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# Reading Strategies Implementation in Enhancing EFL learners' Reading Skill
## Case of Second Year students at Derbal's Brothers Secondary School - Naama

**Dissertation Submitted to Department of Foreign Languages as a Partial Fulfillment of the Requirement for the Degree Master in Linguistics.**

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## Dedications

**Thanks to Allah for his guidance throughout my life**

**I dedicate this work to my beloved parents whose love always**

**strengthens my will**

**Thank you for your continuous prayers and patience.**

**To all my teachers and colleagues inside or outside the Center University and**

**I would thank them for their collaboration and support in my**

**educational career**

**to everyone who has encouraged me and made me strong.**

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## Abstract

In recent years, most of foreign language learners encounter many problems in dealing with the reading process, which refers to the ignorance of the importance of reading in EFL classes. This research work attempts to investigate the importance of reading strategies use as reported by EFL teachers, and the extent to which the reading process progresses with the use of reading strategies. The study was conducted with twenty seven (27) students, and three (03) teachers at Derbal's brother secondary school. The primary research method is the descriptive one in which there is a description of the major reading strategies that foreign language teachers may use. Data have been collected through students' questionnaire, and teachers' interview. The findings have revealed some positive and negative point; the positive view shows is that both teachers and students use language learning strategies to develop reading skills to some extent, and the negative view shows that the students and even teachers are not aware of the different reading strategies and only few of the totality are used, this study is an attempt to cover this gap and to integrate different teaching strategies as an effective factor in developing students' reading performance.

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## List of Abbreviations and Acronyms

**EFL.** English as a Foreign Language

**L2**. Second Language

**LLs**. Language Learning Strategies

**RS**. Reading Strategies

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## General Introduction

Reading is not an easy activity because there are many variables which affect both the reader and the target text. Thus, readers of foreign languages should be smart and strategic in order to develop their reading and to be a good reader. Researchers in this field announce that readers who are not aware of strategies are poor.

In EFL, Language learning strategies can be successfully employed by both teachers and students to become proficient in English. The idea of the "**good reader**" was developed in the 1970's and had influenced most of the following studies on strategic learning and focused on the specific characteristics of successful learners which can be taught to less competent students in order to facilitate their language acquisition and to enhance their reading skills.

Therefore, reading is a basic life skill and the problems of reading comprehension and fluency influence student's learning. Reading is at the heart of all formal learning and students' success or failure in reading at the early grades resonates throughout the rest of their lives. A learner's opportunity to succeed in learning depends on how and what to read. This fact has led researchers to investigate about some strategies to develop the reading skill. Hence, this research seeks to answer the following main research question:

To which extent are teaching strategies used by teachers to enhance the reading skill successful?

Other Sub-questions are very important to be asked:

1. What are the teaching and learning strategies applied in secondary school classrooms to develop the reading skill?
2. How are these reading strategies implemented successfully to develop a good EFL reader?

The hypotheses that may answer the above research questions are as follows:

1/- among the strategies that may be used by EFl learners to enhance their reading skill are: predicting, skimming, scanning …….extra.

2/- may be through pre-reading, while reading and post reading.

This research endeavours to explore the reading strategies used in the secondary school EFL classroom and to demonstrate whether the teachers apply these strategies to raise their students' awareness of the successful reading and its importance. It aims also at discovering the effect of using the learning strategies on EFL students' reading comprehension and production.

This dissertation is divided into two chapters, the first one is concerned with the theoretical part of this study. It reviews the concept of reading skill, the learning strategies and to the relation between reading and learning strategies. Whereas, the second chapter is totally practical because it deals with a selected sample and the research instruments that are used which are: the questionnaire for students and interviews with the teachers at Derbals' brothers secondary school.

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## 1.1. Introduction

Learning English as foreign language is a difficult process since learners do not know how to learn and acquire a foreign language. The use of learning strategies can facilitate the language learning process for both teachers and learners, and enhance their language performance. Reading is considered as the most important skill since the learner will have backgrounds about the foreign world, through reading about its culture, literature and civilization.

This chapter introduces the learning strategies used in classroom which affect the reading process and enhance student's reading process. For that, reading as a learning skill has a great importance in our study. Therefore, this chapter is devoted to discuss the reading skill importance and about teaching reading strategies in EFL classes.

## 1.2. Teaching English as Foreign Language

English language spreads all over the world and becomes a common language that is used for the purpose of communication. Thus, Teaching English became a professional and academic field from a half century ago. Many research achievement in education and teacher training have been conducted in order to raise the EFl trainers' knowledge and capabilities in carrying out effective lessons in classroom. During second millennium of speedily globalized world, teaching English as a common communication tool has become even more significant than half century ago.

According to Broughton (1980:p6), the most common term 'English as a Foreign Language' (EFL) is mainly used in non-English speaking world, precisely in the field of the teaching and the learning of such language. The use or the study of English in Algeria, for instance, is considered as foreign. Since, English is a foreign language in a country when it has no specific role in national and social life.

### 1.2.1. Teaching Skills

There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills to be a competent speaker.

For a few years, there have been many opinions reinforcing the idea of language as a whole and proposing that the integration of the four skills is the key for creating a classroom environment as authentic as possible in order to teach English in a way close to its real communicative situation. They propose that English language should be taught in a way that mixes reading and listening comprehension with oral and written expression. The language teacher should give the proper emphasis to the specific ability that is being studied, but combining it with the others in order to create a communicative classroom environment that engages students to improve their language abilities.

According to Harmer (2007) any of the four skills of the English language demand considerable language activation on the part of the learner; the brain is engaged with the texts learners interact with. Harmer (2007 .p265) said: "In other words, we have to think to understand, using any or all of our language knowledge to get meaning from what we are seeing or hearing."

To convey or understand the meaning it is required to master all the four skills of the language (listening- speaking- reading – writing)

### 1.2.2. The Importance Of The Four Skills

Four skills activities in the language classroom serve many valuable purposes; they give learners scaffold support, opportunities to create contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and most important confidence.

Although reading is generally after listening and speaking in the hierarchy of communication abilities to be developed, the teaching of English in schools should

make reading one of the first priorities to develop. This is not only because reading enables learners to access information from many written texts but also because reading proficiency contributes to one‘s self-realization and the development of his personal-social adjustment. And since reading is a very complicated process involving a variety of factors that interact with one another‖ (Kim, 2002), it should be developed in graded and sequential phases. The factors involved in reading include sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, getting the topic, etc.) and background knowledge. Brindley (1994 p. 82) emphasizes the essence of background knowledge factor in reading by saying:

> **Texts are not entirely self-contained; they refer to the world. Texts assume knowledge on the part of the reader. Sometimes the knowledge is factually based and refers to objects, events and people. There are many references in texts which depend not on a grasp of facts but on an understanding of cultural institutions and practices**

Reading is fundamental for functioning in today's society. There are many learners who cannot read well enough and understand the ideas in a certain text, hence they must eradicate the reading difficulties, because reading help in communication and performance.

In addition, reading is a vital skill in finding a good job. Many well-paying jobs require reading as a part of job performance. There are reports and memos which must be read and responded to. Poor reading skills increase the amount of time it takes to absorb and react in the workplace. A person is limited in what they can accomplish without good reading and comprehension skills.

