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Exploring Students' Reading Habits

Case Study of Third Year Students at the University of Ibn Khaldoun, Tiaret

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Master's Degree in Didactics

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Dedication

We dedicate this work to :

To my beloved family and friends,

Thank you for always being there for me. Your unwavering love and support have been the pillars of my strength, and I am forever grateful for your presence in my life. Your encouragement and kindness have helped me to become the person I am today, and I am honored to have you by my side on my journey. You are my rock, my confidantes, and my biggest cheerleaders. I dedicate all my achievements and successes to you, and I promise to always cherish and nurture the precious relationships we share. Thank you for being my family and friends, and for making my life so much brighter and happier.

Abdesslem Hocine .

To my dearest family, friends, and beloved dead father,

I am so blessed to have you all in my life. Your love and support have been an anchor in my life, and I am forever grateful for the memories we have shared together. Although my beloved father is no longer with us, his spirit lives on through the love and kindness he showed us all. His legacy of strength, resilience, and compassion continues to inspire me every day. I am honored to have known him and to have been his child. To my family and friends, thank you for being my rock and for standing by my side through the ups and downs of life. Your unwavering support has been a source of comfort and joy, and I am grateful for the bond we share. I dedicate all my achievements and successes to you, and I promise to always cherish and nurture the precious relationships we have. Thank you for being my family, friends, and for keeping my father's memory alive.

Amara Mohamed Amine

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Abstract

This research delves into the reading habits of students in an English as a Foreign Language (EFL) context, aiming to provide a nuanced understanding of the factors influencing their reading behaviors. The study employs a mixed-methods approach, combining the administration of a structured questionnaire and in-depth interviews to gather comprehensive insights. Data were collected through two instruments a questionnaire and interview. A questionnaire is used with third year students, and an interview is used with teachers. The results show that The majority of the participants expressed a positive attitude towards reading in general but the also the majority do not actually read long literary texts as they are difficult language and have difficult styles. ,Findings also revealed that students do not have suitable methods to read literary texts and they are not motivated. This research is expected to have practical implications for educators and curriculum developers, guiding them in tailoring instructional strategies that align with students' preferences and needs.

Keywords: Habits Reading, Student, Novels, English Language. Reading Strategies.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as a Foreign Language.

ESL: English as a Specific Language.

LMD: License (Bachelor); Master; Doctorate (PHD).

L1: First Language.

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General Introduction

Reading novels is an essential part of education and personal development for students. Novels have the power to transport readers to different worlds, introduce them to diverse characters, and engage their imagination. However, getting students to enjoy reading novels can often be a challenging task for educators. Many students perceive reading as a tedious and uninteresting activity, which hinders their ability to fully appreciate the benefits and pleasures that novels can offer. This dissertation aims to address this issue by exploring strategies to help students develop a genuine enjoyment of reading novels.

1. Statement of the Problem

Many studies have stressed the decreasing interest in reading among students to read either in mother language or foreign languages. This issue is seen largely in reading literature where this study is meant to explore the challenges behind students' lack of reading, examining their reading habits, and these challenges can have long-term consequences, impacting students' overall academic performance and limiting their exposure to diverse ideas and perspectives found in literature

2. Purpose of the Study

This study intends to find out the reasons behind students refusal to read novels , and tries to help solve this problem assisting the results of the research. Mainly the aim of this research is to try to understand why students do not enjoy novels and then try to give them motivation to read novels more.

3. Research Questions

1. why do most EFL learners do not read novels ?
2. What could motivate EFL learners to read novels ?

4. Hypothesis

1. The reasons behind students avoiding reading novels could be that they are a little bit complicated than normal stories or web articles or any other type of reading, also may be the topic are boring , or they lack the passion of enjoying reading literature.
2. EFL learners could be motivated in reading novels through focusing on the esthetic reading

General Introduction

of the text and trying the strategies that foster the joy and taste of reading novels.

5.Tools of Research

In order to reach the objectives and answer the above questions two data instruments was

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employed in this study. A questionnaire and an interview were opted for as the main tool for gathering data on the topic of research. The collected results will help us to confirm or disconfirm the hypotheses.

We selected a questionnaire which was designed for students of third year degree, and an interview is directed to teachers.

6. Structure of Research

This research consists of three chapters. The First chapter is a review of the literature. As for the chapter two presents the importance of literature in the English department. Concerning the last chapter is devoted to the field of investigation of the present study.

7. Research Methodology

To investigate the research questions and test the hypotheses, a mixed-methods research approach will be employed. Firstly, questionnaire will be conducted among a sample of students to gather quantitative data on their reading habits, preferences, and perceptions of reading novels. This data will provide a broad understanding of the factors influencing students' reading enjoyment. Additionally, qualitative data will be collected through interviews with teachers. These qualitative insights will provide a deeper understanding of the strategies and approaches that have been successful in promoting reading enjoyment among students.

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Chapter 01
Understanding
Motivation and
Reading

1. Introduction

This chapter began with an insight into the notion of motivation and its various types, it is followed by defining reading, discussing the importance of reading literature and highlighting the types of reading. Also, it highlights strategies of reading literature and learners' constraints. In addition, it provides major characteristics of novels, benefits of reading novels and the most effective strategies of motivating learners to read novels.

1.1 Motivation

Although it has been declared that motivation is a complex psychological term as confirmed by Ushida(2013)it is becoming more and more difficult to explain people's motivation for learning English .different definitions have been stated to explain it.

As a start, it is widely common that motivation is the willingness to do something for the purpose of achieving a desirable goal. Lasagabaster (2014)highlighted "motivation is the driver for any learners to engage in the learning process"(p.52). From this perspective, motivation is the basic aspect and the essence of the learners' involvement in the learning .

Motivation has been an effective element that determine one's potential and how ready is to grasp new insights. Motivating readers to read novels or any kind piece of writing has been a challenge for many writers. With the exception of Wentzel's (1989) work in the general motivation literature and in-depth case studies of adults' purposes and interests in reading (Gray& Rogers, 1956), the social goals for reading have been infrequently discussed. But social motivations seem essential for reading since students read in groups during instruction and share texts in many social situations.

In addition, teachers often have management goals, such as finishing a certain number of pages in a certain time period, which may become internalized by the students as a compliance motivation.

We further propose that reading efficacy, the belief that one can be successful at reading, is vital to becoming an active reader. Reading efficacy refers to students' perceptions of themselves as competent readers and learners, which are associated with academic achievement. Motivation refers to a process of inducing and stimulating an individual to act in certain manner. In the context of an organisation, motivation implies encouraging and urging the employees to perform to the best of their capabilities so as to achieve the desired goals of the organisation (Journal of reading .p.5)1999

Motivation is a process of interaction between the learner and the environment, which is marked by selection, initiation, increase, or persistence of goal-directed behavior. It has been thought

of variously as a quality of the individual, the situation, or the activity in which the individual is engaged (Journal of reading.p.7)1999

1.2. Types of Motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards.

Intrinsic motivation is clearly visible in young infants, that consistently try to grasp, throw, bite, squash or shout at new objects they encounter. Even if less important as they grow, human adults are still often intrinsically motivated while they play crosswords, make paintings, do gardening or just read novels or watch movies. Yet, to get a clearer picture of intrinsic motivation, one needs to understand that it has been defined by contrast to extrinsic motivation:

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. (Ryan and Deci , 2000)

1.2.1. Intrinsic motivation

Intrinsic motivation is clearly visible in young infants, that consistently try to grasp, throw, bite, squash or shout at new objects they encounter. Even if less important as they grow, human adults are still often intrinsically motivated while they play crosswords, make paintings, do gardening or just read novels or watch movies. Yet, to get a clearer picture of intrinsic motivation, one needs to understand that it has been defined by contrast to extrinsic motivation This type of motivation relates to a person's internal drive to accomplish something, meaning that no outside variables are involved in any way and that they are motivated to act only for selfish reasons.

In addition, Dornyei and Ushioda (2000) said that intrinsic motivation is concerned with behaviors carried out for "pleasure and satisfaction" such as the joys of the moment. Because they are curious or because they are performing an activity .

Healthy individuals exhibit a feeling of curiosity from infancy, which makes them very "inquisitive," "active," and "playful." This encourages them to explore it naturally and there is always a feeling or sense of "readiness" to learn new things, i.e., without the need for or

involvement of outside influences to inspire them to learn. Furthering their explanation, Ryan and LaGuardia 1989 stated "this natural motivational tendency is a critical element in cognitive, social, and physical development because one grows in knowledge and skills by acting on one's inherent interests." However, this "natural incentive" is not just a childhood trait; rather, it is a universal human quality that influences "achievement, persistence, and Throughout our lives, we must prioritize our health and wellbeing (Ryan and LaGuardia, cited in Ryan and Deci p. 56) (2000).

From that vantage point, an individual has intrinsic motivation. The relationship between the person and the activity, or the idea that "people are intrinsically motivated for some activities and not others, and that not everyone is intrinsically motivated for any particular task" (Ryan and Deci p.56) (2000)

Because intrinsic motivation is built on the connection between a person and a task, it may be divided into two basic categories, the first of which is how "interesting" an activity is. The second concept is concerned with the "satisfaction" that one "gains" from performing a "intrinsically" driven work. two of these The extremely popular theories of behavior serve as the foundation for explanations. The first is by Skinner , who says that "all behaviors are driven by distinct incentives, or something tangible. The second hypothesis, which is Hull's, holds that acts are driven by "physiological drives" and that those that are intrinsically motivated do so because they fulfill particular psychological requirements" (Ryan and Deci p.57)(2000).

Intrinsic motivation, as addressed by Ur Penny(2011) is the "generalized desire to invest effort in the learning, for its own sake." (P.280) continued by noting that it had to do with the students' attitudes and opinions about what they were learning, including whether they thought it was valuable and whether they usually like the subjects they were studying .Ryan and Deci characterized intrinsic motivation as follows in their work on Cognitive Evaluation Theory, which was published as a sub theory in Self Determinism theory:

They clarified that establishing the "competencies that characterize human development" depends greatly on intrinsic drive. Contrary to common assumption, people appear to be "prone to disinterest and stagnation" in many diverse professions, therefore intrinsic motivation is not a "ubiquitous phenomenon" (Ryan and Deci p.43)(2001)

1.2.2. Extrinsic motivation:

Extrinsic motivation is when we are motivated to perform a behavior or engage in an activity because we want to earn a reward or avoid punishment.1 You will engage in behavior not because you enjoy it or because you find it satisfying, but because you expect to get something in return or avoid something unpleasant.(Cherry, P.5)(2001)

According to Ryan and Deci, as discussed earlier, there are two different sorts of motivation.

The second item in the first pair is extrinsic incentive. Extrinsic motivation, according to Brophy“1988” is “the process of "performing specific behaviors in order to earn anticipated rewards" (Brophy, qtd.). Intrinsic motivation, on the other hand, refers to the internal drive to do things”. (Ushioda 19 in Dörnyei)page 19

In his book *Principles of Language Learning and Teaching*, H. Douglas Brown addressed this issue and claimed that motivation is analyzed in terms of motives, particularly for learners. According to the critic, students who learn in order to meet their "needs" or accomplish their "goals" do it for intrinsic motivation, which is the generally accepted notion.

Those who "pursue" objectives exclusively Extrinsic motivation is the drive to receive a reward from another person .

This distinction between the two was also noted by Dörnyei and Ushioda, who went on to say that intrinsic motivation deals with "behavior performed for its own sake,it is only motivated by a person's desire for pleasure, satisfaction, or curiosity. However, extrinsic motivation "involves performing a behavior as a means to some separable end, such as receiving an extrinsic reward (for example, good grades) or avoiding punishment," (p.58)(1999)

"The anticipation of a reward from outside and beyond the self" is what drives extrinsic motivation, according to research. Money, trophies, grades, and even some forms of positive feedback fall under the category of obvious rewards. Brown also stated that only in order measures should be taken. deemed to be "extrinsically motivated" when done to avoid punishment. Even though many inherent advantages can eventually accrue to individuals who, instead, regard avoiding punishment can be a task that helps people develop their confidence and willpower (Brownp.155)(1998)

Extrinsic motivation is a motivation that is driven by external rewards. These can be tangible, such as money or grades, or intangible, such as praise or fame. Unlike motivation which, which arises from within the individual, extrinsic motivation is focused which arises from within the individual, extrinsic motivation is focused purely on outside rewards.

People who are extrinsically Extrinsic motivation is a motivation that is driven by external rewards. These can be tangible, such as money or grades, or intangible, such as praise or fame. Unlike intrinsic motivation which, which arises from within the individual, extrinsic motivation is focused purely on outside rewards.

Turner(992) said that People who are extrinsically motivated will continue to perform a task even though it might not be in and of itself rewarding. For example, they will do something at their job that they don't find enjoyable in order to earn a wage.

