Always	Sometimes	Rarely	Never
Participants	2	4	1	00
Percentages	28.57%	57.14%%	14.28%	00%

Table 14: The Frequency of Using Illustrated Texts

According to the results obtained from the above table, **two**(2) out of seven teachers said that they **always** provide their students with illustrated texts. They explained that the illustrations facilitate the understanding of texts. They added that, sometimes they spend a long time in finding illustrated texts. Moreover, they sometimes, face difficulties in finding the appropriate external illustrations which fit certain texts. It can be noticed that those teachers are, really making honest efforts in order to appease the pressure of their learners. We wish that the number of those kinds of teachers increases.

Four (4) teachers said that they **sometimes** provide their students with illustrated texts. They explained that, they are completely conscious of the role of illustrations in facilitating reading, but the problem is that, they are not enough. They added that they are not available the moment they are needed. Only **one** (01) teacher said that he/she **rarely** provides his/her students with illustrated texts. She/he explained this by saying that it is too difficult to find texts with illustrations. So, maybe this teacher is not ready enough to make the necessary efforts to search for some illustrated texts, using the Internet or other sources.

Section Four: Teachers' Attitude towards the Use of Authentic Materials in their EFL Classes

Item sixteen:

According to you, what is your own definition to authentic material?

When reading the teachers' answers, we found the following definitions to authentic material coined by the participants:

- Amazingly, we found that **five** teachers have provided approximately the same definitions. They said that, authentic material is this 'material done by

natives for natives'. We think that those teachers are aware of the definition of authentic material; maybe they have read it somewhere, or discussed it with a colleague or other colleagues. Even though, they did not say it directly, those teachers are completely sure that those materials are different from the ones they are accustomed to use in their classes.

- **Two** teachers gave an expert-like definition. Both of them said, "Authentic material is this printed or recorded material without making any change on it, and provide it to a native audience to use in their daily life." So, finding such a definition coined by EFL teachers (even though they are few), we may say that there is an interest among some Algerian EFL teachers about authentic material. Moreover, we feel from this definition that those teachers wanted to say three different things: -1- authentic material is not only written; it can be recorded as well. So, it can be used in enhancing students' reading and speaking skills. -2- authentic materials, if adapted or modified or simplified, it loses its authenticity. Sometimes, EFL teachers tame some authentic texts by providing extra information or more explanations without making any change in these texts. -3- authentic materials is used by natives only. Those teachers, at this level, have raised a problem which is: "Is authentic material accepted to be used in EFL classes? We will see the answer in their responses for the item.
- **Two** other teachers said that authentic material is any material taken from a magazine or a newspaper. In spite of the simplicity of this definition, it has shown us; at least, that some EFL teachers know some of the sources from which we can get authentic material. Maybe those teachers wanted to tell that, as these materials are taken from newspapers and magazines, they

cannot be used in class. Perhaps, those colleagues are not aware that these sources can be considered as educational or pedagogical ones when used properly.

- **Three** teachers are confusing authentic materials with the simplified or modified ones. All of them coined the same definition. They said, “Authentic material is all the material we find in textbooks. One teacher added, “.....either published in a native country or a non-native one.
- Unfortunately, the **four** remaining respondents did not provide any answer. We were, a little bit disappointed because we long waited for the answers from all the teachers.

Item seventeen:

Can you use this material (AM) in your EFL classes?

Remark: *You are not requested to give your reasons now.*

Responses	Participants	Percentages
Yes	11	68.75%
No	05	31.25%
Total	16	100%

Table 15: The Use of Authentic Materials in EFL Classes

When answering this question, we found that 68.75% of teachers are with the use of authentic material in EFL classes against 31.25% of them who oppose it. So, as it can be noticed, the majority of the teachers (68.75%) are with the use of authentic material in their EFL classes. We believe that those teachers (11) wanted to make a shift from the use of the modified or simplified texts to the authentic ones. We asked teachers not to give their reasons now because they will do so in item 21.

Item eighteen:

According to you, what are some of the advantages of authentic materials?

(The answers given by teachers are all put together)

According to them these are the **advantages** of authentic materials as follows:

- Authentic materials create a new atmosphere in an EFL class by making students feel that they are dealing with texts a little bit different from the ones they used to receive from their teachers
- They comprise real language because they are done by native speakers of English
- They make EFL learners prepared to read more of them, especially those full of colourful pictures (full of illustrations).
- They are full of the culture of the native speakers. This enables EFL learners acquire the target language with its culture.
- They make EFL learners like native speakers
- They enhance EFL teachers to make short researches about certain things, ask friends, check things in the Internet, and so on. Hence, they (AMs) make them active teachers.
- They are available these days. Even students can contribute in bringing them to the class.
- They make the learners up-dated
- They tell the learners about the life-style of the native speakers of English.

Item nineteen:

Again, according to you what are some the drawbacks of using authentic material in your EFL classes?

These are the **disadvantages** of authentic materials that the respondents have given:

- Authentic materials are difficult for EFL students to understand because they comprise difficult words and grammatical structures.
- The illustrated ones sometimes, contain bad pictures which do not go with the lifestyle or ideology of our students.
- They do not function well in overcrowded classes.
- They are not available.

So, it can be noticed that, according to the respondents' answers, the number of the advantages of using authentic materials in EFL classes exceeds the number of its disadvantages. This may give us beforehand information about the teachers' tendency towards the use of these materials in their EFL classes.

Item twenty:

Now, those who are with the use of authentic material in EFL classes, what are your arguments to support your choice?

First of all, we postponed asking this question until the respondents provide us with the advantages and the disadvantages of using authentic material in EFL classes. So, after analyzing their answers, we found the following arguments:

- Authentic material prepares students to use English in real situations.
- They are nowadays used by many countries where English is used as a foreign or second language, why don't we give chance to Algerian students to take advantage of these materials.

- When using authentic material, students find themselves exposed to everyday English which is used by people of the English speaking countries.
- Students will learn new words, especially the informal ones that they don't find in the material they used to deal with in their textbooks or documents provided by their teachers.
- When using authentic material, students find themselves exposed to the culture of the English speaking countries
- Students will be familiarised with some social and cultural events in some English speaking countries.

So, the use of authentic materials improves students' communicative proficiency. EFL students become well-versed in a number of topics which enable them to become able to participate or lead conversations and debates about things happening in the countries of the target language. Their reading of future authentic materials will also be performed easily. For instance, EFL students who are familiar with the weather in Britain, and why the British always complain about the weather, they read weather reports without any annoying difficulties. Also, being exposed to authentic materials, they will be acquainted with some events and places, like 'The Changing of the Guards' in Buckingham Palace, and/or 'Speaker's Corner' and so on.

Section Five: Students' Communicative Proficiency

Item twenty one:

Are you really satisfied with your students' level in communication proficiency?

Yes.....

No.....

Don't know.....

Responses	Participants	percentages
Yes	04	25%
No	10	62.50%
Don't know	02	12.25%
Total	16	100%

Table 16: Students' Communicative Proficiency Level

If you say "Yes", how do you assess your students' level of communication?

-Excellent	00	0%
-Very good	01	6.25%
-Good	02	12.50%
-Weak	01	6.25%

Table 17: Students' Communicative Proficiency Level

It can be noticed that 62.50% of teachers are not satisfied with their EFL students' communicative competency, against 25% of them said that they are satisfied with it, and 12.25% of teachers have no idea about their students' communicative proficiency.

When assessing the level of their students in communication, **none** has said that their level is excellent. So, even though those teachers who are satisfied with their students' communicative proficiency, they (students) did not reach the level that makes their teachers highly satisfied with their performances. Also, it can be deduced that those

teachers are just satisfied with those learners just when comparing them to other learners under the same conditions.

Only **one** teacher said that, the level of his/her students in communicative proficiency is very good. Maybe this teacher has noticed some good speech delivery, or good pronunciation amongst his students when speaking or reading in English. **Two** respondents said that the level of the communicative proficiency of their students is good. Maybe those teachers have seen that their students are making efforts to achieve certain learning goals. Also, maybe those EFL learners are showing some promising initiatives in creating a healthy learning atmosphere for their teacher.

Finally, **one** teacher said that the level of the communicative proficiency of his students is weak. Even though, we did not ask respondents to give their reasons, we can deduce, in this case that, this teacher has made a paradoxical response because, in one hand he/she is satisfied with his students' communicative proficiency and on the other, and he/she assessed their level as weak.

Item twenty two:

Those who are not satisfied with their students' communicative proficiency; according to you what are the reasons behind that?

When analyzing the respondents' answers, we found the following reasons that made this other category of teachers who are not satisfied with the level of their students' communicative proficiency:

From the teachers' side:

- EFL teachers do not go through a pre-teaching training period where they can be given the basic grounding of EFL teaching;

- Some EFL teachers are not really equipped with the prerequisite teaching strategies and techniques;
- Some teachers are not really concerned with their students' learning difficulties and hardships and
- Some EFL teachers are still providing their students with adapted and simplified texts.

From the students' side:

- Most of the students don't practise extensive reading. They are satisfied with the small amount of the readings they do inside the classrooms;
- Students do not possess a solid and reliable background knowledge that permits them exhibit an accepted competency in their communication;
- When reading, students do not know how to use the appropriate reading strategies and techniques;
- Weak readers exhibit weak communicative proficiency;
- Some reading material exceeds some students' learning abilities;
- Some students lack the necessary motivation to read;
- Some students rely too much on their teachers; they like to be spoon-fed;
- Difficult words in certain texts represent a stumbling block for most EFL learners, and
- Some students suffer from retaining what they read; they forget what they have just read quickly.

Item twenty three:

According to you, what are some of the communication problems facing your students?

According to the responses of the teachers, here are some of communication problems facing their EFL students:

- Most of the students are suffering from learning anxiety; they fear from making errors and mistakes;
- Some of them suffer from mother tongue interference whether when speaking or writing;
- When reading, some students get lost quickly because of the lack of concentration;
- Also, some students are developing a negative attitude towards the reading skill itself;
- Some students do not read with a critical eye; they absorb everything;
- Some students do not possess the appropriate background knowledge of most of the reading material they are coming across, and
- Some students do not know how to use appropriately a dictionary.

Item twenty four:

What are the pieces of advice you can provide first EFL students in the division of English at MKBU to improve their communicative proficiency?

These are some of the pieces of advice given by EFL teachers in the English Language Division in Mohamed Kheider University of Biskra to first year EFL students from the same university:

- Students have to read whatever they come across and try to turn it into hints.
- Visit the library regularly and immerse themselves in books;

- Diminish the use of electronic devices and turn to reading any material that enriches their background knowledge;
- Take advantage of their free time and spend part of it in reading an interesting book or an article in a magazine;
- Discuss with friends what they have recently read in order to retain the maximum information they have come across.
- Get in touch with their teachers and ask for help each time they encounter some difficulties.

4.4. Conclusion of the Teachers' Questionnaire

Although the items of the questionnaire were very simple, they provided us with very insightful results. For instance, most of the teachers at the division of English at MKBUB possess a good teaching experience and they are able to improve the educational level of their students. As all of them have started their career in the academic field, they are ready to provide their students with the necessary knowledge accompanied with the needed skills which enable them to take advantage of that knowledge. Also, those teachers possess the prerequisite tools with which they may alleviate most of the hardships and difficulties they may encounter EFL learners.

Moreover, as those teachers have shown that they are totally aware of the importance of the reading skill in enhancing EFL students' communicative proficiency. They have also shown a certain enthusiasm and readiness to provide them with the appropriate reading strategies and techniques. Also, as they have developed a positive attitude towards the use of authentic material in their EFL classes, this is a good sign that

shows that those teachers are eager to make extra efforts and try find out the appropriate reading materials that suit students' needs and interests.

4.5. Description of the Students' Questionnaire

The information collected from the questionnaire administered to students has enabled us to know how these students are reluctant or poor readers. Most of them have agreed that reading is just something they do once they are in the classroom or when they are revising or sometimes cramming when the examinations are approaching. We also discovered that those students never connected to a book in a deep and meaningful way. Most of them complained that 1- they have difficulty recalling information from the text they came across, 2- most of these texts are in breach with their socio-cultural milieu, 3- most of the vocabulary used in these texts represents a stumbling block for the overwhelming majority of them.

All these things made us rethink some popular reading beliefs, such as: provide your students with the finest literature, or put the right book in their hands will enhance their reading. So, these will not guarantee that those students will engage in reading these materials. It is like leading a horse to water but you cannot make it (him) drink.

So, the present questionnaire administered to 80 EFL first year students in the English Branch of Biskra University. It consists of 25 items. The questions designed are closed-ended and open-ended. The students are requested to tick in the appropriate boxes, give explanations when necessary or suggest other alternatives about certain factors or elements. Sometimes, they are asked to tick for a certain choice and give their explanation for such choice. The students who responded to this questionnaire are chosen randomly from all first year students of the academic year 2014/2015.

We chose first year students because they recently joined the university where they made a big change in their educational journey. So, we did it on purpose, to see to what extent are those students able to adjust with that new learning environment. Those students who used to deal with many tasks in their secondary schools are now dealing with English

lectures only. Finally the questionnaire is divided into six sections, and they are put as follows:

Section One: Background Information

This first section consists of two questions only. It aims at collecting information about the students' educational background and their choice of studying English whether it was their own choice or imposed on them.

Section Two: The Importance of the English Language

In this section we wanted to see, to what extent are first year EFL students aware of the importance of the English language and its position in the Algerian curriculum.

Section Three: The Importance of the Reading Skill in General, and in the English Language, in Specific

This section deals with the students' views about the importance of the reading skill in general and in the English language in specific. In order to see whether those students are living in a reading atmosphere or not, we asked them about the position of their family members towards reading, and whether or not they have a small library at home. Besides that, the students are asked whether or not they visit the university library. Finally, they are asked about their way of reading; are they following some reading strategies and techniques when approaching any text. Finally, those EFL students are asked whether they are with the implementation of the reading skill in tertiary education or oppose it.