Moreover, reading is important because it develops the mind. Understanding the written word is one way the mind grows in its ability. Teaching EFL learners to read helps them develop their language skills. Krashen (1993) has indicated that “people who read do significantly better in all areas of language”. It also helps them learn to listen and to speak. Lack of listening skills can result in major misunderstandings which can lead to some problems. On another hand,

reading is the way how we discover new things. Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read. A learner who knows how to read can educate himself in any area of life they are interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it. Furthermore reading develops the imagination, amusement, and creativity. Non- readers never experience these joys to the same extent. Good reading skills improve spelling. As students learn to sound out letters and words, spelling becomes easier. Also, reading helps to expand the vocabulary. Reading new words puts them in their mind for later use. Seeing how words are used in different contexts can give a better understanding of the word usage and its definitions rather than just the facts of a dictionary. Besides a good reader is a good writer. Reading a lot helps to write well and to detect the good ideas from the bad ones.

## 1.3. Reading Skill

Reading is a complex cognitive ability that is considered one of the basic language skills which can help students in learning foreign language ;however, it used more by most of EFL learners who always need to read various printed materials such as: Books, stories, articles, poems and so on. Reading is defined as "the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skill, and knowledge of the world (Albert. J. et al as cited in Thao Le Thanh, 2010). Moreover, Rumptz (2003) explains this in his words "Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words".

### 1.3.1. Definition of Reading Skill.

Reading is the printed text or written text is received by eyes and sent to the brain. In this stage, the brain has to decode or search for the meaning. So, reading skill is called receptive skill.

In very similar view, Goodmann (1988 p.11-12) defined Reading as: "The process which requires readers to make the interpretation of graphic signs, delineates reading in a variety of ways, i.e. matching sounds to letters."

In this sense, reading is as a cognitive process which could help readers to create meaning from text.

There are several types of reading such as, Extensive Reading, intensive reading, silent, and aloud reading.

### 1.3.2. Types of Reading

Students may read for many reasons and for specific information. It depends on learner's purpose behind his/her reading, since reading purposes may simplify the interaction with the text and may make students clear to what they read. In general, the types of reading are ranged respectively as extensive, Intensive, silent, and aloud reading.

#### 1.3.2.1. Extensive Reading

Extensive reading called supplementary reading. It is also known as rapid reading or independent reading. Palmer (1964.p111) stated that: "extensive reading is usually rapid reading in which the reader focuses more on the meaning rather language". In addition, extensive reading develops reading ability and independency for students in EFL classrooms.

In extensive reading, the teacher plays the role of the supervisor while the student takes instructions. Extensive reading needs the entire reading of the text usually for having fun, such as short stories, or novels. It is a fluency reading which usually ends with constructing a general understanding of the text. In the same line, Vein borrowed from Hedge (2003 p.204, 205) stated some of the advantages in using extensive reading. He argued:

**Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning**

Extensive reading deals with reading silently and quickly in order to understand the subject matter and derive the meaning as a general idea without the help of the teacher. It is the reading that students do outside the classroom.

Extensive reading is based on the idea that students use need to promote their abilities and knowledge to be better, and they do this type of reading to build their self- confidence.

### 1.3.2.2. Intensive Reading

Intensive reading is called as "text based or skill based" reading, it is a detailed study of the text. Intensive reading is a carful and concentrated reading that students do inside the classroom with the teacher, the students are asked to read text to get the ideas of the text. This type of reading is concerned with looking for more details. In this case, the reader may read shorter texts to extract definite information or may try recognize and analyze the organization and content of the texts being read. Thus, the teacher should carefully plan teaching of intensive reading as it plays an important role in which he/she provides the help and the guide students to make all of them understand. This is what researchers call "explanation of the text".

### 1.3.2.3. Aloud Reading

Reading aloud as a practice to develop oral fluency is recommended, also it plays important role in teaching English, because it develops pronunciation and spelling. Students should use reading aloud, and the teacher should focus on it to avoid spelling mistakes and raise phonological awareness. Students do not develop English phonological awareness naturally, practicing reading aloud is assumed to be necessary for beginning readers to establish sound- symbol relationship that will lay the foundation for cognitive processing in reading comprehension (Griffiths, 1992).

Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know some words in the sentence.

### 1.3.2.4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be implemented in the classroom to increase reading ability among EFL students. Silent reading supports students to acquire a lot of information and ideas. It enables the student to concentrate and engage with the text and the ideas. Also it helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

Overall, these types of reading are useful and purposeful tools to help students to improve their reading abilities.

## 1.4. Reading Approaches

Teachers can help their students and facilitate their reading and comprehension they can use the reading models for the better understanding of texts. Grabe (2009 p.83) asserted that: the term a model refers to a representation of the psychological process that comprise a components or set of components involved in human text comprehension

We can say that a model of reading may facilitate the way of how reading mechanisms are works and also what should you do to get comprehension. There are three main models of how reading comprehension is performed which are: Bottom-up, top-down and interactive models.

### 1.4.1. The Top-down Approach

Richards (1990. P,50-51) defined the top-down model referred to "the use of background knowledge in understanding the meaning of a given text that means readers make connection between their previous knowledge about a topic, situational or contextual knowledge, or knowledge stored in long term memory in the form of "schemata" and "scripts" .

Grabe (1988. P,56) states also that reading in this model is not just extracting meaning from a text but a process of connecting information in the text with the background knowledge of the reader that is used in the act of reading. Reading, in this sense, is "a dialogue between the reader and the text". The more readers know in advance about the topic and text to be read, the less they need to

use graphic information on the page. So, this process is based on the interpretation of assumptions and drawing inferences.

### 1.4.2. Bottom-up Approach

Gough (1972.) proposed bottom-up approach. It begins with the stimulus, i.e. the text, or bits of the text. In bottom-up approach, according to Nuttall (1996. p17) "the reader builds up a meaning from the black marks on the page recognizing letters and words, working out sentence structure".

Readers use this process consciously when they are confused with an initial reading. In this approach, the reader is entirely dependable on the contextual meaning, and she/he does not need any background knowledge since it is text-driven. There is a clear-cut distinction between these two approaches. While bottom-up process is text- driven, top-down approach uses the meaning brought by the reader, i.e. it is reader driven. Parry (1987) has summarized their differences in the following manner "Some argued that reading is a "bottom-up" process: graphemes are perceived as forming words, words as forming sentences, and sentences as forming paragraphs and so on"

### 1.4.3. Interactive Reading

Experts argue that for effective reading there must be a combination of these two approaches, and explain that none of these approaches („top-down" and „bottom- up") stands alone for an effective reading, and a good reader uses these processes and shifts from one approach to another according to the demand of the reading strategy. Nuttall (1996. p.17) commented that:

> **A reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says.**

Carrell (1988) was more specific about it she explains that efficient and effective second language reading requires both top down and bottom-up strategies

in different combinations for different purposes. According to Carrell(1988p.240, 241) an interactive process requires the use of background knowledge, expectations, context and so on.

## 1.5. The Reading Process

Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses.

