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A Descriptive Study of Problems Hindering students Reading

Comprehension

A Case Study of First Year Students of English

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Dedication

*This dissertation is dedicated to my friend "Nahla Kardi" may
peace upon her soul who supposed to be my partner in this work,*

*To a to all the members of my family, to all my friends; Younes,
Nadia, Houda and Ahlem*

Fadhila

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List of Abbreviations

CSI: Cognitive Strategy Instruction

EFL: English Foreign Language

KWL: (k) what I know

(W): what I want to know

(L): what I have learned

L1: First Language

L2: Second Language

WM: Working Memory

ABSTRACT

Reading comprehension skill is considered as one of the four fundamental Language skills that an EFL learner must perform. This study aims at figuring out the most reading comprehension problems in English the study was conducted at Chadli Bendjdid University, as it dealt forty-eight students. The sample of the study has chosen randomly. A descriptive method was applied in the study .To achieve the stated aims, two research questions were raised to carry out the investigation; and hence, in order to confirm or reject the formulated hypotheses, two data gathering tools were used: a questionnaire and an interview.A questionnaire was carried out with the first year EFL students during the second semester, and an interview: administered to eight EFL teachers of different modules during the academic year of 2017-2018.The results show that most of EFL students experienced most of reading problems in the areas of linguistics in which 63% of the participants considered unfamiliar vocabulary and reading habit were their major problem in reading. In the light of the findings of the study, the researcher recommended holding training courses for the teachers to provide them with sufficient experience to teach their students reading in a right way. reading skills should put as a module n its own .

Key words: Reading Comprehension problems.

المخلص

تعنير مهارات فهم القراءة واحدة من أربعة مهارات اللغة الأساسية التي يجب أن يجيدها المتعلم . تهدف هذه الدراسة إلى معرفة صعوبات القراءة في اللغة الإنجليزية و لقد أجريت في جامعة الشاذلي بن جديد حيث تناولت 48 طالبا أعمارهم تتراوح بين سنة. وقد اختيرت عينة الدراسة عشوائيا. تم تطبيق المنهج الوصفي وبغرض تحقيق الأهداف المسطرة تم طرح سؤالين من اجل استمرارية البحث ولتأكيد الفرضية أو إبطالها استعملت أداتين لجمع البيانات :استبيان و مقابلة .الاستبيان وجه لطلاب السنة الأولى خلال السداسي الثاني من لعام الدراسي أما المقابلة فكانت مع ثماني أساتذة يدرسون مقاييس مختلفة . أظهرت النتائج صعوبات القراءة التي اختبارها معظم الطلاب اللغة الانجليزية كانت في الجانب اللغوي (لسانيات) بحيث أن 63 بالمائة من المشاركين يعتبرون أن المفردات و الصيغ غير المألوفة عادة القراءة كانت من اكبر الصعوبات الرئيسية في الفهم القرائي . في ضوء نتائج الدراسة أوصت الباحثة بعقد دورات تدريبية للأساتذة تهدف إلى تزويدهم بالخبرة الكافية لتعليم طلابهم القراءة بطريقة صحيحة وتوفير حصص خاصة بالقراءة .

Chapter One

Introduction to the Study

Introduction

This research is conducted to see the major reading comprehension problems that hindering EFL students. This chapter is introductory chapter to the study; It discusses the statement of the problem, the aims of the study, its significance; it also includes the research questions alongside the hypotheses, and the used methodology, which combines a description of the participants, data collection and the study design.

Statement of the Problem

The main goal for reading is comprehension .Many students find difficulties when they read .The ideal passage in a foreign language for developing comprehension skills and vocabulary is where there is a number of ambiguous words, which make students miscomprehending the meaning. In fact, there is not a satisfactory level of students 'outcome as they have shown many problems in reading comprehension. The first year EFL students of Chadli Bendjdid University face multiple difficulties since reading skill is not introduced as a module for its own but only integrated in the other modules. so, it is necessary to give reading more importance in teaching and learning English as foreign language.

Significance of the study

The importance of the study arising from the importance the finding remedies for reading problems because most of the students and teachers of English complain about reading difficulties such as comprehension difficulties ,coding ,decoding among other difficulties. The Researcher believes that the result of this study will be beneficial to teachers as well students who learn English as a foreign language.

This research can be used as reference to help future researchers in conducting their studies about reading comprehension difficulties. Moreover, it can be used as source of

information for both students and teachers to apply the most appropriate techniques on their reading to overcome reading problems.

Aim of the study

The aim of this study is to check students' attitudes toward reading and to shed lights on the problems and causes that EFL students face.

The study Questions

EFL learners face a significant number of difficulties, which prevent them to perform the reading task. The following research questions are formed:

1. what are the problems that make causes EFL students at Chadli Bendjdid University Struggle in reading comprehension?
2. How could EFL students overcome the reading comprehension problems?

Hypotheses

On the bases of the problematic, we formulate the following hypotheses:

1. There are multiple problems that EFL students face when reading in the English language for instance vocabulary knowledge, ambiguous words, pronunciation difficulties and lack of reading habit .
2. In order to overcome EFL students reading difficulties, there are many techniques, which may include reading more outside the classroom, encouraging reading for pleasure, selecting more appropriate texts depending on the students' level, interest and background.

Method

Research Design

The current research is descriptive in nature; it seeks to determine the different difficulties that EFL students face and the causes behind the difficulties. In order to obtain sufficient data for this research, we used a questionnaire for the students and an interview for the teachers.

Participants

Forty-eight first year EFL students at Chadli Bendjidid University ElTarf were the participants of this research. They were enrolled in the academic year of 2017-2018 .Their ages are between 18 and 20. The participants were randomly selected.

Data Collection Instrument

The data were collected and were performed using descriptive statistics during regular foreign language classes. We addressed a questionnaire to 48students and an interview to eight teachers of different modules as a research tools.

Structure of the Study

The present dissertation consists of five chapters. Chapter one is an introduction to the study in which it presents the statement of problem, the aim of the study, the research questions and hypotheses .The second chapter presents the literature survey about reading comprehension; it provides the reading skill defined, the reading types, models as well as the teaching strategies, the causes of difficulties .The third chapter is devoted to the method used in the research. The practical side of this study contains the last two chapters. The fourth chapter is about results of the research findings; it analyses the data collected from EFL learners ‘questionnaire and teachers ‘interview .Then, chapter five presents discussion of the research findings with some suggestion to teachers and recommendations to learner that may help them to overcome reading comprehension problems.

Conclusion

To conclude, many EFL students face many problems in comprehending while reading. This research attempts to figure out the major difficulties of reading .This chapter introduce the major steps of this study.

Chapter two

Related Review of Literature

Introduction

This first chapter sheds some light on one of the four fundamental language skills which is 'reading' it is as the primary source of language input for most of EFL learners, since they are living in a context in which English is not spoken. The chapter offers definitions of 'reading' from different points of views, also deals with the 'reading models' at the same time involves the interaction of other sub-skills, namely skimming, scanning, and careful -skills namely reading and predicting, in which various strategies that are used in the process. In addition, to existence of some difficulties and the causes of this complexities that English learners face in the reading comprehension task.

Reading and reading comprehension

Definition of reading

Reading is defined as a cognitive process, which based on the understanding of what can be said can be written down and then read again by the writer or by someone else. Students must acquire an understanding of print (the codification by which oral communication is represented as selective visual information) and the acquisition to decipher the code and turn it into speech. In English, this visual information is concerned systematic patterns of the letters arranged in and clusters to spell words. Each letter has its very own exclusive functions, and stands for one or extra sound by means of itself or in aggregate with other letters. Beginning readers need to learn to partner letters with sounds with intention to access the data represented in print and to realize the supposed message. Comprehending the author's message is the purpose of analyzing. (Usman Kasim.2017)

Many researchers have not agreed about one definition of this ability. Every one among them has tried to outline reading from a distinct point of view. Carroll describes reading is as

« *an activity of reconstructing a reasonable spoken message from printed text and making meaning responses to the reconstructed message that would be made to the spoken message* » (Carroll 62). It's far clear that this definition refers to the relation between reading and speech. This reflects to the impact of Audiolingual Method strategy which considers perusing as an aide to verbal aptitudes and depicts it as being discourse composed downen J. Harmer stresses the mechanics involved in this act, in particular, defines readings as « *an exercises dominated by the eye and the brain. The eyes receive message and the brain then has to work out the significance of this message* » (Harmer 153). consequently, Harmer analyzing on the basis of different organs which might be involved in this act. K. Goodman stresses psychological aspect of reading .He considers reading as « *a psycholinguistic guessing game in which the reader reconstructs as best as he can a message which has been encoded by a writer as graphic display* » (qtd.in Eskey et al 74)

Hence, in accordance to Goodman reading is a psycholinguistic activity due to the fact it involves the interaction of language and thought in that the writer transforms his thoughts into a language while the reader transforms the language in contextual content to thoughts and ideas in his /her mind. F. Davies says : « *reading is private .It is a mental or cognitive process which involves a reader in trying to follow and response to a message from a writer who distant in space and time* » (Davies 01).