Section Four: Factors Hampering or Facilitating Reading

We started this section by asking students to tick the factors that hamper them from reading easily. Also, they are asked whether or not they are provided with the necessary reading strategies when approaching any passage. They are also asked to give their reasons why or why not. In addition to that, the participants are asked to tick some facilitating factors of reading, and then some hampering ones. We closed this section with questions about the importance of the dictionary and how and when to use it before asking other questions about the importance of illustration in facilitating the reading skill where students are asked to give explanations.

Section Five: Students' Attitudes towards the Use of Authentic Materials

In this section, students were asked whether or not they are familiar with authentic material. After that, they were asked about the frequency of using this material in their classes or even outside. Finally, they were asked to give a clear attitude towards the use of these materials in their classes.

4.6. Analysis of the Students' Questionnaire

Section One: Personal Information

Item one:

What is your educational background?

-Tick your stream in secondary school:

Stream	Number of students	Percentages
Literary stream	41	51.25%
Scientific stream	27	33.75%
Foreign languages	12	15%
Total	80	100%

Table 1. Students' Educational Background

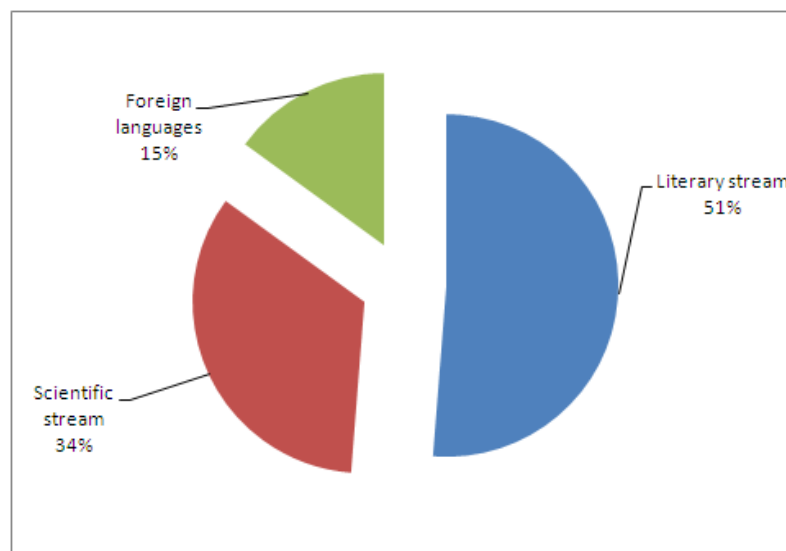


Figure 1: Students' Educational Background

It can be noticed that the other streams, like mathematics and economic ones, are excluded simply because English is not given importance by pupils. So, 51.25% of the

students come from the literary stream where they have one session more than the scientific one. Besides that those students were studying English with the same interest they were giving to Arabic and philosophy. When those students move to the tertiary education, they normally find themselves able to cope with their new exposure to more different English they used to be exposed to in their secondary schools. Moreover, 33.75% of students come from scientific streams. It has been noticed that students who come from this stream excel in learning English as a foreign language. As it is scientifically proven that, students who have particular strengths in Mathematics, Science or any other scientific disciplines have also particular strengths in learning foreign languages.

Finally, those who come from the foreign languages stream represent 15% compared to the other streams. They are so, simply because pupils who belong to this stream are not numerous; you may find only one smallish class in the whole secondary school, and sometimes this stream is not found in other establishments. One can conclude that the learners' profile helps teachers become aware of their students' skills, strengths, interests and even their weaknesses.

**Item two:
The choice to learn English was...**

	Participants	Percentages
17.1. of your own choice	56	70%
17.2.imposed on you by your parents	13	16.25%
17.3.imposed on you by the administration	11	13.75%
	80	100%

Table 2: Students' Choice of Learning English

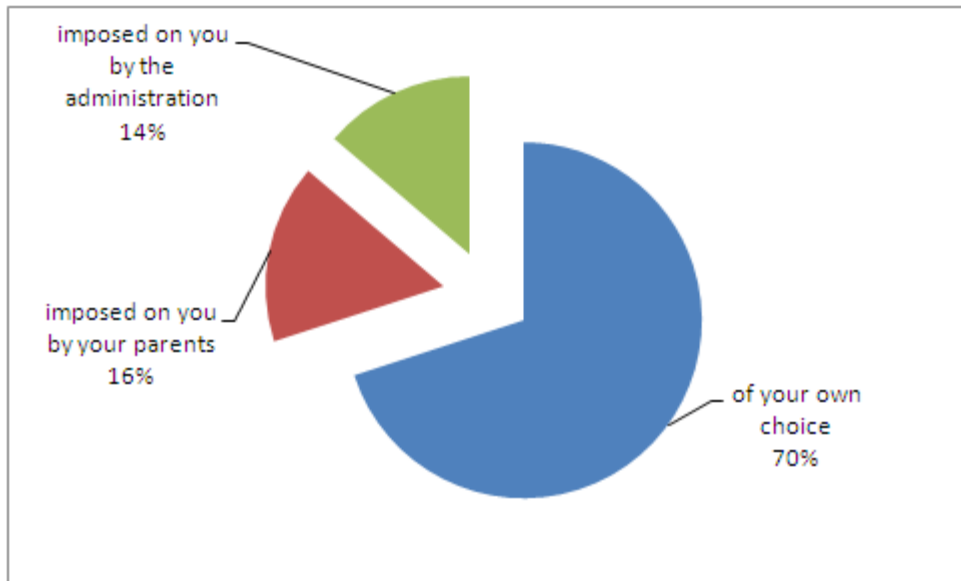


Figure 2: Students' Choice of Learning English

Fortunately, 70% of students have chosen to learn English by themselves. So, they need to excel in that foreign language because they may like it to a great extent or they used to have a good command of it when they were pupils in middle or secondary schools. Only a small number (16%) of them suffered from the interference of their parents in their studies. As those parents are aware of the importance of the English language in the world and as they feel that it is too late for them to learn this foreign language, they found their children as a good substitute for that mission. May be other parents have a good command of that language and they are fond of it, and they wanted to transmit this interest and love towards that language to their children.

Section two: The importance of the English language

Item three: According to you, the English language is important because

	Participants	Percentages
a- many people all over the world like it	8	9%
b- many people all over the world use it	8	9%
c- it is the language of politics and diplomacy	10	11%
d- it is the language of aviation and commerce	10	11%
e- of all these	54	60%
	80	100%

Table 3: Students' Views about the Importance of English

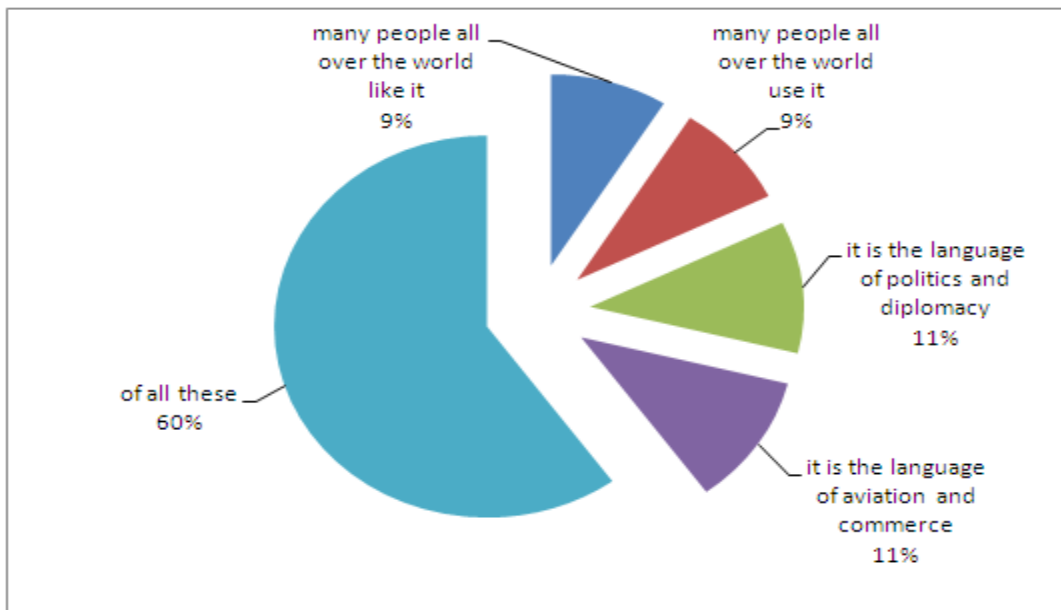


Figure 3: Students' Views about the Importance of English

According to the results obtained from the above table, 9% of the students said that the English language is important because many people all over the world like it. Another 9% of them said that said so because many people all over the world use it as English is considered as the language of politics and diplomacy, and also the language of aviation

and commerce, 11% of the students have joined those requirements of the English language. But, 60% of students chose all of the requirements mentioned in the table. So, those students are totally convinced that the English language is important because it is not only the language that people all over the world like and use in their daily life, but also, because it is considered as the language of diplomacy and politics, and the language of aviation and commerce.

Thus, these answers give us a clear idea that Algerian EFL students are really aware of the importance of the English language. Maybe, this is what has motivated them to learn it in order to have a good command of it.

Item four:

Is English given the position it deserves in the Algerian educational system?

Responses	Participants	Percentages
- Yes	20	25%
- No	15	19%
- I don't know	45	56%
Total	80	100%

Table 4: The Status of English Language in Algeria

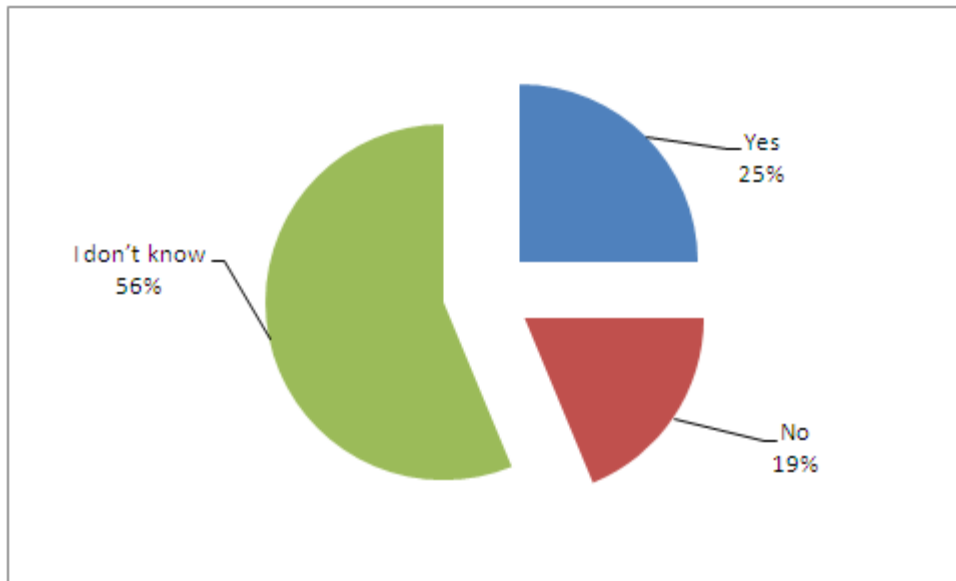


Figure 4: The Status of English in Algeria

It can be noticed that 56% of students have no idea whether English is given the position it deserves in the Algerian educational system or not. Again, it can be seen that in spite of the importance of this foreign language, our students have a blurred image about its position in their country. Even though they are, themselves totally aware of the importance of the English language, here, they did not manage to see whether or not, their country is also aware of this importance of that language. But, the 25% students who said that the Algerian curriculum designers are ranking English in the position it deserves, are not quite sure about it.

It is true that English found in the Algerian educational system and it is compulsory taught, but it is not accompanied with the necessary educational visual aids or language laboratories to EFL learners motivated to excel in it. Only those EFL teachers who are making their personal initiatives who manage to make their learners develop a positive attitude towards it. Moreover, in spite of the difficulties and hardships, Algerian EFL teachers are making honest efforts in order not to find Algerian EFL learners lagging behind.

Item five:

Are the Algerian teachers apt enough to teach this foreign language?

Responses	Participants	Percentages
- Yes	60	75%
- No	8	10%
- I don't know	12	15%
Total	80	100%

Table 5 : Algerian Teachers' Ability to Teach English

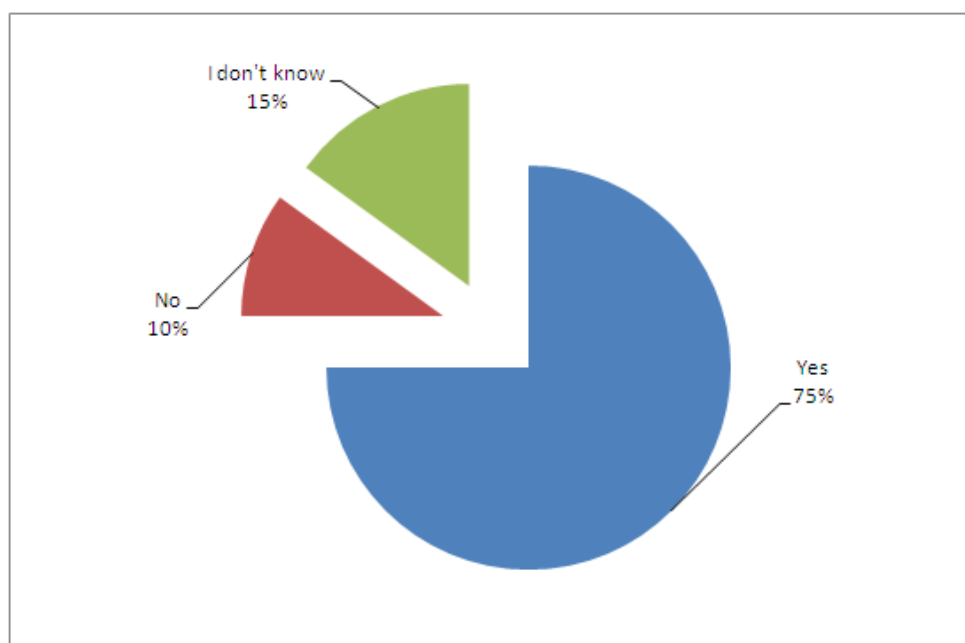


Figure 5 : Algerian Teachers' Ability to Teach English

This is really an encouraging result when you find that 75% of students admit that Algerian teachers of English are apt to teach this foreign language. So, in spite of the hardships and difficulties facing those teachers, they are doing their best to do their job properly. It is believed that those students who said so, they might have seen some EFL teachers making extra efforts and hard work to achieve certain goals. As teaching is the process of arranging conditions under which learners acquire new information they used to ignore, EFL teachers are doing their best to create this healthy educational atmosphere to

their students. Although, some of them have never been in an English speaking country, each time, when given the occasion, they bring some learning supports to the class. Those very few (10%) students who said the opposite, although their judgment is unfair, maybe they have looked at this problem from another corner. Maybe they wanted their Algerian teachers to be native-like.

