Exploring the Culture of Enjoying Reading Literary Texts
The Case of English Students at Ibn Khaldoun University

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Dedication

I dedicate this work to my tender mother and my patient sister and my family in general who gave me strong hope to finish this dissertation.

Akcnowledgemnt

First of all countless praise to Allah Almighty for blessing me with the power .
Second I am deeply thankful for a number of people for helping me make the
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gave me love , support that helped me doing this research study.

Abstract:

This study was intended to uncover the difficulties and issues that EFL student face in developing the culture or habit of reading.Thanks to interests in the context of English as a foreign language is the reason for the decline of most students Interest in reading literature, For this purpose, the study is To investigate the situation, this study used the questionnaire with 100 english students from the department of English at Ibn Khaldoun University. The data were subsequently analyzed and interpreted qualitatively and quantitatively. based on the total Finding, it seems that there is a relationship between students' lack of interest in reading literary text and current teaching learning practices for reading in particular and English literary texts in general. In the end, some Pedagogical considerations have been proposed in relation to curricula, teaching Learning approach and goals, adopting the text as a condition and an essential member of dealing with students'weak points.

Key words: Teatching reading, literary text, problems, reading strategies, culture of reading,

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List of Abbreviation

EFL: English as a Foreign Language.

CBA: Competency Based Approach.

LMD: Licence. Master .

TL : Target Langauge.

SSR : Sustaimed Silent reading

General Introduction

General Introduction

Reading is considered as an essential tool for success, not just for students, but also for lifelong development of humanity.However, the reading habit of students is believed to be undergoing a decline because of the technological changes.Hence, this research is an attempt to investigate the amount of the students' reading at university level and the reasons that hinder EFL readers from being motivated. So, it tries to identify the role of teachers in the reading course and their methods in teaching that skill.Students at university are required to read in order to fulfill academic activities and acquire knowledge. However, reading frequency varies from one student to another depending on some factors. The major one is motivation since it is the impulse that leads them to effective reading

To achieve the objectives of the study, the researcher used a descriptive research dealing with ELT students in the university of Ibn Khaldoun,Tiaret. This study will gather data from students' questionnaire. Thus, the results of the collected data from these research instruments will be analysed qualitatively and quantitatively.

What are the obstacles and difficulties that English language students face in getting used to reading the literary text ?

What should be done to help students develop a culture of reading?

To answer the above questions, some initial hypotheses have been formulated:

1- It appears that the majority of English language students are not interested in reading in general and literary text in particular, and therefore they have developed a culture of passive reading.

2- The development of a culture of reading among students is not only the responsibility of the students, but the responsibility of the participation of teachers and parents as well.As a modern science, students are introduced to and empowered in the world of literature in all years, and the method of ordinary or

innovative literature teachers to distinguish between the two strategies in teaching literary text, as evidence of complementarity and attractiveness.University student in content is appreciation and listening, and it is Most important is to establish understanding, interpretation, and meaning in literary works and this simple action is why:Determine the refutation of five-year students to read literary textsBased on this be able to; Highlight some basics and applications Effective education that can help college students do just that It is evident that to achieve these goals a pilot study was conducted for a sample of 50 students from the first to second year of master's degree from the Department of English in Tiaret, the Language Studies Unit of Ibn Khaldun University.

The research tool is a survey (questionnaire),it is used to determine the research methodology. The structure of the study is divided into three chapters:

The first chapter is structured around two main parts and five elements to emphasize; The first relates to what reading and definition means in reading a literary text more than the types of reading a literary text from the second part which explains the purpose of reading a literary text and also the second element its importance and ultimately the advantages of literary reading.

The second chapter aims to provide a clear description of the state of English language teaching at the university as well as the objectives of reading teaching at the university. Besides, it generally deals with the methodologies by which this study operates and the analysis of the data to be conducted, how to do it and for whom. Student collection and questionnaire and observation. On the other hand, it interprets the data and also introduces hybrid methods.

The final chapter represents data analysis and interpretation. It presents the main findings on the one hand, it is devoted to recommendations on the other hand in identifying ways to support students and give motivation to read the literary text.

Chapter I

Literature Review

Chapter I   LiteratureReview

Introduction:

This chapter focusses on literature review that would be as following details: the reality and the truth about nature of what literature is, and its types in different chapes and also the all kind purposes and the two relationships one ;of literature and English language teaching and learning (ELT), than two: relationship between literature and reading to read literary text. To conclude with a review on advantages of reading literary texts

Chapter I   LiteratureReview

I. 1. Definition of reading

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to perceive written symbols (letters, punctuation marks, and spaces) and we use our brain to transform them into words, sentences, and paragraphs that tell us something. and provides meaningful and understandable verbal input, which aids in unconscious language acquisition. Grabe (2002: 9) defines reading as the ability to extract information from a written page and interpret it effectively. Then, according to Anderson (2003:68), reading is a process of combining information from a text with the reader's prior knowledge to derive meaning. it can be quiet (in our head) or loud (so other people can hear), reading in silence / reading on one's own Sustained silent reading (SSR), often known as independent reading, is another technique employed by literature teachers to help students acquire lifetime literary skills, most language teachers confirm that reading aloud is helpful for students learning literature more than silent or independent reading (Freeman 1992).In addition; Freeman (1992) explains that:Reading aloud in school is not a frill. Go out of your way to make each book a special experience for your students. Allow them to live literature, to become so involved in a story that they become a part of it. It could change their lives. (p.10).

I.2.Three Stages in Reading:

The challenge of reading literature Duncan and paran's (2018) Ur, 1999, p. 198 offers general knowledge:

I.2.1. Literal recognition:

The first is the information that is being presented on the page for all to read. This stage is called literal recognition because it just involves drawing literal meaning from the words of the writer.

I.2.2. Interpretative recognition :

The second stage is reading between the lines, that is, inferring what the author is trying to convey through the text. This is called interpretative recognition. It involves understanding what the writer means, that is, the writer's interpretation of the text.

I.2.3. Connective recognition

The final stage is going beyond the text and generating new and creative thoughts based on the reader's previous knowledge, learning and experience. This is called connective recognition. It results in generating new ideas, solutions, looking at things with a new perspective or a change of views. Plus information reader must follow the next:

Read: Read the material twice. Read the first time without making notes. Also compare the diagrams and illustrations with the written text. Re-read ports that ore not clear. This may reduce your speed of reading a bit though. On your second reading, start to toke notes, look for important details, supporting evidence and examples.