Davies' definition increases a vital issue about reading further to being a private activity and an interaction between a writer and reader which ends up the transition of a message between additionally it is similar to listening because both of them require an encoder (speaker, writer), a decoder (hearer, reader) and means of verbal exchange which can be an oral or a written message between them to due the fact they do not meet head to head, the latter does not have the opportunity of having a feedback with speaker in oral conversation might also have possibly more relevant to present situation , a reader also has no chance of explanation or

explanation from the writer. He is left on his own to face the textual content, but it can be argued that what makes reading a most important even though provoking activity. (Davies.1980)

Definition of Reading Comprehension

Reading comprehension has been defined in a number of different ways by various experts. In accordance to F. Grellet (1981, p. 3) comprehending a written text means extracting the required from it as performance as feasible. Therefore, we may say that student has understood a textual content if he succeeds to get the vital facts in handiest way. While Grabe and Stoller (2002) point out that reading is drawing and deciphering the significance from the printed page to become strong information. Further, Yukselir (2014, p. 66) specifically mentions that *“reading comprehension is the result of complex interactions between text, setting, the reader, the reader’s background, her reading strategies, her L1 and the L2, and the reader’s decision making.”* On the other hand, Alyousef (2006, p. 64) has argued, *“Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency.”*

Students read different kinds of texts like: novels, short stories, tales, other literary text and passages (essays, diaries, anecdotes, biographies), plays, letters postcards, teograms, notes, newspapers and magazines(headlines, articles, editorials, letters to editor, stop press, classified ads, weather forecast, radio /tv theatre programmes), specialized articles ,reports, reviews, business, letters, summaries, accounts, pamphlets, handbooks, textbooks, guidebooks, recipes ,advertisements, travel brochures, catalogues, puzzles, rules for ,instructions (e.g warnings), directions, notices, regulations, poster, signs, forms (application forms, landing cards), menus, price, tickets, comic strips, cartoons, and caricatures, legends, maps, telephone directories, dictionaries, phrasebooks, statics, digrams, charts and timetables .

There are two main reasons for reading: reading for pleasure or for information (in order to find out something or to do something with the information you get).

There are special strategies which assist the learners to clear up their issues and enhance their language competency.

For Anderson (1991) reading strategies imply cognitive steps which readers are able to attain, save and retrieve data. In reading comprehension, skimming, scanning, careful-reading and predicting are considered the major categories of strategies, at the same time as the sub-skills of reading. On this sense, Phan states that: « *The strategies may involve skimming, scanning, Guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, and separating main ideas from supporting ideas* ». (Phan 2006)

Skimming : it is a method of quickly running one's eyes over a text to get the gist of it and the general overview of the content.

Scanning: is a quickly reading technique in which the reader moves his eyes rapidly through a text to a particular piece of information

Careful reading: the reader reads slowly to attain detailed information from the entire content.

Predicting: **Predicting** is a very useful sub-skill that helps the reader make a guess the meaning by using graphic information depending on his previous knowledge and text experience, if he does not get the meaning he may move to the whole passage significantly.

Extensive reading: reading longer texts, readers read for pleasure. This fluency activity, especially to get general comprehension.

Intensive reading: reading shorter texts, to extract particular information. This is more an accuracy activity involving reading for detail.

For instance, when devising practice, we should vary the questions and the activities according to the type of text. Readers have to recognize the script of a language, deduce the meaning of explicit and non explicit information, understand conceptual meaning with recognition of the communicative value of sentences relation including grammatical and lexical cohesion devices. As far as, readers should be selective; they should be able to differ between the main idea and supporting details by using reading techniques as: summarising, skimming, scanning and transcoding information to diagrammatic display. (John Mumby's *Communicative Syllabus Design. 1982*).

Several kinds of exercises can be used like question- types, which can have two different functions.

a-to clarify the organization of the passage. The questions can be about: the function of the passage, the general organization (e. g. argumentative), the rhetorical organization (contrast, comparison), the cohesive devices (link words) and the intrasentential relations (derivation, morphology).

B -to clarify the content of the passage.

The questions can be about: plain fact (direct reference), implied fact (inference), deduced Meaning (supposition) and evaluation. The above skills show a constant relation between, questions-types and questions functions since a given exercise uses a certain type of question, with certain function, to develop a particular reading skills .

The Evolution of Understanding Reading

The views about reading have taken numerous forms. During the 40's, 50's and early 60's; reading was considered a passive skill, which called for the reader to decode the message that has been encoded by writer. In so, doing, the reader became alleged to recognize the reading material without making any effort. By the late of 60's and beginning of 70's, another form

appeared as an interactive skill through which the reader uses of different information to get meaning.(Benyahya.2004)

Reading as a Passive

The view that was held by most linguists during the 40's and 50's toward the teaching of reading in a foreign language can be summarised in fries'(qtd.In Nouris201)statment :« *even if one wishes to learn the foreign language solely for reading,the most economical and effective way of beginning is the oral approach* ».This means that teaching the oral skills is very essential ;listening and speaking then teaching reading ,the same procedure should be applied even if the foreign language is taught basicaally for reading .

All the reader had to do is to open his mind and obsor bpassively the meaning as i twas intended by the writer.

The view of reading as a passive skill can be illustrated in the diagram bellow :

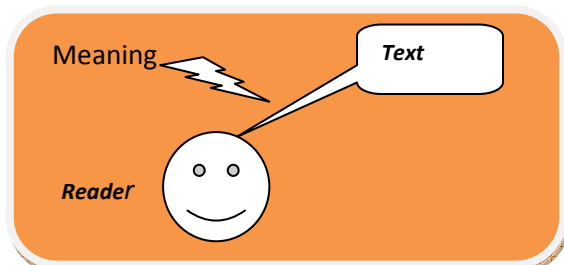


Figure 1: One view of Reading (Nuttall05)

Reading as an active skill

Starting from the late 60's and the beginning of 70's,the situation has changed and reading has no longer been considred as a passive .The development of studies like those of Goodman 1967 and 1971,Kolers 1969,Wardhaugh1969,Smith 1971, brought a revolution to the understanding of reading ;though these studies were essentially meant for reading in the first or native language,they were applied later to reading in ESL/EFL ;the main thesis in this studies is that reading is not passive rather an active process which requires an active involvement on the part of the reader.F.Grellet, advocating this view, argues: « reading is an

active skill which constantly involves guessing ,predicting,checking and asking oneself questions »(Grellet 08).Thus,the reader is actively involved in a variety of activities which enable him to get the meaning of passage.By the same token, the text does not carry meaning by itself (as i twas assumed previously) but « *only provides directions for readers as how they should retrieve or construct meaning* » ;(qtd.IN Esky et al.76).In other words,meaning doesn't simply lie in the text waiting for the reader to absorb it passively but it is the reader who has to work in order to get the meaning out.

The terme active is not only used to describe the dynamic involvement of readers in reading.Some writers used it to refer to avariety of activities which are necessary to any reading situation.Anderson(onlinepage),particular , developed on the basis of his research and practice a philosophy which he presented with the word ACTIVE.For him this word serves as the organising mnemonic :

<i>A</i>	<i>C</i>	<i>T</i>	<i>I</i>	<i>V</i>	<i>E</i>
Activate prior knowledge	Cultivate vocabulary	Teach for comprehension	Increase reading rate	Verify reading strategies	Evaluate progress

Table 1: Reprsentation of the word ACTIVE (Anderson.1991)

Reading as an interactive skill

First,readers combine what they More recently the concept of reading has taken another form.It is not handled in terms of being passive or active but rather as an interactive process.In 1977,Rumelhart introduced the so-called ‘Interactive Model of Reading’which marked the beginning of a new understanding of reading ,from an interactive view point.The interactive view of reading holds the readers interpret the author’s meaning using thier prior knowledge,purposes of reading ,and the contextual constraints of the literacy event .

Therefore,reading from an interactive point of view involves four main aspects :

know (reader-based inferencing) with information from the Text (text-based inferencing) to construct meaning (qtd.in Walkeron-line pages).Therefore, as they read they say, « *That looks like a word i know, and it fits in the story* ».

Second, readers elaborate what and how they read (qtd in ibid).As they read they say, « *They can remember this because it is like...* »They make connections that help them to remember and interpret what and how they are reading.These new connections became part of what readers know(ibid).

Third, readers monitor thier understanding to see if it makes sense.When thier interpretation does not make sense, they vary thier strategies to go beyond comprehension difficulties.

Fourth and last,readers use th situational context to focus thier purposes and frame thier attitude toword the literacy event.For example Walker(on-line pages)noticed that one student said « *let see,this is a history class and i need to read the chapter carefully looking to the Major causes of the battele of little bighorn* ».later that day, the same student read a novel and thought « *I know how that character is feeling* ».

Models of Reading Process

In general, there are three main models of reading process: the bottom-up, the top-down, and the interactive model.

The Bottom-up Model of Reading

In bottom-up model of reading proces,the reader moves gradually from smaller to larger unites of language in his way to understanding.In which the reader starts first by reading letters,then associating these letters with the appropriate sounds,then they combine the letters to read words then sentences then paragraphs and so forth.In the other words,reading is a data-driven process(bottom-up)in which (1)letters are transformed into phonemic representations ;(2) phonemic representations are then transformed into word

representations ;(3) words are next assigned meaning ;(4) words are combined into meaning-bearing sentences ;(5) meaningful associations are formed ;and(6)information is finally stored(Zakaluk on-line pages).