Extrinsic motivation is involved in operant conditioning , which is when someone or something is conditioned to behave a certain way due to a reward or consequence.

Motivated will continue to perform a task even though it might not be in and of itself rewarding. For example, they will do something at their job that they don't find enjoyable in order to earn a wage.

Extrinsic motivation is involved in operant conditioning , which is when someone or something is conditioned to behave a certain way due to a reward or consequence.¹

1.3. Motivation in Language Learning

According Turner (1992) ,people have several different reasons to learn a foreign language; people often learn a language for practical reasons while others have a particular love for the language and its people

Language teachers are often very aware of the career benefits that language proficiency can offer, but learning the language is just an abstract undertaking needed for an academic degree to many language learners. Motivation and management of our own behavior are necessary for effective learning. It is not easy, for example, to lose weight or quit smoking. Nonetheless, many people do well, lose weight and quit smoking because they are motivated to accomplish a particular goal. The purpose of learning is to find and apply the most effective way. If a teacher has a strong methodology and motivation, he will achieve his goal. The primary duty of the teacher is to give his students adequate encouragement. People do not learn a subject with their brains alone; other factors are also involved. Motivational factors make the learner more receptive to new information. Students do not learn in the same way. Different students learn in different ways; some students learn by listening, some by writing and some by actively speaking. If a teacher adopts the same method for all students, then some students will not be able to learn anything. In order to keep students interested in learning, students must be motivated by the teacher.

1.4. Strategies of Motivating Learners to Read Novels

Invite well-known professionals or community members to graduation or the opening ceremony and allow students to ask them questions or hear about the importance of reading novels

- Invite experts or outside professionals to classes or to department for reading sessions
- Hold video conferences with experts, and encourage students and the experts to read
- Use technology to connect with students or classes around the world, where the only shared language is English; projects can be long- or short-term and should be focused on novel reading

1.4.1. Set a Goal

Goal setting involves the development of an action plan designed in order to motivate and guide a person or group toward a goal. Goals are more deliberate than desires and momentary intentions. Therefore, setting goals means that a person has committed thought, emotion, and behavior towards attaining the goal. In doing so, the goal setter has established a desired future state which differs from their current state thus creating a mismatch which in turn spurs future actions. Goal setting can be guided by goal-setting criteria (or rules) such as SMART criteria. Goal setting is a major component of personal-development and management literature.

Studies by Edwin A. Locke and his colleagues(1998), most notably, have shown that more specific and ambitious goals lead to more performance improvement than easy or general goals. The goals should be specific, time constrained and difficult. Vague goals reduce limited attention resources. Unrealistically short time limits intensify the difficulty of the goal outside the intentional level and disproportionate time limits are not encouraging. Difficult goals should be set ideally at the 90th percentile of performance, assuming that motivation and not ability is limiting attainment of that level of performance. As long as the person accepts the goal, has the ability to attain it, and does not have conflicting goals, there is a positive linear relationship between goal difficulty and task performance (journal of reading ,p. 4)(1998)

1.4.2. Metacognitive Strategies

Metacognitive strategies have attracted many theorists' attention due to the critical role they play in literature. These strategies focus on self-management in reading. Metacognitive strategies, thus, include planning and monitoring strategies. Planning strategies are based on what, when, and how an action is to be taken by the reader, whereas monitoring strategies stress checking, monitoring, and evaluating the learners' thinking and reading performance (Zhang &Guo, 2019). For Bouchard (2005), the first metacognitive strategy is about-point. It focuses on a silent reader to identify the crux of the given text. During think aloud, the readers express their thinking aloud while they are reading the given text. The readers formulate questions and try to respond to them from text or their background knowledge in Question-Answer Relationships (QAR). Generating Interaction between Schemata and Text (GIST) enables a reader to identify the main vocabulary and then integrate essential information into a summary

to reflect on the text's gist. Reading Guide-o-Rama gives a reader expert guidance to focus on

specific content. In question guides, the teacher-tailored questions direct the readers through the intended assignment. By previewing text, the learner gets a general idea of the text before reading it (Bouchard, 2005). Applying these metacognitive strategies in a planned manner in the class, the readers' motivation can be increased immensely when their literature apprehensions subside. Thus, metacognitive strategies involve higher-order thinking used to plan, arrange, evaluate, organize, set goals and objectives, supervise, regulate, or self-direct. These enable a learner to be a successful independent reader

1.4.3. Socio-Affective Strategies:

Socio-affective strategies invoke a reader's social and affective domains (Nasab&Motlagh, 2015; Zeynali, Zeynali&Motlagh, 2015). These strategies involve active and self-directed movement and are, thus, essential for developing independent readers. The reciprocal teaching strategy stresses the teacher to assign the role to the learner to become the teacher (role-play activity) to improve his/her literature by teaching the classmates.

The request procedure gives the learners the liberty to set their own goals and model their pre-reading questions to make them active and independent learners. The cued retell—oral or written strategy makes the learners interactive and cooperative in recalling and sharing what they have learned from a careful reading. Peer tutoring encourages a learner to transfer a learned skill to his or her fellow. In think–pair–share the students think and share a thought first in pair and then share the idea with the class. Jigsaw classrooms encourage support, cooperation, and mutual respect among the co-learners to facilitate learning for one another.

The collaborative reading and alternative texts is a participatory exercise where the learners consult various sources and share what they have learned with the group and the class (Bouchard, 2005). These socio-cognitive strategies have a tremendous potential to make the class highly vibrant, interactive, and goal-oriented on collaborative and cooperative teaching/learning principles

1.5. Defining Reading

Reading is one of the four language skills that have various definitions given by several researchers. Based on these definitions, we've named the most applicable one for our study. Grellet(7) states that “ reading is a content process of guessing, and what one brings to the text is frequently more important than what one finds in it”. Readers guess different meanings according to their backgrounds, own interpretation and have previous knowledge. They read between the lines to recognize authentic meaning and communication that they tend to represent them in other contexts, better than reading for the sake of looking for notions and insight.

Clark and Silverstein(17) define reading “ as an active cognitive process of interacting

with print and monitoring understanding to show meaning(1987)”. That means that a reader's interaction with a text can be viewed as an interactive process. Thus, reading can be described as a form of discussion between the reader and the author. Nunan(70) argues that “ reading is a dynamic process in which the elements interact with other factors outside the text in this situation, most specifically with readers' knowledge the existential content of the text ”. Additionally, reading is defined by Nuttall(12) as “the meaningful interpretation of published or written verbal symbols.” This is the process by which the reader applies his understanding of vocabularies, syntax, discourse, and the real world. Reading therefore includes the relation between thought and language.

Reading literature is the ability to comprehend or construct meaning of the reading text based on the reader's skills and ability to process information. Reading literature, according to Grellet (3), is “understanding a written text, which means extracting the required information from it as efficiently as possible”. Here reading literature is defined as an individual's ability to understand texts by removing the necessary information. Teachers use reading literature to help their students comprehend different texts on their own in order to improve their reading strategies and reading skills in general. The purpose of the reading literature activities is to allow students to do careful reading in a non-competitive environment. Reading literature, according to Olson and Diller(42), is a term used to identify the skills demanded to understand and refer information provided in written material. As a result, many definitions of reading literature exist since scholars have not agreed on a single definition.

Kennedy (191-192), defines reading literature as follows:

Reading literature is a thinking process by which a learner selects reality information, or ideas from published material, decides how to relate it to prior knowledge he has acquired and judges their appropriateness and worth for meeting his own requirements and objectives.

Thus, in order to fully comprehend a written text, the reader must be able to use the information, ideas, and terminology presented in the text.

1.6. Benefits of Reading Literature

When reading, most students may struggle to understand the written material since understanding the meaning of texts can be difficult. Readers may be able to understand each

word in the text, but they may not be able to grasp the overall meaning of the text. As a result, students will get demotivated.

Reading literature, on the other hand, is regarded as a vital component of language learning and plays a significant role in language instruction. Furthermore, reading literature influences the learner's language proficiency as well as English language. According to Byers, et al. (18-27), understanding is widely regarded as a necessary skill in all domains of learning. Reading literature is seen to be crucial since it develops linguistic understanding, which aids in reading ability. It has also demonstrated the ability to modify the reading manner based on the reading objective, as well as the development of an awareness of the structure of the written text in English. Reading literature necessitates the reader being an active constructor of meaning, and it is essential for understanding material for overall educational success.

Reading literature is regarded as a valuable strategy for improving reading proficiency since it allows students to gain a comprehensive knowledge of what is described in the text rather than obtaining meaning from individual words or sentences. Learners should focus on mastering reading skills first, which will allow them to attain literature, and then move on to mastering other abilities, because mastering reading skills will allow them to gain new vocabulary and improve their writing skills

1.7. Types of Reading

“Reading can be classified into two types: reading for pleasure and reading for information” (Superman,1). In other words, students must engage in four types of reading: intensive, extensive reading, receptive and interactive reading.

1.7.1. Intensive Reading

Intense reading includes reading shorter texts to go deeper into a specific information. educators can help learners improve their reading skill, vocabulary, and grammar by inspiring them to read for general literature. The reader will extract all of the information provided in the passage during this activity. This means that learners read texts to gain understanding, while scanning took priority over skimming. Brown (35), "intensive reading brings attention to grammatical forms, discourse markers, and other surface structure details in order to understand literal meaning implications, rhetorical relationships, and the like." according to Long and Richards (33), It's a detailed in-class, led by the teaching of vocabulary and grammar points in a brief passage. In other words, the intensive reading sequences are applied in class for a variety of objectives, including reading for communicative purposes, general understanding, or to

extract specific information.

It is referring to the way of reading through every word of a text from beginning to end very thoroughly and deeply. It is the way of reading short texts thoroughly and with clear goals. (Koay, 2015). It is an activity that requires great mental effort and focuses. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout. (Lampariello, 2017)

1.7.2. Extensive Reading

The term extensive reading refers to reading longer texts primarily for the enjoyment of the reader. During this type of reading teachers encourage students to choose what they read for themselves for their own enjoyment and to improve their language skills at the same time. According to Brown (36), "extensive reading is carried out to obtain a general understanding of texts." Learners should read texts that they understand, since reading for pleasure cannot be achieved if they do not understand the text extensive reading is defined by Long and Richards (216) as "occurring when learners read large amounts of high interest materials, generally out of class, concentrating on meaning, reading for understanding and skipping unknown words". page 56 A major purpose of extensive reading is to develop self-confidence and pleasure. Krashen (14) suggests that "the benefits of free voluntary reading included, enhanced language acquisition and literacy development, more ideas and information, greater success in life, loss of verbal memory, and more fun".page 59

It refers to providing large quantities of easily com-prehensible English books to students, thereby improving the students' reading proficiency, while allowing them to enjoy the learning process (Day & Bamford, 1998). This approach completely differs from traditional intensive reading approaches in terms of the quantity of reading, the difficulty level of the reading, the freedom students have to choose books, the degree of autonomy enjoyed by the students, and the motivation to continue reading. Day and Bamford(1998) propose that one of the purposes of extensive reading is to increase students' enjoyment of reading; thus, they recognized the importance of affect in reading development. Davis (1995) emphasizes the importance of incorporating extensive reading into foreign language curricula by stating that any English as a second language(ESL), English as a foreign language (EFL) .

1.7.3. Receptive Reading

It is a category of reading that students perform in class to gain literature. It is a deliberate and focused reading in which pupils attempted to maintain their attention and

concentration on oral activities in order to get meaning. According to Brown (189), "perspective reading tasks include attending components language (words, letters, pronunciation, and other graphemes symbols)."

1.7.4. Interactive Reading

It is a type of reading that students do inside or outside the classroom to show that they are connecting and communicating with the text. They are dealing with the text by using a variety of knowledge and strategies that have learned before to facilitate processing texts. According to Hedge (188), "reading can be viewed as a kind of dialogue between the reader and the text, or even between the reader and the author."page 77

Overall, the four forms of reading are beneficial for students in terms of developing and improving their skills, as well as having goals for their reading.

1.7.5. Scanning

Grellet (19) claims that scanning is "to locate specific information and often we do not even follow the linearity of the passage to do so". Yet, the reader is able to read the text in nonlinear way to find out a specific piece of information, ideas, words, phrases, without reading the whole text. Brown (308) defines scanning as: Scanning is a quickly searching for some particular piece of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

This mean scanning is a strategy that allows readers to analyze the text carefully on particular details in a text.