Section three: (A) The Importance of the Reading Skill

Item seven:

Do your parents read at home?

Responses	Participants	Percentages
- Yes	22	27.50%
- No	58	72.50%
Total	80	100%

Table 6: Students’ Parents’ Interest in Reading

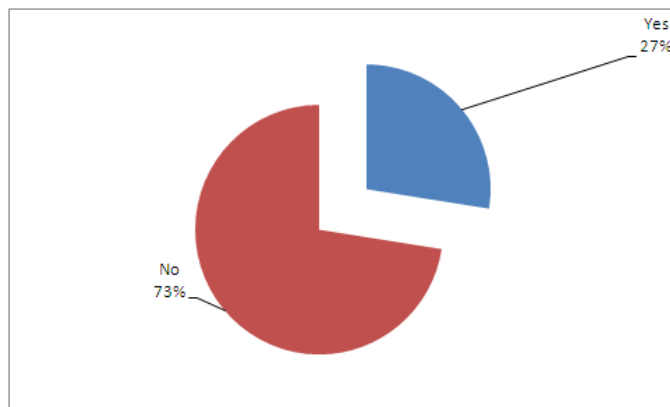


Figure 6: Students’ Parents’ Interest in Reading

Seventy two point twenty five percent (72.25%) of students are living in an atmosphere where reading is not given much importance. Nowadays, most of the parents

have become concerned with other ‘important’ things, such as providing their children with food and clothes, caring about their health problems and schooling. They spend most of their time working hard to meet the needs of their children. May be some of them are illiterate, they do not know how to read at all. Those 27.50% of parents, who read at home, maybe take advantage of the good living wages which have permitted them to enjoy an easy life because of the good living conditions.

Moreover, may be some of these families are highly ranked in society where they are taking advantage of many facilities in society; everything is at their reach. Or some of these parent readers have acquired this excellent habit for a long time, and they still practise it, and their economic status has nothing to do with it.

**Item seven:
Do your brothers and sisters read at home?**

Responses	Participants	Percentages
Yes	16	20%
No	52	65%
Don't know	12	15%
Total	80	100%

Table 7: Students' Brothers' and Sisters' Habit of Reading

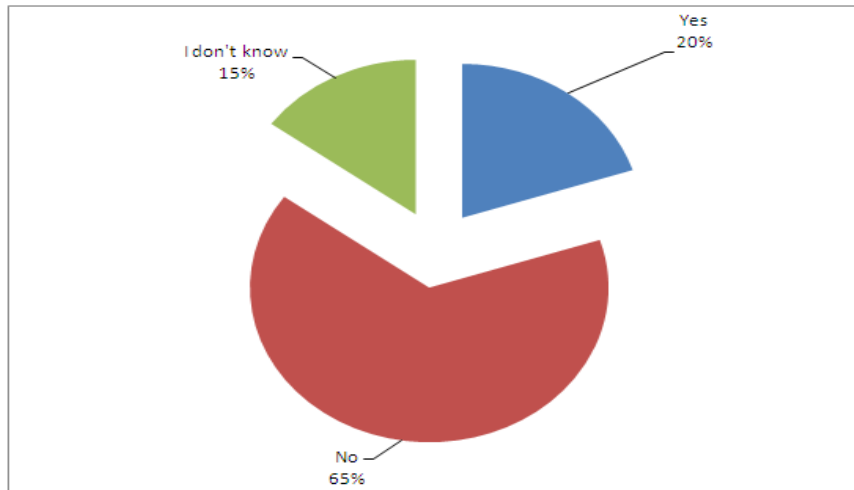


Figure7: Students' Brothers' and Sisters' Habit of Reading

- If no, what do they like doing instead?

	Participants	Percentages
a- Watch TV	13	16.25%
• Access to Internet	25	31.25%
• Busy with their mobiles	34	42.50%
• Doing some hobbies	08	10%
	80	100%

Table 8: Students' Brothers' and Sisters' Activities at Home

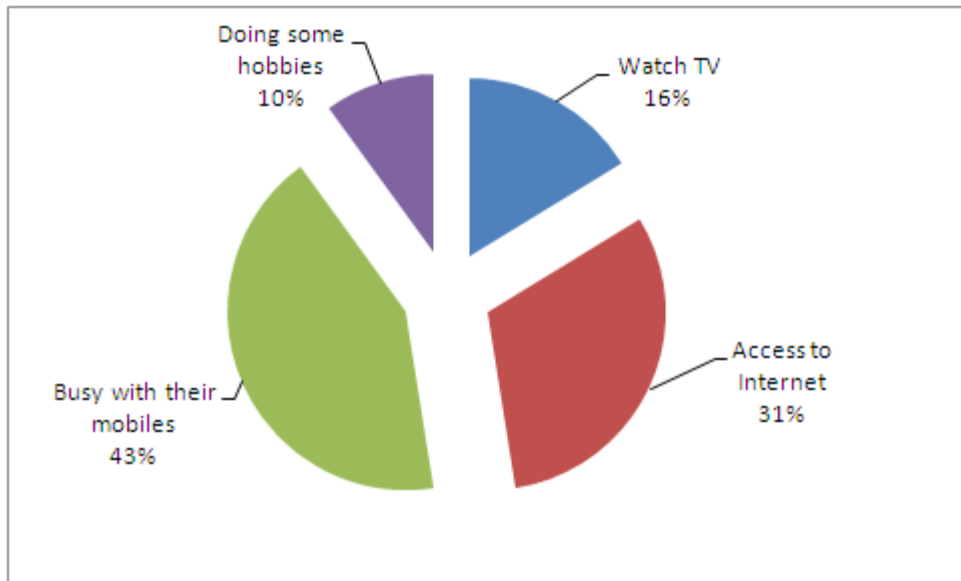


Figure 9: Students' Brothers and Sisters' Activities at Home

According to the obtained results from the previous question, we have found that the majority of other family members are not fond of reading. When we find 65% of brothers and sisters don't read at home, they do not motivate the respondent to read. Also, when the respondent per se, wants to read he/she will be disturbed by his/her brothers and sisters who are doing things completely different from reading.

It can be noticed that 20% of brothers and sisters who read at home is not satisfactory. May be, they are just cramming for their examinations, or searching for information for their home works. Unfortunately, those who ignore whether their brothers and sisters read at home or not are giving us of the clumsy image of those families which suffer from the loose ties between their family members.

When asked about the reasons which impede their brothers and sisters from doing so, these are the respondents' responses:

- 42.50% of respondents' brothers and sisters are busy with their mobiles. It can be noticed that, young people have become addicted to their mobile phones. Instead of doing important things in their spare time, they spend it manipulating those devices.

- 31.25% of them access to the Internet. Normally, the Internet is a source of knowledge, and sometimes, it represents an excellent means of education when properly used. People, who like reading from the screen, can spend a long time browsing through certain important topics. So, if not used with moderation, it will hamper students from learning.
- 16.25 of them watch TV. Even though watching TV is losing its position amongst young people these days, it is still preventing learners from doing things linked to their studies instead.
- 10% of them are doing some hobbies. Although the hobbies are an excellent thing that young need to have, they sometimes hinder learners from doing some educational activities.

Item eight:

Do you have a library at home?

	Participants	Percentages
Yes	45	56.25%
No	35	43.75%
	80	100%

Table 9: The Home Library

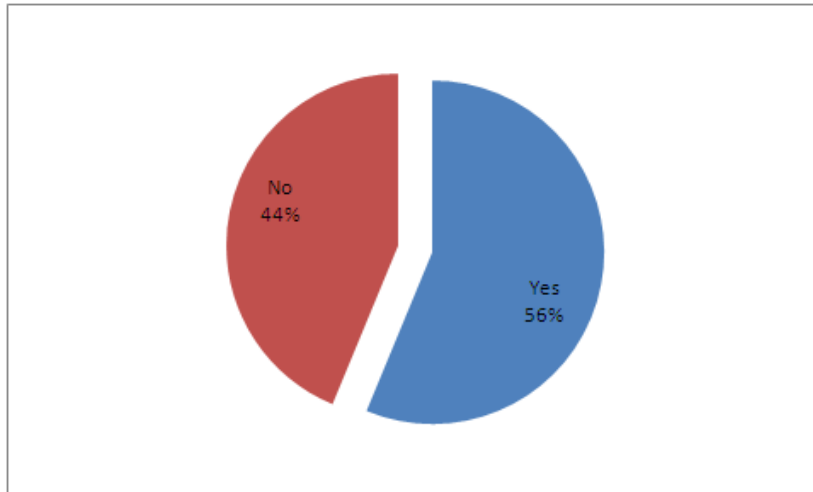


Figure 9: The Home Library

When answering this question, the 56.25% of the respondents said that they have a small library at home, and 43.75% of them said that they don't have it. Unfortunately, when asked whether this library is well used or just for decorating the living room, 57.77% of them chose the second alternative, i.e. just for decoration. This is a bitter reality that most of the Algerian families are suffering from. There are books in most of our homes but, we are not exploiting them properly.

-If yes, is it really well-used or just for decoration?

	Participants	Percentages
Well-used	19	42.22%
For decoration	26	57.77%
Total	45	100%

Table 10: The Role of the Library

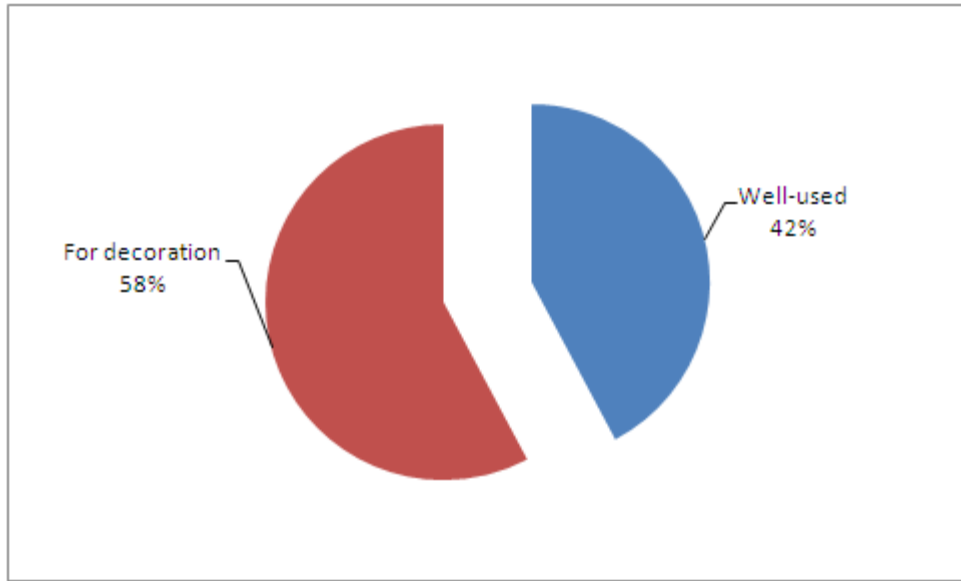


Figure 10: The Role of the Library

Item nine:
Do you like reading?

	Participants	Percentages
Yes	42	52.50%
No	38	47.75%
	80	100%

Table 11: Students' Attitude towards Reading

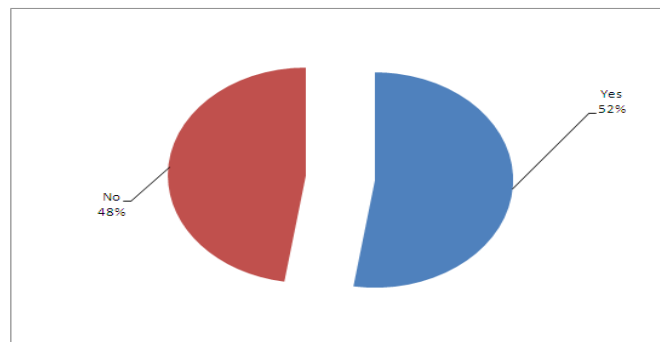


Figure 11: Students' Attitude towards Reading

The results show that the 52.50% of students like reading. This answer seems paradoxical because according to the previous answers, it is impossible to find out this high percentage. For instance, when there is no reading atmosphere at home and the

existing library is just for decoration; so all these may represent a setback for this EFL student at home. But, if this student is challenging the existing situation, here, he/she is making a hard effort to read at home. The 47.75% of students, who said that they don't like reading, are candid, to some extent.

-Those who said that they like reading, is it.....