Recall: Try to recall what you have read by closing the book and making notes of what you remember of the book. Recalling will help the reader to commit them to long-term memory. You must recall at regular intervals to check your understanding of the material.

Review: Check to see that you hove answered all the questions you wrote down at the beginning. Note down any other point that you think is important.

I.3. Types of reading:

We will now look at each in detail :

A debate has been rife in the UK over the past few years as to how best to teach children to read, which culminated in an Independent Review of the Teaching of Early. Reading (DfES, 2006) led by Jim Rose in 2005. Although this review recommended that children are taught synthetic phonics at the first instance, it also placed phonics teaching firmly within a language-rich framework that fosters positive attitudes towards reading and a love of books.

Unfortunately, this context was lost in the subsequent press coverage. It therefore seemed important to the National Literacy Trust to collect evidence that furthers our understanding of the value of reading for pleasure and to provide information that will enable parents, teachers and policymakers to promote reading motivation and wider reading. Indirectly, the aim was also to challenge the view that reading for pleasure is a "cuddly" activity that some people like to indulge in but that is essentially without further merit. It is important to note that the research described in this paper relates mostly to children. This focus has been deliberate. The National Literacy Trust is dedicated to building a literate nation and stresses the importance of reading for pleasure as one way to advance literacy attainment in children. What do we mean by "reading for pleasure?

I.3.1. reading for pleasure;

Many believe that about 99 percent of teaching is making the learner feel interested Van Lier, 1996.p.12 with regard to karshen's affective filter hypothesis (Richards & Rodgers,2001.p.183) reading literature however stress because it is written to be read for pleasure Although we use the phrase frequently and liberally in everyday or even our working life, it is surprisingly hard to define. Reading for pleasure refers to reading that we to do of our own free will anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else's request we continue because we are interested in it. It typically involves materials that reflect our own choice, at a timeand place that suits us. According to Nell (1988), reading for pleasure is a form of play that allows us to experience other worlds and roles in our imagination. Holden (2004) also conceived of reading as a "creative activity" that is far removed from the passive pursuit it is frequently perceived to be. Others have described reading for pleasure as a hermeneutic, interpretative activity, which is shaped by the reader's expectations and experiences as well as by the social contexts in which it takes place (e.g. Graff, 1992). But reading for pleasure is so much more than just a form of play or escapism – it is also a way of connecting with text.According to Pullman (2004), writing on thefeatures that make reading pleasurable: Consider the nature of what happens when we read a book…. It isn't like a lecture: it's like a conversation. There's a back-and-forthness about it. The book proposes, the reader questions, the book responds, the reader considers. And we are active about the process… We can skim or we can read it slowly; we can read every word, or we can skip long passages; we can read it in the order it presents itself, or we can read it in any order we please; we can look at the last page first, or decide to wait for it; we can put the book down and… we can assent or we can disagree. Research

from the Organisation for Economic Co-operation and Development (OECD, 2002) showed that reading enjoyment is more important for children's educational success than their family's socio-economic status. Reading for pleasure Although the cornerstone for lifelong reading is laid in the early years, we also know that it is never too late to start reading for pleasure (Sheldrick-Ross, McKechnie & Rothbauer, 2005). Given the importance of reading to personal well-being and development, it is comforting to note that it is a popular activity in the UK. In 2005, we bought 218m books (Nielsen Bookscan, 2006). Indeed, there is evidence that the market is growing fast. Figures by Book Marketing Limited (2000) show that books sales have risen by 30% since the mid 1990s and that fiction and non-fiction together are read in 90% of the nation's households. A 2006 BBC survey of 4000 adults on reading habits in the UK showed that 82% of adults enjoyed reading. Reading was rated as more important than sex (well, for women at least) and watching TV but lagged behind spending time with friends and family, and listening to music. If we already seem to love reading, then why focus on reading for pleasure? Most research activities and policy developments have primarily focused on the cognitive aspects of reading, such as word recognition and comprehension. However, it has become increasingly apparent that purely cognitive accounts of reading are incomplete − just because someone is able to read does not mean that he or she will choose to do so. This is especially true with students who are thought to be at risk of reading failure (Snow, Burns & Griffin, 1998). Children who read very little do not have the benefits that come with reading (see below), and studies show that when struggling readers are not motivated to read, their opportunities to learn decrease significantly (e.g. Baker, Dreher and Guthrie, 2000). This can lead to strong negative feelings about reading and create a vicious circle in which poor readers remain poor readers (Juel, 1988). According to Alvermann (2001, p. 680) ,"the possibility that as a culture we are

making struggling readers out of some adolescents who for any number of reasons have turned their backs on a version of literacy called school literacy is a sobering thought". Furthermore, research is accumulating that suggests that a growing number of young people do not read for pleasure. Similarly, a number of studies have shown that boys enjoy reading less and therefore read less than girls (e.g. Clark & Foster, 2005), while children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes (e.g. Clark & Akerman, 2006).   As already mentioned above, comparatively few studies have focused on reading for pleasure or its derivates.

I.3.2. Perceptive reading;

Perceptive reading is focused on bottom-processing. In other words, if a teacher is trying to assess this type of reading they simply want to know if the student can read or not. The ability to understand or comprehend the text is not the primary goal at this.

I.3.3. Selective reading :

Additionally, Mart (2017) confirmed the positive impact of using authentic literary text materials versus simplified texts on promoting learners' general language proficiencies, Selective reading involves looking a reader's ability to recognize grammar, discourse features, etc. This is done with brief paragraphs and short reading passages. Assessment involves standard assessment items such as multiple-choice, short answer, true/false, etc.In order to be successful at this leve, the student needs to use both bottom-up and top-down processing. Charts and graphs can also be employed.

I.3.4. Interactive reading;

Leu and Kinzer (1987: 9) reading is development, interactive, and global Interactive reading involves deriving meaning from the text. This places even more emphasis on top-down processing. Readings are often chosen from genres that employ implied main ideas rather than stated. The readings are also more authentic in nature and can include announcements, directions, recipes, etc. Students who lack background knowledge will struggle with this type of reading regardless of their language ability. In addition, inability to think critically will impair performance even if the student can read the text.