Scanning aims to encourage teachers to plan a good lesson for their learners while reading texts. According to Grellet, when scanning, readers look for specific information and frequently do not follow the linearity of the passage.(136)

1.7.6. Skimming

Skimming refers to reading rapidly in order to obtain the main idea of the text. Françoise Grellet (19), states that "Skimming refers to a quick reading of the reading material to determine the gist of it, to understand how it is organized or to determine the tone or intention of the writer ". That is to say, skimming is reading quickly with one's eyes, classifying the main ideas of the text and looking only for the general or main ideas. According to Brown (308): Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter)

for its gist. It gives readers advantages of being able to predict the purpose of the passage, the

main topic, or message, and possibly some of the developing or supporting ideas.

In other words, skimming is a technique that helps the reader to get quickly the gist or the main idea of the text. For instance, you have an exam in few days. You need to review the material you learned, but you don't need to re-read everything. By skimming, you can quickly locate the main information that you need.

Whereas, before reading the text students start skimming to assert the predictions from the content and structure of the text. This is another strategy that helps students to better understand texts while reading.

1.7.7. Close Reading

Close Reading encourages students to develop a deeper understanding of challenging text they are required to read. Teachers guide students through the meaning of text layer by layer. Importantly, and almost contrary to popular teaching practices, introductions are not frontloaded. All too often we strive to build students background knowledge about a topic to the point where reading the text is no longer necessary to gain the information for the lesson. According to Fisher and Frey (2012) "teachers must be aware of the risks as well as the benefits of pre teaching to make wise instructional decisions about when and why they can judiciously use it. Pre-teaching should be avoided when planning inquiry-based instruction and close reading of a complex text (p.84)." With Close Reading, teachers provide enough information to begin the reading but not so much information that students do not need to read the text. Teachers plan in depth stopping points throughout the text to examine and discuss pivotal moments crucial to developing that understanding of the authors meaning (Allam, 2012). Key terms, phrases, vocabulary and authors purpose are noted and examined based on the evidence presented within the text (Marzano& Pickering, 2005). Finally, teachers ask students to write about their interaction developing even deeper understanding of the material.

1.7.8. Active Reading

Active reading is the act of reading to understand and evaluate a text. It's often described as "reading with a purpose". This helps pupils, children, and people of all ages to broaden their understanding of a text or knowledge of a subject. You can reread something over and over again, but it isn't the most effective way to digest the material. Children can improve this by using one or more active reading strategies .

1.8. Literature

Ohmann, R. (1971)said that literature refers to written or spoken works that have artistic or intellectual value, typically characterized by their use of language and their ability to evoke emotions or provoke thought in the reader or listener. Literature includes a wide range of genres,

such as poetry, drama, fiction, and non-fiction, and may be written for various purposes, such as entertainment, education, or cultural expression. Works of literature are often recognized for their literary techniques, such as symbolism, metaphor, and allusion, and for their ability to explore complex themes and ideas.

1.9. Strategies of Reading Literature

There are lots of different ways to develop active readers in the classroom and at home. Here's 6 active reading strategies that are applied in primary education:

- Visualisation – Building a picture in your mind's eye as you read a story or text.
- Summarising – Condensing the main details of the story using your own words.
- Inferencing – Reading between the lines at the subtext of the story.
- Comprehension – Demonstrating what you understand from reading the text.
- Metacognition – Asking questions like, 'What do I already know about the topic?'
- Find the meaning – Read on or read back to discover the meaning of words.

1.10. Importance of Reading Literature

When reading, most students may struggle to understand the written material since understanding the meaning of texts can be difficult. Readers may be able to understand each word in the text, but they may not be able to grasp the overall meaning of the text. As a result, students will get demotivated

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vocabulary and improve their writing skills.

1.11. The Novel

“Novel, an invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting. Within its broad framework, the genre of the novel has encompassed an extensive range of types and styles: picaresque, epistolary, Gothic, romantic, realist, historical—to name only some of the more important ones. “ (Anthony Burgess , Britannica p.3)

1.12. Characteristics of the Novel

The novel is a versatile and expansive literary form that has evolved over centuries. It is characterized by a unique set of features and elements that distinguish it from other genres. Here are the characteristics of the novel (Gangopadhyay, s. (2011)

1.12.1. Narrative Prose

The novel is primarily written in narrative prose, distinguishing it from genres such as poetry or drama. It utilizes a continuous and extended form of storytelling, allowing for detailed descriptions, character development, and complex plots (Bakhtin, 1981).

1.12.2. Length And Scope

Novels typically possess a substantial length, allowing for in-depth exploration of characters, settings, and themes. They often present a comprehensive and panoramic view of society, covering multiple locations and time periods (Moretti, 2005).

1.12.3. Character Development

Novels excel in presenting well-rounded and psychologically complex characters. Authors employ various techniques such as internal monologues, dialogues, and external observations to develop characters that evolve throughout the narrative (Forster, 1927).

1.12.4. Plot and Structure

Novels feature a well-defined plot structure, comprising exposition, rising action, climax, falling action, and resolution. They often incorporate subplots, flashbacks, and multiple perspectives to enhance the narrative complexity (Booker, 2004).

1.12.5. Realism and Verisimilitude

Novels frequently strive for realism and verisimilitude, depicting believable characters, settings,

and events. The narrative world created in the novel mirrors the reality of the author's time or provides insightful commentary on it (Auerbach, 2003).

1.12.6. Themes And Social Commentary

Novels often explore profound themes and offer social commentary. They provide a platform for discussing various aspects of human experience, including love, power, identity, morality, and societal issues (Watt, 1957).

1.12.7. Intertextuality and Allusion

Novels often incorporate intertextuality and allusions to other works of literature, art, or historical events. Authors draw upon existing cultural and literary references to enrich the narrative and create deeper meaning (Kristeva, 1969).

1.12.8. Reader Engagement

Novels seek to engage readers intellectually and emotionally, fostering a sense of empathy and connection. They invite readers to interpret, analyze, and reflect on the narrative, often leaving room for multiple interpretations (Iser, 1974).

1.13 Elements of the Novel:

According to Thiruvengadathan, R., Bezmelnitsyn, A., Apperson, S., Staley, C., Redner, P., Balas, W., ...&Gangopadhyay, S. (2011).here are several elements of the novel:

1.13.1. Length

Novels are typically longer than short stories, often containing tens of thousands of words or more.

1.13.2. Plot

Novels have a complex and developed plot that usually involves a central conflict, rising action, climax, and resolution.

1.13.3. Characters

Novels feature a cast of characters, each with their own unique personality traits, motivations, and development throughout the story.

1.13.4. Setting

Novels often have a detailed and descriptive setting that is an integral part of the story.

1.13.5. Themes

Novels explore a wide range of themes and ideas, including social, political, cultural, and

philosophical issues.

1.13.6. Point of view

Novels can be written from a variety of different perspectives, including first-person, third-person, or multiple narrators.

1.13.7. Style

Novels are written in a literary style that is often characterized by figurative language, dialogue, and descriptive prose.

1.13.8. Historical Context

Novels are often influenced by the historical and cultural context in which they were written and can provide insight into the values and beliefs of a particular time period.

1.14. Benefits of Reading Novels

Reading novels can have a wide range of benefits for readers, Sasalia, O. A., & Sari, F. M. (2020). Here are some of the key benefits of reading novels:

1.14.1. Improved Vocabulary

Reading novels can introduce readers to new words and phrases, and can help to expand their vocabulary.

1.14.2. Enhanced Empathy

Novels often provide readers with insight into the experiences of others, which can help to build empathy and understanding.

1.14.3. Increased Knowledge And Understanding

Novels can expose readers to new ideas, perspectives, and cultures, which can broaden their knowledge and understanding of the world.

1.14.4. Improved Cognitive Function

Reading novels can help to improve cognitive function by challenging the brain and promoting mental agility.

1.14.5. Reduced Stress

Reading novels can be a form of relaxation, which can help to reduce stress and promote mental health.

1.14.6. Improved Creativity

Novels can inspire creativity by exposing readers to new ideas and perspectives.

1.14.7. Improved Critical Thinking Skills

Novels often present complex characters and plotlines, which can help to develop

criticalthinking skills.

1.14.8. Enhanced Entertainment

Novels can provide readers with entertainment and escapism, which can be a valuable source of enjoyment and relaxation.

In summary, reading novels can have a wide range of benefits for readers, from improved vocabulary and cognitive function to reduced stress and enhanced empathy. Novels can be a valuable source of knowledge, creativity, and entertainment, and can help readers to develop important life skills such as critical thinking and empathy.

1.15. Conclusion

In conclusion, this chapter provides a comprehensive overview of motivation, reading, and literature and how they are related to enhance learners' performance in EFL contexts . By understanding these concepts and strategies, learners can be better equipped to develop their reading skills and become more motivated to read literature. Furthermore, this theoretical part of this study paved the way to the following chapter representing the research methodology and the context of the study .

CHAPTER II: Exploring the Context and Methodology

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Chapter 02

Exploring the Context and Methodology

2. Introduction

The following chapter deals with different perspectives in the context of English literature in Algeria, it presents the objectives, approach, timing, and the content in the English department, it sheds the lights on how English literature being taught in Algeria, because literature is one of the basics of English.

2.1. The Situation of English in Algeria

As the globe comes together in a global village; the importance of knowing languages is becoming more widely recognized. Given that the significance of English in this ever-shrinking global community is becoming more important. English is the primary language of New Media (such as satellite television and the Internet). It is the language of worldwide communication in commerce, diplomacy, technology, sports, travel, and entertainment, and is spoken by over 1.5 billion people. (Tiersky& Tiersky, 2001.p.6).

Needless to say, the emphasis on teaching English is becoming an increasingly important aspect of education around the world. In the unique example of Algeria, the Ministry of Education has recognized the enormous importance that English presently plays in the world. In 1999 the Algerian government started to revise its whole educational policy. In May (1999) Bouteflika declared: it is unthinkable to spend ten years studying in Arabic pure science when it would only take one year in English; (Berrabah, 2007p.27). The president was in full opposition with his predecessors and authorities which rejected the idea of institutionalized Francophonie. Bouteflika (1999) declared “Algeria does not belong to Francophonie but there is no reason for us to have a frozen attitude towards the French language which taught us so many things and which at any rate opened(for us)the windows of the French culture” (p.21). In 2001, The Ministry of Education launched an educational reform, and various modifications have happened in the teaching of English. While English remains the second foreign language in the Algerian educational system after French, it has gained significant attention as part of the educational reform. Above all, English is taught at the third year of primary school (i.e. at the age of 11). It lasts seven years, four of which are spent in middle school and three in high school. This is part of a larger process that includes developing new curricula, textbooks, and supporting materials. (Berrabah, 2007)

2.2. Teaching of Literature in Algeria

English literature education holds significant importance in Algeria as it enables students to develop language proficiency, appreciate literary works, and gain insights into diverse cultural perspectives. This essay offers an overview of English literature teaching in Algeria, including its historical context, curriculum, teaching approaches, and challenges faced by educators. (Brown, S, 2013).

The introduction of English literature education in Algeria can be traced back to the colonial era when English was taught mainly for administrative purposes. After independence, English literature gradually gained prominence, reflecting Algeria's growing international connections. The curriculum evolved to include works from both British and American literary traditions. Historical analysis provides valuable insights into the development of English literature teaching in Algeria.

The English literature curriculum in Algeria encompasses a diverse range of literary genres, periods, and authors. It aims to expose students to works from different cultural backgrounds while enhancing their language skills. The curriculum may include canonical texts from British and American literature, as well as works from other English-speaking countries. In addition to literary analysis, the curriculum often explores historical, social, and cultural contexts relevant to the studied works. (Smith, J. 2019).

English literature teaching in Algeria employs a variety of approaches to engage students and promote critical thinking. Traditional methods, such as close reading, textual analysis, and literary interpretation, are commonly used to develop students' literary analytical skills. Additionally, interactive and communicative approaches facilitate discussions, group work, and creative responses to literary texts. Incorporating technology and multimedia resources further enriches the teaching and learning experience.

English literature teaching in Algeria faces several challenges. Limited resources, including access to contemporary literary materials and technology, can hinder the delivery of effective instruction. The large class sizes and limited teacher training opportunities also pose challenges. Furthermore, maintaining a balance between teaching language skills and literary analysis can be demanding. Addressing these challenges requires increased investment in resources, professional development opportunities for teachers, and collaborative efforts among educational institutions. (Smith, J. 2019).

2.3. The Objectives of Teaching Literature:

Teaching literature is an essential component of education that introduces students to the world of written words, in compassing various, generous, styles, and themes. Through the study of literature, students are exposed to a rich tapestry of human experiences, cultural perspectives, and historical context. This discipline does not cultivates critical thinking and analytical skills, but also fosters empathy, creativity, and aesthetic appreciation. By engaging with literary texts, students develop language proficiency, enhance their understanding of different cultures, and explore the complexities of the human condition. In essence teaching literature offers a gateway to a world of imagination, knowledge and personal growth.