	Participants	Percentages
because you are fond of reading?	25)	31.25%
because reading widens you scopes and horizons?	08	10%
because reading helps you in your studies?	41	51.25%
because reading is your hobby?	06	07.50%
	80	100%

Table 12: Students' Reasons for Reading

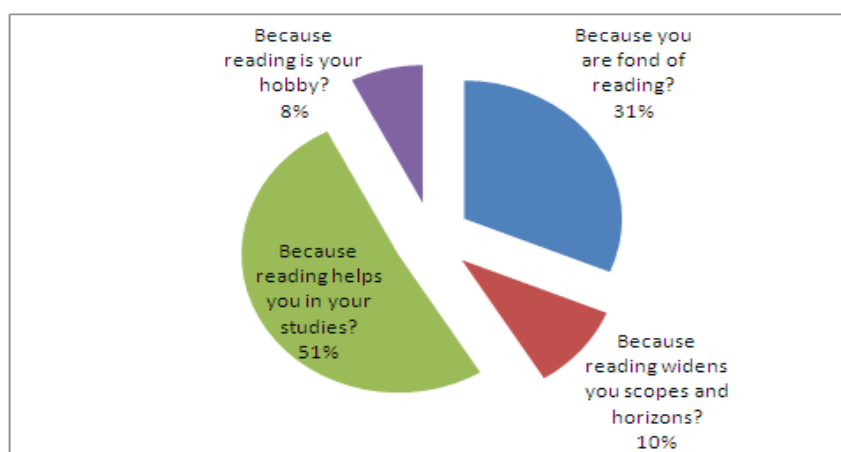


Figure 12: Students' Reasons for Reading

In their answers to this sub-question, the respondents divulged their secret because 51.25% of them said that they read because it helps them in their studies. If reading does not help them to excel in their studies, those EFL learners will never do it. Those who are fond of reading are not numerous because 31.25% of the respondents are considered as a small number. But, may be this number of readers will increase once they shift to reading authentic material as a substitute to the adapted one they are exposed to for a long time. When it comes to widening one's scopes and horizons, 10% is not satisfactory because when just cramming for exams, those learners will give up reading once the exams are over. Reading as a hobby has really diminished because 07.50% is not satisfactory.

(B) The importance of reading in English

Item ten:

Do you like reading in English?

	Participants	Percentages
Yes	42	66%
No	22	34%
	64	100%

Table 13: Reading in English Language

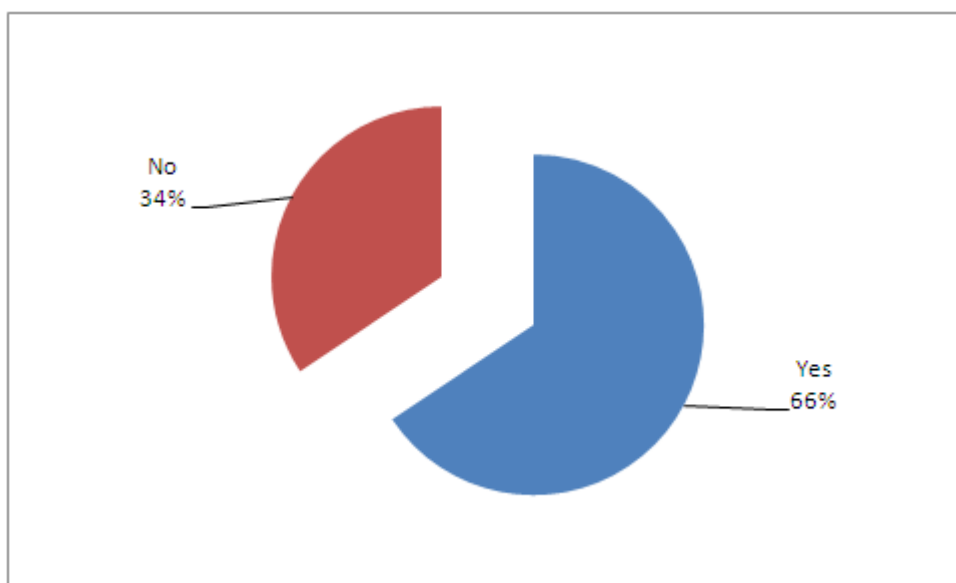


Figure 13: Reading in English Language

When starting the analysis of the results of this question, unfortunately, we discovered that 12 students (15%) did not answer it. In spite of the importance of this question, those students did not care too much about it. May be it escaped their watch. Now, the students who admitted that they like reading in English, their number is really, encouraging (66%). May be, as English is their learning subject, they found themselves obliged to read in it. Or may be their teachers are giving them many works which depend on extensive reading. So, when finding a good number like those students who like reading in English, this makes us optimistic about the future of reading especially, when providing them with the appropriate reading strategies and techniques. Even though the number (34%) of those who don't like reading in English is annoying, as EFL teachers, we have to stick at this glimpse of hope of those who oppose them and try to make those reluctant readers move to the other side and join the others who like reading in English.

Item eleven:

Do your parents encourage you to read in English?

	Participants	Percentages
Yes	21	26.25%
No	59	73.75%
Total	80	100%

Table 14: Students' Parents' Encouragement to Read in English.

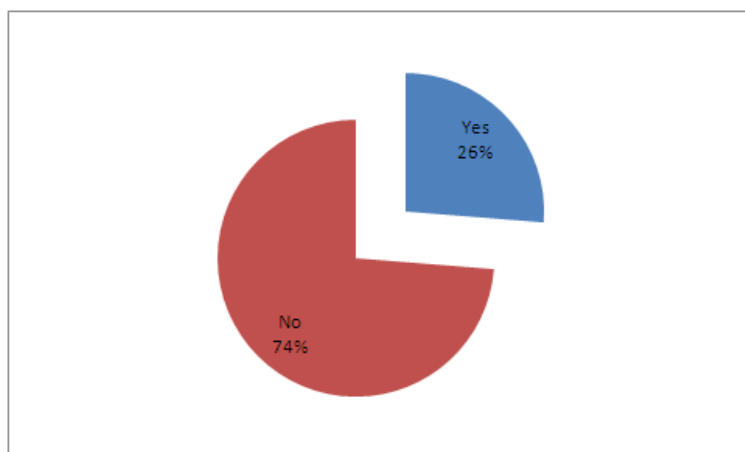


Figure 14: Students' Parents' Encouragement to Read in English.

It can be noticed that 73.75% of students are not encouraged by their parents to read in English. Maybe those parents are busy with doing other things. Or maybe they are not interested in English language; reading in this language is not their worry at all. But, learners need to do certain good things by themselves, and they don't have to wait for others to urge them to do so. Reading is an important act that learners must do spontaneously. Even though, the remaining 26.25%) of them represents a minority, they are considered as lucky learners because they are living in families where parents are completely conscious of the importance of reading, especially in English.

Item twelve:

Do your teachers encourage you to read?

	Participants	Percentages
Yes	42	52.50%
No	38	47.50%
	80	100%

Table 15: Students' Teachers' Encouragement to Read

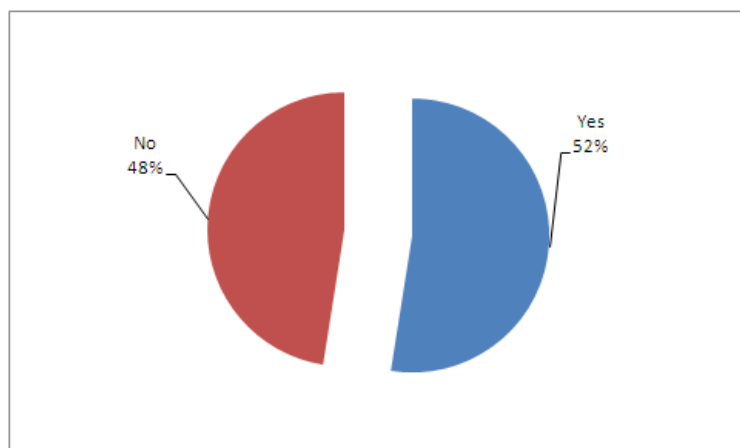


Figure 15: Students' Teachers' Encouragement to Read

It can be noticed that 52.50% of students are encouraged by their teachers to read. So, those teachers are conscious about the importance of reading and want to make their students aware of this skill. Moreover, when teachers encourage EFL students to read, this means that they are totally interested in their students' lifelong self-education. When EFL students master the reading skill, they can explore by themselves documents full of knowledge necessary for their learning process. When teachers do so, they are honest with their students, and they are completely dedicated in their job as teachers.

Those 48% of students who said that, their teachers do not encourage them to read, are really raising an annoying situation. If a teacher is completely convinced that reading is a key to academic success, why does he/she refuse to transmit this to his/her students by advising them to read?

Item thirteen:

How often do you visit the university library?

	Always	Sometimes	Rarely	Never	
Percentages	31.25%	38.75%	16.25%	13.75%	100%
Participants	25	31	13	11	80

Table 16: Students' Frequency to Visit the Library

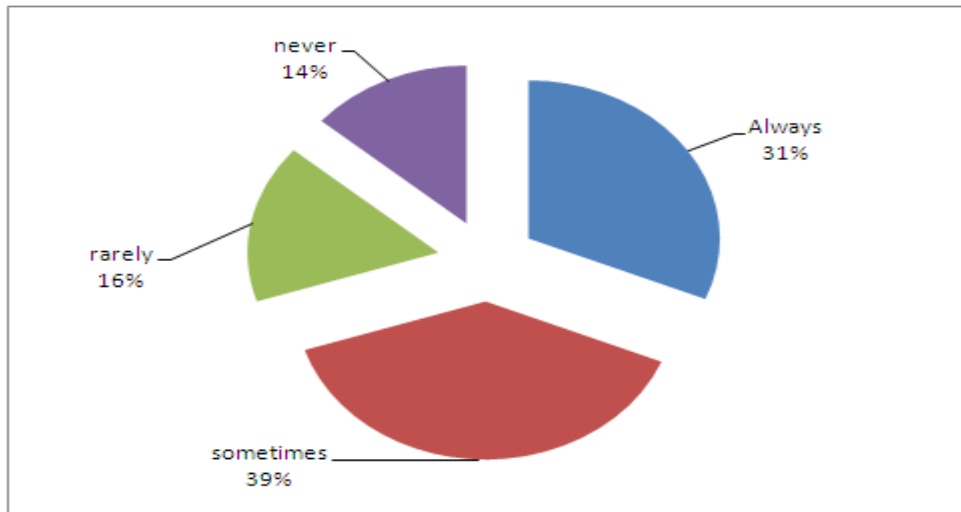


Figure 16: Students' Frequency to Visit the Library

According to the obtained results, 38.75% of students sometimes visit the university library whereas 31.25% of them always do. Those who rarely visit the university library do not really represent an annoying number (16.25%) that may hinder students' learning process. But, 13.75% of those who do not visit the university library is really disturbing. When an EFL student never visits this building is not really considered as a real student because the latter is supposed to be found in all places that are linked to his learning process, such as: the classroom, the library, the laboratory, the dean's office and so on.

Those who visit the university library, do you.....

	Participants	Percentage
a- read books there?	20	25%
b- just borrow books?	26	32.50%
c- read and borrow books?	13	16.25%
d- meet some friends there?	10	12.50%
	80	100%

Table 17: Students' Activities in the University Library

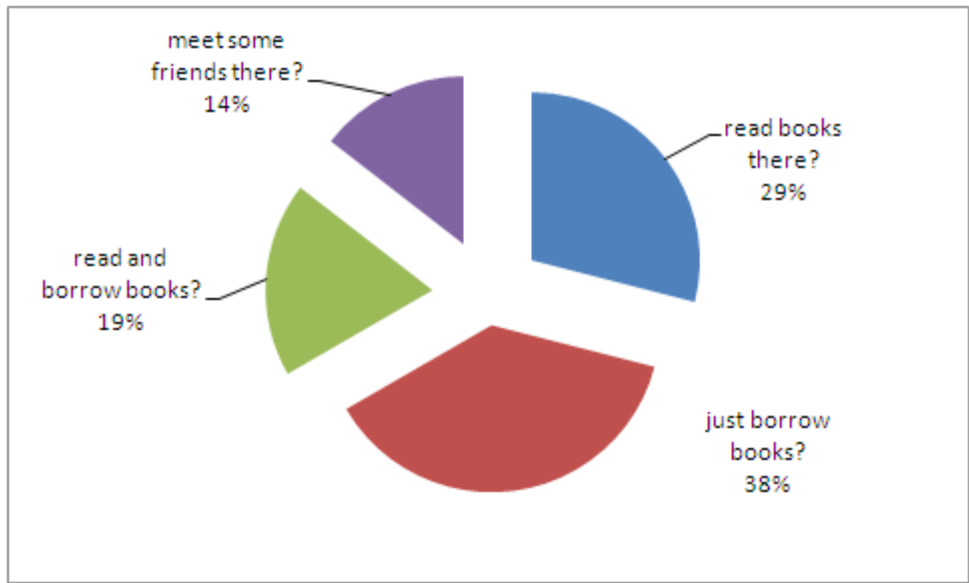


Figure 17: Students' Activities in the University Library

According to the obtained results, 32.50% of students visit the university library to borrow books whereas, those who go there just to read books represent 25%. Some students (16.25%) go there for both reasons; sometimes they read books and sometimes, borrow others. Unfortunately, 12.50% of students go there just to meet friends. This strange phenomenon really exists; sometimes, good students who visit the library to accomplish their academic researches, they find that all seats are occupied by some of those types of students who seem as if they were in a café. Sometimes, they get there with their cups of coffee or bottles of water.