Researchers came up with the fact that understanding a reading text results from a communicative processes between readers and texts. Readers try to match their knowledge or activate their schemata with the new information that they receive from the text.

The stages of reading are classified to, pre-reading, while reading and post-reading. Reading is a process that involves recognizing words, leading to the development of comprehension. According to researchers, reading is a process that negotiates meaning between the text and its reader. In the following are the three stages of the reading process

### 1.5.1. Pre-Reading

Several reading researchers like (Langer, 1984; Adams and Collins, 1979) have highlighted the point that reader's participation of bringing their knowledge and experience while reading a text is of great importance in reading comprehension, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading.

A teacher must provide pre-reading activities that would match with the text to be read. According to Tierney and Cunningham (1984) “pre-reading activities act as a way to access the reader's former knowledge and provide a bridge between his knowledge and the text”. The strategy used during this stage is to look at the title of the selection and list all the information that come to mind about the title. William P

(1984, p.37) stated some reasons for utilizing the pre-reading stage as it stimulate interest in the text, to give a reason for reading and to prepare the reader for the language of the text.

### 1.5.2. During Reading

When the reader makes predictions as he reads and then confirms or revises the predictions. For example, journal enables the reader to write the text from the reading on one side and their personal reaction on the other side. The purpose of while reading activities is to model good reading strategies and to examine how the text achieves its purpose and it focuses on the process of understanding rather than the result of reading. As a rule, while-reading work should begin with a general or global understanding of the text, and then move to smaller units such as paragraphs , sentences and words. William P (1984, p.37) said: The reason for this is that the larger units provide a context for understanding the smaller units - a paragraph or sentence, for example, may help the reader to understand a word.

In other word, while reading the learner can get the meaning of word which they have encountered before through understanding the whole paragraph.

### 1.3.4.3. Post Reading

It allows the reader to retell the story, discuss the elements of a story, answer questions and/or compare it to another text and analyses the content of the text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding. Tasks in this stage should encourage students to check and discuss activities done while reading so that students can make use of what they have read in a meaningful way.

Obviously, these three phases are not to be practiced on every session. Sometimes the teacher may cut out the pre-reading stage and get learners to work on the text directly. Sometimes, post-reading work may not be suitable. However,

the advantage of the three phases approach is twofold. Firstly, it respects and makes use of the student's own knowledge of language and of the world and uses this as a basis for involvement, motivation, and progress. Secondly, the three phases approach leads to integration of the skills in a coherent manner, so that the reading session is not simply isolated.

## 1.6. Reading Strategies Definition

Reading in a foreign language is a complex process which is not easy for student to deal with it. Hence, both of EFL learners and good readers may use various reading strategies that could help them to achieve a meaning of texts successfully. That is why, the use of reading strategies is more important for learners to reach comprehension when reading.

There are many different views about the definition of reading strategies depending on different scholars that is why there is no clear cut definition. According to Garner (1987 p.95) defines reading strategies as: Generally deliberate, playful activities undertaken by active learners, many times to remedy perceived cognitive failure.

Additionally, Barnett (2002.P,1) has used the term reading strategy to refer to "the cognitive operations that take place when readers approach a text with the purpose to make sense of what they read. In this sense, reading strategies are as the comprehension processes that readers use in order to make sense of what they read".

Reading strategies are effective techniques that are used by EFL learners to success in reading comprehension. On the other hand, we cannot exclude the role of EFL teachers who should be both aware of the use of reading strategies and should teach learners on how to use these different strategies successfully.

### 1.6.1 Types of Reading Strategies

In the area of reading strategies studies, many researchers have utilized different types of strategies; these last are more effective, useful and beneficial ones for students which some of them are as follows:

### 1.6.1.1. Cognitive Reading Strategies

Cognitive strategies are defined as "mental steps or operations that learners use to process both linguistic and sociolinguistic content" (Wenden& Rubin, 1987, p.19). It is a range of bottom-up and top-down strategies which work together in parallel to construct the meaning from a written text.

Skimming and scanning are the most used strategies, other useful strategies which are rereading the text to find additional clues to the word and classifying the words into grammatical categories. Also associating information in the text to background knowledge, and inference which refers to make use of syntactic, logical, and cultural clues to discover the meaning of unknown elements, then there is another strategy which is previewing, it concerned with the use of the table of content, the appendix, the preface, the chapter and paragraph headings in order to find out where the required information is likely to be.

The next strategy is predicting, Grellet (1981. p.17) considered it as" basic to the process of reading, it is related to make use of the grammatical, logical, and cultural clues to guess what is to come next"

Anticipating is other applied strategy which seems the same with predicting, but Grellet (1981 .p.18) made a clear distinction between both, he stated that anticipation is psychological sensitizing, i.e. the aim is to create the need and wish to read as well as to familiarize the learners with some of the ideas they will come across in the text. While prediction is related to more detailed guessing of the text's content.

### 1.6.1.2. Metacognitive Reading Strategies

Metacognitive strategies are defined as strategies that control and guide the reading process; O'Malley and Chammot (1990 p.19) define them as higher order executive skills that may entail planning for, mentioning or evaluating the success

of a learning activity". Through the use of these strategies student can observe their reading process and the development of themselves as learners. Oxford (2001) mentioned some of these strategies "metacognitive strategies used in reading include monitoring, evaluating, planning, and arranging" according to what had been said some of the metacognitive strategies are Checking, Testing, Planning, Self- Monitoring, Synthesizing, Evaluating, Summarizing and paraphrasing.

## 1.7. Conclusion

This chapter tried to explore the learning strategies used to develop reading skills and to discover the different types of these strategies. At the same time; this chapter discussed the reading skill in general and how to teach reading to EFL classes. From this we conclude that the use of learning strategies in reading process in an important step to develop EFL learners reading skill and motivate them to engage more with printed forms. Otherwise; reading strategies help learners to eliminate the problems and difficulties facing their reading process and encourage them to read more in a foreign language.

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## 2.1. Introduction

The first chapter presented the theoretical part of this research work. Whereas the second chapter is devoted for the practical part of the study which explore the major reading strategies used by both EFL teachers and students at Derbal's brothers secondary school in Naama through student's questionnaire and teachers interview.

## 2.2. Sample of Study

The study has involved the stakeholders in the teaching/learning process; i.e. teachers and students.

### 2.2.1. Teachers Profile

The teachers involved in this study are three teachers with different experiences in teaching English language at secondary school in order to know if they use LLS, and what are the main strategies used in teaching reading skills. Besides we try to see whether if these strategies enhance reading skills or not

### 2.2.2. Learners Profile

The study was conducted to a randomly selected sample of (27) students at Derbal's brothers secondary school in Naama, they belong to the literary stream classes of second year.

## 2.3. Instrumentation

In collecting data, we opted for different research tools in order to obtain the information needed for the investigation of the reading strategies used by EFL teachers to enhance the reading skill. Conventionally, Data can be collected via a number of tools or so called research instruments. So a quantitative and qualitative questionnaire was addressed to students through collecting numerical data and open answers from different opinions and personal experiences, besides interviews with teachers of English language.