According to Mr. MAHDAOUI (2023, p.01) Objectives of teaching literature in Algeria are:

A-Literary Knowledge: Literature makes you understand the meaning of words and teaches you new literature vocabulary, as it earns you a skill of being able to appreciate different writing genres.

B-Critical Reading: Students will be able to read and understand literature, with expanding their critical capabilities and skills as critical readers and writers.

C-Critical Thinking: Learners will be capable to understand and analyze literature books, texts, or articles critically.

D-Writing Skills: Students will be able to write well literature in a critical way.

According to Adeyanju, T. K. (1978), the objectives of teaching literature can vary depending on the educational level, curriculum, and specific goals of the instructor. However, here are some common objectives of teaching literature:

E-Developing Critical Thinking Skills:

Literature encourages students to analyze, interpret, and evaluate texts, which helps them develop critical thinking skills. They learn to examine different perspectives, identify literary devices, and make connections between the text and the world around them.

F-Enhancing Reading And Comprehension Skills:

Studying literature improves reading comprehension and fluency. Students learn to navigate complex texts, understand unfamiliar vocabulary, and extract meaning from various literary forms, such as novels, poems, plays, and short stories.

G-Cultivating Empathy And Understanding:

Literature exposes students to diverse characters, cultures, and experiences. Through reading and discussing literature, students can develop empathy, understanding, and tolerance for

different perspectives, fostering a more inclusive and compassionate worldview.

H-Encouraging Creativity And Imagination

Literature sparks imagination and creativity by presenting different worlds, characters, and scenarios. It allows students to explore their own creative potential, express themselves through writing and other artistic forms, and engage in imaginative thinking.

I-Developing Communication Skills

Studying literature enhances students' communication skills, both in written and oral forms. They learn to articulate their thoughts, analyze texts, and participate in class discussions and presentations, improving their ability to express ideas effectively.

J-Promoting Cultural And Historical awareness

Literature provides insights into different time periods, cultures, and historical events. By studying literature, students gain a deeper understanding of societal issues, traditions, and the human condition across different contexts.

K-Fostering Aesthetic Appreciation

Teaching literature exposes students to various literary styles, techniques, and genres, cultivating their appreciation for the artistry and beauty of language. They learn to recognize and appreciate literary devices, figurative language, and other elements that contribute to the aesthetic value of a text.

L-Encouraging Personal And Moral Development

Literature often raises ethical, moral, and philosophical questions. Through studying literature, students can reflect on these issues, engage in moral reasoning, and develop their own values and principles.

M-The Approach To Teaching Literature

In the EFL context, Carter (1988, page n.3) underlines three main approaches to literature teaching, an information-based approach, a personal-response based approach and a language-based approach.

N-Information-Based Approaches aim to teach knowledge about literature and treat literature mainly as a source of facts or information about a target country or culture. Reading is largely for Information, and teaching methodologies tend to be teacher-centered. Students emerge from such courses well-armed with a knowledge of history. It is unlikely that they will encounter much direct engagement with literary texts in the target language.

E-Personal-Response Based Approaches are more student-centered, focusing on an elicitation of individual response to a text. The overall aim is to motivate the student to read by relating the themes and topics depicted in the literary text to his or her own personal

experience. The approach tends to be anti-analytical. The emphasis is on question-discussion methodologies.

F-Language-Based Approaches aim to be learner-centered, activity-based and to proceed with particular attention to the way language is used. The approaches involve standard, widely-used and widely-known procedures for developing language competence and sensitivity. They have their limitations, but it is difficult to deny or argue against their suitability in the context of literature teaching in a non-native language which lead to a productive use of the language.

The emphasis on anyone of the approaches should be in relation to the teaching syllabus and education policies of the country. It must be noted, however, that none of these approaches excludes the others. Presently, language-based approaches seem to have a dominant influence as they incorporate the familiar language teaching methodologies which could prepare students for a more elaborate literature in ESL teaching framework.

2.4. Teaching of literature in Department of English

Teaching literature in English language department has always been a challenge for teachers due to the key role in enhancing student's competencies. It is indispensable because it exposes students to meaningful contexts that are replete with descriptive language and interesting characters. Literature has been considered as an interesting, relevant and important subject.

Before the integration of language and literary studies can be implemented effectively, the general principles and guidelines as to how literature can best be used, especially in ESL contexts, must be examined.

In terms of teaching materials, professors often use a combination of textbooks, novels, plays, poems and other literary works to engage students and facilitate their learning. Teachers may also incorporate multimedia resources such as videos, audio recording and online platforms.

2.5. The content Of Third Year Literature Syllabus

Literature enables a student to have a more in-depth understanding of the surrounding world, in addition to expanding their horizons. Schools consider literary studies vital as it teaches how to conduct research, construct an argument and gather evidence to support it.

Several educators (Brumfit & Carter, 1986; Hall, 2005; Hirvela,1996; Lazar,1993) hold that the main objective of teaching literature, whether in the native language or a foreign language, is to raise students' aesthetic awareness of literature, or to develop what Culler (1975) calls "literary competence." In addition to this primary objective, secondary objectives may include: develop student's language awareness, enrich their cultural understanding, and build their critical thinking.

Algerian EFL students did face the "terror" of "real literature" since the second year literature syllabus was divided into two courses: The English literature course and the American literature course. Thus, third-year students had to read Chaucer, Milton, and Shakespeare in the English literature course. Djafri (2012) observes: "Algerian syllabus designers seem to favor a chronological arrangement which provides a historical satisfactory perspective thinking that it best suits the students 'way" (p.61).

2.5.1. Course Description

In this course, literature is the subject for the development of reading, writing, critical reading, critical thinking, and independent research. Students are introduced to major literary genres, literary criticisms and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory).

Assignments move from close readings of literary texts in a variety of genres to analysis of major literary terms in broader context. By the end of this course, students will be prepared for the analytical and research-based writing; they will also be prepared for advanced courses in literature.

Basic Skills:

- **Literary knowledge:** Understanding and appreciating different writing genres
- **Critical reading:** students will hone their skills as critical readers and writers
- **Critical thinking:** Analyzing literature critically
 - a) **Writing skills:** Writing about literature critically

SEMESTER ONE: SHORT STORIES:

- **WEEKS 1 and 2:**

Introducing the subject: Aim, Objectives, Learning Outcomes, etc.

Critical Concepts in Literature

Critical Reading in Literature

- **WEEKS 3 and 4:**

Reading literature through linguistic context

- **WEEK 5:**

Writing about literature: analyzing language style

- **WEEKS 6, 7 and 8:**

Reading literature through historical and biographical context

- **WEEK 9:**

Writing about literature: writing comparative essay

- **WEEKS 10 and 11:**

Reading literature through socio cultural context

- **WEEK 12:**

Writing about literature: writing argumentative essay

- **WEEK 13:**

Reading Literature through dialectological context

- **WEEK 14:**

Analyzing technology and media information using literature.

Selected Authors:

- ✓ Guy De Maupassant
- ✓ Allan Edgar Poe
- ✓ Tim O'Brien's
- ✓ Ernest Hemingway
- ✓ O'Henry
- ✓ Nathaniel Hawthorne
- ✓ Kate Chopin
- ✓ Wilma Elizabeth McDaniel

SEMESTER TWO:**Part I: Poetry**

- **WEEKS 15 and 16:**

Reading poetry through multi- critical context

- **WEEK 17:**

Writing: writing a summary

Part II: Novels**WEEKS 18, 19, 20, 21 and 22:****Selected Authors:**

- ✓ Jane Austin's *Pride and Prejudice*
- ✓ Nathaniel Hawthorne's *The Scarlet Letter*
- ✓ Josef Conrad's *The Heart of Darkness*
- ✓ Richard Wright's *Black Boy*
- ✓ Nurridine Farah's *From a Crooked Rib*

WEEKS 23 and 24:

Checking Students' Understanding and Concluding remarks

ASSESSMENT METHOD: (TD Mark)

Attendance/in class quiz test =25/

Meaningful participation= 25/

Semester Test = 50/

2.6. Research Methodology

Exploratory research is a research method used to investigate a relatively unknown or less explored topic. It aims to gain preliminary insights, generate hypotheses, and explore. The researcher seeks to gather initial data to inform future studies or research directions (Neumen 2013).

One of the main advantages of exploratory research is its flexibility and adaptability, also it allows researchers to explore the research topic in an open-ended and flexible manner. Neumen, W.L. (2013) said that exploratory research is its ability to provide a foundation for future studies or research projects.

A research methodology is an outline of how a given piece of research is carried out. It defines the techniques or procedures that are used to identify and analyze information regarding a specific research topic. It makes the way of dealing with problematic topics less complicated. The methodology of any study is selected based on a specific standard.

The methodology is better expressed as the practical road through which the researcher reaches the aim of the study undertaken. It enables the researcher to account for the nature of the data obtained, through the selection of an appropriate research tool to generate the findings (Leedy, 1993).

2.6.1. Research Instruments

In order to carry out the investigation, the survey opted for a method research to gather the appropriate data for this study. As a method, it focuses on collecting, analyzing, with a quantitative tool mixing all in a single study

2.6.2. Questionnaire

The questionnaire is among the commonly used methods of research when it comes to assessing and collecting data. Brown (2001) states that “Questionnaires are any research instrument that provides the present respondents with a series of questions to which they are to react either by writing out their answers or selecting from any existing answers” (p.6).

Richards (2005) points out that “those questionnaires are one of the well-known research tools, which enable the researcher to reach a larger number of subjects in a shorter time” (p.60). The questionnaire contains different types of questions, such as short-answer questions, paragraph questions, multiple-choice questions.

2.6.3. Interview

In the context of research, interview is a method of data collection where a researcher engages in a structured conversation with an individual or a group, to gather information and insights on a specific topic. The purpose of conducting interview is to obtain firsthand, in depth, and qualitative data by allowing participants to share their perspective, experiences and knowledge (Cohen et al. 2007).

Interview serve as a valuable tool for gathering rich and detailed information that cannot be easily obtained through quantitative methods such as surveys and observations.

2.6.4. Sample of the Study

2.6.4.1. Students

This study involved a sample of 44 English Master students. Students from department of English language at Ibn Khaldoun university. The participants were selected randomly to participate in a questionnaire. The sample consisted of both male and female learners, ranging in age from 18 to 25 years old. The participants were from various background and have different levels of English proficiency.

2.6.4.2. Teachers

Three teachers of English from the Ibn Khaldoun University in Tiaret participated in this study. The individuals chosen to take part in the interview. The professors were from various academic fields and had diverse levels of teaching experiences. They are all males.

2.7. Conclusion

To conclude, this chapter has presented the relevant literature which is used in the research. It defines the objectives of teaching literature and its relationship with the English department. Furthermore, it is seen as a meaningful course to develop the learner's skills.

The review also has clarified how important teaching literature in English department. Finally, it sheds the lights on the exploratory research with its advantages.

Chapter 03

Practical Part

CHAPTER III: Practical Part

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3. Introduction

This chapter is generally titled by Methodology. It represents the practical field of our study where it provides the interpretation and discussion of collected data gathered from the questionnaire and interview. It also includes the summary of the results and provides some recommendations.

3.1. Data Analysis

After collecting several responses from both students and teachers via our online questionnaire and structured interview, we adopted the qualitative and quantitative approach to analyze and interpret data.

3.1.1. Analysis of Students Reading

Section one: students reading

Item 1: Do you think reading is important?

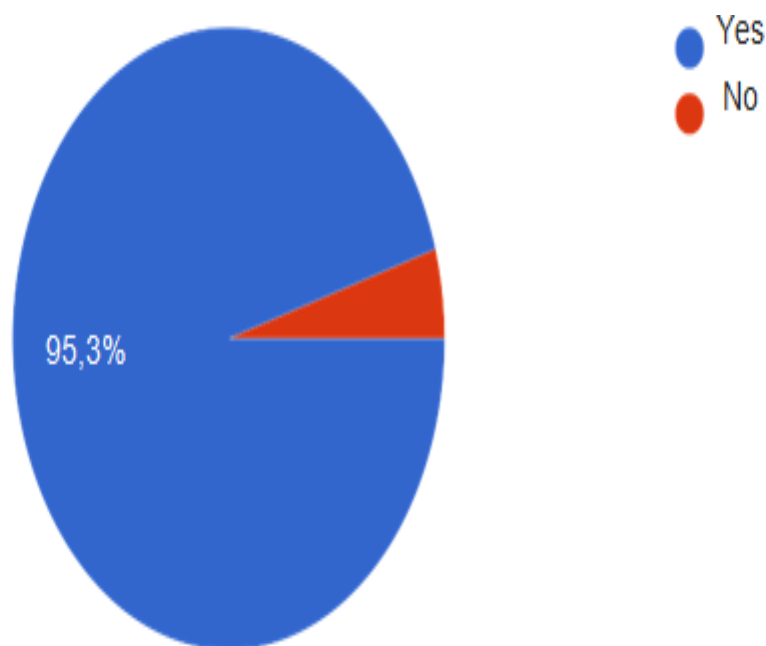


Figure 1: Importance of Reading

The participants' total number is 44 students, 42 of them said yes (95.3%) whereas, the 2 others said No (4.7%).