This model may be graphically represented as follows :

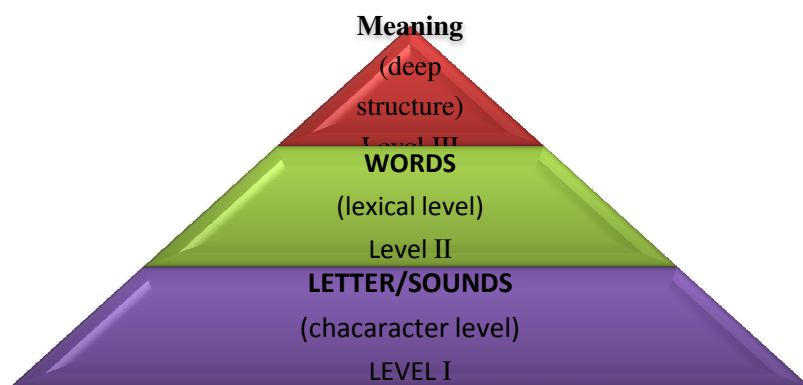


Figure 2: Data-driven or bottom-up model of reading (Benyahia.2004,P.11)

Generally,this model has been criticised for the complexity of the grapho-phonetic rules and the heavy burden it imposes on short-term or working memory.In the fact,the same letter may have completely different pronunciations according to the context.For example,try to read these sentences:-I read that story yesterday.Today,i am going to read a new story.(qtd.in Zakaluk on-line pages).You are able to identify or pronounce the word 'read' correctly by employing higher level processes mainly semantic and syntactic ones.For these reasons,may theorists disagree with the 'bottom-up' model and argue that what efficient readers do,is quite the reverse.

Top-Down Model of Reading

An opposed to the bottom-up model, which is essentially phonic based with the processing sequence being from letters to sounds to words to sentences and finally to meaning,the top-down model of reading reverses the order in that thinking and meaning are included at every

early stage and the processing sequence proceeds from prediction to progressively smaller units(Davies 58).

Thus,reading according to this view considresreading as a 'top-down' process in which the reader :(1) samples the print ;(2) makes prediction as to what the word might be based upon prior knoledge of the topic and sentence sense ;(3) read to confirm the hypothesis ;(4)constructs meaning ;and(5)assimilates new knowledge.In short,readings start from meaning to words and letters.This model may be graphically represented as follow :

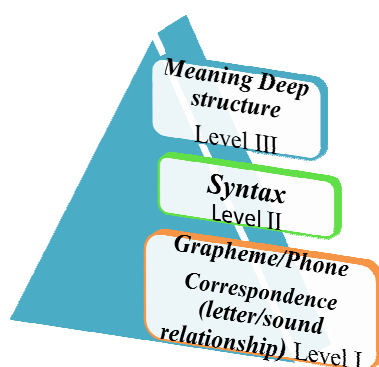


Figure3 :Concept-driven or top-down model of reading(Benyahia.2004,P.12)

The top-down approach in which the importance of predicting and ‘going for gist’are promoted at the expense of attention to letters and words has also been criticised.one criticism refers to studies which proved that good readers do in the fact rely on graphic information which may be more effecient than to’ pridict’words based only on context and language structure. (Benyahia. 2004)

The Interactive Model of Reading

For the aim of overcoming the short comings of both bottom-up and top-down models and in order to produce a nearer representation of what really happens during the process of reading,Rumelhart (1977) introduced the so-called ‘Interactive Model of Reading’ as an alternative to both bottom-up and top-down approaches to build meaning.the reader is seen to

be able to draw simultaneously, but selectively, upon a range of sources of information: visual, orthographic, lexical, semantic, syntactic, and schematic (Davies 64).

In the same line of thought, Carrell and Eisterhold regard the processes involved in this interactive process where both bottom-up and top-down processes occur at the same time: *The data that are needed to instantiate, or fill out, the schemata become available through bottom-up processing; top-down processing facilitates their assimilation if they are anticipated by or consistent with the listener/reader's conceptual expectations. Bottom-up processing ensures that the listeners/readers will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text; top-down processing helps the listeners/readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data.* (Benyahia. 2004)

The metacognitive view

According to Block (1992), metacognition is the control readers execute on their ability to understand a text. In this way, Metacognition involves thinking about what one is doing while reading. Klein et al. (1991) stated that strategic readers identify the purpose of the reading and the character and features of the type of the text before reading. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion. In addition to projecting the author's purpose for writing the text (while reading it), through choosing, scanning, or reading in detail making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

Reading Strategies

According to Barnett, reading strategies are « *the mental operations involved when readers purposfully approach a text to make sense of what they used* » (qtd. in Trollope on-line pages).

Many researcher studies have been conducted to indentify and classify the different strategies that readers make use of in order to achieve comprehension. One of the first attempts to discover these strategies is Olshavsky's study (1976 -1977) which indentified nine strategies :personal indentification,use of the context,synonym substitution, stated failure to understand a word or clause,rereading,inference,addition of information,hypothesis and the use of information about the story.

Olshavsky found that readers with higher interest and higher level of proficiency used strategies more often than readers with lower interest and lower ^profeciency(qtd.in Trollope on-line pages).

K.Goodman (1974) for his part purposes four basic reading strategies through his miscue analysis,the technique he used in the study of reading process.These starategies are :

-prediction :what the next chunk of language will be.

- Sampling: selecting the minimum information from text consistent with the prediction
- Conforming - testing the prediction against the sample
- Correction-if the prediction is not confirmed, another prediction is generated.

A rather recent strategies that is being used by many EFL teachers in thier reading class-room is the KWL strategies.The abbreviation KWL stands for - What I know (**K**)

- What I want to know (**W**)

-What I have learned (**L**)

It is called the know-want to know-learn strategy and was the first suggested in1986 by D.Ogle, USA,as a reading comprehension strategy(Tsoneva on-line pages).The KWL strategy helps the readers comprehend what they read and understand what they have read.It has three main steps which may be presented in the fom of a thee-column table that should be drawn by student before they start reading.

What I know ?	What I want to know ?	What I have learned ?
---------------	-----------------------	-----------------------

Table2: The KWL Strategy (Ogle.1986)

In the left column (K-column),the students list some key statements as an answer to the question : « *what I know about this topic ?* » ,in the middle column(W-column),they answer the question « *what doI want to know about this topic* ».These two columns are filled in before the students start reading.After they finish reading the text, they fill in the right-hand column(L-column) as answers to the the questions in theW-column.This strategy works especially with expository texts.Unlike the previously discussed strategies,the KWL trategy is more practical.Though it can be individually used by readers in thier homes,it is especially applicable for teaching/learning situations . Other reading strategies have been indentified by the *Reading Instructional Handbook*,an on-line(i.e.,published in the internet)

There are three main categories of these strategies :

Before Reading strategies:

Previewing/Sureying. Setting the purpose for reading. Activate personal knowledge. Start reading without preparation.Making global knowledge. Read without considering how to approach the material.

During Reading strategies

Assessing and revising predictions.Making associations.Employ fix-up strategies when lack or understand new terms .Monitoring comprehension.Organize and integrate new information and use texy structue.Knowing what is being understood .Reading fluently.Read to get done .

Do not know what to do when lack of understanding occurs.Do not recognize important vocabulary.Do not see any organization.

After Reading strategies

The readers summarise ans evaluatingwhat was.For instance, effective readers come to the

printed page expecting what they read to make sense. By quickly previewing the text, they identify the type of material to be read and set their purpose for reading it. Such readers activate their personal knowledge by considering the topic or the title of the material, and this knowledge enables them to make global predictions about what they will be reading. As proficient readers proceed fluently through a selection, they continually monitor their comprehension by assessing and revising their predictions, by asking themselves questions, by making associations, by retaining important points or by clarifying confusions. If they are uncertain about the meaning of a passage, they use certain fix-up strategies such as stopping and going back over the confusing part or even asking a teacher or a friend to help. When they finish reading, proficient readers are able to retell and/or summarise the material they have just read and make critical evaluations of the material. (Benyahia, 2004)

Reading Comprehension Problems

Reading comprehension problems have been a popular issue in EFL teaching learning settings for a long time. Numerous studies have shown that most EFL students often have difficulties in comprehending English texts. Vogel (1998) as cited in Chen and Chen (2015) has said that about 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language. In this sense, there are a number of reading problems which may be encountered by EFL students. First, they are probably not keen on reading L2 literature because they have to work hard to comprehend it. Second, studies mention several common in the EFL reading classroom such as insufficient vocabulary, problems understanding linguistic complexity including lexical and syntactic knowledge, language inaccessibility, poor reading skills and lack of schemata (Grabe, 1991; Birch, 2002; Alyousef, 2006; Rahman, 2004; Fitriani, 2014).

Those problems are found in several situations. For example, the EFL reader may have

difficulty to differentiate between words that have similar lexical forms; some words seem to be phonetically the same (in terms of sounds) as in „*boss*“ and „*bus*“, also in ‘*cut*’ and ‘*cat*’, other words seem to be similar at the level of morphology like the words *receptive* and *deceptive*. The reader can come across one of this kind of words and even if he has learnt both of them, he might mix between the meanings of pairs of words because they seem to be the same.

Another type of difficulties that can be found among EFL readers is the existence of various meanings of the same word, i.e. words that have more than one meaning. e.g. to differentiate between homonyms or homophones. word“left” has more than one meaning and the word pronounced “rite” has four spellings, viz., rite, write, right and wright and a host of meanings. The problem with such category is that the EFL reader knows only one meaning can lead him to a wrong understanding of the whole sentence.