### 2.3.1. Learners Questionnaire

Students' questionnaire is designed to explore the language learning strategies used by the students to enhance the reading skill, and to investigate their awareness towards the use of these strategies. The questionnaire is designed to twenty seven (27) students, who were randomly selected from the second year secondary school classes (literature streams). It consists of twelve (12) questions and it is divided into two sections , the first section contains questions from (1 to 6) deals with general information about students and the importance of EFL learning in secondary school while the second section includes questions from (07 to 12) about the learning strategies used by EFL secondary school teachers and students to develop the reading skill.

### Aim of the Questionnaire

Students' questionnaire aims at discovering the learning strategies that are encountered by secondary school students to enhance reading skills. It aims also to suggest some recommendations to raise the awareness of applying such strategies.

### 2.3.2. Teacher's Interview

Teacher's interview is designed to explore the Language Learning strategies that second year teacher's use in classrooms to develop reading skills. It is designed to three (03) teachers of Derbal's brothers secondary school .This interview consists of both open questions and selected items .It is organized into two sections.

- **Section One**

This section includes questions, which aim to gather general information about teachers such as: length of teaching experience, and teacher's qualifications.

- **Section Two**

This section includes questions from (3to 9) which attempt to investigate the

Teacher's attitude towards teaching a foreign language, likewise the reading skill and how do they manage a reading class; moreover do they use the LLs to develop reading process. The participants were asked to give their opinions towards reading skill such as: the importance of reading, the necessity to teach reading, reading strategies, the purposes of reading strategies, characteristics of good language readers, and the role of the teacher in the reading classroom.

### The Aim of the Interview

The Teacher's interview aims at discovering the main reading strategies that are encountered by second year EFL learners in Derbal's brothers secondary school which help their achievements and developments to occur in reading skills. Moreover, this study attempts to investigate the use of reading strategies by the teacher's in secondary school. Also it attempts to suggest some recommendations for teachers to raise their awareness in reading and its strategies in particular.

## 2.4. Data analysis

The teacher's interview and the student's questionnaire are used for the sake of collecting data from two different perspective . After the collection of data from the answers of the interview and questionnaire the analyses will as follow

### 2.4.1. Learner's Questionnaire analysis (See appendix one)

Questionnaire is used for the sake of gathering Data from the answers of students. After the collection of data from the answers of questionnaire the analysis will be at follow:

- **Section one: General Information and importance of learning English**

**Q1: gender**

**It aims at** gathering background information about the participants.

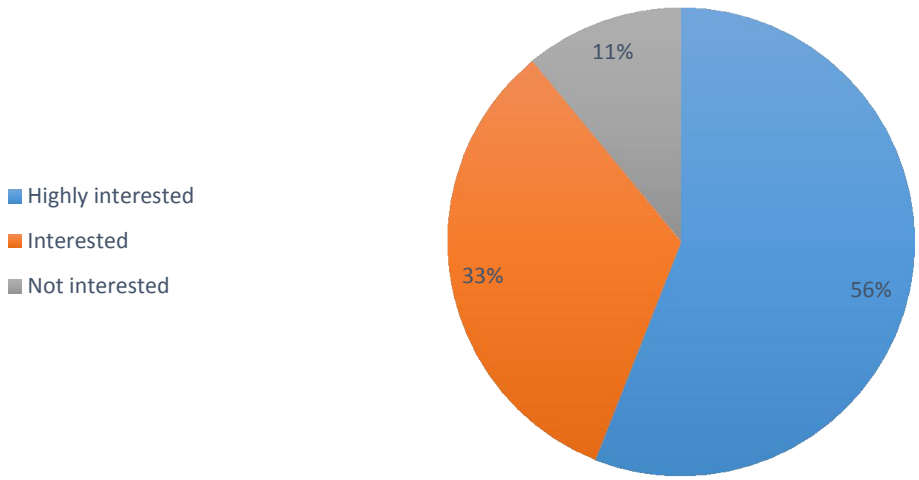
**Table 2.1: Student's gender**

| | Number | Percentage |
|---|---|---|
| Male | 08 | 29% |
| Female | 19 | 71% |
| Total | 27 | 100% |

The first table shows the number of second year secondary school students which is twenty seven (27) students, 19 of them are females (71%). whereas, the other participants are males 08 (29%).

**Q2:** Are you interested to learn English more than other foreign languages

**It aims to** seek the student's interest in learning English language.




Pie chart 2.1:Interested in learning English

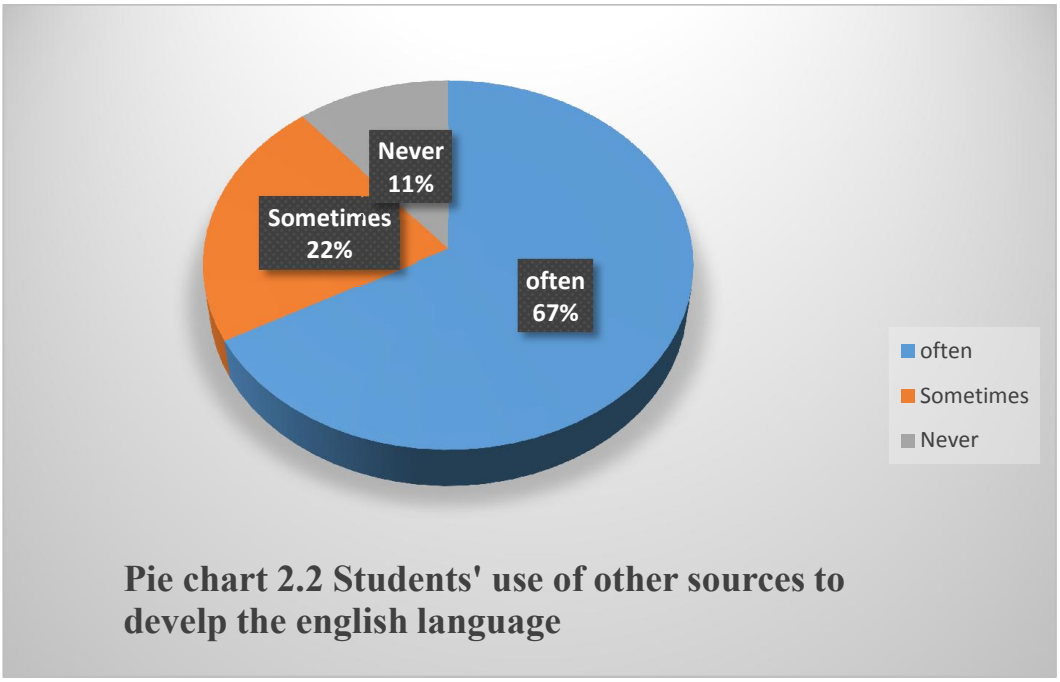
Fifteen (15) of the students are highly interested in learning English more than other foreign languages(56%), and nine (09) of them are interested with the percentage of 33%. Whereas three (09) of the students with (11%) percent, are not interested in learning English language.