**Item fourteen:
Is it easy to access the university library?**

	Participants	Percentages
Yes	68	85%
No	12	15%
	80	100%

Table 18: The Students' Access to the University Library

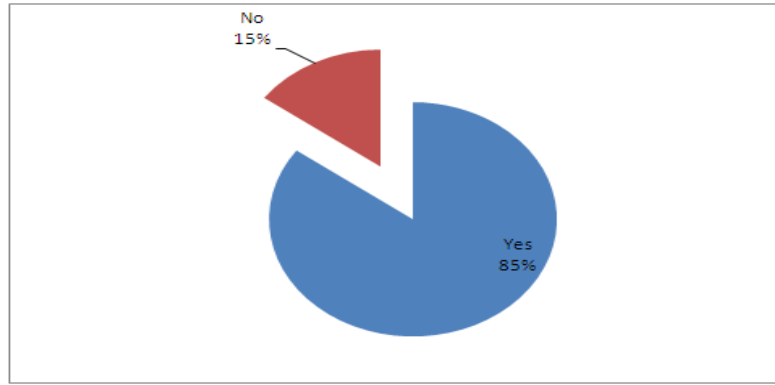


Figure18: The Students' Access to the University Library

It can be noticed that 85% of students said that it is very easy for them to access to the university library. This indicates that the library is open for a long time and students are allowed to visit it at any moment during the day. Things become better if university libraries are still open during the evenings; till midnight. Those who were busy during the day will have the opportunity to visit them in the evenings.

Those 15% of the respondents who said that it is not easy to get into the university library, maybe they always go there in the wrong moments. For instance, cleaning the floor, or making some repairs. Also, maybe those students do not carry with them their students' card which permits them the access there easily.

**Section Four: Factors Hampering or Facilitating EFL Students' Reading Skill
Item fifteen:**

When reading, do you use certain reading strategies?

	Participants	Percentages
Yes	28	35%
No	38	47.50%
Don't know	14	17.50%
	80	100%

Table 19: Students' Use of the Reading Techniques

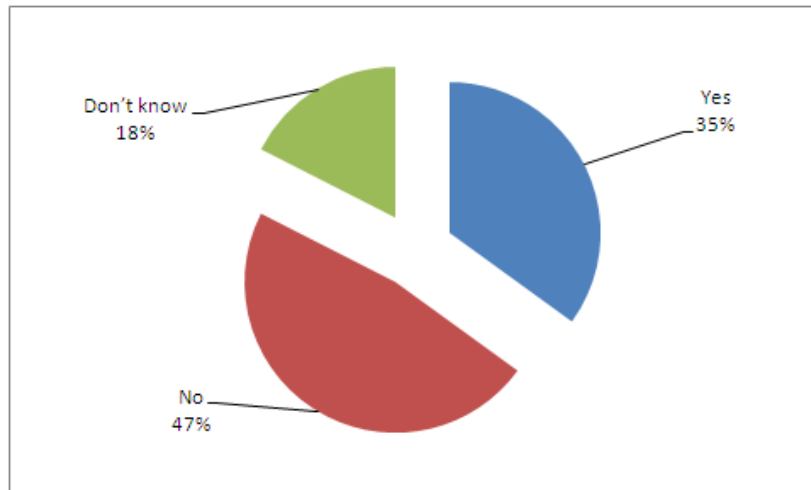


Figure 19: Students' Use of the Reading Techniques

According to the results of this question, 47.50% of students are not using certain reading techniques when approaching any reading material. Maybe, those students ignore these strategies or they are not using them effectively. When a student reads a text and says that he/she has not understood it, he/she was not really reading. If a student starts reading a text, and stops at the first unknown word, is not really reading. a student who holds the text in one hand and the dictionary in one hand, also is not really reading.

Concerning the students who use certain reading strategies, represent 35% of the respondents. This percentage is somehow accepted if those learners are using them properly. When an EFL student knows how to skim or scan a text, this can be considered as an excellent thing done by that learner. Again, when an EFL student goes through the pre-reading phase when approaching a text, this act is considered as a facilitating thing to the comprehension of any text. Moreover, when he/she manages to activate one's prior-knowledge when just reading the title of a text or just the first few sentences, this can also considered as a contributing step to boosting the reading interest.

Item sixteen:

Those who use these reading strategies when reading, where did you learn them from?

	Participants	Percentages
a- from books/the internet	21	26.25%
b-from your secondary school teachers	35	43.75%
c-from your university teachers	24	30%
	80	100%

Table 20: The Learning of some Reading Strategies

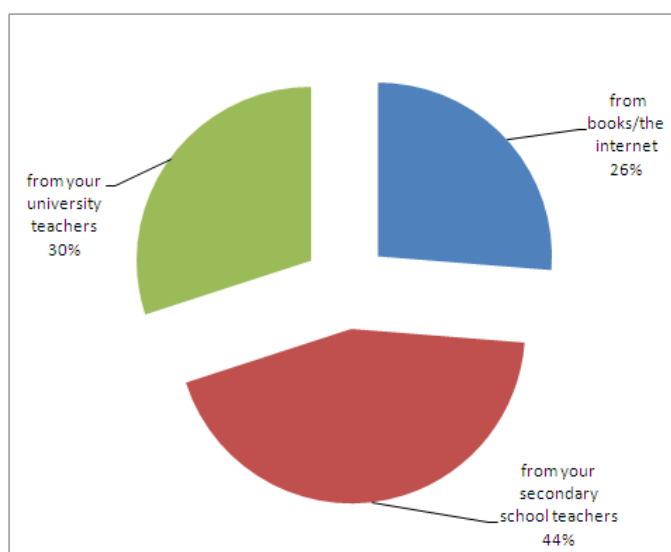


Figure 20: The Learning of some Reading Strategies

It can be noticed that first year EFL students are still attributing certain good things to their secondary school teachers. For instance, when we find that the majority of those students (43.75%) saying that they learnt these reading strategies from their secondary school teachers, this also, indicates that those teachers are making honest efforts to help their pupils. The small number of the other students (30%) who said that they learnt these strategies from their university teachers, it doesn't mean that, university teachers are not telling their students about these techniques, but because of the absence of the reading lecture, some of those teachers find it useless to teach them to their students. So, once the

reading skill is implemented as a course like the other courses, university teachers find themselves obliged to teach their students everything linked to it.

The 26.25% of students who said that, they learnt these strategies from books or the Internet show us that there are learners who avoid being spoon-fed by their teachers. They are always ready to make the initiative to look for more information from other sources, apart from the teacher.

Item seventeen:

How often do your teachers teach you these techniques?

	Always	Sometimes	Rarely	Never	
Participants	00	10	15	55	80
Percentages	00.00%	12.50%	18.75%	68.75%	100%

Table 21: The Frequency of Teaching the Reading Techniques

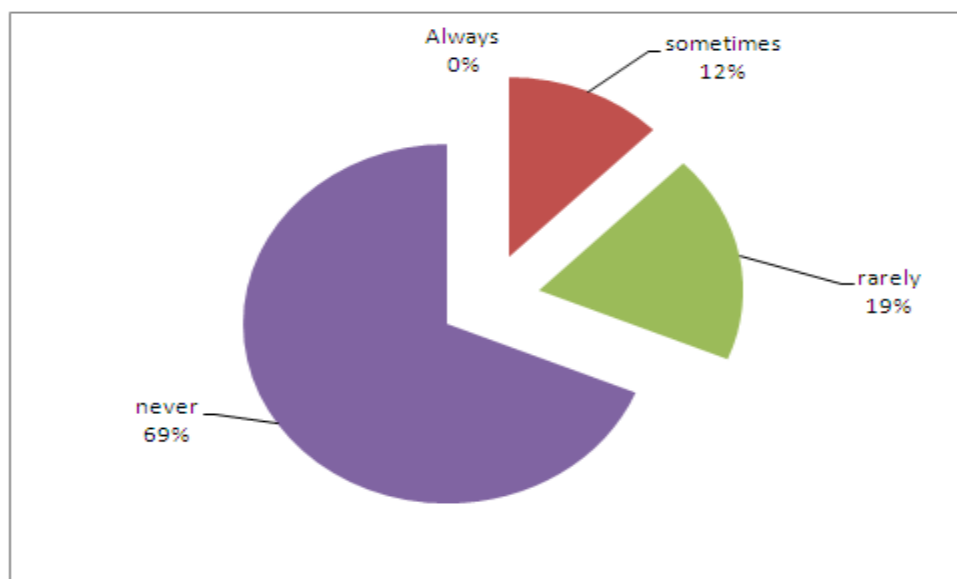


Figure 21: The Frequency of Teaching the Reading Techniques

According to the results obtained from this item, it has been confirmed that 68.75% of teachers never teach their students some reading techniques that may facilitate them the understanding of certain texts they read. This shows that these techniques are completely neglected in spite of their importance. Once students are well-equipped with the necessary reading techniques and strategies, they will be able to understand most of the reading materials they are provided with not only in their classes, but outside them as well. Moreover, those students become aware of some cultural traits and become able to scrutinise them successfully even if found in authentic materials. Also, the same students may acquire the ability of being mature readers who read with a critical eye.

The remaining students whose teachers sometimes (12.50%) or rarely (18.75%) teach them some reading techniques represent a glimpse of hope, and may be these adverbs of less frequency will change to more frequent ones.

Item eighteen:

Are you allowed to use your dictionaries during the lectures?

	Participants	Percentages
Yes	80	100%
No	00	00.00%
	80	100%

Table 22: The Use of the Dictionary in the Class

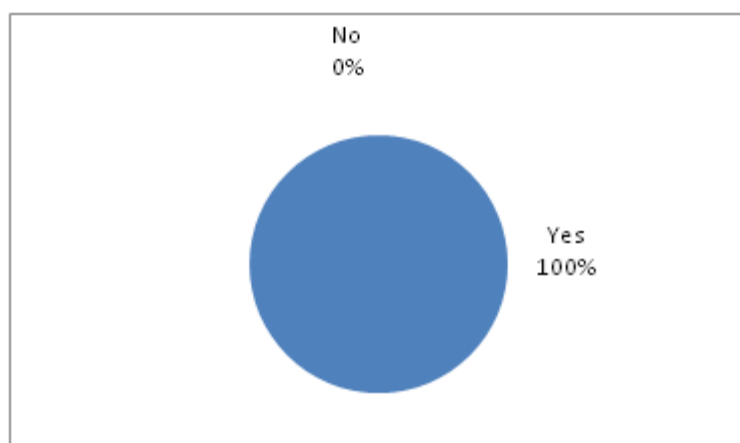


Figure 22: Students' Use of their Dictionaries in the Class

It can be noticed that, all the students (100%) are allowed to use their dictionaries during the lectures. As teachers are conscious about the important role of the dictionary, they do not oppose its presence on the students' table. Students also feel safer when their dictionaries are not far away from them. But, the learning process becomes tedious and tiring when students do some peculiar acts when reading like, having the text in one hand and the dictionary on the other.

Item nineteen:

Which type of dictionary do you possess?

	Participants	Percentages
a- Printed dictionary	26	32.50%
b- Electronic dictionary	44	55%
c-Both	10	12.50%
	80	100%

Table 23: Students' Dictionaries

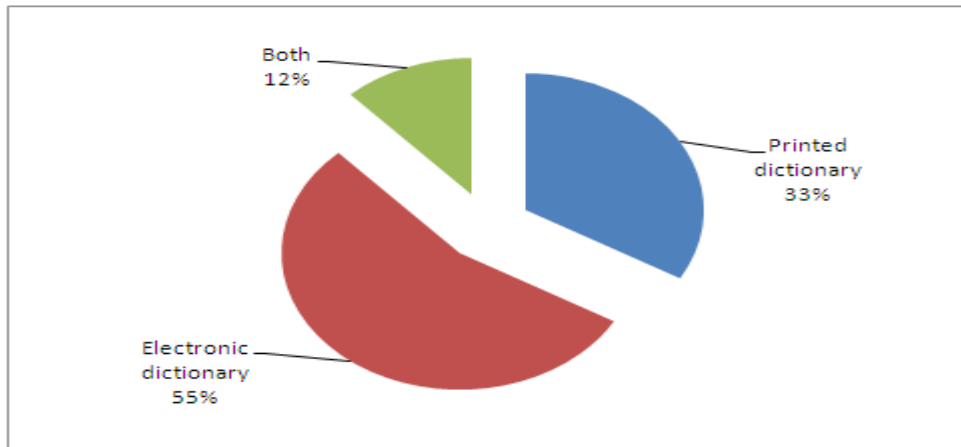


Figure 23: Students' Dictionaries

When asked about the types of dictionaries students bring with them, 55% of them said that they bring the electronic ones. These days, these types of dictionaries are invading the classrooms. These hand-held devices with powerful search functions have got the attention of most learners all over the world. Algerian EFL students have become interested in this data-base of words and they are using them in their classes. They are slowly, replacing hard copy dictionaries. In spite of these wonderful things that can be found in these sophisticated devices, they cannot be like the printed dictionaries which do not become out of order in certain moments and become useless. The percentage of those who are still using printed dictionaries is really encouraging (32.50%) because those types of dictionaries are still occupying an important position in the students' learning process.

**Item twenty:
Which dictionary do you use?**

	Participants	Percentages
Monolingual dictionary	46	57.75%
Bilingual dictionary	34	42.50%
	80	100%

Table 24: Types of Dictionaries Students Use

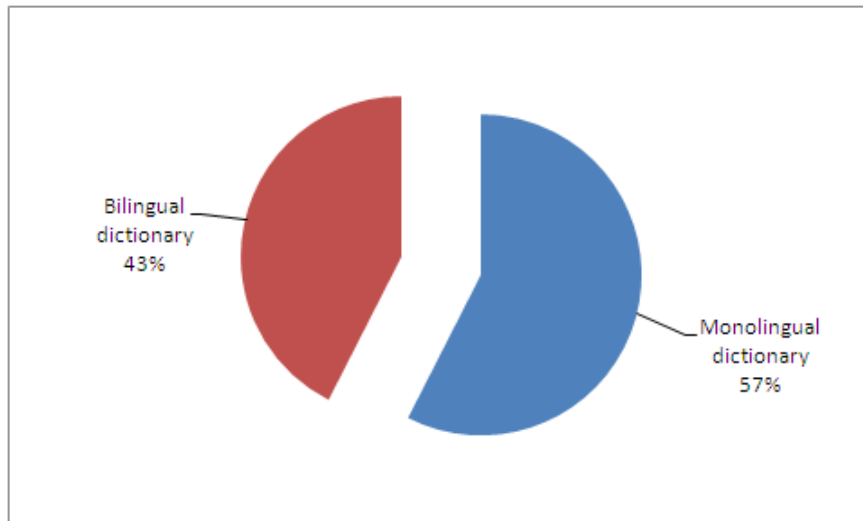


Figure 25: Types of Dictionaries Students Use

It can be noticed that 57% of students are using bilingual dictionaries. Students are not aware of these types of dictionaries which are normally considered as translation dictionaries only. They just provide students with translation of words or phrases from one language to another. Even though those dictionaries are considered as excellent language learning tools, sometimes learners find themselves using their first language in foreign language classes.