I.3.5. Extensive reading;

Learner autonomy is not about total control over the learning situation but rather 'the capacity or ability to learn independently' (Holec, 1981 cited in Sinclair, 1996, p. 140), which may be developed by promoting extensive reading. Brumfit (1985) stated that reading is 'the most autonomous and individualisable ability in language work' (p. 105) Many researchers stressed the importance of including extensive reading particularly in EFL contexts as Nuttall (1982) depicts "The best way to improve your knowledge of a foreign language is to go and live among the speakers. The next best way is to read extensively." (p.168)

Extensive Reading can be defined as a casual reading performed for pleasure or gaining general understanding on a topic when the students are engrossed in a book, magazine or newspaper. In this approach students read long texts and refer to various supporting study material, only to enjoy the reading and gaining a better understanding of the concept. That is why, for extensive reading, the readers look for easy, interesting and amusing books, so as to improve their reading fluency and speed as well. The text is comparatively simple, containing a few unfamiliar words.

The individual can select the book or material of his choice, on the topic that matches their interest. Further, there is no follow-up discussion to be held in the class for what the students have learnt during their reading. Extensive Reading is just to encourage the habit of reading in students for pleasure and make them a voracious reader. Hence, it does not really matter as to whether the reader understands each word written in the text or not, to get the basic concept of the passage. In addition to this, the extensive reading method gives an opportunity to the students to read lots of material, which they select for themselves according to their reading speed and capability.

I.3.6. Intensive Reading:

Zhenyu (1997:40) states that: "Intensive reading as its name suggests, requires students to read a passage (often called a text) very carefully and in great detail." Intensive Reading can be understood as the reading method which requires intimate study of a text with the objective of getting its literary or linguistic meaning. The readers are supposed to read the text with concentration and due care, in detail, as it has certain learning aims and tasks. Basically, it is the in-depth reading of a comparatively shorter piece of reading material, to gain complete knowledge from it. It aims at identifying the answers to the questions of reading comprehension. Moreover, it can be used for the purpose of skimming and scanning, and the concatenation of the sentences. It involves an analysis of the text by the deconstruction of the sentences and looking over each word, phrase and collocation which is not understandable with an aim of extracting the essence and meaning of the text as much as possible and learn the grammar and syntax rules. Further, the goals of intensive reading include understanding the gist and subject matter of the text, improving grammar and vocabulary, and understanding the thought of the

author behind the text. The main focus of the learner is on the language used, rather than the text.

I.3.7. The difference between extensive and intensive reading

In extensive reading the reader reads multiple books, newspaper, magazines etc. to get a general understanding of the topic of their interest. Conversely, Intensive reading is concerned with classroom learning, wherein the student is compelled to read some text as many times as required to deeply understand the topic.

Extensive Reading is a supplementary reading which is concerned with decoding of the written material. On the other hand, intensive reading is comprehensive in nature, as it involves comprehension of the written text.Extensive reading is reading for fun, entertainment and pleasure, as well as to gain a basic understanding of something. However, the primary focus of intensive reading is to understand the literal meaning of the text being read.

Extensive reading involves a reading of novels, journals, newspaper and magazines. As against, intensive reading is all about textbook reading.As the topic is chosen by the teacher in case of intensive reading, it may not be appropriate as per the student's interest. On the contrary, in extensive reading, the students are free to choose the material they want to read.Extensive reading is concerned with reading different books and other study material based on a similar concept or idea. In contrast, intensive reading involves reading the given material, again and again, to understand it in full.

In extensive reading, readers are not supposed to use a dictionary, as understanding each and every word contained in the material is not vital. As opposed, in intensive reading readers have to use the dictionary, to understand the

meaning of every single word which is unfamiliar to them.While extensive reading is important for improving the reading speed and fluency of the reader, intensive reading develops critical thinking, analytical skills in the reader, along with improving reading skills, vocabulary and grammatical knowledge.In a nutshell, extensive reading is mainly used when an overall or superficial knowledge is required on a subject, as no focus is made on the detailed study. On the other hand, intensive reading is used where due attention is required, to learn specific details about the topic or subject under study.

I.4. Purpose of Reading :

The aim of foreign language teaching was to enable the pupils to read literature (smith.1984 p 275) According to Grabe (2002: 15) that there are seven of purpose for reading such as:

➢ Reading to search for simple information (typically scan the text for a specific piece of information or specific word .

➢ Reading to skim quickly (guessing where important information might be in the text.

➢ Reading to learn from texts (person needs to learn a considerable amount of Information from text.

➢ Reading to integrate information (require critical evaluation of the information.

➢ Being read so that the reader can decide what information to integrate)

➢ Reading to write (or search for information needed for writing

➢ Reading to critique texts

➢ Reading for generalcomprehension

➢ Before actually beginning to read, it is important to know the purpose of reading, that is, why the reading is being done. Knowing the purpose greatly

enhances the effectiveness of the reading. Also, knowledge of the purpose can help one adopt a style of reading best suited for the purpose.

I.5 Reading for general comprehension

- To be More specific people read ,for,
- Pleasure and enjoyment
- Practical application
- To obtain an overview
- To locale specific information
- To identify the central idea or theme
- To develop a detailed and critical understanding

(1) Pleasure and enjoyment: This is probably the best reason to read anything. You have chosen the material for the purpose of enjoying yourself. Reading entertains you, even relaxes you.

However, this will rarely be the purpose behind the reading one needs to do for academic purposes.

(2) Practical application: Here the purpose is to gain information that you can apply or use in a practical situation. Books such as laboratory manuals, computer manuals, instruction booklets and recipe books are all texts that you would consult with the purpose of gaining specific information.

(3) To get an overview: The point here is to get a general feel for the material, to determine whether it is relevant, useful, up·to-date, and to get a sense of how the topic is treated by the author. This is likely to be the main purpose behind your reading when:

• You are given an extensive reading list for an assignment.

• You are doing initial library research for an essay, tutorial, research report or similar assignments.

READ Poor Listening Habits

• You need to decide which texts are most relevant or useful for your assignment.

(4) To locate specific information: Sometimes you know what you are looking for but do not know exactly where to find it. For example, you might be looking for any of the following:

- A specificquotation
- Evidence to support a particular argument
- Details about a specific person or event
- A map
- A diagram
- A statistic or table of statistics

To find this sort of information might mean that you have to consult several books or sources. In these circumstances, you will be reading with the aim of zeroing in on the information you are looking for.