**Q03:** Do you use other sources outside classroom to develop your English (watching English movies, chatting to natives)

**It aims to** see whether if the students of English language do any effort to enhance their skill.

**Table2.2. Using other sources to develop English language**

| P; | Often | Sometimes | Never | Total |
|---|---|---|---|---|
| Number | 18 | 06 | 09 | 27 |
| Percentage | 67% | 22% | 11% | 100% |




**Pie chart 2.2 Students' use of other sources to develp the english language**

This pie chart shows that the highest percentage of the students (67%) said that they often use other sources outside the classroom to develop their English (18). Other (06) students said sometimes and only (03) of them said never.

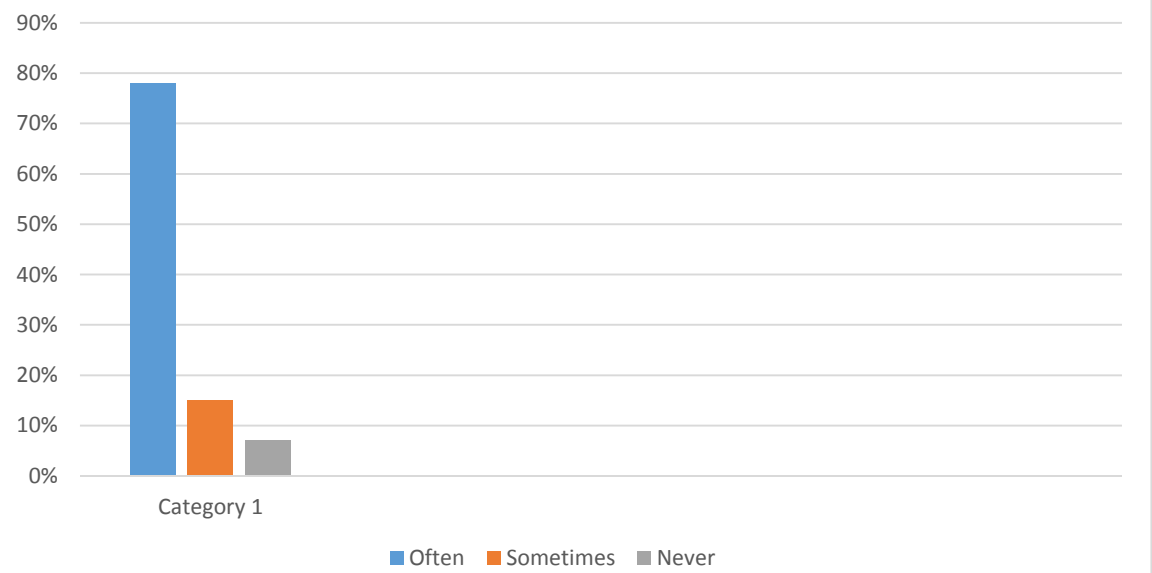
**Q 04:** Do you try to develop your four skills?

**Q05:** how important is the reading skill?

Question four and five aims at looking to the student's skills and the importance of the reading skill.

**Table2.3. development of the four skills**

| | Often | Sometimes | Never | Total |
|---|---|---|---|---|
| Number | 21 | 04 | 02 | 27 |
| Percentage | 78% | 15% | 07% | 100% |




**Bar graph 2.1 Developing the four skills**

21 of the students answered that they often try to develop their four skills with the percentage of (78%), whereas (4) students said sometimes and (02) said never.

**Q05:** How important is the reading skill?

**Table 2.4: The Importance of The Reading Skill**

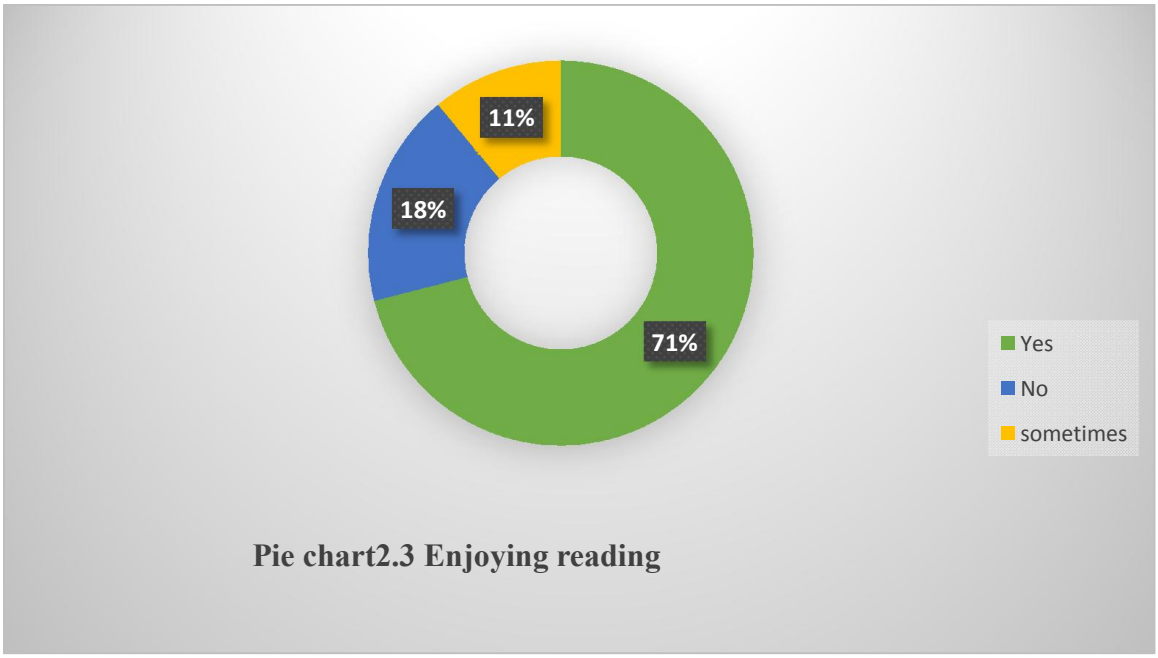
| Options | Answers | Percentage |
|---|---|---|
| **Very important** | **22** | **81%** |
| **Important** | **02** | **08%** |
| **Not important** | **03** | **11%** |
| **Total** | **27** | **100%** |

According to table four the reading skill is very important for (22) student and

Important for (02) student. While it is not important for the other (03) students.

**Q06:** do you enjoy reading?

It aims to know is a student find reading an enjoyable task.




**Pie chart2.3 Enjoying reading**

The pie chart above revealed that the majority of the students enjoy reading (20) student with the percentage of (71%) and (02) students said sometimes with the percentage of (11%). While only (05) were not enjoying reading with (18%) percent.

**Q07:** What is the influence of reading on learning a foreign language?

The purpose behind this question is to discover the effect of reading on the learning process of foreign language.