EFL learners need to deal with the intricate details of that language with English language because their ultimate goal is to have a good command of it. As EFL learners' goal is to master English to a good extent, they should immerse in it even when using dictionaries. The 42.50% of those who are using monolingual dictionaries is really a good one. When you find this large number of EFL learners using a monolingual dictionary in their classes, this means that they are totally dedicated and completely convinced that they are doing what is needed to be done when learning a foreign language.

**Item twenty one:
Is it easy to find up words in a dictionary?**

	Participants	Percentages
Yes	46	57%
No	34	42.50%
	80	100%

Table 26: Finding Words in a Dictionary

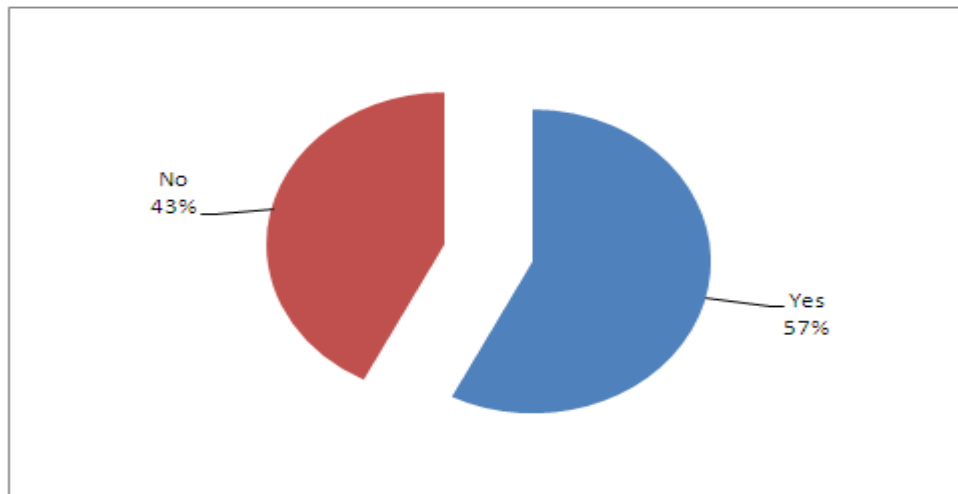


Figure 26: Finding Words in a Dictionary

It is clearly noticed that 57% of students are facing difficulties when checking words in their dictionaries. This is to confirm that our students are in need of acquiring the necessary strategies used to look up words in dictionaries. But, when we find 42.50% of them do not face difficulties when checking words in their dictionaries, this makes us think that, those learners have acquired this capacity because of their continuous exposure to their dictionaries or they have learned them from their teachers. When extra efforts done by EFL teachers and their students, these difficulties and hardships may be minimized and most learners become skilled enough when it comes to the use of the dictionary.

**Item twenty two:
Did you learn how to use a dictionary?**

	participants	Percentage
Yes	56	70%
No	24	30%
	80	100%

Table 27: Learning How to Find Words in a Dictionary

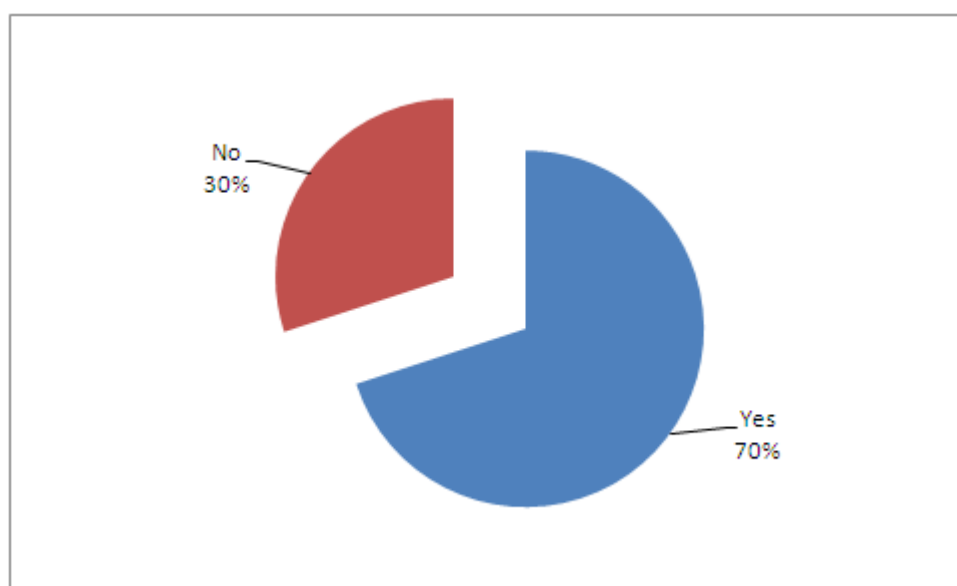


Figure 27: Learning How to Find Words in a Dictionary

To confirm what has been mentioned in item twenty two, the astronomical number of students (70%) did not learn how to use properly their dictionary. Some learners or even teachers do not care too much about this phenomenon, and they do not consider it as a learning setback. But, in fact it is a huge obstacle that hinders learners from being in a healthy learning atmosphere. One of the things that facilitate the acquisition of a foreign language is being able to use the dictionary appropriately and efficiently.

**Item twenty three:
Do your teachers provide you with illustrated texts?**

	Participants	Percentages
Yes	62	77.50%
No	18	22.50%
	80	100%

Table 28: The Importance of the Illustrated Texts

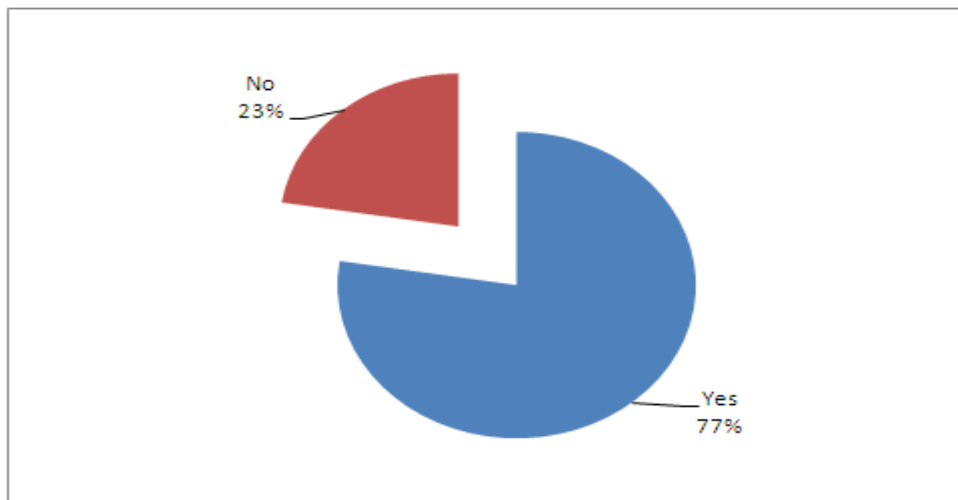


Figure 28: The Importance of the Illustrated Texts

It can be noticed that students are struggling with the reading material provided to them by their teachers. When 55.50% of them deal with texts void of any illustrations, they automatically may face difficulties to extract the necessary information they need from these texts. Much time will also be consumed on scrutinising those texts looking for cues or clues in order to know what the text is about. This is what good readers can do, what about the weak ones?

When 22.50% of students deal with illustrated reading material, this makes us say that some EFL teachers are making extra efforts to facilitate the students' learning process. In one hand, those teachers are appeasing their learners' anxiety and tension towards certain reading material, and on the other, they are honestly contributing in giving

language classes a vivid and enthusiastic atmosphere for learners to develop a positive attitude towards the reading skill.

Section Five: Students' Attitude towards the Use of Written Authentic Materials in their Classes

Item twenty four:

Are you familiar with written authentic materials?

	Participants	Percentages
Yes	36	45.00%
No	30	37.50%
Don't know	14	17.50%
	80	100%

Table 29: The Familiarity of Students with Authentic Materials

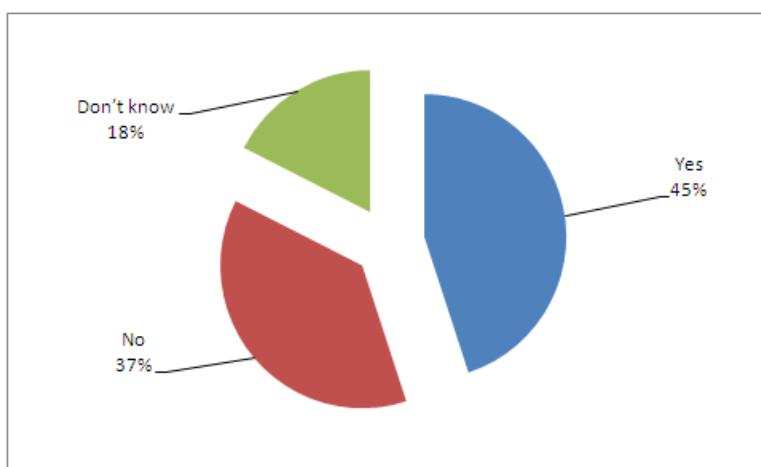


Figure 29: The Familiarity of Students with Authentic Materials

According to the results obtained from this question, 45.00% of students said that they are familiar with written authentic materials. This may let us say that, those students are used to flipping pages of English newspapers or magazines. Or, some of their teachers have brought this material to the class and told them about it.

Also, it has been noticed that 37.50% of the respondent said that they are not familiar with authentic material. This percentage really, represents a large number of students who need to be familiarized with this type of material. Even though 17.50% of students said that they did not know, is very low, it is annoying, to some extent. Students who do not distinguish authentic materials from non-authentic ones are really ignoring the least characteristics of these materials (AMs). So, teachers need to make a long warming up introducing authentic materials before using them in the class.

**Item twenty five:
Do your teachers use it in your classes?**

	participants	Percentages
Yes	28	35.00%
No	34	42.50%
Don't know	17	21.25%
	80	100%

Table 30: Teachers' Use of Authentic Materials in their EFL Classes

It can be noticed that, 42.50% of students said that their teachers do not use authentic materials in their classes. Maybe those teachers are opposing the use of these materials because they may spend much time to find the appropriate ones which go with their students' needs. Those who do not know (21.25%) again, maybe, they ignore them and they need to be exposed to these materials for a long time in order to make them familiar with, and when used in the class, they quickly recognize them.

Also, it can be noticed that 35.00% of the respondents said that their teachers are using authentic materials in their classes. Even though, this percentage is not enough, it is

encouraging to some extent. At least, there are some teachers who are interested in these kinds of materials and they are willing to introduce them in their EFL classes.

-Those who said “Yes”, how do you find these materials?
(Choose one answer only).

	Participants	Percentage
Easy to understand	6	21%
Difficult to understand	7	25%
Dealing with interesting topics	7	25%
Dealing with boring topics	2	7%
Well-illustrated	3	11%
Void of any illustrations	1	4%
Containing provocative cultural aspects	2	7%
	28	100%

Table 31: Students’ Views about Authentic Materials

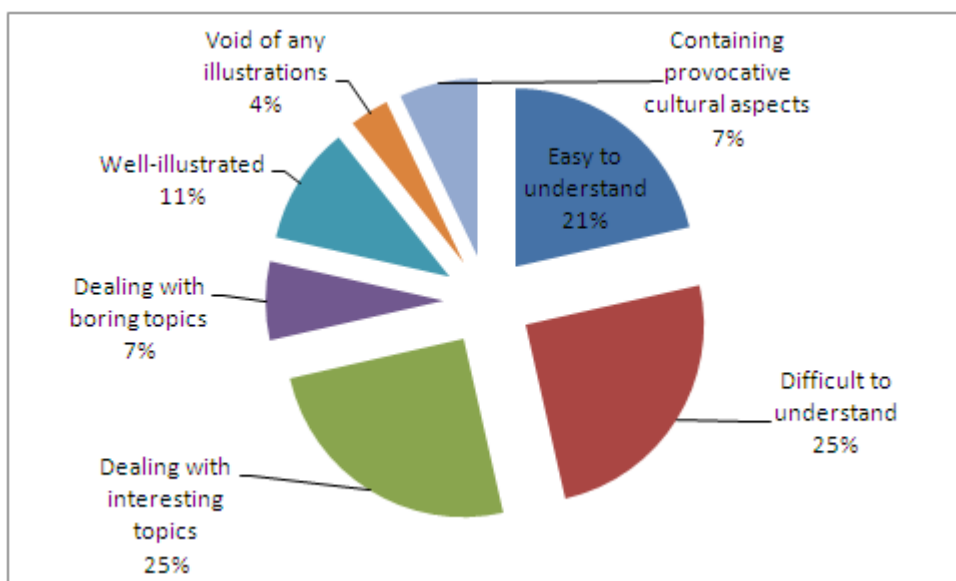


Figure 31: Students’ Views about Authentic Materials

According to the results obtained from the answers of the 28 respondents who said that their teachers use authentic materials in their classes, the following results are discovered:

- **Six** (06) students found authentic material easy to understand. Maybe, those students are familiar with these materials, and they have come across them in many occasions in their classes or even outside their classrooms.
- **Seven** (07) students found authentic material difficult to understand. Maybe those students are not familiar with the language used in these materials especially when formality they used to find in the material they are accustomed to, is a little bit not given much importance in this one.
- Another **seven** (07) students found that authentic material is dealing with interesting topics. Maybe those students have found some topics that they did not find elsewhere.
- **Two** (02) students said that authentic materials are dealing with boring topics. Maybe the difficulty of these materials has pushed those students saying so.
- **Three** (03) students said that authentic materials are well-illustrated. Maybe those students are fascinated with the colourful illustrations accompanying these materials which are approximately absent in the other ones they are compulsorily exposed to.
- **One** (01) student said that authentic materials are void of any illustrations. Maybe this student has difficulty in distinguishing authentic materials from the non-authentic ones.
- **Two** (02) students said that authentic materials are containing provocative cultural aspects. So, those students are right when saying so because the *bête noire* of some learners is when coming across things which are in breach with their ideology or

life style. This is where lies the importance of critical reading where the learner becomes able to immune oneself from the threat that some materials represent.