On the other hand, knowledge about collocations, important category is represented; the idioms and proverbs which seem to be distinct from the learner’s culture so that, he is going to translate a given proverb word by word, thus, he cannot obtain the real meaning if they translate it literally. For example the proverb: ‘*he kicked the bucket*’ which means ‘*he died*’ the problem is that the EFL learner will translate each word alone he will not obtain the meaning of the proverb. Furthermore, insufficient vocabulary leads to many obstacles in reading comprehension since lexis has a very important role for a successful reading.

Nuttal (2000) has mentioned that complex noun groups, nominalizations, co-ordinating conjunctions, participial phrases, and prepositional phrases tend to be the cause of many problems in reading comprehension because those elements make texts more complex and harder to understand by EFL students. In other situations, a reader may not understand a text because he may lack background knowledge about what he is reading.

Goodman (1979) has said that even the excellent readers have difficulty to connect what they already know before they read something. Furthermore, reading comprehension problems can be categorized into linguistic and non-linguistic reading problems.

Linguistic reading problems

Fromkin, Rodman, and Hyams (2003) have said that linguistic knowledge is the unconscious knowledge about the linguistic system of sounds, structures, meanings, words, and rules for putting them all together. Regarding the reading comprehension issue, Lili (2014, p.136) has noted that “*good readers recognize, and decode quickly and accurately, words, grammatical structures and other linguistic features and are unaware of the process as they engage in it.*” While poor readers frequently encounter linguistic reading problem that include semantic, lexical, and syntactical reading problems. Semantic complexities include lack of vocabulary knowledge especially about acceptable collocations. While lexical complexities involve lack of knowledge about derivations and word classes. Then, syntactical Complexities include lack of knowledge about acceptable sentence structure and acceptable grammar

Non-linguistic Reading Problem

Non-linguistic reading problems refer to problem which is unconnected to the reader’s linguistic abilities. They include difficulty to connect ideas in the text, difficulty to differentiate the main and supporting points in the text, lack of a good reading strategy, lack of cultural knowledge, the text length, lack of background knowledge, lack of working memory and inability or never been trained to do speed reading.(Shehu, 2015).

Factors that Are Associated with Difficulty in Reading

We explore some of the factors that are associated with difficulty in reading. Reading problems can be rooted in neurological and cognitive factors. Environmental factors include the student’s home, school, social and cultural environments. Difficulty in reading can also be

linked with emotional factors. Reading difficulty is often associated with intelligence and intellectual factors. Language factors also affect reading performance.

Neurological and Cognitive Factors

A student's problem in reading can be linked to intrinsic neurological and cognitive factors within the individual student. Every teacher has had experience with a student has difficulty in reading, despite having a dedicated family, a nurturing school environment, average or above-average intelligence, and many economic advantages. For more than 100 years, medical brain researchers have tried to detect those neurological factors within the brain that are related to reading problems. As early as 1896, W. P. Morgan, a physician, described a condition he called "word blindness." Hinshelwood

The research shows strong evidence of differences in brain function between poor readers and normal reader (Shaywitz, Morris, & Shaywitz, 2008).

The term *dyslexia* is sometimes used to describe individuals with severe reading disabilities, individuals who acquire reading abilities with extreme difficulty. Luckily, much of our brain development occurs after we are born, when we interact with our environment. This means that teaching techniques can actually retrain the brain, especially with the early instruction (Shaywitz et al., 2008).

The term *cognitive processing* refers to the mental activities that an individual uses in learning, such as visual processing, auditory processing, memory abilities, or language related abilities. Cognitive processing deficits can interfere with the way that students understand information presented to them." *Research shows that poor readers display more differences in cognitive processing than good readers* (Lerner & Johns, 2012; Shaywitz et al. 2008).

Whereas, varied instruction is an often-recommended approach to teaching students in general education which reflects a philosophy of teaching that enables the teacher to meet the specific needs of each student, capitalizing on the unique strengths and weaknesses of each student.

Working memory (WM) plays a major role in integrating information. Factors associated with reading problems during the task of comprehending text and in moderating overall outcomes in text comprehension. Swanson and O'Conner defined as a processing resource of limited capacity, involved in the preservation of information while processing the same or other information (Swanson & O'Conner, 2009). Difficulty with WM was a major problem with specific learning disorders (Morris et al., 2012; Schuchardt, Maehler, & Hasselhorn, 2008). In the fact, Cognitive strategy instruction (CSI) focuses on *how* students learn rather than on *what* they learn. It is an explicit instructional approach to improve learning and performance. (Krawiec & Montague, 2012).

Environmental Factors

Environmental factors are associated with reading disability. Students live and grow in several different environments, and each environment has a strong influence on student desires and abilities to learn. Environments include the student's home environment, School environment, social environment, and cultural environment. Each of these environments can affect a student's reading...

The home is the first environment which can be the foundation for tremendous cognitive growth and development. Different kinds of environments affect the student reading comprehension as : relationships in the school environment profoundly affect students' lives ,social Successful interactions with friends provide with many satisfactions and opportunities and confidence. Many students with reading problems have social difficulties have problems interacting with others, and do not understand the nuances of social situations, and cultural varieties of students who come from cultural different ethnic and linguistic populations is rapidly increasing. (Breet.2006)

Emotional Factors

Particularly, emotional problems often have accompanying with Failing readers. Sometimes it is hard to determine whether a reading problem is the result of an underlying emotional disorder or if emotional problems have developed because of a reading disability. Often, a constructive approach is to help the student experience success in reading, and this success in turn becomes a kind of therapy. A therapeutic approach to the teaching of reading can build confidence, establish self-esteem, and capture the pupil's interest. However, students with severe emotional disorders may need psychotherapy or) Ncounseling.(Silver,2006)

Intelligence and Intellectual Factors

A student's intelligence may provide an estimate of his or her ability to learn. Reading disability is sometimes measured in terms of the difference between the students' Expected reading level (usually a student's grade placement) and the student's actual reading level. Using intelligence test scores i can help teachers to determine whether student has a reading disability.

Language Factors

Language is recognized as one of the greatest of human achievements, Language permits human beings to speak of things unseen, recall the past, and verbalize hopes for the future. People communicate with each other through a communication process. students' ability to express and receive thoughts through oral language provides the foundation for reading; in other words, reading is reading is an integral part of the language system of literate societies based on language development. Therefore not surprising that some students with reading problems have underlying problems with language (language problems are speech problems and Language Disorders)(Graham.2008).

Physical Factor

Hearing and Visual Impairments are critical to the reading process in which the ability to acquire reading may be severely affected by even moderate or temporary hearing loss. In the other hand, The ability to see clearly may impede Several types of visual impairment including myopia, hyperopia, astigmatism, binocular vision problems, and color perception.

Gender differences are also an important condition thus, more boys than girls are identified as having reading disabilities. In fact, boys mature physically later than girls. At the age of beginning reading instruction, boys may not have developed certain skills that aid in reading , such as the ability to pay attention and the ability to manage pencils and books. The school environment may affect boys and girls differently. (ibid).

Conclusion

This theoretical chapter attempts to define the reading skill, shedding light on its different types and models, relying on various scholars' views and then it moves to distinct strategies that learners follow in reading texts, and how to successfully teach this skill to the learners. The reading skill is a fundamental skill in language acquisition .For that, difficulties and various factors that an EFL learner faced while performing the reading task are presented.

Chapter Three

Method

Introduction

In order to investigate the problems which hindering EFL students' reading comprehension in an ordinary classroom, we involved our first year students and teachers of different modules to collect their views and their attitudes towards the Subject. Therefore, the current chapter focuses on the research design concerning the adopted method; the participants the data instruments and data collection, procedure of data collection, with a clear and detailed description to each one of them.

Method

The study employed a descriptive mixed method to get the answers to the research question. The intention was to study the phenomenon in a natural setting to obtain valid information from the teachers and learners as possible. Therefore, as a means of data collection, a questionnaire and an interview were submitted to a randomly selected sample representing EFL students and teachers of different modules of English department at El Tarf University.

The reason beyond this method choice is the nature of the topic which requires a clarified description to the state of reading skills.

Participants

The sample consists of 48 students of first year English students at Chadli Bendjdid University in El Tarf, Algeria, during the academic year 2017-2018. Forty-two of them are females and the rest i.e. six are males. Their age range from 18 to 20. The sample was randomly chosen from the total number of 66 students. The participants have studied English

for seven years as a course: four years in middle school, and three years in secondary school.

Then, they specialized in English as a foreign language at the university.

Research Instruments

In order to gather the data needed to answer the research questions and to verify the hypotheses presented in the first part of the research paper ; tow means were used ; a questionnaire and an interview. The questionnaire has been selected as a research instrument due to the fact it does no longer take long time, and it was designed to be simple and straight to be understood by any one. The questionnaire was addressed to 48 EFL student's .Most of the questions were open-ended questions and contained thirteen multiple questions in which the informants feel confident, they answer the questions without control of any body, they have the opportunity to express their ideas at ease. For the Sake of obtaining valid information, the research work has been also based on teachers' interview; the interview contains ten questions that were addressed to the teachers of different modules of English at Chadli Bendjidid University.