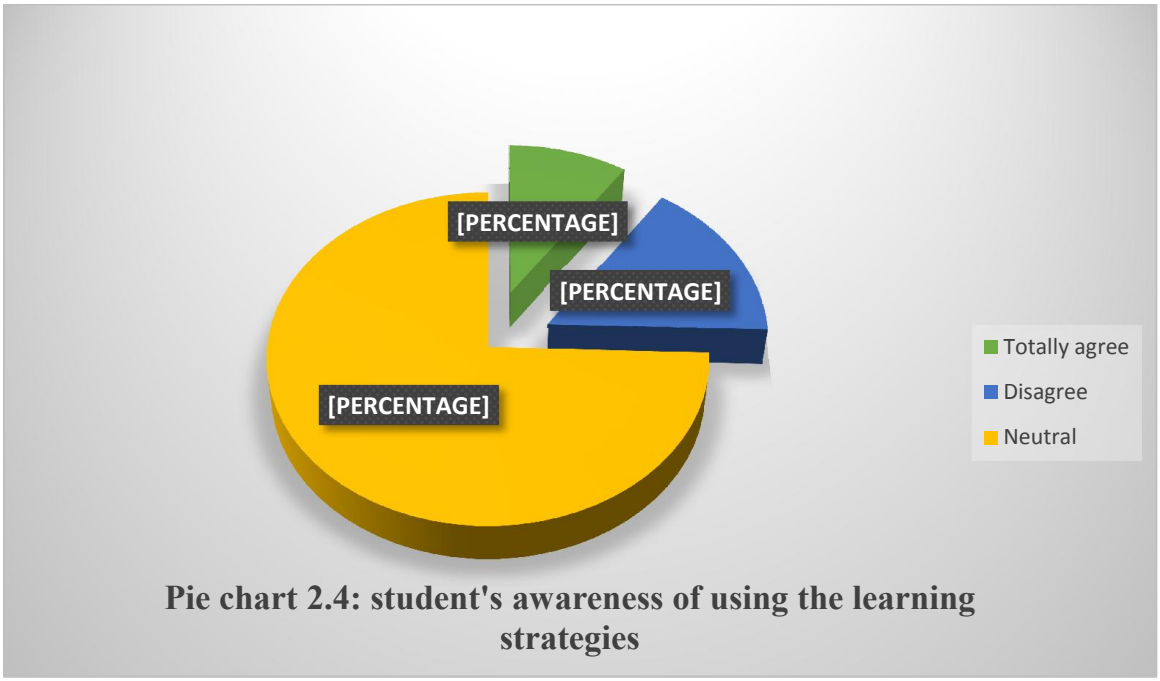
The majority of the students answered this question and confirmed that reading has a great influence in learning a foreign language. Some students said that reading too much help us to get knowledge about the target language and know how and when to speak it .others claimed that reading too much helped us to get new vocabularies and learn the grammar rules which lead them to good language

learning. In addition, they said that reading enhance their speaking and make them fluent speakers.

❖ **Section two:** the learning strategies used by EFL secondary school teachers and students to develop the reading skill.

**Q 08:** are you aware of the use of learning strategies.

This question aims to investigate the awareness of students towards learning strategies.

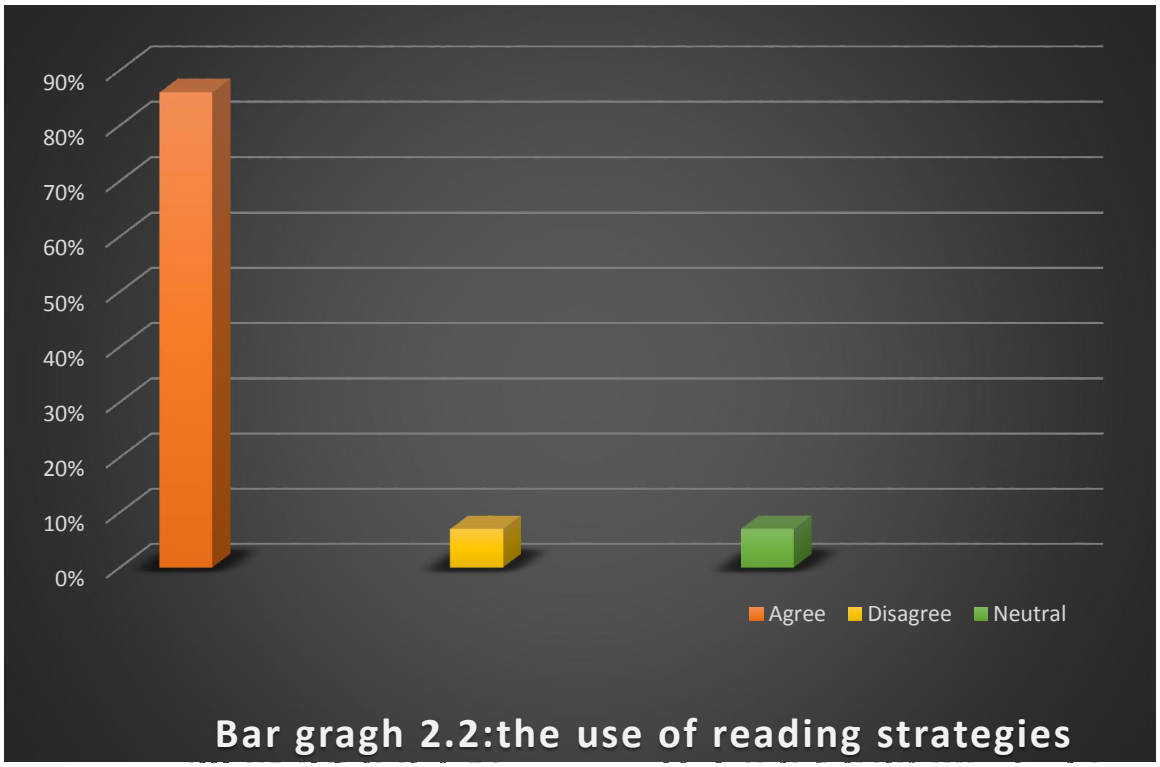



**Pie chart 2.4: student's awareness of using the learning strategies**

The obtained data reveals that not all students are aware of the use of the learning strategies. (05) Students was totally agree and (08) of them was disagree while (14) students prefer to be neutral in their answers

**Q 09**: Do you find reading strategies useful and motivate you to read more in English.

The aims of this question is to investigate about the role of reading strategies in motivating student to read.

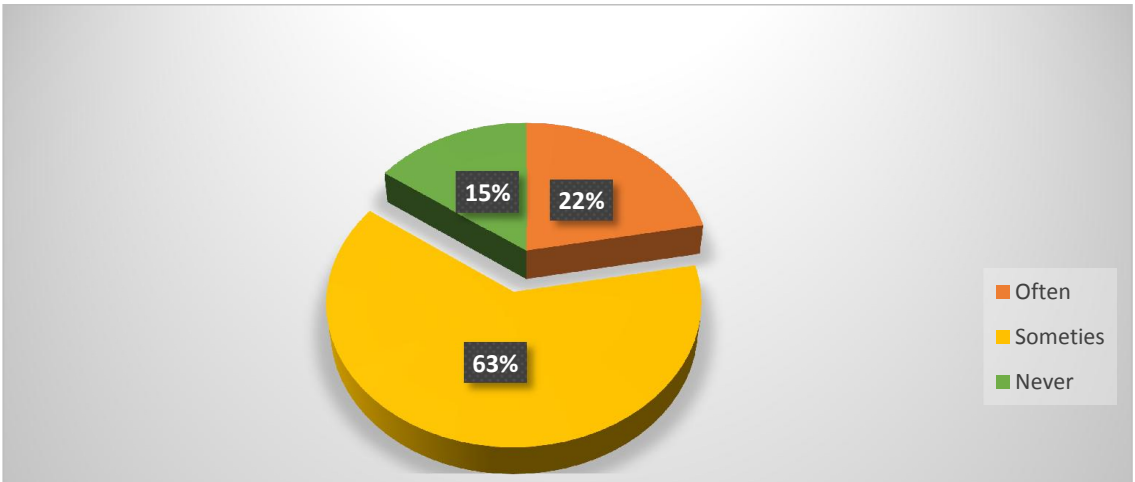



Bar gragh 2.2:the use of reading strategies

This Bar graph show that (86%) of the students are very agree that the reading strategies are useful and engage them to read more in English, whereas the last 14% were disagree and neutral.