Item 2: How often Do you read?

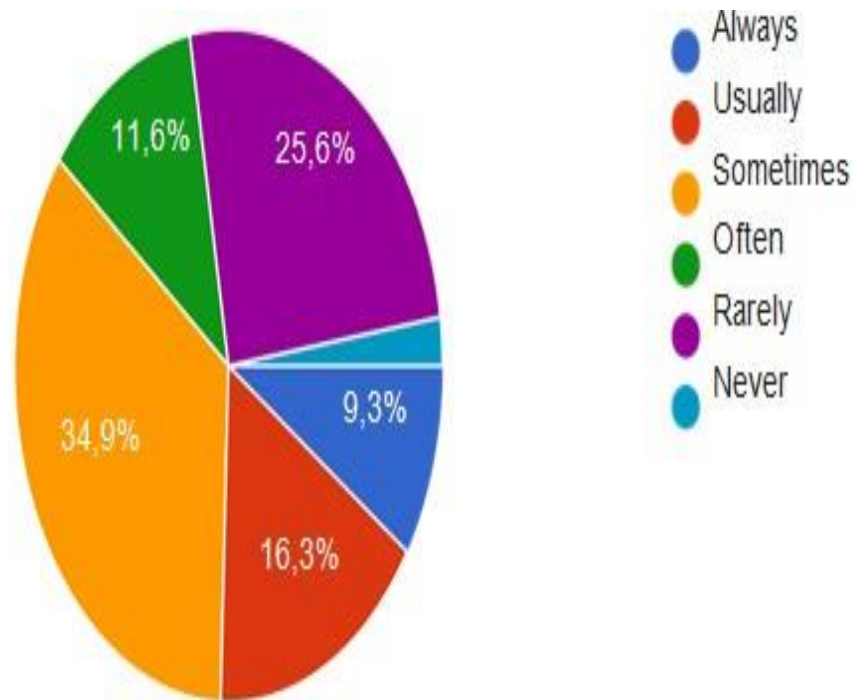


Figure 2: Reading Times.

We noticed from the figure number ... that 15 students said sometimes (34.9%). However, 5 students (11.6%) said often. While 11 students (25.6%) said rarely and 7 students (16.3%) said usually also 4 others said always (9.3) and finally there is 2 said never (2.3).

Item 3: From the following items what do you prefer to read?

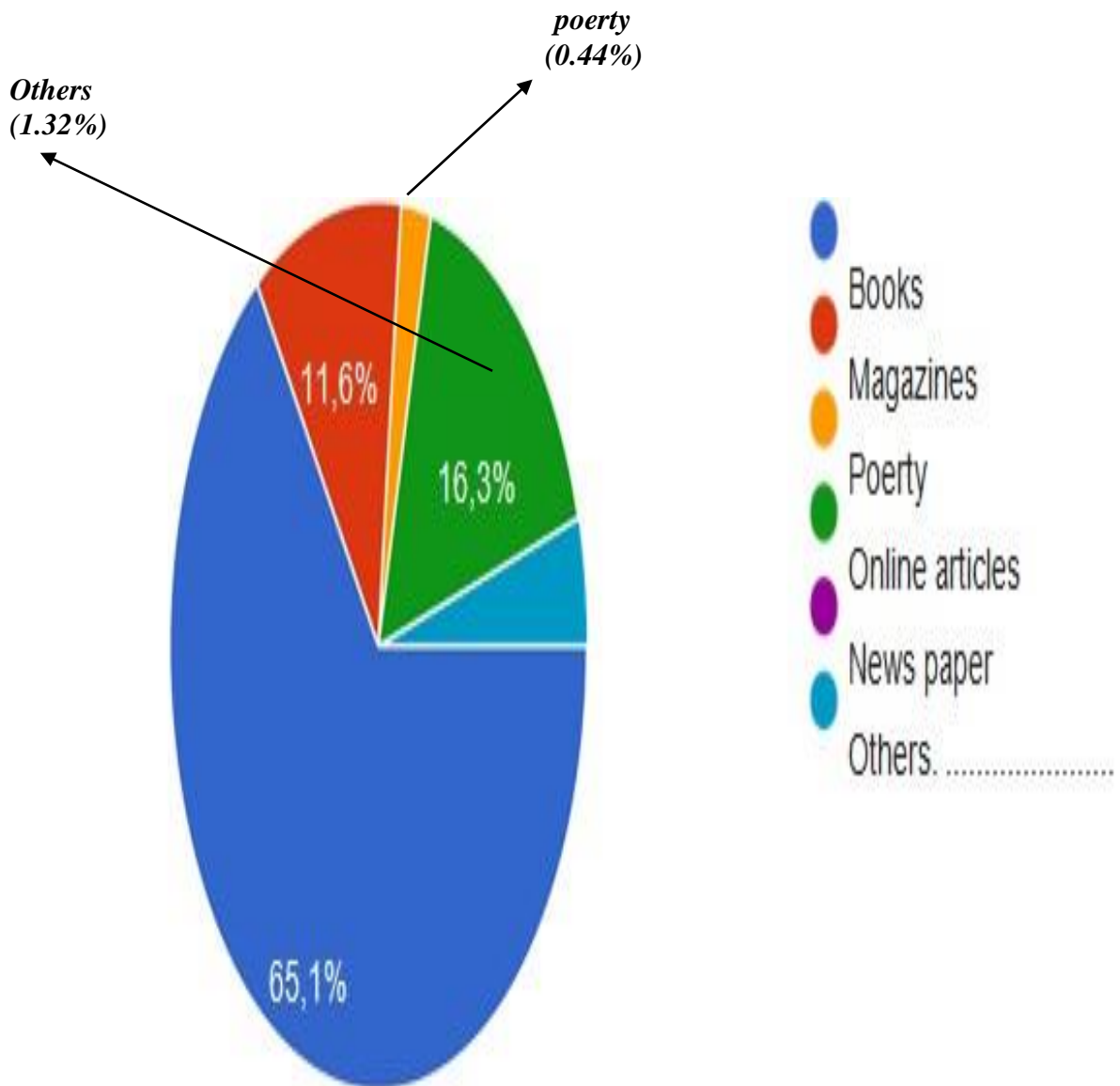


Figure 3: Types of Reading

According to the results we can say that the majority of the students 28 (65.1%) said books. 7 students (16.3%) answered online articles. Whereas 5 students (11.6%) said magazines and 3 students (1.32%) said others and finally there is only one who said poetry (0.44%).

Item 4: What literary text do you prefer to read?

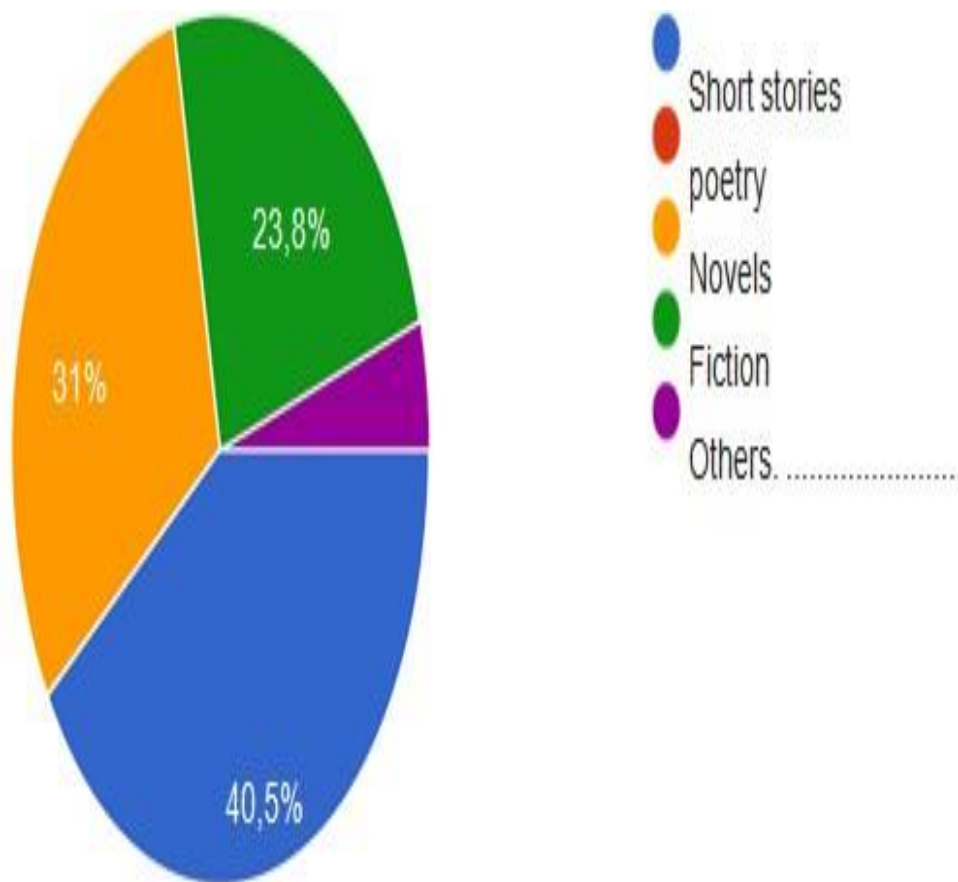


Figure 4: Types of Literary Text

It is noticed from this figure that 18 students said short stories (40.5%) and 13 answered with novels (31%). Whereas 10 students said fiction (23.8%) and the last 3 students choose others (4.7%).

Item 5: In What Language Do you read?

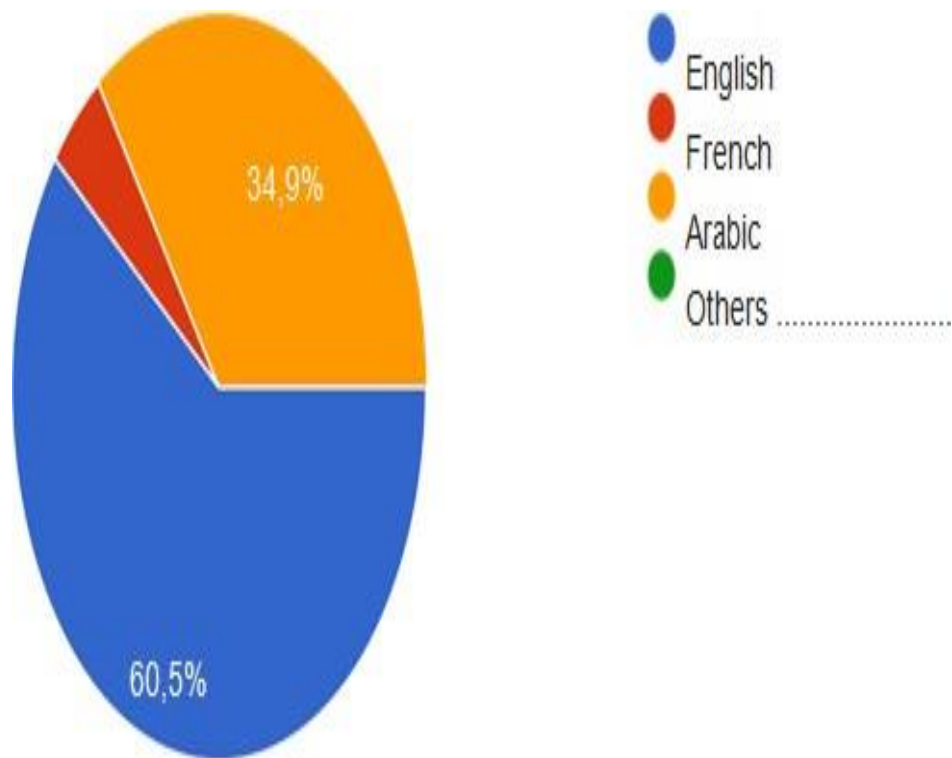


Figure 5: Reading Language

In this figure we see that the majority of students 26 (60.5%) choose English and 15 students read with Arabic (34.9%). Finally, (4.6%) 3 students said French.

Item 6: What kind of reading do you prefer?