Procedures

This research was conducted with first year EFL students in the second semester of the 2017-2018 academic years and invited them to be a part of this study. At the start the study , the participants were given a questionnaire about the subject in order to be filled up and an interview has conducted with eight teachers about the difficulties that EFL learner when they read face when they read . In this context, the participants were asked to select the most choices concerning reading comprehension problem they were also told that in the last choice they could add their own opinions. There was no time limitation and the students were allowed to think carefully and then rank the choices .The process took two days to gather data from the participants.

After the questionnaire section, comes the interview, which was addressed, to a group of teachers of different modules; they were asked almost the same questions as those we gave to the students but for teaching context in order to find how teachers deal with students with reading problems. Each interview took at least ten minutes.

Description of Students' Questionnaire

Students' questionnaire consists of mixture items between the closed-ended or multiple choices questions which represented in empty boxes to be ticked in, in front of each option, and open-ended questions in form of two or three spaced lines in which the learners are required to add their own clarifications and Justifications beside their choices from the given option. The questionnaire is made up of 13 items divided into three sections:

Section one: Background information

Section one is formed of three questions covering the background information of the participants including the age, the gender of the first year students, the BAC Stream and their favorite activity, their opinions about reading. This section aimed at gathering general information about our sample.

Section two: Reading Comprehension

The aim of section two is to check the importance of reading comprehension depending on the students attitudes toward reading and whether they are aware and can understand what they are reading by using some technique to get the meaning Through five multiple choices questions.

Section Three: Students' reading difficulties

Section three is composed of five questions. It aims at identifying the main difficulties that the first year students face when they read a text. The questions are about the sources and

causes of the difficulty of reading compression. The final question of the questionnaire asks EFL students to add their opinion about reading difficulties.

Description of Teachers 'Interview

The teachers' interview is formed of ten open-ended questions concerning the subject matter under investigation. The interview addressed to eight EFL teachers of different modules we asked them different questions about the attitudes of EFL students toward reading. Then we asked about types and selection of texts and materials that they use in teaching reading. to get a clear idea about the probable difficulties that may face their students including how they deal and encourage their students with reading problems through using specific method to improve their academic achievement. Another question had been posed on the major causes of reading comprehension. Ending up the interview by providing them with an opportunity to give their suggestions about teaching reading skills to raise the awareness about this subject matter.

Conclusion

This chapter dealt with the adopted method for conducting this study. Giving a clear description to the studied sample as well as to the used instruments for gathering the needed information to support this work, which represented in a questionnaire and an interview, That its results will be exposed and discussed in the next chapter.

Chapter Four

Results and Analysis

Introduction

This section will present a qualitative and quantitative analysis of both learners 'questionnaire and teachers 'interview .The results will be disclosed and analyzed, in an attempt to examine the problems that hindering EFL learners reading comprehension . So as to prove or disprove the hypothesis on which this research is based, which claim that EFL learners face a significant number of difficulties which prevent them to perform the reading task and what are the causes behind those problems.

Part One

Students' Results

Students' Questionnaire Analysis

Students' Profile

The informants to whom the questionnaire has been given are first year EFL learners belonging to Chadli Bendjdid University at El Tarf. They are 42 females (87%°) and the rest are six males i.e. (13%) .The majority of student (63%) derived from the literary stream. While (36%) are from scientific branch.

Question 1: *Which of the activities do you often do in your free time?*

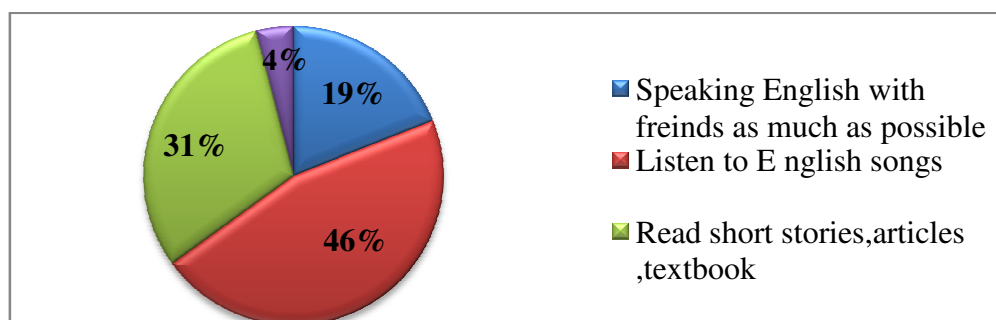


Figure 1: The used activities in free time

As shown in above the graph when students were asked about their frequency concerned with their favorite activity, varied answers were given. Indeed,

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Forty six (46%) of the students prefer the listening to English songs, while 31% was the answer reading short stories and text books. As for the speaking English with friends skill, it was about 19% but only 4% of learners state that they prefer writing.

Question2: *Do you like reading?*

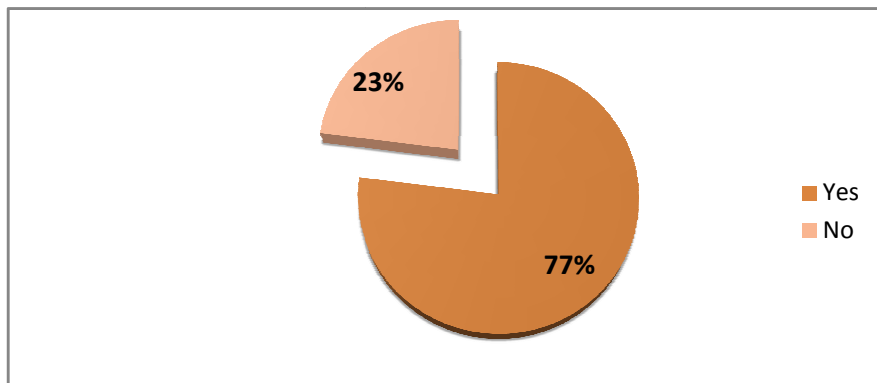


Figure 2: Students perceptions toward reading books

According to the graph, there is The third question was addressed to the learners, aims to know if reading is important for them. The majority of the informants (77%) prefer reading because reading helps them to develop their level. Whereas (22%) said that, they do not prefer this skill may connect to the lack of reading as a habit.

Question 3: *What is your reason from reading?*

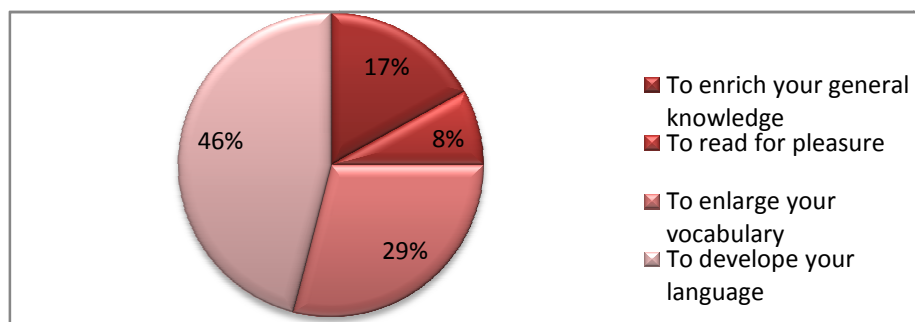


Figure3: Reasons from reading

Most of learners (46%) said that their purpose from reading is to develop their language, while (29%) state that they reading to enlarge their vocabulary, whereas

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(17%) said that they read to enrich their general knowledge ,while only (8%) claim that they read for pleasure.

Others specify:

The results above show that just 14 students answer that they read to develop their pronunciation, get new words and to ameliorate their level because they agree that they have lack of vocabulary especially when they deal with technical words. As far as, they find difficulties when they interact in a real communication.

Section Two: Reading Comprehension

Question 4: *when your teacher asks you to read how do you feel?*

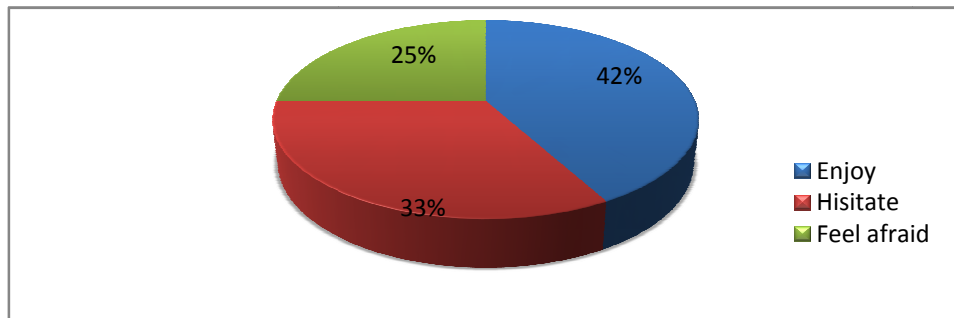


Figure 4: Students 'feeling when being asked to read

As appeared in the pie chart, this question aims to show how first year students feel during the reading process.. According to the results, more than half of our participants (42 %) reported that they enjoy reading. While (33%) said that they feel hesitated while reading. The rest (25%) said that they feel totally afraid.