**Q10**: Does your teacher advice you to use the learning strategies in reading tasks?

The purpose behind this question is to show if the student are using learning strategies during reading tasks.




**Pie chart 2.5: teachers‟ advice to use the learning strategies in reading tasks**

The pie chart above reveals that few of teachers (22%) set their students to the use of learning strategies in reading tasks. While others do not, according to the obtained data 20% of the students said never and 56% said sometimes.

**Q: 11** Do you make a summary for what you read?

The objective of this question is to know if summarizing is adopted by learner as one of the learning strategies during reading.

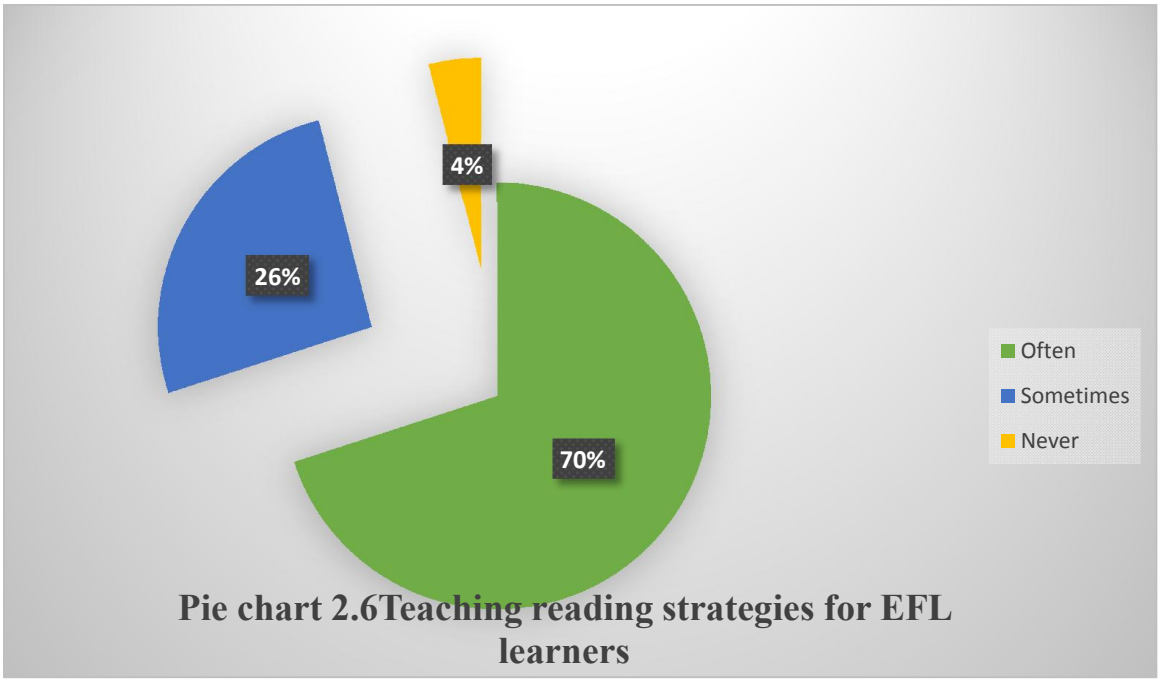
**Table 2.5: The Use of Summary after Reading**

| | Number | Percentage |
|---|---|---|
| **Often** | **17** | **63%** |
| **Sometimes** | **06** | **22%** |
| **Never** | **04** | **15%** |

The above table reveals that 63% of students prefer to summarize what they have read in order to avoid rereading the whole text or book, while the others prefer to read without making a summary.

**Q12:** Do you think that teaching reading strategies may help students to achieve reading comprehension during their study?

Its purpose is to show the importance of teaching reading strategies for students in order to not only interest in reading but also achieve a good comprehension of reading.




**Pie chart 2.6Teaching reading strategies for EFL learners**

As it is shown in the pie chart above the majority of the learners' (70%) agree that will always help them both to be good readers and to solve problems in reading. Whereas 26% of the learners said that the teaching students reading strategies sometimes help them.

### 2.4.2. Teacher's Interview analysis (See appendix two)

Interview is used in order to collect data about teacher's experience as a secondary school English teachers. After the collection of data from techer's interview the analysis will be at follow:

- **Section one: General Information**

**Q1:** Teaching experience

**Q2:** Teacher's qualification

The purpose behind these questions is to gather background information about the participants.

The answers reported that the teachers at Derbal's brothers secondary school had an experience from one (01) to six (06) years. All of the participants have a Master degree.

- **Section two: Reading Skill and LLs**

**Q 03:** Was teaching English your first choice?

The objective of this question is to observe the awareness and the interest of the teachers in teaching English language.

All the teachers have answered that teaching English was their first choice, this is may be due to their interest about English language.

**Q04:** Have you attended any training courses about learning strategies?

The purpose behind this question is to reveal to what extent teachers are aware of the learning strategies

In this part two teachers said yes, one (01) said that she has attended seminars.

**Q05:** How many hours a week do you teach English to a single class?

The objective of this question is for knowing whether the devoted to English language is sufficient for learners.

All the teachers gave the same answer; they told that they teach from two (02) to one single class.

**Q06:** In your opinion what is the most important skill to develop the student's language learning?

The sixth question seeks to know the skill that helps learners to improve their learning of the English language.

One teacher chose all the skills, other two teachers said reading is the most important

**Q 07:** Do you use reading strategies to enhance student's reading?

The objective of this question is to know the role of teachers in implicating reading strategies in class lessons.

All the teachers have answered that they use reading strategies to some extent.

**Q 08:** Do you set students to read at home?

The aim of this question is to observe if the teachers raising the awareness and the interest of their students in developing the reading skill.

The participants said that they set their students to read at home, and it was a part from the new method CBA (competency based approach) which help student to read more outside the classroom.

**Q 09**: In your opinion what are the characteristics of good reader?

The main objective behind asking this question is to know how to enhance students' reading skill.

The participants show some characteristics of good language readers. They stated that good reader should being aware of reading strategies, being aware of reading purposes, interested and motivated, have vocabulary repertoire, read between the lines.

## 2.5. Data Interpretations

After dealing with the analyses of teacher' interview and student' questionnaire the data interpretation will be as follow:

### 2.5.1. Learners' Questionnaire Interpretation

The analysis of students' questionnaire helped us to point out some important notes. First, students of second year at Derbal's brothers secondary school, give a great interest in learning English as a foreign language, even though the majority of them face difficulties during their learning process may be due to their own abilities, but the majority of them are trying to develop their skills especially reading, since they consider it an important skill to develop their English and they enjoy it. Second, we find that the majority of the students are aware about the learning strategies, and consider it as a useful one.