Item twenty six:

Are you for or against the use of authentic materials in your classes?

	Participants	Percentages
With	52	65.00%
Against	14	17.50%
Don't know	14	17.50%
	80	100%

Table 32: Students' Attitude towards the Use of Authentic Materials

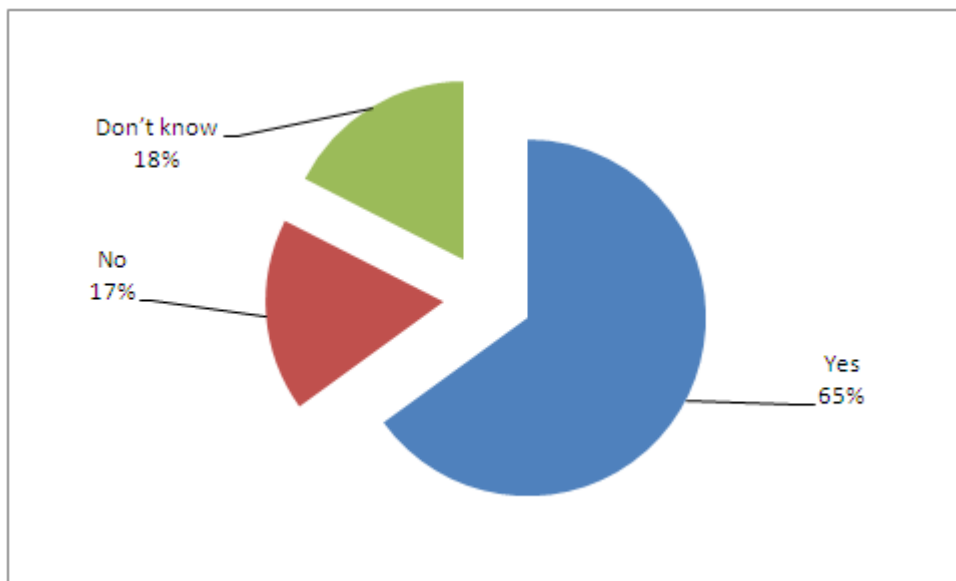


Figure 32: Students' Attitudes towards the Use of Authentic Materials

Amazingly, 65% of students encourage the use of authentic materials in their classes. Maybe those students want to make a change from the adapted modified reading material to the genuine one. Maybe those students' interest towards this material is growing day by day because of the importance that some of them have found in this material. Moreover, those learners have discovered that their interest is grabbed by this

type of material and they found themselves enthusiastic to deal with in their EFL classes. As some teachers are keen to find out authentic material that goes with students' needs and interests, this has made those students develop a positive attitude towards its use.

The 17% of the respondents who oppose it, their views need to be respected, but sometimes the minority has to yield to the majority. Maybe when the authentic material brought to the class does not consist of any annoying things, maybe those students will change their minds. What is annoying, in fact, is this category (17%) of students who do not know. Maybe, these are the students who do not distinguish authentic material from non-authentic one.

4.7. Conclusion of Students' Questionnaire

After analysing the whole questionnaire, it has been noticed that some of EFL students' complaints are justified. The absence of the reading skill course from EFL tertiary curriculum has tremendously contributed in the students' absence of eagerness to keep on reading when leaving their classrooms. Even when some of them want to read, they fail in understanding the gist of most of the passages because they totally ignore the necessary reading strategies and techniques.

In spite of all these constraints, the same students have developed a positive attitude towards the use of authentic material. So, those students wanted to make a smooth shift from the non-authentic material to the authentic one.

General Conclusion

The reading skill in the Algerian EFL tertiary education is somehow ignored and not given the interesting position it deserves. This daunting general backdrop of this skill has led us to conduct a research, on first year EFL tertiary students in the division of English at MKBUB entitled: “Enhancing Students’ Communicative Proficiency through Reading Techniques and Authentic Material.” For that reason, we tried to explore the ultimate usefulness of implementing the reading skill and authentic reading material in those students’ curriculum with focus on providing them with the appropriate reading techniques and strategies. The whole work was conducted with the aim of sensitising both EFL tertiary teachers and their students about the utmost importance of these elements in enhancing student’s communicative proficiency.

The findings of the present work have revealed that most of first year EFL students are totally aware of the importance of the reading skill, and they are doing some extra efforts to improve their situation vis-à-vis this skill. Moreover, as this skill is considered as the only key with which learners can access to knowledge, EFL students are struggling on their own to understand the material to which they are exposed. The study has also revealed that those learners lack the appropriate reading techniques that may help them do so. Therefore, they are arguing for the implementation of both the reading skill and the reading strategies and techniques in their tertiary curriculum.

Throughout this study also, it was discovered that EFL students have developed a positive attitude towards the use of authentic materials in their classes. They have shown some discomfort and worry towards the use of old-fashioned modified texts. It has also been noticed that there is a growing interest in many other important things, like, the good use of good dictionaries, and visual aids.

Concerning the teachers, the findings of the research have revealed that they are quite in favour with implementing the reading skill in EFL tertiary education and they are completely ready to teach it as a course by itself. They honestly said that they were not providing their students with the appropriate reading techniques simply because of the absence of the course of the reading skill per se. At the same time, they totally agree with teaching them if they represent a part of the students' needs. Moreover, EFL teachers are also concerned with authentic materials and they do not oppose their implementation.

Accordingly, the hypotheses put forward in this study are confirmed. The earnest desire of first year EFL students of being provided with the necessary reading strategies is openly expressed by those learners. This means that, when equipped with these techniques they may engage in a safe and mature reading. Moreover, teachers insisted that the non-authentic materials that used to foil their students' progress need to be replaced by authentic ones.

Finally, this research has helped us to diagnose some of the deficiencies encountering our EFL students to possess an advanced communicative proficiency. Now, it has become obvious that, EFL teachers can have a hand in the betterment of their students' learning process when they immediately react to find pertinent solutions to some occurring learning problems.

Recommendations

First of all, we do not want to provide EFL students with just placebos which will never cure their learning deficiencies from which they are suffering most of the time. At the same time we never pretend that our recommendations are ground-breaking; but, when taken into consideration they may contribute positively in improving the educational level of our EFL students. Here are some recommendations that we honestly believe that they may contribute in the betterment of EFL students' educational situation

- Our role as teachers is to extend our students' knowledge and skills to ensure their success in the future by finding the materials that will stimulate them to read more deeply in their areas of interest. Struggling readers' comprehension can be improved by teaching them to use the appropriate strategies that good or experienced readers have developed and used. Knowing that struggling readers may have trouble with the application of certain strategies that seem to come naturally to some good readers, teachers must interfere to solve this annoying deficiency. As the implementation of authentic material represents a challenge for some of them, it has become necessary to alleviate this threat amongst those learners.
- Teachers should also contribute in making their students overcome some learning difficulties and hardships. It has been noticed that some first year EFL students are not paying much interest in their tertiary education. They still behave as if they are in their secondary schools. Teachers have to be by the side of those students and try to understand their learning difficulties and then try to help them overcome these hardships. When teachers discover that it is the students themselves who are causing these problems, they have to urge them to make extra efforts to improve their learning situation. Students need to know what is expected of them and

providing learning with reinforcement for those who are facing some learning difficulties.

- Teachers need to recognize their students as individuals with their own specific capabilities, talents and needs. Some EFL students possess some potentialities and are in need of developing them more and more. If neglected, they may fade and disappear. Some EFL students are excellent in making presentations and public speeches, and they need to be supported by their teachers and the administration. Language laboratories are compulsory, if we want to contribute in the betterment of our students. Well-equipped classrooms are also, necessary for some learning activities.
- As some first year EFL students are still in need of some support, their teachers should work hard to improve their academic performance and raise their self-esteem. When those students show poor academic performance, teachers have to act immediately. Even the students' difficult home circumstances should be taken into consideration if we want to fight the low ability levels of our students. Building a mutual understanding and confidence between the teacher and students is essential. Teachers need to be keen enough to put the students' emotional and psychological problems into consideration, at the same time, never assume the parents' responsibilities towards them. Again, as our job is a demanding one, we need to be thoughtful and caring in order to help our students.
- When EFL teachers discover that their students are suffering from some reading difficulties, they should interfere, at least, to minimize them. Some students have grown up with some reading difficulties and no one provided them with the necessary care. When affiliated at the university, they still exhibit the same difficulties. Their situation worsens if not taken into consideration. So, the Algerian

EFL teaching community needs to set an agenda where they jot down all serious learning problems and prioritize the ones that need urgent interference with the help of other experts in the field. For instance, many EFL students are still suffering from 'Dyslexia' and no one is paying attention to them. Even their parents do not get in touch with the teacher or the administration to tell them about this problem.

- To create in EFL students the willing to read and to motivate them to turn to this excellent habit, teachers have to provide them with a wide variety of authentic and non-authentic reading materials. These materials should be selected on the basis of quality and students' interest. The administration also has to establish small libraries just next to the classrooms or even equip the classrooms with shelves and fulfill them with books, magazines, leaflets, brochures and many other reading materials. Students can spend their free time there when the classrooms are not occupied. Also, the faculty library should be kept open in evenings to facilitate a free and unlimited access to print material or electronic one.
- The reading skill should be incorporated in tertiary education; from first year onwards. EFL students become more conscious about the importance of this skill and some of them may excel in it. As teachers themselves who are enriching the suggested programmes, they should convince the administration and the other university authorities about the implementation of this skill. Once this skill is incorporated, teachers need to help their EFL students how to become more academic and how to look for practical knowledge and how to scrutinize reading materials to get the maximum information from them. Moreover, teachers have to be by their students' side in order to make of them strategic readers.

- The administration should establish a good and effective working relationship with the teachers based on respect, trust and honesty. None of them should develop a negative attitude towards the other. Teachers with special abilities and honest willingness to contribute in the well-conduct of the whole educational institution should be encouraged of their extra efforts. Teachers should be provided with the necessary teaching facilities, like the visual aids, language laboratories and other educational devices. Novice teachers need to spend a training period by attending lectures performed by experienced lecturers, of course, with the help of the administration. The needed encouragement and honest assistance from the administration will make all teachers working in a healthy academic atmosphere.

A Call for Further Researches

Even though our study has revealed that both teachers and students have developed a positive attitude towards the use of authentic materials, other researchers are eagerly advised to conduct further researches exploring more and more the attitude of other EFL teachers and students in other Algerian universities. Moreover, more researches need to be conducted on all Algerian universities to sensitise tertiary curriculum designers about the importance of implementing the reading skill as a complete course in the syllabus of first year students onwards.

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Appendices

Appendix A

Teachers' Questionnaire

SECTION ONE: Personal Information

Item one:

Gender

Gender	Participants
Male	
Female	
Total	16

Item two:

Where did you start your career?

Teachers' career	Participants
Teaching at university	
Teaching in secondary schools	
Elsewhere	
Total	16

Specify

.....

.....

.....

.....

Item three:

What are your qualifications?

Qualifications	Participants
MA (license)	
Magister	
Master	
Doctorate	
Total	16

Item four:

How long have you been teaching English at the university?

Length of Exp.	Participants
10 year	
09 years	
08 years	
03 years	
Total	16

Item five:

What modules do you teach to 1st year EFL students?

Modules	Participants
Literature	
Linguistics	
Written Expression	
Oral Expression	
Grammar	
Other Modules	
Total	16

SECTION TWO: The Importance of the Reading Skill

Item six:

Do you find the reading skill an interesting subject for 1st year EFL learners?

- Justify your answer.

.....

.....

.....

.....

Item seven:

As a teacher, what are you doing to make your students aware of the importance of reading?

Response	Participants
Yes	
No	
I don't know	
Total	16

Item eight:

According to you, what are some of the difficulties facing your students when reading?

.....

.....

.....

SECTION THREE: Factors Facilitating Reading

Item nine:

For the time being, are you teaching your students some reading strategies?

Responses	Participants
Yes	
No	
Total	16

Item ten:

Are your students motivated to read?

Responses	Participants
Yes	
No	
Don't know	
Total	16

Item eleven:

Do you encourage your students to read outside the classroom?

Responses	Participants
Yes	
No	
Total	16

-If yes, how?

.....

.....

.....

.....

Item twelve:

According to you what is/are the factor(s) facilitating students' reading skill?

.....

.....

.....

.....

Item thirteen:

Do you allow your students to use their dictionaries during the lecture?

Responses	Participants
Yes	
No	
Total	16

-If no, say why?

.....

.....

.....

.....

Item fourteen:

What type of dictionaries are your students using in the class?

Types of dictionaries	Participants
Electronic dictionary	
Hard copy dictionary	
Both	
Total	16

Item fifteen:

Do you teach your students how to use a dictionary?

Responses	Participants
Yes	
No	
Total	16

-If no, say why?

.....

.....

.....

Item sixteen:

Do you provide your students with illustrated texts?

Responses	Participants
Yes	
No	
Total	16

-If yes, how often do you do so?

.....

.....

.....

How often?	Always	Sometimes	Rarely	Never

Give your reasons, why?

.....

.....

.....

.....