Question 5: *what do you often read?*

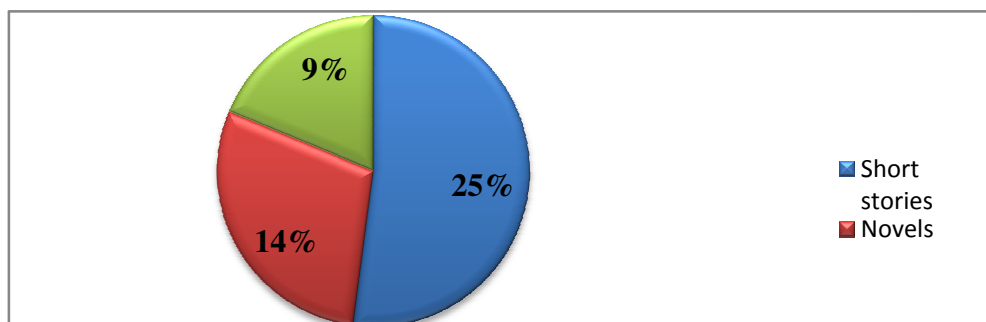


Figure 5: Materials that student often use

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In fact, most of the informants have seriously answered the question with supremacy of the percentage of students who like reading short stories (25%). We have also noticed that (14%) like reading novels and only (9%) read newspaper this means that may be they find reading short stories and novels more interesting than reading the new words.

Question6: *Do you predict the main idea of the passage from?*

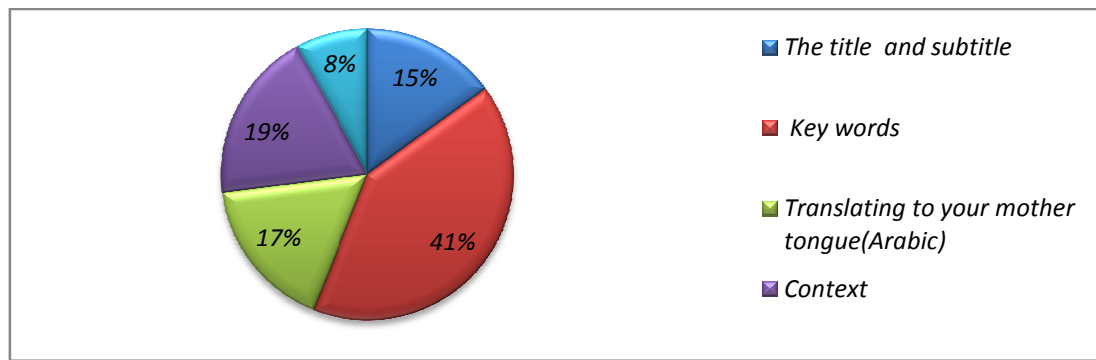


Figure 6: Students 'perception of the main idea

Most of the students(41%) of the informants report that they predict the meaning of the main idea through the key words .while (19 %) state that they get it through the context .(17%) claim that they understand the main idea by translating to their mother tongue which is Arabic,(15%) guess from the title and Subtitles .whereas (8%) do not answer the question.

Question7: *When you finish the reading texts, do you get the idea?*

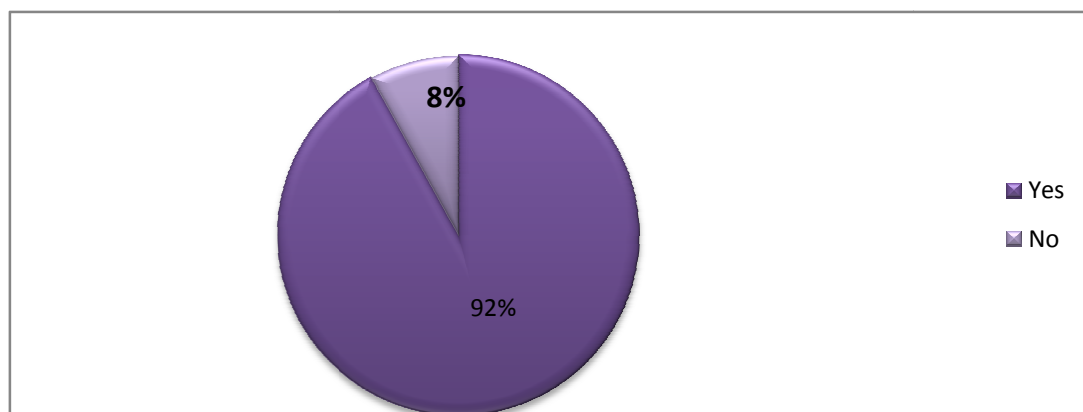


Figure 7: Students' percentage of getting idea when they finish reading text

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Most of the learners (92%) agree that they understand the meaning of the idea when they finish reading texts. The rest (8%) said that they do not.

Question8: *Do your teachers encouragement develop your reading?*

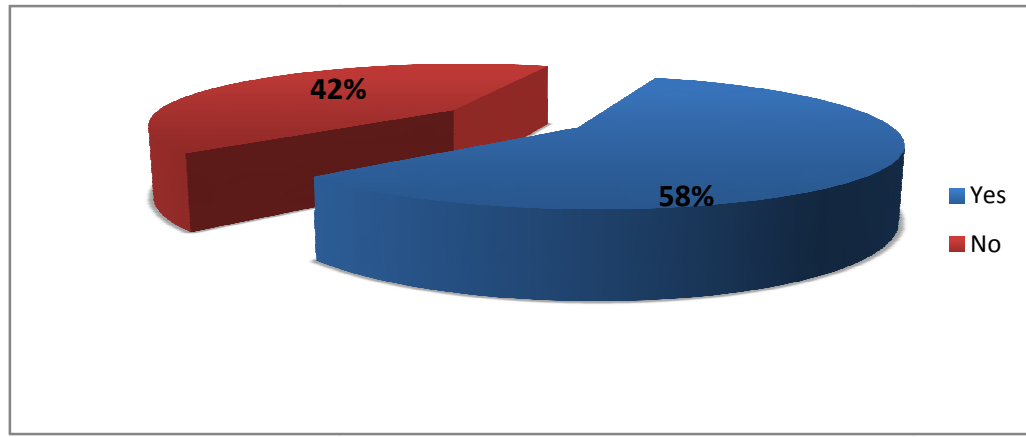


Figure8: Students' teacher's encouragement in reading.

This question investigates whether the teachers are encouraging their first year students to read or not. The results indicate that (58%) of teachers' guide their students to read, while (42%) said that their teachers are not interested in their reading at all even they give them opportunity to read especially when they correct the mistakes they led them to feel stressed.

Section Three: Reading Difficulties

Question 9: *Do you find difficulties when you read?*

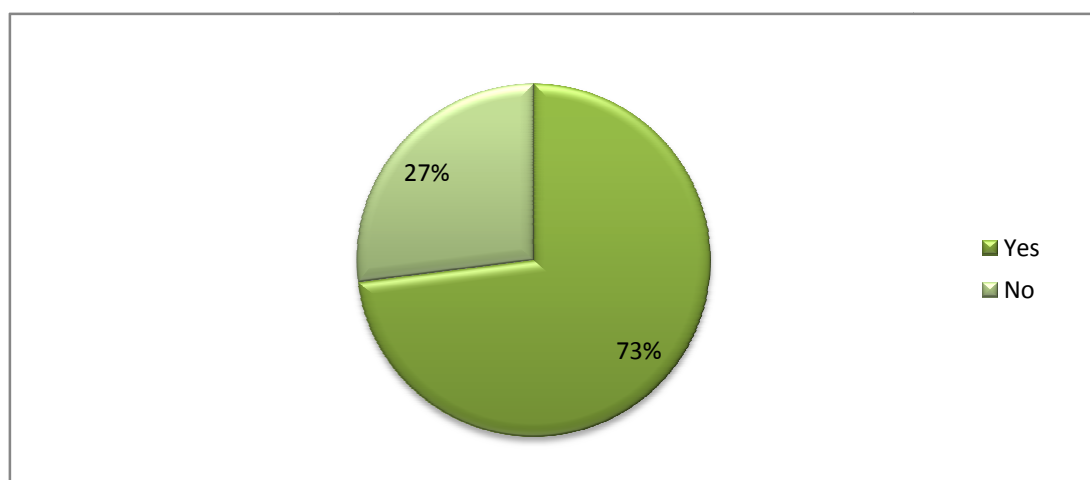


Figure 9: Students' reading difficulties

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We find that most of the students who present 73% of the find difficulties when they Read, however, 25% claim that they do not have any difficulties while reading.

Question10: Are the texts you read in class? Easy or difficult

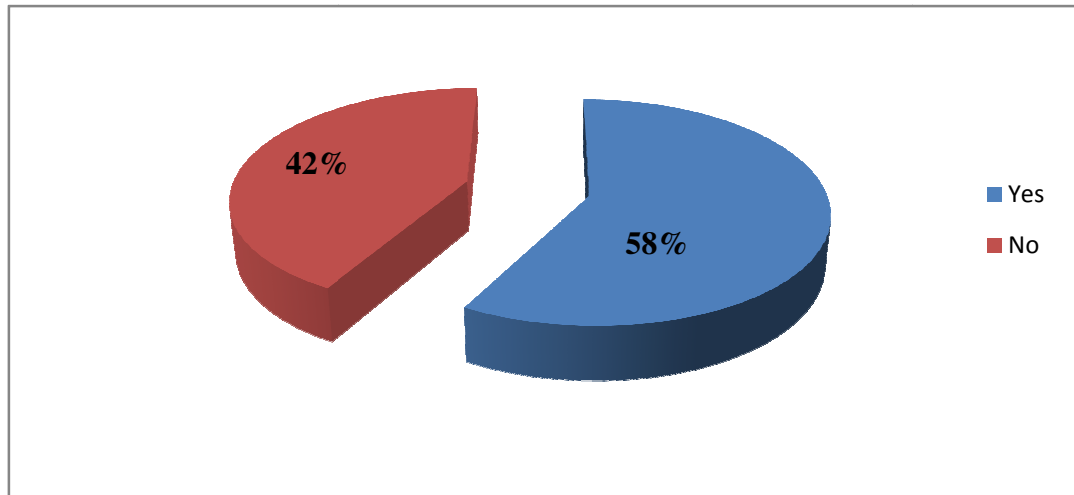


Figure10: Texts students reading in class.