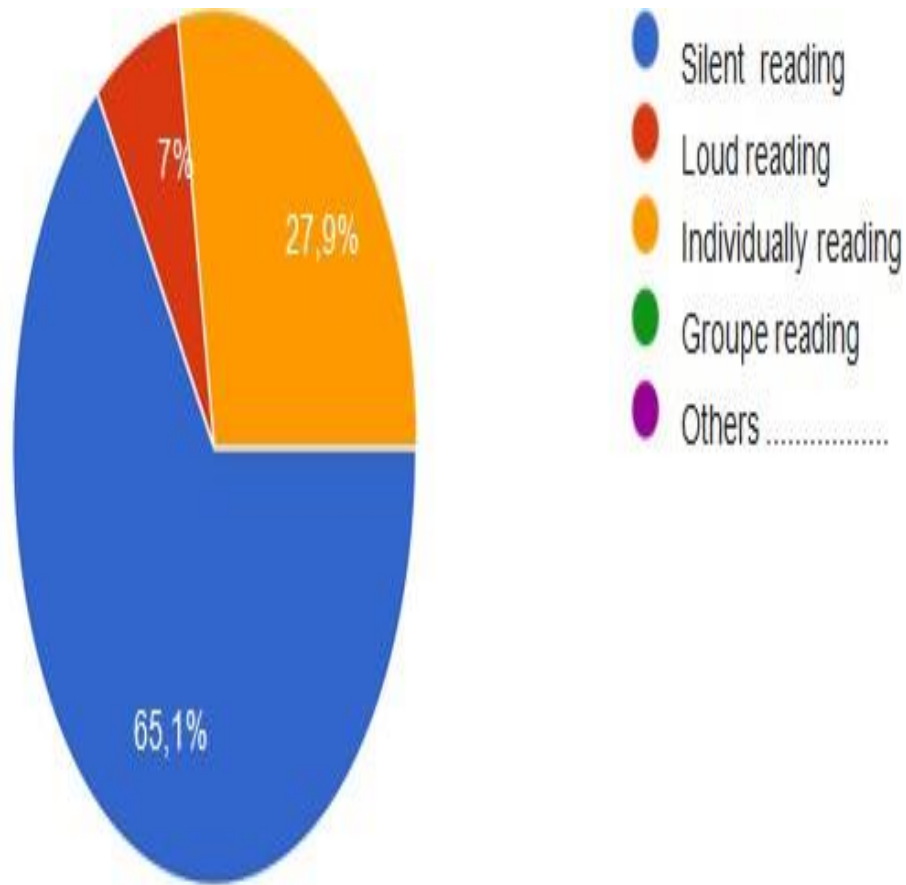


Figure 6: Kind of Reading.

This question gives us an idea of the students' kind of reading so 28 students (65.1%) said silent reading while 12 students answered with individually reading and 3 (7%) students said loud reading

Item 7: Do you read novels on your own?

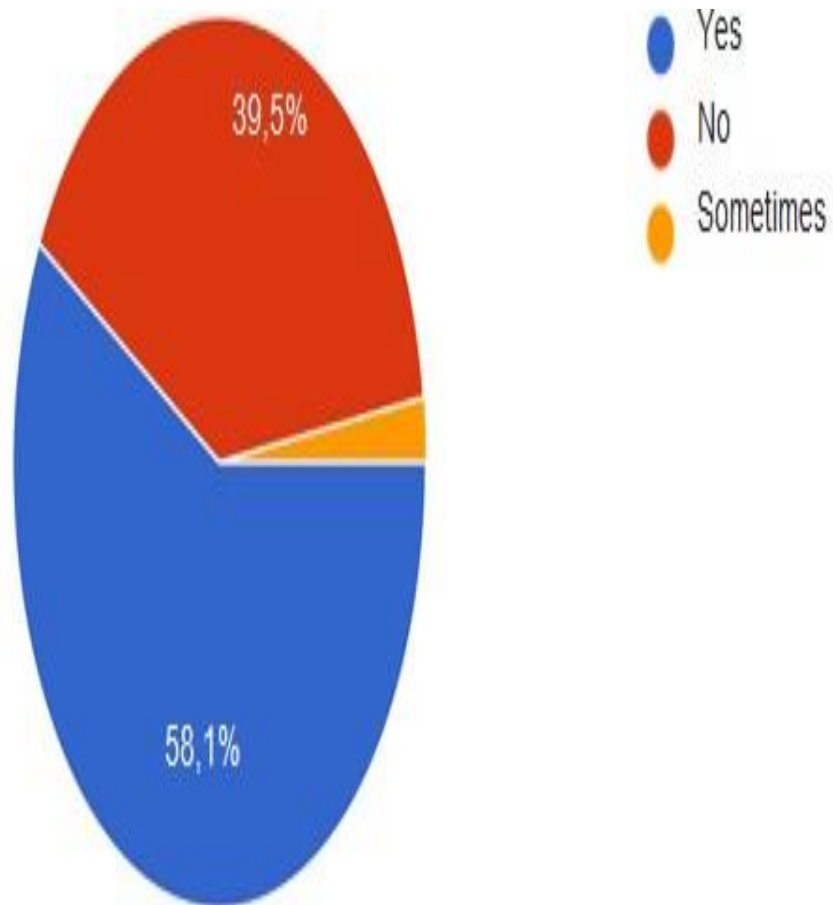


Figure 7: Own Reading of Novels

This figure shows us that 25 students (58.1%) said yes while (39.5%) 17 students answered with No and just (2.4%) 1 said sometimes that means the majority read novels on their own.

Section Two: The Importance Reading Novels

Item 8: What attract your intention to select a novel to read?

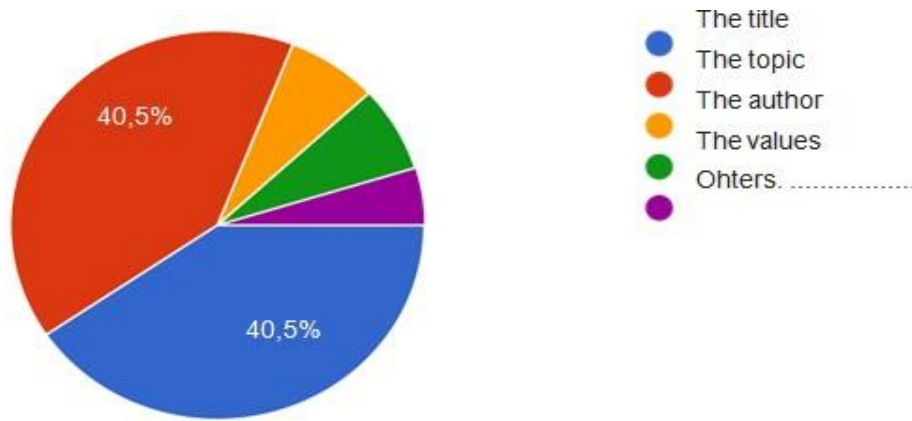


Figure 8: Selection of the Novel

From the above data collection, we have 18 students (40.5%) are more attractive to the topic and 18 others are attractive to the title.

Item 9: When dealing with a novel, do your teacher focus on analysing?

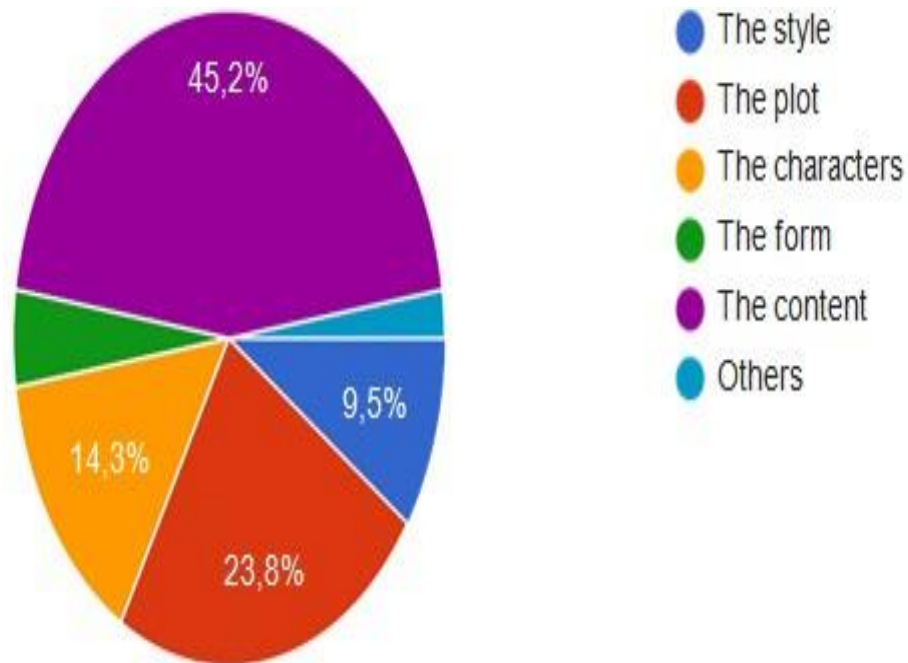


Figure 9: Dealing with the Novel

It is clear that the majority of students 45,2% (19) have the attraction to the content and 23,3% (10) students answered by the plot and 14,3% (7) are more likely to the characters while 9,5% (4) answered by the style, and 1,32% (3) students selected the form, and 0.88% (1) answered with others.

Item 10: What are your difficulties in reading novels?

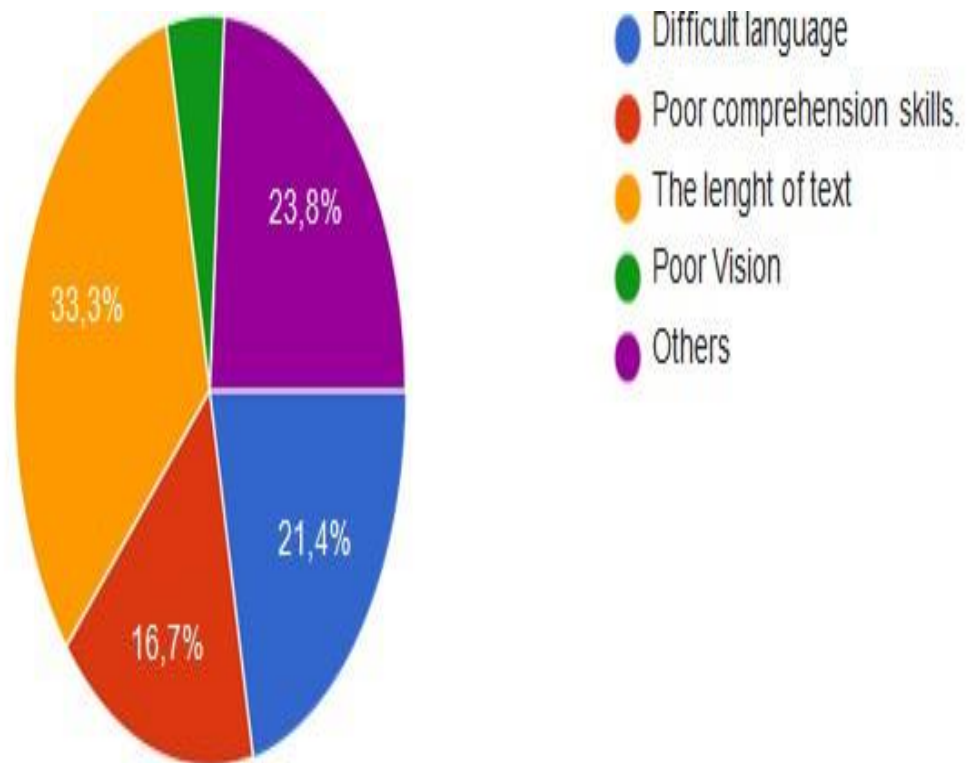


Figure 10: Difficulties in Reading Novels

The results obtained in this question indicate the majority of the students 33,3% (15) don't like reading because the length of the text , moreover 23,3% (10) have others reasons are not mentioned in the choices given, also 21,4% (9) answered by difficult language, while 16,7% (8) answered by poor comprehension skills and the rest 4,8% (2) have problems with poor vision .

Item 11: What types of novels do you read?