(5) To identify the central idea of theme: The purpose here is to extract the essence of what the written material is trying to convey. For example, you might want to identify the major finding in an experimental article in a journal, or the core issue of a discussion paper.

(6) To develop a detailed and critical understanding: On many occasions, you will need to master fully the material in a book, journal article or manual so

that you can evaluate its arguments, perspective, and/or evidence. This willrequireyouto:

- Read the materialthoroughly.

- Make effective and relevant notes.

- Keep an open mind by being aware of your own ideas and opinions regarding the issues involved.

I.6. The importance of reading :

Duncan and paran's (2017) findings Stated that a large majority of teachers and students in their focus groups believed that using literature increased their motivation and felt that it was beneficial to language acquisition The ability to enhance and enhance creativity and critical thinking abilities Among the educated is another important contribution to literature. These abilities, albeit more prominent in Literature is "more common and routine in the use of language than is sometimes assumed" (Carter, 1996, p. 12).

Literature may encourage emotional states such as "liberal, moral and humanistic attitudes in general [...] respect for imagination and intellect [...] respect for literary and cultural traditions' (Burke & Brumfit, 1986, p. 171) Most importantly, "imaginatively engaging in literature enables learners to shift the focus of their attention." Beyond the mechanical aspects of the foreign language system' (Collie & Slater, 1987, p.5). And therefore, Including literary texts in the English language is critical because literature develops many 21st century skills It emphasizes language learning methodology, such as creativity and critical thinking.

I.6.1. Exercising your mind

One of the advantages of reading is that it engages various parts of your brain. When you read, you exercise your comprehension abilities and your analytical abilities. It fires up your imagination and stimulates the memory centers of your mind. It helps recall information as well as stabilize your emotions.The importance of a reading habit is that it strengthens mental muscles. Reading is one of the best mental workouts there is. It's been found that regular mental stimulation can slow down and possibly even prevent diseases like Alzheimer's and dementia. Reading keeps the mind agile and young.The role of reading skills in communication Swedish-American writer Frans Johansson, in his book The Medici Effect, explains how creativity is intersectional. Ideas born in one medium and industry can be used as inspiration for others.Reading and writing work in similar ways. Reading improves your writing style and flow. Writers learn to perfect their craft by taking inspiration from other writers. It's impossible to be a good writer if you don't read. Acclaimed author Stephen King is said to carry a book with him wherever he goes. He even reads while eating.Another vital role of reading skills in communication is perfecting your oratory skills. Reading teaches you new words and perspectives. It helps strengthen language and sharpens sentence structure. It gives you a better command over the language. All of these are critical to being a good speaker.

I.6.2.Finding yourself

Books work as portals to newer worlds. They have the potential to broaden your perspective, shape your attitude towards others and life, and open you up to new ways of thinking about everyday life.One of the several advantages of reading is that it helps shape your identity. When you read, you decide who you want to become. You borrow bits from fictional characters you hold dear. For example,

reading Sherlock Holmes can inspire you to become a detective or simply become more observant and analytical.

I.6.3.Becoming a well-read individual

Well-read individuals are held in awe. The words "well-read" are often used to denote a learned individual, full of wisdom.,Before the internet, books were the only sources of information and knowledge. Books contain the collective wisdom of our times. The more you read, the more you will learn about the world and the people in it. One of the great benefits of reading is that it helps you evolve your understanding of the world.

I.6.4.Keeping calm and entertained

Books can be a perfect escape from reality. They can cheer you up when you're down, motivate you when you're sad, and even keep you company when everybody else is busy.One of the benefits of reading is that it relaxes your mind and body. You recharge your energy levels much faster when you read. Reading is the best way to end the day on a calm note. It may even help you fall asleep much faster.

I.7 Advantage of Reading Literary text;

"Books are the ultimate Dumpees: put them down and they'll wait for you forever; pay attention to them and they always love you back."– John Green Whathappened to literary fiction?

Reality television, Instagram, Snapchat, and Facebook have taken all our time away from where our hearts once begged to be – in the middle of an incredible story. We fervently turned each page while missing breakfast, lunch, and sometimes even dinner just to see what would happen next. Now it's hard for us to

even open a book. Maybe it's our attention span. Recent research showed that the average human attention span has decreased from 12 seconds in 2000, to eight seconds. We can't sit still enough to read books. Instead, we pick up a book only to then take out our phones and endlessly scroll. When we stop scrolling, we forget why we picked up the book in the first place. We've forgotten the special memories that come from reading literary fiction: when we stayed in bed on a beautiful day just to finish a book, went late to class because of a chapter that just had to be finished, and the moments we escaped from our unsettling moods to jump into an unexpected journey. The beautiful stories that lie in literary fiction are awaiting us; we just need to realize that they never left. It starts with understanding the reasons we should starting picking up great literary fiction books again. To give you the motivation to lose yourself in a beautiful story once again, here are seven adventages of reading literary fiction:

1. Amplifies your creativity;

2. Your imagination thrives off art. Literary fiction is an awe-inspiring example of art because it allows significant room for interpretation. Simply put: You're given a direction, but you create the path. With expanded creativity, you find new ideas that can take any project to the next level.

3. Discover your hero;

In most fiction stories, there's a protagonist who overcomes obstacles against all odds to become a hero. In fact, these stories enable us to feel like we're experiencing the journey in the shoes of the characters. As a result, they give us the courage to become our own heroes whether that means helping our family or chasing a startup vision. A 2011 study published in the Annual Review of Psychology, analyzing fMRI brain scans, showed that when participants read about

an experience, they exhibit stimulation within the same neurological regions as when they live through that experience themselves.

3. Helps you empathize;

. Empathy is one of the must-needed qualities for leaders and entrepreneurs. In 2013, an influential study published in Science found that reading literary fiction improved participants' results on tests that measured social perception and empathy. When we read stories, we're free from peer judgment when responding to what happens to the invented characters. Correspondingly, we tend to show more real emotion. This exhibit of emotion is not lost but retained and slowly worked into our everyday lives making us increasingly genuine.

4. Helps you find yourself;

Since our real emotions are clouded under peer pressure, we find ourselves not only discovering our true emotions when reading but wants and needs. When we read, the chains of social pressure are released, and we find ourselves looking at life in the perspective we've always believed to be true but hid from ourselves and others. This helps us realize our most important priorities including goals for success. It's time to set ourselves free.