The majority of the students 58% believe that they read easy texts in the class which fit their level as first year students .The other 42% said that are difficult.

If it is difficult, is it because of:

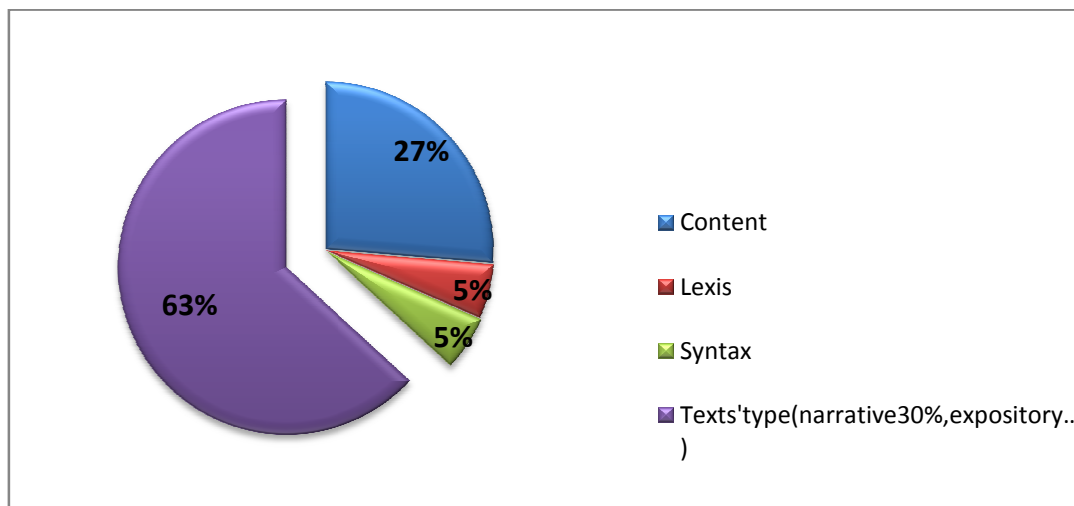


Figure10: Reasons of texts' difficulties in class

The majority of the participants (63%) who find these texts difficult, said that are so because of their content. This is may be due to the lack of vocabulary and the less

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practices of this skill.27% of them report that the type of the texts cause the difficulty. The same percentage (5%) said that they find difficulties in lexis and syntax.

Question11: *Do you think that time allowed to reading in your class is sufficient to develop your reading skill?*

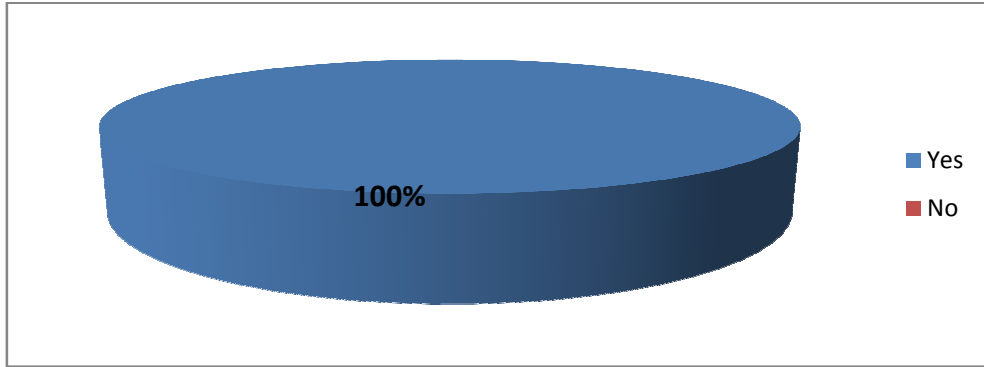


Figure 11: Time sufficiency.

All the informants (100%) fully agreed that the time allowed to reading skill is insufficient to develop their capacity to read and develop their level. They believe it is not enough to avoid mistakes in their reading. They need more time to read better in different kind of texts.

Question12: *Do you stop reading when you do not understand?*

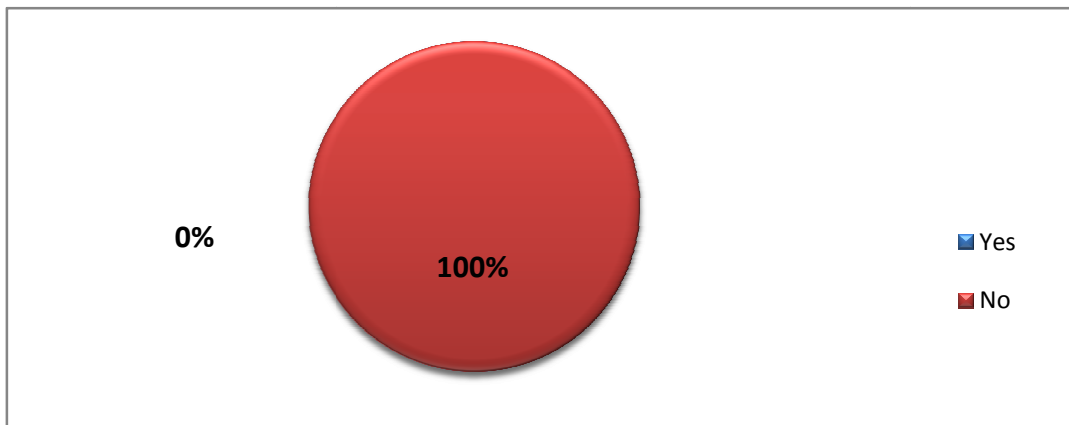


Figure12:Students'Opinion toward Stopping Reading When They Do not Understand.

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Remarkably 100% of the participants claimed that they do not stop reading even they do not get the meaning.

Question13: What are the causes behind student's reading comprehension problems?

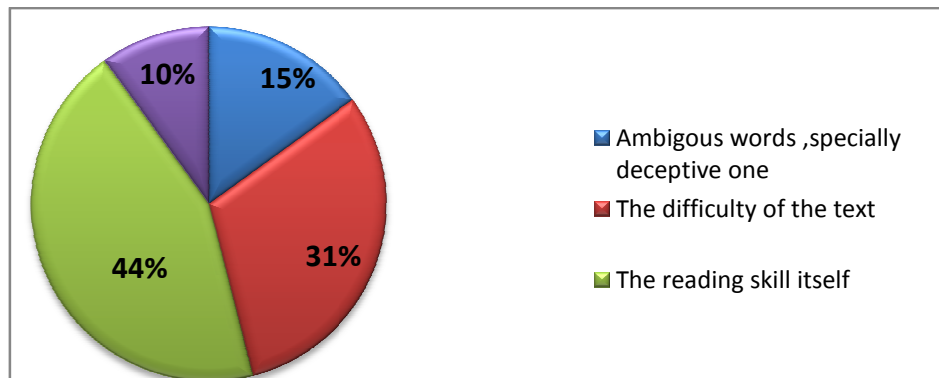


Figure13: Causes of students' reading difficulties.

This question was asked, specifically, to find out the causes behind students' reading comprehension problems that may lead to the students' lack of reading. Forty-four of the informants (44%) agree that the reading skill itself is difficult. while (31%) report the difficulty of texts that their teachers often use in class because reading problems. (15%) of them claim that when they often read they have problems with ambiguous words and that they cannot understand the whole text. The rest (10%) see that lack of motivation is behind their reading problem.

Other please specify:

In fact, only nine (19%) of our informants answer. some of them (five students) add that while they are reading loudly some of their classmates laugh at them when they cannot read perfectly, and for this reason they consider reading is difficult. As for difficulties of pronunciation, the remaining (four students) of informants said that they do not have the habit of they related this to the teacher. They claim that their teacher does not give them enough time to read, this is because of problems of time management they add that the teacher comes late.

Teachers' Results

Teachers 'Interview Analysis

Question 1: Do your students enjoy reading?

The results obtained from teachers' interview reveal that all teachers agree that their students enjoy reading,

Question 2: Which type of texts do you use in your class?

Concerning the types of texts, which teachers use in class .All of them declared that it depends on the module and on the components of text (literary, contextual, written e-mails, business and medical text (esp.), summary and short stories?)

Question 3: How does the selection of text affect students' reading comprehension?

In this question, we can notice that the teachers asserted on the agreement on the fact that text selection have an effect on reading comprehension achievement by stating different arguments to support their views .they pointed that text selection should suit the students 'need.

Question 4: What kind(s) of materials do you use in teaching reading in the classroom?