Some of the students of second year at Derbal's brothers secondary school face some obstacles during their learning process and especially during the reading task. The majority of them are not motivated during the task may be because they do not like that kind of tasks. In addition, most of the students are not set to the use of the reading strategies, which engage and help them during the task and this indicates that the role of the teacher in the classroom has many dimensions, such as motivation, methodology, and interaction since this role affects students‟ performance.

### 2.5.2. Teacher's Interview Interpretation

From the results of teachers' interview, we find that teachers at Derbal's brothers secondary school have experience in teaching between one to six years, and all of them were attending training programs like seminars and training courses. From teachers' answers and the discussion with them, we conclude some important results. The teachers are aware of the learning strategies and its importance especially in the reading tasks and they try to make their students aware of these strategies to enhance their reading and to relate it with other areas in their life such as enriching their knowledge.

Therefore, we can say that the teachers are aware enough about the purposes behind using such strategies. However, the teachers claimed that they use the reading strategies to some extent.

## 2.6. Recommendations

After analyzing and discussing the results of both students' questionnaire and teachers' interview, we intend to suggest some recommendations for teaching and learning the reading skill and its strategies.

### 2.6.1. Recommendations for learners

From answers of the students' questionnaire at Derbal's brothers secondary school, we suggest some recommendations to raise their awareness about reading and its strategies.

First of all students should like reading and have the desire to read and to enhance this skill because if they like they do. In addition, students should have purposes behind their reading, to read clearly without any difficulties.

Students' performance in reading skill returns to the way they do the task, a strategic readers are the good performed one, hence students should focus on the strategies and follow it one by one during the task and even in extra readings and what is important for the students is how to select the appropriate strategies to deal with the text, since there are different strategies such as: strategies to plan the text, strategies to build comprehension, strategies to monitor comprehension and strategies to communicate with the text, since the appropriate selection of these strategies depend more on the usual practice .Further reading is very important to enhance and reinforce the skill.

### 2.6.2. Recommendations for Teachers

The results that obtained from teachers' interview help us to suggest some recommendations for the teachers to increase their awareness in reading and its strategies. Since reading is a very important skill for EFL learners, teachers should

take the responsibility to produce skillful and strategic readers, they should select a good topics and planning to deal with during the reading session and motivate students to read more and make them aware of all strategies and teach them how to apply it effectively.

Teachers can be smart and apply good learning strategies such as (group work) to develop students learning abilities, to enhance their performance in the reading session, and to help them to like the skill and do not feel bored. Moreover, teachers need to add some sessions (hours) correspond to the reading tasks and make it interesting task to the learners.

## 2.7. Conclusion

In this chapter, we analyzed both students' questionnaire and teachers' interview. After doing the analysis we generalized the results and the key facts. From the analysis we discover both students and teachers are aware of learning strategies and they apply them to some extent. Such awareness differs from one to another and from teacher to another. By the end, we suggest some recommendations for both teachers and students to enhance reading skills.

## General Conclusion

This work was designed to investigate the major learning strategies used by the EFL teachers and students to develop reading skills of the secondary school's learners. This study indicates the importance of the reading skill in teaching and learning English as a foreign language, and in acquiring it effectively. In addition, it shows the use of effective learning strategies and its influence in developing the four language skills especially the reading skill. In Addition it aimed to shed light on the current strategies adopted by teachers and students during the learning process to enhance the reading skill, which is often neglected in contrast to other skills.

This study was conducted in the classes of second year at Derbal's brothers secondary school with the objectives of investigating the strategies applied during the reading session. A questionnaire is used for students and interview for teachers. It was a helpful method to answer research questions and finding results. It conclude that there are some learning strategies applied by EFL teachers and students in the secondary school classroom to develop the reading skill, these strategies are used to certain extent and not all the strategies are applied.

Furthermore, this research affirms that both EFL teachers and students are aware about the use of learning strategies but in a narrow and non-organized way they use it narrowly especially during the reading session while some other strategies are neglected.

This work may encourage more strategy training for EFL teachers to raise their awareness about the importance of teaching reading strategies and to enhance students' use of learning strategies. this can be related to the relation and interaction with their teachers who's their turn, is to motivate them during this kind of tasks.

By the end, this work is designed at Derbal's brothers secondary school to show the importance of reading and its strategies in the learning process with the hope of being a reliable source for both teachers and students and for further readings and studies.

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## Appendix one

**Learner's questionnaire**

Dear students

This Questionnaire is part of this research which conducting a study about the using of reading strategies in English as a Foreign Language at secondary school. Your answer will be helpful and necessary to the research work. Please, tick in the right box or make full answers whenever necessary. Thanks for collaboration

**Q1:** Gender: Male ☐ Female ☐

**Q2:** Are you interested to learn English more than other foreign languages

Highly Interested ☐

Interested ☐

Not Interested ☐

……

**Q03:** Do you use other sources outside classroom to develop your English (watching English movies, chatting to natives)

Often ☐

Sometimes ☐

Never ☐

**Q 04:** Do you try to develop your four skills?

Often ☐

Sometimes ☐

Never ☐

**Q05:** how important is the reading skill?

Very important ☐

Important ☐

Not Important ☐

**Q06: do you enjoy reading?**

Yes ☐

No ☐

Sometimes ☐

**Q07:** What is the influence of reading on learning a foreign language?

.....

.....

**Section two:** the learning strategies used by EFL secondary school teachers and students to develop the reading skill.

**Q 08:** are you aware of the use of learning strategies.

Yes ☐

No ☐

Sometimes ☐

**Q 09**: Do you find reading strategies useful and motivate you to read more in English.

Agree ☐

Disagree ☐

Neutral ☐

**Q10**: Does your teacher advice you to use the learning strategies in reading tasks?

Often ☐

Sometimes ☐

Never ☐

**Q: 11** Do you make a summary for what you read?

Often ☐

Sometimes ☐

Never ☐

**Q12:** Do you think that teaching reading strategies may help students to achieve reading comprehension during their study?

Agree ☐

Disagree ☐

Neutral ☐

Thank you so much for your cooperation in completing this questionnaire

## Appendix two

**Teacher's Interview**

Dear teachers

This interview is a part of research work that conducting a study about the using of reading strategies in English as a Foreign Language at secondary school. The aim of the interview is to collect data about your experiences as a secondary school English teachers And your answers will be very beneficial. Thank you for your collaboration.

General Information

Teaching experience: ……

Teacher's qualification: ……...

**Questions:**

Q3: Was teaching English your first choice?

……

Q4: How many hours a week do you teach English to a single class?

……

Q5: In your opinion what is the most important skill to develop the student's language learning?

- ☐ Listening
- Reading ☐
- ☐ Speaking
- Writing ☐

Q6: Have you attended any training courses about learning strategies?

……

Q7: Do you use reading strategies to enhance student's reading?

……

Q8: Do you set students to read at home?

.....

Q09: In your opinion what are the characteristics of good reader?

……