5. Learn how to approach new obstacles;

As characters learn how to approach and overcome obstacles, they share that experience with us. So, when we face similar challenges in our lives we know how rise above these challenges already. Taking a new and more effective approach to the obstacles found in our everyday lives is powerful. Inspired by the famous work of Paulo Coelho's, The Alchemist, many people changed the way they perceive obstacles and the journey of life.

6. Learn to have superior focus;

. If we can sit down and work for a half hour, that's considered focused in today's ADD world. Now, we need to be hyper focused to achieve success and to create incredible works of art. There are countless focus-improving tools, but they don't mean much if we can't realize the benefits. We need to practice. It starts with reading, specifically literary fiction because it moves us in different directions. Unlike regular fiction books, literary fiction involves more ideas, prose, and emotion from the writer, tending to create a narrative with few bounds. Mainstream fiction is more clearly structured making it less beneficial because it's easier to concentrate, ride the ups and downs of the plot, and follow the protagonist with each page flip. If you can learn to focus while reading literary fiction books, then your productivity will never be chained to social media, texting, and negativity.

7. Gives you inner peace;

.Reading can give you a sense of calm in just minutes. A 2009 study by the University of Sussex showed that reading for six minutes can reduce stress levels by up to 68%. The best part is that literary fiction concentrates less on developing a plot, letting your mind wander and relax.

Conclusion:

This chapter presents the definition of reading according to various experts, types of reading and purposes of reading, this chapter gives an explication about importance of reading as well it's advantages. Reading is observed as one of way of life living it can save a lot of minds, the reading process of literally text should be systematic, should be wanted, it's like a nice exercise.

Chapter II

Situation Analysis and Research Design

Introduction:

This chapter presents and sheds light on the general situation of English language teaching in Algeria and on the teaching and learning of literary texts in the field of study concerned in particular. In this chapter, the methodology adopted in the current study is discussed Which includes the research design, the sample, the tools and its questionnaires Students and classroom observation. Then describe the search The methods used to analyze the results

II. 1. The culture of reading in Algeria :

Studies on reading habits among university students have gained much interest in recent years among university students due to the impact of Information Communication Technologies (ICTs). In his study of 113 students' reading behaviours, Liu (2005) found that most of the participants (83%) spent more time reading electronic texts. This electronic reading is characterized by browsing, skimming, and keywords spotting, in addition to selective reading. Unlike traditional reading, screen reading encourages non-linear reading i.e jumping from one site to another for the sake of getting a vast amount of information in a very short time. This new trend of reading creates a kind of non- continuous reading that impedes students' focus and disrupts deep reading (Liu, 2005).

In a similar vein, Hillesund (2010) investigated the reading behaviours of expert readers on both screen and paper, findings indicated that online reading brings new modes of reading like browsing, skimming, and ' bouncing'. Hillesund (2010) further explained that despite Web offers unprecedented freedom for readers through a myriad of hypertexts to choose their reading path, it creates a kind of discontinuous and fragmented reading. By contrast, the paper medium is wellsuited to practice sustained and continuous reading especially when reading scholarly papers (Hillesund, 2010).

Although previous studies have claimed that electronic reading hinders deep reading, a recent study of the reading habits in Morocco (Larhmaid, 2018) reveals that 98% of the participants reported increased attention and in-depth reading when reading electronic documents. Larhmaid (2018) has considered several explanations for this prolonged engagement in reading. She argues that subject disciplines like software and electronic engineering play a critical role in the mastery of the online reading skills that increase the frequent use of digital

resources by undergraduate students. According to her, another plausible explanation is the students' familiarity with digital media that is regarded as the key factor in sustaining attention and increasing deep reading. Nevertheless, this study has overlooked the length of electronic documents read by students which may affect negatively in maintaining continuous reading in an environment known of its distraction (Wolf, 2018)

II.2. The objectives of teaching

Reading literary text at university

To instill and inculcate the reading habit among student.

To enrich student vocabulary and language content.

To enhance student thinking skills.

II.3. Research Method

This study is purely descriptive in nature, as it seeks to find answers to real-world problems.Variables that already exist in our context Best and Kahn both clearly support this claim (2006)astheystate"analysisofpreviouseventsorpre-existing conditions"(p.133).That iscorrect. Why descriptive studies are important in education al research because they provid eawealth of knowledgea bout what happens in education in stitutions.One of them ost signify cant dvantages of descriptive studies is the collection of data.Without theres earcher inter feringo rchangingthecontextFurthermore,ineducational research,itis always preferable to begin with a descriptive exploratory study, which allows for a laterexperimental study to validate the findings. In this regard, the currentresearch represents thepreliminary foundation of the recurring constraints in teaching literary study courses, with the goal of recommending some use ful effectives trategies for

future experimental implications.As the main purpose of such type of research is to describe, explain and validate finding results. Thestudy will focus on EFL students at Tiaret University, with the researcher relying primarily on adescriptiveliterature review and the ore tical frame work. Back ground in the teaching of literature, principles and rationale fvarious reading strategies aime dat improving students' motivation and appreciation for reading literature books Then comes apractical description of both the English situation and the general structure of the context of thestudyintheEnglishdepartment.

II.3.1. Researchinstrument

In most cases, a survey is one of the most commonly used data collection techniques. In this case, a questionnairei same thod that consist so faseries of questions that are distributed to respondents in the form of aquestionnaire. Request that they be answered objectively and independently. Respondents respond voluntarily the question and return it to the researcher A well-designed questionnaire should consider the following factors (Kothari, 2006).

The general form: if respondents are asked the same questions with identical wording.

II.3.2. TheQuestinairedescription:

It s developed with a general aim to elicit students' present attitudes toward different literarygenres in general, their interest in reading literature as well as to express their needs and Preferences for a particular effective instructional strategy in reading English literature booksThe study's findings may address some barriers that prevent students from being actively involved in reading literature books. It may also specify some additional effective teaching techniques and materials for improved motivation.As well as the pleasure of reading literature books.

Thequestion (1.2.3) is deemed to get biographical data about the most activities they did every day.

The second item (question 4.5.6.) students were asked about the reasons of readingQuestion 4 and 5 were about student's attitude in reading, why and when they read.

Question 6 students performance.

The iam behind the question is to determine studentsacademic performance

Question7: students' motivesinreading.