The majority of the teachers show care about the use of various teaching materials in teaching reading comprehension including; articles, medical reports; text books, novels, poems, focusing on their students' need and level.

Question 5: What are the difficulties that your students face when reading?

Teachers, in this question, were asked to point the main problems encountered by the first year students. The findings of the teachers' interview also shows that all teachers have listed a number of difficulties that their students face during reading like pronunciation, background of vocabularies and their meaning .Besides, these teachers

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gave distinct causes behind their students' reading problems and add that this difficulties because of background knowledge and they are not advanced level , since the level differ they commit errors for that reason.

***Question 6:** what do you do to encourage and help students with reading problems?*

six teachers said that they never correct the mistakes immediately but they let their students correcting themselves to feel confident and time to time they asked them to write stories and read more just one teacher think that immediate correction works better and make student memorize the words.

***Question 7:** What is the biggest challenge in teaching reading?*

The answers show that all the teachers do encourage their students. In fact, the majority of the teacher reported that they are facing big challenge with reading comprehension because it is an integrated skill and no session for reading in addition to the big numbers of classes which prevent the whole students to read. They add that 1h30 m is not enough .Another teacher confirm on the choice of appropriate text according to the level of students.

***Question 8:** What kind of methods do you use in teaching students with reading problems to improve their academic achievement?*

Different answers some obtained from the questions. the majority of the teachers said that they use different techniques to help their students with reading problems in which they auto- correct method and communicative language TCLT in addition to the use of technology to develop their level.

***Question 9:** What are the causes behind these problems?*

Through our analysis of the teachers' interview, we find that four teachers out of seven said that vocabulary is the main problem that face their student in reading is the vocabulary .According to them, the students do not have large vocabulary can better

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grasp the meaning of sentences. We got an agreement on prior knowledge as a main difficulty. Other teachers said that lack of reading habit is the reason for reading comprehension problems. They add that the time is insufficient to make the whole class read.

Question 10-Does ignoring students 'error affect their reading skills?

All of the answers that we gathered were all the same. All the teachers agree that ignoring students errors affect deeply their level and may deteriorate their reading, writing, speaking skills.

Please use this space for any comments or express additional concerns:

The teachers give some suggestions to provide more time for reading. For those students with reading problem teachers advice them to have the extensive reading as a solution for their reading difficulty. They claim that they do not have a module called reading because it is an integrated skill that should put in isolate session to enhance the other skill and to improve learners 'level. Also to avoid the common reading errors.

Conclusion

This chapter represented the findings of the gathered data from different stage of the research. The results from the analysis of the both students' questionnaires and teachers 'interview support the hypothesis of our dissertation in that they asserted that reading is a challenging skill, because students show difficulties in comprehension while reading of our first year EFL students at Chadli Bendjdid university in Altar.

Chapter Five***Discussion, conclusion and Recommendations*****Introduction**

This final chapter presents the discussion drawn from the analyzed data to confirm or reject the hypotheses. This section ends with some suggestion and recommendations for future research studies in order to know about the problems that hindering EFL students 'reading comprehension and how to overcome this phenomenon.

Discussion of the Research Findings

The data collected from the students' questionnaire teachers' interview show that EFL student face multiple difficulties in comprehending the meaning when they read. What should be clarified first is that all the questions asked about the students' background knowledge have significance to this study from gender, stream, to the preferred activities, student's perceptions toward reading books to the reasons from reading. Thus, to assure the importance of reading.

Most of first year EFL students agree that they read to develop their pronunciation to get new words and ameliorate their knowledge. They believe that they have difficulties when they read and this prevents them to perform the reading task and decrease their language abilities. The result also shows the problems that learners may have while reading in English language. As regarded, the majority think that the reading skill itself is difficult also, the complexity of text and pronunciation lead them to the misunderstanding.

The results we have come up with manifest that all teachers of different modules of the English department are aware of the difficulties that hindering their learners' reading comprehension, and they give importance of this skill, which is integrated with the other skills with the other modules.

Along the data analysis, we have found out that teachers admitted that they are facing all kind of problems with their first year students when they asked them to read in class, this includes the lack of reading, students poor background information and pronunciation. They add that 1h30 minutes is not enough .Another teacher confirm on the choice of appropriate text

In another side, they have argued that the nature of reading as modules does not exist. They claimed that they use different materials and methods to overcome their students reading problems such as; self-correction and the auto-correction in which students feel comfortable, giving them the opportunity to learn from their mistakes whenever are made. The entire teacher agreed that reading should put in isolation to improve their learner level.

Discussion of the hypotheses

In this section, it is clear that first year EFL students face multiple difficulties in reading. EFL students really suffer from problems when reading in English language at the level of vocabulary, (ambiguous words) ,pronunciation difficulties and reading habits.

The findings, thus, confirm that the causes behind their problems may relate to the students' poor background information and lack of reading habit.

Therefore, the research findings confirm the first hypotheses.

Moreover, to improve reading comprehension and achieve better grades students would reading more outside the classroom .Teacher's selection of suitable texts would help students a lot in developing good reading habits. Teachers also could encourage reading for pleasure. They could provide extensive reading for their students. The results of the teachers' interview confirm the second hypothesis; in addition, they propose to put the reading in isolate session or as a module on its own.

Limitation of the study

Like any study, this scientific research has certain limitation that encountered the researcher. The first limitation is time. Short period provided for our work, which makes it difficult to adopt suitable scientific method other than Descriptive.

The second limitation of this study is the data collection instrument; the interview was limited to small group of teachers of different modules because there is no module called reading. Further, some teachers refused to make the interview under the cover they are not available which caused the delay in the process of completing the practical part of this research work at the same time, we were running out of time to finish and present the final production on time.

Suggestions and recommendations

Reading comprehension difficulties is a serious issue that must be treated because misperception can make students abandon their language course in order in order to avoid mistakes and errors in the other activities. The teacher should help the students to identify their reading purposes first and providing them with suitable reading materials taking according to students 'levels. Teachers need to encourage them to read more, takes the risks to make mistakes, and should raise students' awareness about reading comprehension difficulties to develop their reading skill. Teachers should correct students' errors in a positive way; the correction will be better remembered in the further processes of learning the target language. They should not over correct students' mistakes. EFL students should receive immediate feedback on every single error.

For instance, higher Education Ministry have to organize seminars from time to time or adopt websites aimed at exploring the views of the teachers and listening to their concerns about

the shortcomings of the educational curriculums and programs in terms of developing students' level, to find solutions to the problems face both teachers and learners, providing websites and formulating training programs, Providing the needed materials using the technology. It is better to add an official module for reading and spread the culture of reading.

Conclusion

This last chapter discussion of the research findings that confirm reading comprehension problems, first hypotheses confirm that EFL students really suffer from multiple difficulties when they read, has been validated. The second hypotheses, to overcome reading comprehension difficulties and to achieve better grades teachers students and should follow effective techniques. Also was validated .Finally, Recommendations and suggestions constitute the major concern of this chapter.

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Students' Questionnaire

Dear students,

This study aims to identify and analyze some causes behind student's lack of reading as it tend to attract the learners attention to the importance of reading .please answer the following questions and tick the appropriate box if necessary. Your contribution will be helpful for us and we do appreciate it.

Section One: General Information.

Gender: Male

Female

Age

Stream:...

1. Which of the activities do you often do in your free time?

a. Speak English with friends as much as possible

b. Listen to English songs

c. Read short stories, articles, text books

d. write something

2-Do you like reading books?

Yes

No

3. What is your reason from reading

a- To enlarge your general knowledge

b- To read for pleasure

c- To enrich your vocabulary e

d-To develop your language

Others, please specify.....

.....

Why?

.....

Section Two: Reading Comprehension

4. when your teacher asks you to read how do you feel?

a-Enjoy

b- Hesitate

c- Feel afraid

5. Do you predict the main idea of the passage from:

a-The title and subtitles

b-Key words

c-Translating to your mother tongue (Arabic)

d-The context

Do you predict the main idea of the passage from?

Yes

7. When you finish the reading texts, do you get the idea?

Yes No

8. Do your teachers encourage you to develop your reading skill?

Yes No

Section Three: Reading Difficulties

9. Do you find difficulties when you read?

Yes No

10. Are the texts you read in class?

Easy Difficult

If it is difficult, is it because of:

a- Content

- b- Lexis
- c- Syntax
- d- Texts' type (narrative,expository.....)

11. Do you think that time allowed to reading in your class is sufficient to develop your reading skill ?

Yes No

12. Do you stop reading when you do not understand?

Yes No

13. What are the causes behind student is reading comprehension problems?

a- Ambiguous words especially deceptive ones.

b-The difficulty of the text

C-The reading skill itself that causes

D-lack of motivation

Others, please specify..

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

Thank you for your collaboration

Teachers' Interview

Q 1: Do your students enjoy reading?

Q 2: Which type of texts do you use in your class?

Q 3: How does the selection of text affect students' reading comprehension?

Q 4: What kind(s) of materials do you use in teaching reading in the classroom?

Q 5: What are the difficulties that your students face when reading?

Q 6: What do you do to encourage and help students with reading problems?

Q 7: What is the biggest challenge in teaching reading?

Q 8: What kind of methods do you use in teaching students with reading problems to improve their academic achievement?

Q 9: What are the causes behind these problems?

Q 10: Does ignoring students' error affects their reading skills? any comments or express additional concerns :