SECTION FOUR: Teachers' Attitude towards the Use of Authentic Material in their EFL Classes

Item Seventeen:

According to you, what is your own definition to authentic material?

.....

.....

.....

.....

Item eighteen:

Can you use this material (AM) in your EFL classes?

Responses	Participants
Yes	
No	
Total	16

(Participants are not requested to give their reasons now).

Item nineteen:

According to you, what are some of the advantages of authentic material?

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

Item twenty:

Again, according to you what are some the drawbacks of using authentic material in your EFL classes?

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

Item twenty one:

Now, those who are with the use of authentic material in EFL classes, what are your arguments to support your choice?

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

SECTION FIVE: Students' Communicative Proficiency

Item twenty two:

Are you really satisfied with your students' level in communication proficiency?

Responses	Participants
Yes	
No	
Don't know	
Total	16

-If you say, "Yes", how do you assess your students' level of communication?

-Excellent	
-Very good	
-Good	
-Weak	

Item twenty three:

Those who are not satisfied with their students' communicative proficiency; according to you what are the reasons behind that?

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

Item twenty four:

According to you, what are some of the communication problems facing your students?

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

Item twenty five:

What are the pieces of advice you can provide first EFL students in the division of English at Biskra University to improve their communicative proficiency?

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

Thank you.

Appendix B

Students' Questionnaire

SECTION ONE: Personal Information

Item one:

What is your educational background?

Tick your stream in secondary school:

Stream	Participants
Literary stream	
Scientific stream	
Foreign languages	
Total	16

Item two:

How old are you?

Students' Ages	Responses
Less than 20 years old	
Between 20 and 23 years old	
More than 23 years old	
Total	

Item three:

The choice to learn English was...

Students' choice of learning English	Responses
your own choice	
imposed on you by your parents	
imposed on you by the administration	

SECTION TWO: The Importance of the English Language

Item four:

According to you, the English language is important because:

- a. Many people all over the world like it.
- b. Many people all over the world use it.
- c. It is the language of politics and diplomacy.
- d. It is the language of aviation and commerce.
- e. Of all of these.

Item five:

Is English given the position it deserves in the Algerian educational system?

Responses	Participants
yes	
No	
I don't know	
Total	80

Item six:

Are the Algerian teachers apt enough to teach this foreign language?

Responses	Participants
Yes	
No	
I don't know	
Total	80

SECTION THREE:

(A) The Importance of the Reading Skill

Item seven:

Do your parents read at home?

Responses	Participants
Yes	
No	
Total	80

Item eight:

Do your brothers and sisters read at home?

Responses	Participants
Yes	
No	
Don't know	
Total	80

- If no, what do they like doing instead?

Options	Responses
Watch TV	
Access to Internet	
Busy with their mobiles	
Doing some hobbies	

Item nine:

Do you have a 'small' library at home?

Responses	Participants
Yes	
No	
Total	80

If yes, is it really well-used or just for decoration?

Options	Responses
a-Well-used	
b-Used for decoration	

Item ten:

Do you like reading?

Responses	Participants
Yes	
No	
Total	80

-those who said that they like reading, is it.....

Options	Responses
Because you are fond of reading?	
Because reading widens you scopes and horizons?	
Because reading helps you in your studies?	
Because reading is your hobby?	

(B) The Importance of Reading in English

Item eleven:

Do you like reading in English?

Responses	Participants
Yes	
No	
Total	80

Item twelve:

Do your parents encourage you to read in English?

Responses	Participants
Yes	
No	
Total	80

Item thirteen:

Do your teachers encourage you to read?

Responses	Participants
Yes	
No	
Total	80

Item fourteen:

How often do you visit the university library?

	Always	Sometimes	Rarely	Never
Responses				

-Those who visit the university library; do you.....

	Responses
read books there?	
just borrow books?	
read and borrow books?	
meet some friends there?	

Item fifteen:

Is it easy to access the university library?

Responses	Participants
Yes	
No	
Total	

SECTION FOUR: Factors Hampering or Facilitating EFL Students' Reading Skill

Item sixteen:

When reading, do you use certain reading strategies?

Responses	Participants
Yes	
No	
Don't know	
Total	80

Item seventeen:

Those who use these reading strategies when reading, where did you learn them from?

	Responses
a- from books/the internet	
b-from your secondary school teachers	
c-from your university teachers	

Item eighteen:

How often do your teachers teach you these techniques?

	Always	Sometimes	Rarely	Never
Responses				

Item nineteen:

Are you allowed to use your dictionaries during the lectures?

Responses	Participants

Yes	
No	
Total	80

Item twenty:

Which type of dictionary do you possess?

Types of dictionaries used	Responses
Printed dictionary	
Electronic dictionary	
Both	

Item twenty one:

Which dictionary do you possess?

Types of dictionaries used	Responses
Monolingual dictionary	
Bilingual dictionary	

Item twenty two:

Is it easy to find up words in a dictionary?

Responses	Participants
------------------	---------------------

Yes	
No	
Total	

Item twenty three:

Did you learn how to use a dictionary?

Responses	Participants
Yes	
No	
Total	80

Item twenty four:

Do your teachers provide you with illustrated texts?

Responses	Participants
Yes	
No	
Total	80

SECTION FIVE: Students' Attitude towards the Use of Written Authentic Material in their Classes

Item twenty five:

Are you familiar with written authentic material?

Responses	Participants
Yes	
No	
Don't know	
Total	80

Item twenty six:

Do your teachers use it in your classes?

Responses	Participants
Yes	
No	
Don't know	
Total	80

-Those who said “Yes”, how do you find these materials?

(Choose one answer only)

Options	Responses
Easy to understand	
Difficult to understand	
Dealing with interesting topics	
Dealing with boring topics	
Well-illustrated	
Void of any illustrations	
Containing provocative cultural aspects	

Item twenty seven:

Are you with or against the use of authentic material in your EFL classes?

Responses	Participants
With	
Against	
Don't know	
Total	80

Thank you.

Appendix C

How to Teach Reading Skills

BY STACIA LEVY

Reading classes are often very...quiet.

Of course, people are reading, and we generally don't hold conversations and read at the same time. And we teachers usually like **quiet classrooms**, seeing the quiet as indicative of learning taking place. This is true in many cases, of course, but there are some drawbacks to these quiet reading classes: they are not interactive, and it's been shown that interaction between students and students and teacher leads to greater processing of the material and therefore more learning. In additions, it's difficult to impossible to assess learning taking place without some talking; indeed, it's hard to tell if students in a silent classroom are even reading and not daydreaming or actually nodding off! Finally, these quiet noninteractive classes are simply **boring**, and boredom is not an incentive for students to come to class and learn. However, there are several methods to address these concerns in reading classes by making them interactive and still **teach reading**.

10 Best Practices for Teaching Reading

1. Assess Level

Knowing your students' level of instruction is important for choosing materials.

Reading should be neither too hard, at a point where students can't understand it and therefore benefit from it. If students don't understand the majority of the words on a page, the text is too hard for them. On the other hand, if the student understands everything in the reading, there is no challenge and no learning. **So assess your students' level by giving them short reading passages of varying degrees of difficulty.** This might take up the first week or so of class. Hand out a passage that seems to be at your students' approximate level and then hold a brief discussion, ask some questions, and define some vocabulary to determine if the passage is at the students' instructional level. If too easy or too hard, adjust the reading passage and repeat the procedure until you reach the students' optimal level.

2. Choose the Correct Level of Maturity

While it's important that the material be neither too difficult nor too easy, a text should be at the student's maturity level as well—it's inappropriate to give children's storybooks to adult or adolescent students. There are, however, edited versions of mature material, such as classic and popular novels, for ESL students, that will hold their interest while they develop reading skills.

3. Choose Interesting Material

Find out your students' interest.

Often within a class there are common themes of interest: parenting, medicine, and **computers** are some topics that come to mind that a majority of students in my classes have shared interest in. Ask students about their interests in the **first days of class** and collect reading material to match those interests. Teaching reading with texts on these topics will heighten student motivation to read and therefore ensure that they do read and improve their skills.

4. Build Background Knowledge

As a child, I attempted, and failed, to read a number of books that were “classics”: Louisa May Alcott's “Little Women” leaps to mind. It probably should have been a fairly easy read, but it was so full of cultural references to life in mid-nineteenth century New England that I gave up in defeat each time. It was not at my independent reading level, even if the vocabulary and grammatical patterns were, because of its cultural references. Why, for example, would young schoolgirls lust after limes, as the youngest daughter in the story, Amy, and her friends do? Cultural material like this would stop me abruptly. Clearly, this was not independent reading for me because of its cultural references, and I needed help to navigate this text—to explain that limes, a citrus fruit, would have been rare and prized a century ago in New England with its freezing winters and before there were effective methods of transporting and storing fruit. Similarly, our students, many new to the U.S., would need equal help with such material. It is important for the teacher to anticipate which cultural references students might need explained or discussed. This is not easy, of course, but can become so through such techniques as related discussion before the reading (e.g., “Who knows what the American Civil War was? When was it? Why was it fought?” or “Where is New England? Have you ever been there? What is the climate

like?”) A discussion before the reading on its topics builds background knowledge and the comprehensibility of the text as well as giving the teacher an idea of where students’ background knowledge needs to be developed more.

5. **Expose Different Discourse Patterns**

The narrative form is familiar to most students. In addition, it is popular to teachers. It is easy to teach: we’ve been reading and hearing stories most of our lives. However, reports, **business letters**, **personal letters**, articles, and **essays** are also genres that students will have to understand as they leave school and enter the working world. We understand the discourse pattern of a story: that is, its pattern of organization. It is related chronologically, for the most part; it is in the past with past tense verb forms; it is structured around a series of increasingly dramatic events that build to a climax or high point, and so forth. The discourse pattern of an essay for example, may be less familiar but still important to understanding the text: that it is built around a series of topics related to one main idea or thesis. Knowing the discourse pattern lets the reader know what to expect, and therefore increases comprehensibility.

6. **Work in Groups**

Students should work in groups each session, reading aloud to each other, discussing the material, doing question and answer, and so forth. **Working in groups** provides the much needed interactivity to increase **motivation** and learning. Students may choose their own groups or be assigned one, and groups may vary in size.

7. **Make Connections**

Make connections to other disciplines, to the outside world, to other students. **Act out** scenes from the reading, **bring in related speakers**, and or **hold field trips** on the topic. Help students see the value of reading by connecting reading to the outside world and show its use there.

8. **Extended Practice**

Too often we complete a reading and then don't revisit it. However, related activities in vocabulary, grammar, comprehension questions, and discussion increase the processing of the reading and boost student learning.

9. Assess Informally

Too often people think “test” when they hear the word “assess.” But some of the most valuable assessment can be less formal: walking around and observing students, for example, discuss the reading. Does the discussion show they really understand the text? Other means of informal assessment might be short surveys or question sheets.

10. Assess Formally

There is also a place for more formal assessment. But this doesn't have to be the traditional multiple choice test, which frequently reveals little more than the test-takers skill in taking tests. The essay on a reading - writing about some aspect of Orwell's "Animal Farm," for example - demonstrates control of the reading material in a way a multiple choice quiz cannot as the student really needs to understand the material to write about the reading's extended metaphor of the farm.

Teaching reading presents a unique set of challenges because it is a receptive language skill.

However, if the instructor keeps in mind “receptive” doesn't have mean “passive” an interactive class that.

المخلص

تهدف الدراسة الحالية إلى اكتشاف الأسباب التي تمنع طلبة السنة الأولى لغة إنجليزية بجامعة محمد خيضر ببسكرة خلال السنة الأكاديمية 2014-2015 من التفاعل ايجابيا مع الدروس المقدمة لهم بكثافة على شكل نصوص مخصصة للقراءة . الفرضيات المطروحة في هذا الصدد وضعت كالاتي: صعوبة فهم الطلبة للنصوص تعود إلى عدم إدراكهم بأهمية مهارة القراءة وفشلهم في استعمال الاستراتيجيات والتقنيات المناسبة لها من أجل فهم تلك النصوص. بالإضافة إلى أن آلية مهارة التخاطب قد تتطور عن طريق استعمال النصوص الأصلية مرفقة باستعمال هذه الاستراتيجيات والتقنيات. في هذه الدراسة تم إتباع منهجية البحث الاستكشافية من أجل استكشاف مدى نجاعة استعمال النصوص الأصلية وتدريب الاستراتيجيات والتقنيات المناسبة لمهارة للقراءة في تطوير مهارة التخاطب لدى طلبة اللغة الانجليزية كلغة أجنبية. النتائج المتحصل عليها من خلال تحليل الاستبيان الموجه إلى 80 طالبا من طلبة السنة الأولى من شعبة الإنجليزية أظهرت أنه بالرغم من وعيهم بأهمية القراءة إلا أنهم يجهلون تماما جل استراتيجياتها وتقنياتها من جهة ومن جهة أخرى أظهروا اهتماما وحماسا كبيرين تجاه تخصيص دروس في منهاجهم الدراسية للنصوص الأصلية في حصصهم. أما فيما يخص النتائج المتحصل عليها من خلال تحليل الاستبيان الموجه إلى 16 أستاذا من أساتذة اللغة الإنجليزية كلغة أجنبية من نفس الجامعة فقد أظهرت موقفا إيجابيا آخر تجاه إدخال النصوص الأصلية في المنهاج الدراسي للطلبة. أما فيما يخص تدريس استراتيجيات وتقنيات القراءة فقد أظهرت النتائج أن هناك أقلية من الأساتذة فقط صرحوا بأنهم يقومون بتذكير طلبتهم بهذه الاستراتيجيات من حين إلى آخر. وفي الأخير يمكننا القول أنه من أجل تطوير مهارات وآليات التخاطب لدى طلبة السنة الأولى إنجليزية أصبح من الضروري استحداث حصص خاصة لتدريب مهارات القراءة و استراتيجياتها في منهاج الطلبة مع ضرورة استعمال النصوص الأصلية.