The aim of this question is toun cover the reasons of students'And mean whil ededuce there as ons be hind beingless interested in reading.

The aim of three item (questions 8and 9and 10) is having a clear account on the culture of reading by our students and their reading habits.

Question 8 and 9 the purpose of this question is to know if the student sareifluenced by their class mates and their parents reading habits and if this act encourages them to read.

Question 11 is having purpose of this questionis to evaluate the negative and positive comments oftheparentsonthestudentsreadinghabit

Question12:Students'attitudetowardEnglishlittératurebooks

Theaimofthisquestionistoelicitstudents'appreciationforlitteraturebooksandtoeli citsomeexplanationforthis enjoyment.

Question(13.14) student'sreadinghabit.

This question tends to clarify how frequent is that reading habits.

Question15:themostthreeliteraturebooksarereader bystudents

Question16:

student'sfavoritebooksmostofthemmentionAlchemistasagoodbook.

II.4. Research procedures:

After selecting the appropriate research tool, the "Questionnaire", we conducted a field survey that was conducted on English language students in the undergraduate phase for the five years of Bachelor's degrees, where a group of 70 students was selected from each all levels,

at time of giving the reasearch paper in university of Ibn khaldoun tiart at 10 o'clock in the morning the procedure was successful where the 50 of students answered the questions in honest way where they tell us about the interests and the issue in the same time by this study that where given to them.

Research sample:

The research community included the five-year English language students at Ibn Khaldoun Tiaret University for the academic year 2021/2022, who numbered more than 70 students, including male and female students.

Research sample: The research sample included English language students for the school year 2021/2022, where 20 were excluded because the research was limited to a certain number of the research sample and they were informed in a deliberate manner by the research community.

II.5. Data collection and analysis:

it is based on the mixed approach which refers to the method in which quantitative research and qualitative research are combined in one research. The data is collected, analyzed and interpreted for both types in one study, and the goal of this merger lies in the desire to obtain a comprehensive picture of the problems to be studied and presented in a clear way.What does the mixed approach mean?

II.6. Mixed Approach:

The mixed approach relies on the quantitative and qualitative approaches, where the quantitative approach relies on (survey research, cross-sectional surveys, correlational and experimental research), while the qualitative approach relies on (articles, open questionnaires, observations, and focus groups).

Conclusion:

The second chapter is divided into two parts: the first attempts to contextualize the research within its field of study, and the second entails the use of the research method to imagine what actually occurs students in literary classrooms. When it comes to research tools,It gives a detailed description of each one as well as related goals for each one. It also demonstrates how all research instruments are described and will be analyzed using a combined qualitative and quantitative approach.

Chapter III

Data Analysis and Recommendation

Introduction

This final chapter focus on the anlysyis of data and provides the main findings then it presents the recommendation that help student and teachers in developing their literary text reading .

III. 1.Data collection and analysis :

Following data collecting, the researcher's next main activity is data analysis, which is used to develop the research's field work in order to support the study's hypotheses and questions. The researcher should use the following guidelines to ensure that the data analysis is relevant. According to the nature of his research, the researcher should use methodologies that are appropriate. To this goal, both qualitative and quantitative procedures, which determine both statistical and non-statistical data. And descriptive analysis, is significant for this descriptive study case to generate valid conclusions.

Question1: student every day Activities

The majorty 60% of student said that they watch TV as every day activities.

First choice	Second choice	Thirdchoice
30	10	10
60%	20%	20%

Table 3.1.students interests

Question.2: selecting top three activities and time spending of each preferred selection .

Theresault show that the majority of our respondents 56% chose the first choice while 22% shose the second choice and the rest chose the third .

Table3.2.three top favorite activities daily Time taking

Timespent	Timespent	timespent
28	11	11
56%	22%	22%

Question3: .student responds to reading

-As clearly seen in the table above, we observe the vaste majority 78% of our respondents haven't the habit of reading.

	Yes	No
Reading	11	39
	22%	78%

Table 3.3.student intereste in Reading

Question4: student chosse to read for having their own reasons

The bicharte represents that the most of respondents read to get informations, or just for the fun 80% .

because my parents encourage me to read	just for the fun	beacausei have to read for school	others
5	40	5	0
10%	80%	10%	0%

Table.3.4. student's reasons for reading

Question 5: the propabillty of students effectivence on performance by reading

-The results given show that their reading hindrance 30% to their academic performance.

to get information	itis a hoppy	to have fun
30%	5%	15%

Table3.5. reading effectivence on academic performance

Question 06: the most motivational contribution of student goes to specific members

-According to the results of respondents 31% are encouraged by their teachers.

	Yes	No
is your reading a hindrance to your academic performance	31%	19%

Table3.6 encouragement of people in general

Question7: classmates and friends habit of reading.

-the results show that 76% of our respondent's family doesn't read often.

	parents or guardian	freinds and teachers
which of the following people seems to encourage you when it comes to reading ingeneral	76%	24%

Table3.7.close people that read often

Question3.8: the exact members that read often.

The results given show that 76% of respondent's friends read often.

	Yes	No
does any familly member of yours read often	38	12
	76%	24%

Table3.8.reading in young age

Question9: parent's time giving in comments about reading

The results show that majority 76% of parent's respondents doesn'the read for them.

	Yes	No
do any of your friends or classemates read often	38	12
	76%	24%

Table3.9. parent reading comment timing

Question10: student choicess in reading by love

- the results given show the majority 40% of respondents like to read newspapers while the rest prefer the online material to read.

	novels /story books	newspapers	magazines	onlinematerial	academic books	othres
what do you like to read	6	20	5	10	9	0
%	12%	40%	10%	20%	18%	0%

Table 3.10.choices of reading

Question11: Student past sepcial time in reading a certain materials

- the results show that the respondents read 20 Week ago between in reading literary books and non literary books.