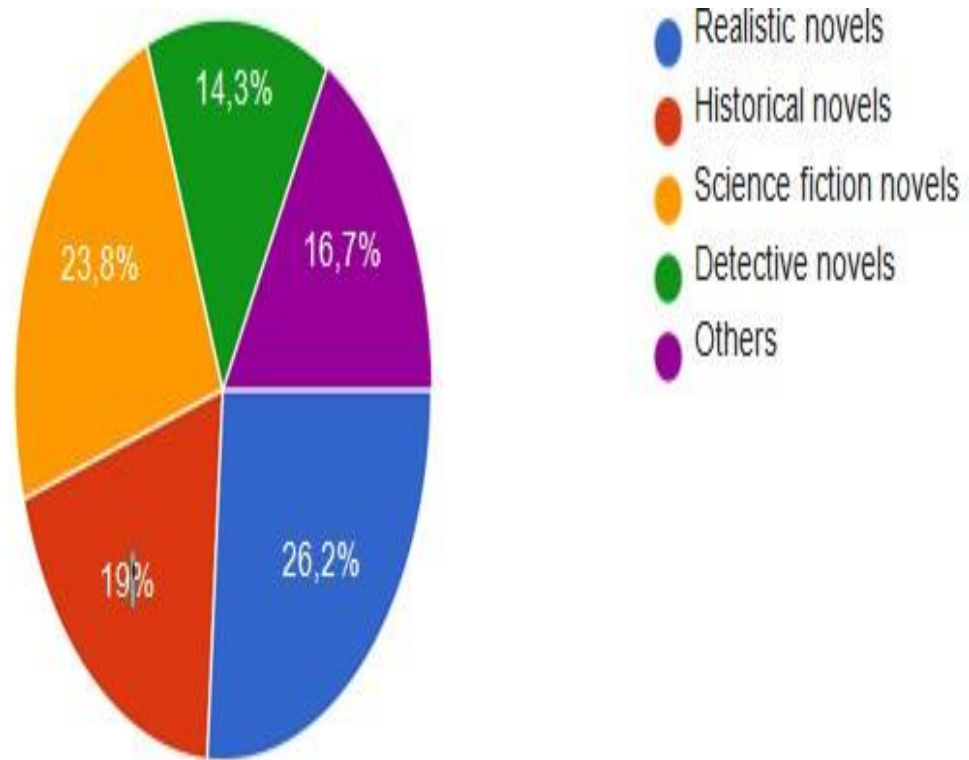


Figure 11: Types of Novels Preferred to Read

This item shows that the majority of students 26,2% (12) are more likely to realistic novels and other 23,8% (11) are more interested by science-fiction novels, 19% (9) answered by historical novels because they are more attractive to history, also 16,7% (4) select's other types of novels, finally the rest 14,3% (7) prefer to read detective novels.

Item 12: How many novels have you read so far and can you mention one or more titles from what you have read?

<i>statement</i>	<i>Number of students</i>	<i>%</i>
<i>2 novels (Study in scarlet and run melos)</i>	<i>01</i>	<i>0.44%</i>
<i>3 novels</i>	<i>02</i>	<i>0.88%</i>
<i>1 novel (the black cat)</i>	<i>08</i>	<i>3.08%</i>
<i>56 novels</i>	<i>01</i>	<i>0.44%</i>
<i>7 novels (latenta de Yassmina Khadra et les m�s�rables de victor hugo)</i>	<i>01</i>	<i>0.44%</i>
<i>80 novels</i>	<i>01</i>	<i>0.44%</i>
<i>About 15 novels</i>	<i>01</i>	<i>0.44%</i>
<i>Around 6 in 2023 latest is ivanhoe by Scott Walter</i>	<i>01</i>	<i>0.44%</i>
<i>I can't actually remember the precise but definitely not many</i>	<i>03</i>	<i>1.32%</i>
<i>I can't count them ive read (high expectations-wuthering heights-pride and prejudice)</i>	<i>01</i>	<i>0.44%</i>
<i>I do not read much but my favorite novel is the lord of the rings</i>	<i>02</i>	<i>0.88%</i>
<i>I don't remember</i>	<i>05</i>	<i>2.2%</i>
<i>I haven't read any novel</i>	<i>02</i>	<i>0.88%</i>
<i>More than 20 maybe like pride and prejudice</i>	<i>04</i>	<i>1.76%</i>
<i>More than 5 like Frankenstein</i>	<i>02</i>	<i>0.88%</i>

Table 01: Number of Novels that they read

According to these results ,8 (3.08%) of Students read one novel. 04 students (1.76%) read more than 20 novels and one student (0.44%) each or some said that they can't count them and others said 15 novels or 80 also 6 and some students 03 (1.32%) answered with they don't remember .

Section Three: The importance of Reading Short Stories

Item 13: What do you feel after reading a novel ?

Most of the students 14 (6.16%) feel happy when they finish reading it and 18 (7.92%)others said that it mostly when they finish reading are not happy and expecting the end of the story .

Item 14: Do the teacher instructions help in enjoying reading novels?

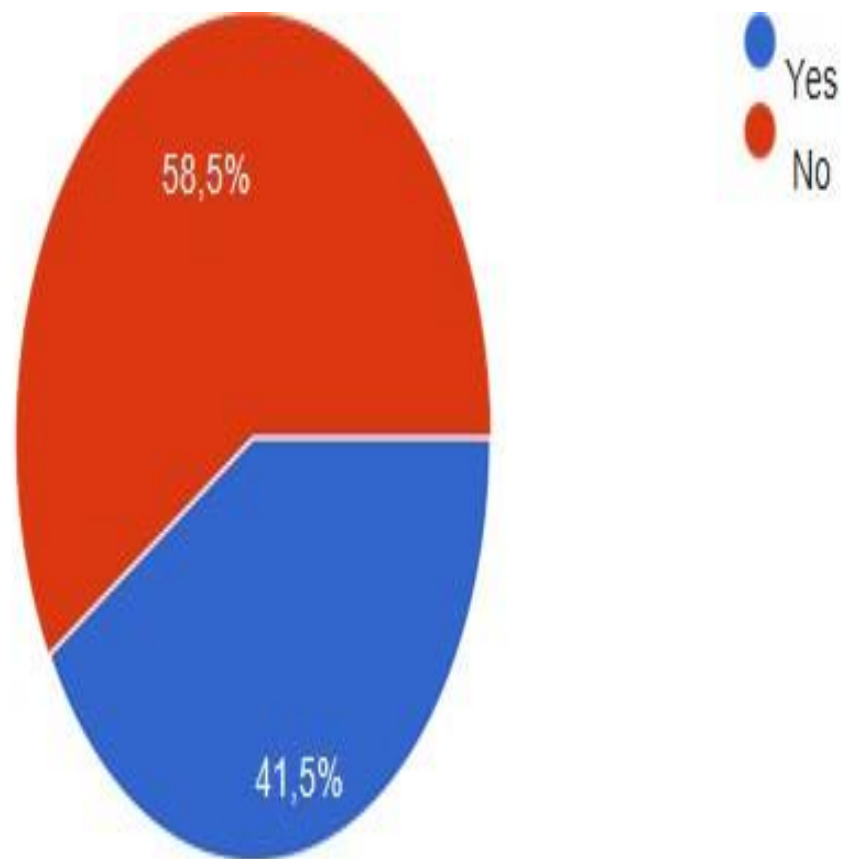


Figure 14: Teacher Instruction in Reading Novels

This results demonstrates that 58,5% (26) of students answered NO because they think the teacher instructions do not help them while the rest 41,5% (19) say YES they agree that the teacher instructions are useful and important and positively affect with reading novels.

Item 15: What suggestions would you recommend to motivate your reading?

the most important mean to read is our tongue or language and in this last questions students gave us some ideas about how we would be motivated to read with enjoyment and these are some of them :

- Time and motivation are the most important instructions.
- Attractive topic and deep reading.
- Reading is an absorbing skill we should focus on.

3.2. The Interpretation of Students' Questionnaire

The results of the students' questionnaire reveals that the majority of participants consider reading to be important. When asked about their reading habits, responses varied, with some students reading sometimes, often, rarely, usually, or always, while a small percentage stated that they never read. In terms of preferences, most students indicated a preference for reading books, followed by online articles, magazines, and other forms of literature. When it came to literary texts, the majority expressed a preference for short stories, followed by novels and fiction. In terms of language, a majority read in English, with a significant number reading in Arabic and a few in French. Silent reading was the most preferred style, with individual and loud reading also mentioned. A majority of students reported reading novels on their own. Topics and titles were identified as important factors that attract students to select a novel to read. When it comes to analyzing novels, content and plot were the main focus, with characters, style, form, and other factors also mentioned.

Difficulties in reading novels included the length of the text, language complexity, comprehension skills, and vision problems. Different types of novels were mentioned, with realistic and science-fiction novels being the most popular choices. The number of novels read varied among students, with some mentioning specific titles and others unable to recall. After reading a novel, students reported feeling either happy or relieved upon finishing the story. In terms of teacher instructions, opinions were divided, with some students feeling that they did not help in enjoying reading novels, while others found them useful and beneficial. Suggestions to motivate reading included allocating time, providing motivation, focusing on attractive topics, and emphasizing the absorbing nature of reading.

In conclusion, the students' questionnaire revealed diverse reading habits and preferences regarding novels. Most students considered reading important, with varying frequency and preferences for books, online articles, and magazines. Short stories were favored over novels, and English was the primary language for reading. Students focused on content and plot when analyzing novels, while difficulties included text length and comprehension. Despite differing

experiences, completing a novel brought a sense of satisfaction. Teacher instructions had mixed opinions, and student suggestions for motivation included dedicated time, attractive topics, and highlighting the immersive nature of reading. Overall, the findings emphasize the need to cater to individual interests and support comprehension for a lifelong love of reading.

3.3. Teachers' Interview

3.3.1. Teachers' Responses

As for the first question in the interview to know the respondents beliefs regarding types of novels they enjoy teaching the most, They confessed that:

“Let me say that if I were a teacher of literature, I would select two genres of novels: Novels that implement a realistic representation of society, known as the contemporary realism. The latter is supposed to deal with some significant real-world issues. In addition to the contemporary realistic novel, there is another one that may seem important too. It is the survival novel which refers to persons placed between life and death. Through such novel, the author narrates both the response and challenges of the endangered individuals when being in a particular difficult situation.”

’ as a teacher of literature, I prefer to teach literature novels that deals with people who are marginalized in the world , I prefer to teach this kind of novels’’

’’I didn’t teach novels because in Tiaret students do not have library outside university ‘‘

● Our second question was submitted in order to learn about effective ways to transmits their missions and spread information throughout the class, both group work and individual work were the teachers’ answers

“I think an effective teaching and learning process should always be based on group work during any classroom session. Working in groups, rather than individual attempts, is a successful way of planning and managing time in addition to refining the student’s understanding through explanation, discussion as well the exchange of different ideas about the subject dealt with.”

‘‘while teaching it depends on the text of the novels , so we vary teaching the novels in pair or individual or group work ‘‘

’’ I don’t believe in group work , because students rely on one or two , most of the time I give them indivual work ‘‘

● The third question was asked in the purpose to know about how teachers deal with their students reading problems especially when it comes to novels, the teacher suggested to try to fix their reading disorder first by giving them tasks to read at home and memorise the readings

they've been doing and give them the choice to read any type of novel they like depending on

the students taste of reading

“Students can be motivated through developing a reading atmosphere. Such strategy can be realized by putting students in charge as much as possible. In other words, they are supposed to be assigned some tasks of reading stories at home and summarizing them to each other when coming to the class. The selection of subjects to be read should depend on the students’ interests.”

‘give them reading novels one hour in the week ‘

” I think when they are asked to analyse the novel , I think that students are asked to read the whole novels we can not analyze the novel without refer to the different elements of literary”

●Our fourth question is about the understanding of the teachers goals behind given their students novels to read is very important and a must that why this kind of questions was asked according to the teachers studying a novel seems to be a very good opportunity for the students to improve their thinking as well as their reading comprehension skills, novels can be entertaining and a very rich of information at the same time “

“Studying a novel seems to be a good opportunity for students to improve their thinking as well as their reading comprehension skills.”

“I think that what we expect from the students first to enrich vocabulary , their background information to know more about the different cultures , students will learn from lessons and messages ‘

’to go further , appreciate the writing style , how things are expressed, and to apply in their situation ‘

●The fifth questions it when it comes to a class discussion the teachers said that it depends on the atmospheres of the class and on the students are willing to learn or not and in this case the teacher has to create a comfortable friendly atmosphere for the students in order to gain their trusts and attention at the same time once that is done the students starts to be interested furthermore:

“The effectiveness of class discussions often depends on the student’s willingness to learn.

If teachers want their students to be active, they should create good classroom atmospheres through some warm-up activities that may attract their interests. Students, in turn, should take risks in participating and being engaged into different discussions of any subject being studied rather than keeping silent the whole session. They should also possess the willingness to accept correction from peers as well as listening to them and tolerating their opposing viewpoints are all required for an effective learning process.”

’students became motivated when they are given the right novel , sometimes it depends on their

background ‘‘

Question 6 : Do you focus most in teaching the novel in class? Typically the answer to this question would probably be trying to teach new vocabulary, push EFL learners to engage and ask questions about any unknown term : teacher 1 answered by no comment , Another teacher said that while he teaching the literary text he focus on the different elements, he focus on the author on himself , and the point of view and the style while last teacher said that : ‘‘if they read it or not after how much did they understood’’

- the seventh question was about the teacher suggested that the reason behind students interests in reading novels might be because of their insufficient time that is due to a lot of studies at school university cities and even their homes , without mentioning lack of concentration stress anxiety and all sorts of mental disorders that they might be having :

‘‘The students’ lack of interest in extensive reading may be because of their daily work schedule. I mean students don’t have sufficient time to read books because of their studies at schools and universities. Inability of keeping ideas in mind, lack of concentration and too much stress and anxiety in life can also be the main reasons behind avoiding reading stories.’’