	Weekago	monthago	onceawhile	yearago
when was the last time you read any of the following materials ?	**20**	**10**	**12**	**8**

Table 3.11. The past time spending in reading specific materials

Question12: the student choices to literary or non literary works for enjoyment

- the results show that the respondents read spant between 39 hours in reading literary books and 11 hours non literary books.

	literary	nonliterary
about how many hours per week do you spend reading literary or non-literary works material apart from reading assignments given teachers ?	39 hours	11 hours

Table 1.12. The hours time spending in literary and non literary works

III.2. Discussion of the Questionnaire Results:

This section summarises and discusses the key findings of this study. Each of the research questions is discussed and answered according to the results of the study. The values obtained are presented in figures to clearly illustrate the representation of each category of the findings. To achieve this purpose, the researcher formulated the following two questions followed by detailed answers. The questions are as follows:

A. What are English students constraints in having the habit of reading literary texts ?

B. What should be done to help student develop the culture of reading literary text?

In this resaerch we find out that: The student have a low interest in reading even for fun they prefer to watch television and other activities more than reading, where 60 % of students said that they daily watch television .

even if they read it's just because of getting information and this is the talk of the majority of students.

,also the lack of motivation of family and friends and teachers has role in making the culture of reading more smaller than it is, where 76 % of our respondents has shown that their family doesn't read except classmates are purely different where the study Provides a 76 % of them read often.

Also in students childhood the parents didn't gave them any growing advantages because the majority of them do not read for their own children and even worse they dosent comment about their reading process.

More than that the studies has shown that 40% of the students like reading online materials and newspapers more any kind of materials and it's an issue also because this later process of reading newspapers is on awhile and that what the research has revail .

even if the assignments are far away and there is a two options of reading literary text or non literary text the answer is the time that they spend In each one of them because they give one hour to none to the literary works.

So this resaerch leads us to our hypothesis that we made in first place which it is all true in reality and that what the study has been reflected by this following hypothesis:

1_ it's seems that majority of students do not have interest in reading in general and literary text in particular.thus ,they have developed a passive culture of reading

2_ developing the culture of reading among students is not the responsibility of only the.students, but it is rather the environment and teachers and parents as well .

III.3. Recommandations

In the light of the present condition of teaching and learning in Algeria ,this section presents some recommendations with a view to improving reading passag provided in university ,life ,home

- at university;

-1- literay books in all sizes should be provided in library in their first copies .

- 2/reading literary text should be changed in text books some texts are very old .

- 3 / teachers for first year student should make the literature more funny and owseom to them not another boring activity that they must take a good mark in it because it's very important as first impression .

4/ conducting a literary competition that concludes every week at every academic level during the university, where all students have the right to participate and the winner is honored as a kind of challenge and encouragement.

5/Broadcast in educational channels films that are taken from plays as an educational method with an interesting approach, such as films taken from William Shakespeare.

1At home :

It is necessary for parents to open up and make interventions such as keeping children away from social networking sites and integrating them in historical and literary cultural activities at the level of the House of Culture and the Youth House, where there are programs that help in understanding and assimilation of literary texts through plays and roles.

Download applications for youngsters through the English Internet, to rationalize and consume the energy of the son in it, so that he gets used to it from his childhood so that he does not face a problem during his growth.

For parents working in the educational sector, giving the children the responsibility to read the topics next to them and teach them directly and in the language of the subject.

Conclusion

This part of study aimed to present the data   collection and the results from the one only instrument which is   the   surevywhere majority of students showed their lack of interest in reading literature. They considered literary text a boring difficult subject due to their low proficient level and lack of influence of parents also. than gives solutions in making changes in the culture of reading literary texts in shape of recommendations.

General conclusion

Through this simple work, the researcher tried to present a brief reportwhere the study that was conducted focused on investigating the various obstacles, as the students' encounter with literature, reading and enjoying it and in a foreign language deserves investigation in the literature review.

The researcher also tried to give an idea of the difference Entrances and objectives in teaching literature. It also highlights the subscriber considerations associated with the teaching and selection of literary texts.

Then, The second part of this review is devoted to reading skill and its connection with it Literature regarding the challenges and difficulties students face in dealing with the educational stage Literature functions. Thus, the overall objective of this study is to describe and investigate students' reading habits currently used in literature classes and to explore ways in which traditional reading strategies in literature can be renewed to enhance students' appreciation of literary reading, and increase language comprehension. Encouraging students to read critically, collaboratively, directly and completely.In fact, by comparison, literary texts do not seem to exist The need for this must be defended and there should be no discrimination regarding the literary text, as reading in general has become boring and unpleasant, but the literary text is marginalized.

In contrast, student survey results and classroom observation Show how their preferences for short and cultural stories are due to length, not timeConsumption of consideration and not aesthetic values.

In this study, the researcher recommended a cycle of central pointsEffective in reading literary texts for; Such as creating a connection between parents, the teacher and the learner in particular Special To achieve long-term achievements, emotions are a part of life. Therefore, activating the emotional side helps the student to feel, and it is an integral part of empathy.

For now, instilling a love of reading could be the best tip.Reinforced reading habits can be promoted if students are well informed about doing a job Additional reading assignments at home. Also , the teacher can help students create Literature club where students can read in groups and interact with each other In general, the researcher suggests a sample of the literary text teaching lesson What considerations should teachers take before, during, and after Reading class. The lesson is planned around the strategies of literary circles that anticipate this Students will show more focused and active participation once they becomeFamiliar with this strategy and use it.

In addition, they will develop critical reading skills that will begin to work collaboratively to understand the literary work as a file Also, students will develop cooperation, Independence, presentation skills, critical thinking and self-reflection. This is possibleImprovement will make them pay more attention to literature classes and devote more time to read. As a result, one of the most important results will be an increase in the number of students Feeling appreciated and motivated, which reduces fear among students and not only Achievement in exams.

Finally, students will be more involved in the reading task that will lead to it Be purposeful and more interesting thanks to the atmosphere of cooperation and self Classroom Learning Center.

In summary, the current study attempts to answer various questions regarding Limitations and obstacles that may hinder their active participation and appreciation for reading literature . By doing so, the researcher aims that the overall results will dominate in the revitalization of the literature Empowers new learners, a comprehensive view of learning strategies, and how they can Effectively implement them in the year and the semester, and this may help teachers and students equally Solve potential problems that occur, and make the best use of his

literature Give a flair for reading, which in turn will improve language proficiency and pave the way For the pleasure of literary appreciation that leads to a better understanding of life."

The researcher hopes that this study will give an opportunity to both literatureTeachers and students evaluate their teaching practices and shape their competencies Subscriptions on what teaching methods should change, andIt also tries to show that simplicity is a kind of simple innovation.

Moreover, the study suggested some effective strategies for teaching literary texts with hope This future research will be on how to judge its effectiveness experimentally relative to each other relatively. This will be the case for one of them in the next research.To be subject to responsibility and at the same time more freedom devoted to literature in English literature and learn modern teaching methods especially regarding Teaching large classes.