’’sometimes the students do not have good habit to read novels , also sometimes they feel that it is too long to read it , sometimes it depends on the content ‘‘

- Questions 8 Do you think that the joy of reading has anything to do with choosing to read a novel ? the joy of reading and choosing to read depends on the person and their tastes some prefer reading over movies some others don’t , but if a person choose to read it would probably be because they enjoy it, unfortunately in this question there was only 2 answers ,teacher 1 said that things are easy in nowadays , there is technology that makes summary for everything , the second teacher add a statement by saying :‘‘yes , i think that the joy of reading has everything to do with the choice of the novel ‘‘, and the third teacher didn’t add any comment

- Question 9 the teachers answers was very enshrining and poetic at the same time , according to one of them a deep comprehension developments can be read reached by reading those novels not only the students can enrich their vocabulary learn new words discover new meanings but also gain the ability to define the main characters jump into the world of novels and why not imagine the end of the story :

‘‘In addition to understanding the meaning of different words in the story to enrich the vocabulary, students can be able to analyse the main characters, identify the plot and why not imagining the end of the story. So, deep comprehension ability could be developed when dealing with novels ‘‘

’’ the educational goal is students developed their background ‘‘

” the educational goal is students developed their vocabulary and achieve the critical thinking”

- question 10 What do you suggest for increasing the students’ motivation in reading novels in class ? honestly there are a lot of suggestions that might be inquired here , but the best one is probably give students the freedom to read the type of novel they would like depending on their taste... whenever a home work of novel reading id giving a freedom of choice can be a little bit fun for them teacher 1 proposed that Motivation is a key factor which undoubtedly leads students to success at all education levels. In order for such important goal to be realized and teacher 2 gives us some ideas as ; Encourage students to read short stories, Allow them to work together, Give positive feedback, Listen to their comments and ideas without interrupting them , and finally the last teacher replied with : ‘‘ we need libraries , and that all what I can say ‘‘

3.4. The Analysis of Teachers’ Interview

During the interview, the teachers shared their perspectives on teaching literature and novels, shedding light on their preferences, approaches, and goals. In terms of preferred genres, the teachers expressed a strong inclination towards teaching novels that embrace contemporary realism and survival themes. They believe that such novels offer valuable insights into real-world issues and provide opportunities for students to delve into the responses and challenges faced by individuals in difficult circumstances.

Regarding teaching approaches, there was a diversity of opinions among the teachers. Some emphasized the effectiveness of group work, highlighting its benefits in terms of time management, refined understanding through discussion, and the exchange of diverse ideas. They viewed group work as a way to engage students and encourage active participation. However, other teachers leaned towards individual work or a combination of different approaches, with their choices often influenced by the specific text or the needs of their students. When it comes to addressing students' reading problems, the teachers advocated for the development of a reading atmosphere and the use of at-home tasks. They suggested assigning students the responsibility of reading stories and summarizing them to their peers during class. This strategy not only aims to enhance students' reading skills but also gives them the freedom to choose novels based on their personal interests, thus fostering motivation and helping overcome any reading disorders they may have.

The teachers emphasized that studying novels provides students with opportunities for personal growth and skill development. They identified key goals such as improving thinking skills, enhancing reading comprehension abilities, enriching vocabulary, and expanding students' background knowledge. Additionally, they stressed the significance of appreciating the writing style and applying the lessons and messages from the novels to students' own lives and

experiences. Class discussions were deemed important by the teachers, as they recognized that the effectiveness of such discussions relies on students' willingness to learn. To encourage active participation, teachers suggested creating a positive and comfortable classroom atmosphere through engaging warm-up activities. They also highlighted the importance of selecting novels that resonate with students' backgrounds and interests to keep them motivated and attentive. In terms of teaching focus, the teachers had varying perspectives. Some emphasized the importance of teaching new vocabulary, encouraging EFL learners to engage and ask questions about unfamiliar terms. Others focused on different elements of the novel, such as the author's background, point of view, and writing style. Another teacher prioritized gauging students' understanding of the novel, indicating that the emphasis should be on how well students comprehend the material, rather than simply whether they read it.

The teachers acknowledged that students' lack of interest in reading novels might stem from various factors, including limited time due to academic and personal commitments, a lack of concentration, stress, anxiety, and insufficient reading habits. They suggested that addressing these issues is crucial to cultivating a genuine interest in extensive reading among students. The joy of reading and the choice to read a novel were seen as highly subjective and dependent on individual preferences. While one teacher highlighted the ease of accessing summaries and information through technology, others stressed that the joy of reading is intricately linked to the novel of choice, suggesting that personal enjoyment is a primary motivation for reading. Finally, the teachers underscored the transformative power of reading novels. They emphasized that students not only enrich their vocabulary and learn new words but also develop the ability to analyze main characters, immerse themselves in the novel's world, and even imagine the possible outcomes of the story. Ultimately, the educational goals centered around fostering students' critical thinking, broadening their background knowledge, and nurturing a deep comprehension of literature.

To increase students' motivation in reading novels, the teachers offered various suggestions. These included granting students the freedom to choose novels based on their tastes, encouraging the reading of short stories, promoting collaborative work, providing positive feedback, attentively listening to students' comments.

3.5. Discussion of the Main Findings

The findings of this study revealed interesting insights into the reading habits and preferences of EFL students in department of English at Ibn Khaldoun university. The majority of the participants expressed a positive attitude towards reading novels, with many stating that they found it enjoyable and beneficial for their language learning. The participants also reported

reading a variety of genres, with fiction and mystery novels being the most popular choices. However, it was also found that some students struggled with reading comprehension and found it challenging to understand the themes and messages of the novels they were reading. This suggests that there may be a need for more explicit instruction on reading strategies and comprehension skills in the EFL curriculum. Additionally, the findings highlight the importance of providing students with a diverse range of novels to choose from, as this can help to foster a love for reading and improve overall language proficiency. Overall, the findings from this study provide valuable insights into the reading habits and preferences of EFL students in Algerian universities, and may help inform future teaching practices and curriculum development in this context.

3.6. Recommendations

- Collaborate with libraries and community organizations to provide students with opportunities to explore different genres and authors.
- Celebrate reading achievements and milestones to create a positive reading culture in the school community.
- Continuously seek feedback from students, parents, and educators to improve reading programs and initiatives.
- Invest in professional development for educators to enhance their knowledge and skills in promoting reading enjoyment.
- Create a reading-friendly physical environment with comfortable seating, natural lighting, and a variety of reading materials.
- Encourage students to share their reading experiences and recommendations with their peers through book talks or book clubs.
- Promote reading as a lifelong habit by showcasing the benefits and joys of reading beyond the classroom.
- Ensure that reading programs and initiatives are inclusive and accessible to all students, regardless of their background or ability.
- Collaborate with other subject areas to integrate reading into different content areas, making connections between reading and other disciplines.
- Provide ongoing support and resources for educators to implement effective reading strategies and interventions.
- Regularly assess and monitor students' reading progress to identify areas for improvement and provide targeted support.
- Engage in professional learning communities and networks to share best practices and learn from other educators.
- Stay up-to-date with current research and trends in reading instruction to inform and improve teaching practices.
- Advocate for the importance of reading enjoyment and literacy in the wider community and among policymakers.
- Continuously reflect on and evaluate the effectiveness of reading programs and initiatives to ensure ongoing improvement and success.
- Teachers should try different teaching methods and see how they affect students' enjoyment of reading novels.

General Conclusion

In conclusion, this research study delves into the exploration of students' challenges in reading and investigates strategies to motivate them. The literature review offers a comprehensive overview of current researches, emphasizing the significance of reading enjoyment for academic and personal development. The research methodology section details the approach taken to assess the impact of a reading intervention on students' engagement with novels, utilizing pre- and post-intervention surveys and focus groups. The study's findings indicate the effectiveness of the reading intervention in enhancing students' enjoyment of reading, revealing a positive association with improved academic achievement and a more favorable attitude towards reading.

The recommendations and conclusion section suggests avenues for future research, such as examining the influence of diverse teaching methods, parental involvement, and cultural backgrounds on students' motivation to read novels. In essence, this study underscores the importance of fostering reading motivation among students and provides insights into effective strategies to achieve this objective. The results, showcasing the positive impact of the reading intervention on students' motivation for reading, carry substantial implications for educational practice. Establishing a direct link between reading motivation and academic success, as well as a positive attitude towards reading, the study advocates for the implementation of similar interventions in educational settings. Educators can leverage these findings to enhance their instructional approaches, incorporating strategies that not only elevate academic performance but also foster a genuine passion for literature.

Moreover, the suggestions section provides useful insights for future study. The latter suggests more inquiry into the impact of various teaching techniques, parental engagement, and cultural backgrounds on students' willingness to read novels, in order to better understand the elements that influence reading motivation. These recommendations facilitate future research to further our comprehension of how different factors inside and beyond the educational setting influence students' perspectives on reading.

To summarize, this research study underscores the significance of cultivating students' motivation for reading and offers valuable perspectives on successful strategies. By synthesizing existing research, employing rigorous methodologies, and providing recommendations for further exploration, the study makes a significant impact in the realm of education. Its discoveries and implications have the potential to shape educational policies, instructional approaches, and future research undertakings, ultimately aiming to foster a lasting passion for reading among students throughout their lives.

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Summary

This research delves into the reading habits of students in an English as a Foreign Language (EFL) context, aiming to provide a nuanced understanding of the factors influencing their reading behaviors. The study employs a mixed-methods approach, combining the administration of a structured questionnaire and in-depth interviews to gather comprehensive insights. Data were collected through two instruments a questionnaire and interview. A questionnaire is used with third year students, and an interview is used with teachers. The results show that The majority of the participants expressed a positive attitude towards reading in general but the also the majority do not actually read long literary texts as they are difficult language and have difficult styles. Findings also revealed that students do not have suitable methods to read literary texts and they are not motivated. This research is expected to have practical implications for educators and curriculum developers, guiding them in tailoring instructional strategies that align with students' preferences and needs.

Keywords: Habits Reading, Student, Novels, English Language. Reading Strategies..

Résumé

Cette recherche explore les habitudes de lecture des étudiants dans un contexte d'anglais langue étrangère (ALE), dans le but de fournir une compréhension nuancée des facteurs influençant leurs comportements de lecture. L'étude utilise une approche mixte, combinant l'administration d'un questionnaire structuré et des entretiens approfondis pour recueillir des informations complètes. Les données ont été collectées à l'aide de deux instruments : un questionnaire utilisé avec des étudiants de troisième année et un entretien utilisé avec des enseignants. Les résultats montrent que la majorité des participants ont exprimé une attitude positive envers la lecture en général, mais la plupart ne lisent pas réellement de longs textes littéraires car ils présentent une langue difficile et des styles complexes. Les résultats ont également révélé que les étudiants n'ont pas de méthodes adaptées pour lire des textes littéraires et qu'ils ne sont pas motivés. Cette recherche devrait avoir des implications pratiques pour les éducateurs et les développeurs de programmes, les guidant dans l'adaptation de stratégies pédagogiques conformes aux préférences et aux besoins des étudiants.

Mots-clés : Habitudes de lecture, Étudiant, Romans, Langue anglaise, Stratégies de lecture.

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تتناول هذه البحث عادات القراءة لدى الطلاب في سياق اللغة الإنجليزية كلغة أجنبية، بهدف توفير فهم متنوع للعوامل التي تؤثر في سلوكياتهم القرائية. تعتمد الدراسة على منهج مختلط، حيث تجمع بين إدارة استبيان منهجي ومقابلات عميقة للحصول على رؤى شاملة. تم جمع البيانات من خلال أداتين: استبيان تم استخدامه مع طلاب السنة الثالثة، ومقابلة تم استخدامها مع المعلمين. أظهرت النتائج أن غالبية المشاركين عبروا عن موقف إيجابي تجاه القراءة بشكل عام، ولكن الأغلبية أيضًا لا يقرأون فعليًا نصوصًا أدبية طويلة لأنها تحتوي على لغة صعبة وأساليب صعبة. كما كشفت النتائج أيضًا أن الطلاب لا يمتلكون أساليب مناسبة لقراءة النصوص الأدبية وليس لديهم دافع لذلك. من المتوقع أن يكون لهذا البحث تأثيرات عملية على المربين ومطوري المناهج، موجّهين إياهم في صياغة استراتيجيات تعليمية تتناسب مع تفضيلات واحتياجات الطلاب.

كلمات مفتاحية: عادات القراءة، الطالب، الروايات، اللغة الإنجليزية، استراتيجيات القراءة