The general effort to focus on appreciative taste in Reading literature can be interesting not only for students but also for teachers. Where it takes the boredom and boredom out of the lessons and Something positive about helping Plays, poems, and stories can encourage students to read in the language of their own way. Emotions are a form of communication. Feelings are the greatest human weakness in any field. Therefore, they should take advantage of the situation.

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Appendixes

Gender:Male Female

Age:………………..

Family Background: Literate parents   Illiterate parents

What is your level : First yearL ……second yearL……………………………………..

Student's Interests and Activities

1. From the activities below, mark those that you do every day
a) SportsReading
b) Television/Movie ViewingListening to music
c) Spending Time with Friends / FamilyUsing the Computer
d) Video GamesTalking/Texting on Phone
e) Chores /JobsHomework
f) Religious Activities

2. Select your top three favorite activities from the list in the previous question and indicateh ow much time (Hours) you spend on each of those activities daily.

a) First choice………………………time spent ………
b) Second choice………..................... time spent …………
c) Third Choice ……………………... time spent ……………….

3. Are you interested in reading?Yes No

 If Yes, How do you get your readingmaterials?...
....

Reasons for Reading

4. When you read?
    a) -Because my parents encourage me to read.
    b) -Just for the fun.
    c) -
       Because I have to read for schoolOther …………………………………………
       ……………………..
5. why do you read?

a-to get information b-it is a hobby   c-to have fun.

6. Is your reading a hindrance to your academic performance?Yes No
    if yes, how?...
    ....

The Influence of Parents, Teachers and The Environment

7. Which of the following people seems to encourage you when it comes to reading ingenera
    l?Parents or guardian, friends and teachers, arrange them in descending order. (Highest to
    lowest)
    a. ………………………………………….
    b. ………………………………………….
    c. ………………………………………….

8. Does any family member of yours read often?Yes No
9. Do any of your friends or classmates read often?Yes No
10. When you were a child did your parents read to you?Yes No Once in a while
11. How often does your parents or guardian comment about your reading?
    a) Everyday   A few times a week   Never Not Sure

Reading Material Student Enjoy Reading.

12.What do you like to read?
a) Novels/Story booksNewspapersMagazinesOnline MaterialAcademic booksOthers………
    ………

12. if you don't read literature books, why?

………………………………………………………………………………………………
………………………………………………………………………………………

13. When was the last time you read any of the following materials? Newspapers, Novels,Arti
    cles, Magazines, Story books etc?

Week agoMonth agoOnce a whileYear agoWeek ago

Month agoOnce a whileYear ago

14. About how many hours per week do you spend reading Literary or non-literary
    worksmaterial apart from reading assignments given by teachers? (Hours)

Literary or non-literary works

……………………………   ……………………………..

15. List the tittles of 3 books you have read.
a) …………………………………………
b) …………………………………………
c) ………………………………………

16. Do you enjoy in reading Literature books   YesNo

17. what is your favourite book or books?
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………
18. Give an advice for others to encourage them to read more.
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   …………………………………………………………………………….

Thank you

Abstract :

This study was intended to uncover the difficulties and issues that EFL student face in developing the culture or habit of reading.Thanks to interests in the context of English as a foreign language is the reason for the decline of most students Interest in reading literature, For this purpose, the study is To investigate the situation, this study used the questionnaire with 100 english students from the department of English at Ibn Khaldoun University. The data were subsequently analyzed and interpreted qualitatively and quantitatively. based on the total Finding, it seems that there is a relationship between students' lack of interest in reading literary text and current teaching learning practices for reading in particular and English literary texts in general. In the end, some Pedagogical considerations have been proposed in relation to curricula, teaching Learning approach and goals, adopting the text as a condition and an essential member of dealing with students Weak points.

Key words : Teatching reading, literary text, problems, readingstrategies, , culture of reading,

الملخص:

تهدف هذه الدراسة إلى الكشف عن الصعوبات والقضايا التي يواجهها طالب اللغة الإنجليزية كلغة أجنبية في تطوير ثقافة أو عادة القراءة ، وبفضل الاهتمامات في سياق اللغة الإنجليزية كلغة أجنبية هو سبب تراجع اهتمام معظم الطلاب بقراءة الأدب ، الغرض من الدراسة هو تقصي الوضع ، استخدمت هذه الدراسة استبانة مع 100 طالب انكليزي من قسم اللغة الإنجليزية في جامعة ابن خلدون .تم تحليل البيانات فيما بعد وتفسيرها نوعيا وكميا .بناءً على النتيجة الإجمالية ، يبدو أن هناك علاقة بين عدم اهتمام الطلاب بقراءة النص الأدبي وممارسات التعلم التعليمية الحالية للقراءة بشكل خاص والنصوص الأدبية الإنجليزية بشكل عام .في النهاية ، تم اقتراح بعض الاعتبارات التربوية فيما يتعلق بالمناهج وطرق التدريس وأهداف التعلم ، واعتماد النص كشرط وعضو أساسي في التعامل مع نقاط ضعف الطلاب.

الكلمات المفتاحية: حلمات القراءة ، نص أدبي ، مشاكل ، إستراتيجيات القراءة ، ثقافة القراءة ،

Résumé :

Cette étude visait à découvrir les difficultés et les problèmes auxquels les étudiants EFL sont confrontés dans le développement de la culture ou de l'habitude de la lecture. Dans ce but, l'étude est Pour enquêter sur la situation, cette étude a utilisé le questionnaire auprès de 100 étudiants anglais du département d'anglais de l'Université Ibn Khaldoun. Les données ont ensuite été analysées et interprétées qualitativement et quantitativement. sur la base du résultat total, il semble qu'il existe une relation entre le manque d'intérêt des élèves pour la lecture de textes littéraires et les pratiques actuelles d'enseignement et d'apprentissage de la lecture en particulier et des textes littéraires anglais en général. En fin de compte, quelques considérations pédagogiques ont été proposées en relation avec les programmes, l'enseignement Approche d'apprentissage et les objectifs, en adoptant le texte comme une condition et un élément essentiel de traiter avec les étudiants Points faibles.

Mots clés : Enseignement de la lecture, texte littéraire, problèmes, stratégies de lecture, , culture de la lecture,