

Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ibn khaldoun, Tiaret
Faculty of letters and Languages
Section of English



Investigating Students 'Motivation in Reading English Literary Texts
The Case of Fourth Year Middle School Pupils in Frenda District, Tiaret

*A Dissertation Submitted to the Department of English as a partial fulfilment of
the requirements of The Master's Degree in Didactics*

Presented by:

Mr. GUELAILIA Abdelwahed

Miss .BENAMHAMMED Hayet

Supervised by:

Mr. TOUBEIDA Mustapha

Board of Examiners:

Chairman/woman: Dr. Sahli Naima

University of Tiaret

Supervisor: Dr.Toubeida Moustafa

University of Tiaret

Examiner: Dr. Belaid Louiza

University of Tiaret

Academic Year: 2021-2022

Dedication

First thanks to Allah for giving me this chance
I, Miss BENMHAMMED Hayet, dedicate this modest work to the dearest people to my heart



To the sun that enlightens my life, my flower, my dear mother Malika, who always
Gives me the ultimate love and supports, thank you for everything I love you so much



To my beloved father, Lahcen,
Thank you for your precious and priceless encouragement, thanks for being my everyone



To the most precious person to my heart, my little Assil.
And a special thanks to Mr. Abdelkader Fadha, for the unconditional help along the two years
of my masters.

In the name of Allah, Most gracious and the Most Merciful.



I, MR. GUELAILIA Abdelwahed, have the great honor to dedicate this humble work to:



My beloved Grand Father; My hero GUELAILIA MOHAMED my Allah be merciful on your
soul.



To my dear siblings: Abdelghani, Kheira and my little Amina.



And to my beloved parents

Acknowledgements

In the Name of ALLAH, the Most Gracious, the Most Merciful.



Nothing would have been possible without ALLAH's help and directions.



We would like to express our heartfelt gratitude to our supervisor Mr.Toubida Mustapha.



This work would not be possible without his insightful remarks and support.



We also owe a respect and gratitude to the jury members Dr. Sahli and Dr. For investing so much of their important time in reading this work and providing us with helpful

Abstract

The present study is meant to explore the current reality in reading English literary texts mainly with children as it is the case of English in middle school. The study took place in some Algerian middle schools namely (Elalfi Ahmed, Boualga Abd-el-Kader, Rayah Nacer, and Djbara Elhadj) at Frenda in Tiaret. The sample of the study was fourth year middle school pupils 43 and Five English middle school teachers. The purpose of this study is to enhancing students' motivation in reading English literary texts. In this case study two research instruments were used: a questionnaire for 4th year middle school learners and a structured interview for teachers. The collected data were analyzed both qualitatively and quantitatively. The results obtained showed that learners were aware about their lack of reading and they are not motivated to read English literary texts. Hence, a number of suggestions and recommendations were put forward to enhance their motivation as the selection of engaging literary texts and topics, use of new technologies to read and practice reading activities.

Key words: motivation, reading, beginners, literary texts, literary genres

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List of Abbreviations

EFL: English as a Foreign Language.

PDP: Pre-During-Post

General Introduction

General Introduction:

Reading has long been one of the main concerns for teachers around the world, and the center of researchers' discussion for years. The aim of education is to train independent learners and thinkers; to render them functioning individuals on a universal scale; as well as, active members in their societies and communities. Without a doubt, inspiring and motivating learners to read especially literary texts is by far the biggest challenge facing the Algerian educational system in general, and in middle schools in particular as it is where learners start learning English.

In reality however, educators still struggle and to some extent fail to motivate and inspire learners to read in class, let alone reading outside the class. Getting learners to be interested and engaged in class is one thing, getting them to enjoy reading in general and literary text in particular is also another different demanding task.

Education is not the learning of facts, but the training of the mind to think as Albert Einstein put it. The mind is not a vessel that needs filling, as learning should be limited only by the learner's imagination. Teaching is no longer a task of transmitting information and facts as we are in the digital era, where every piece of information is just one click away; hence, the strong emphases on the importance of reading and to develop competent readers.

Probably, the biggest challenge facing educators at present is how to grab learner's attention, how to challenge their mental capacities in a constructive way, and how to motivate, and encourage their creativity. As every teacher agrees, reading is the main and the most powerful source of knowledge. Literary text reading is not only a great source of information;

it helps to acquire a vast vocabulary and understanding different cultural aspects about different nations around the world, but it is very crucial to develop critical thinkers and autonomous learners especially when it comes to Language teaching and learning.

Although, the call for such urgent answers leads to many studies that stressed the importance of literary text reading as a great and essential task for language learning; there is yet so many aspects to be covered in the topic of reading. There are so few studies done on the topic, such concern led the way to address a crucial pedagogical question for this work: How to enhance learners' motivation in literary texts reading? For the above mentioned problematic, these research questions been generated:

- What level of motivation do 4th year middle school pupils have regarding literary text reading?
- How can pupils' interest and motivation be enhanced in literary text reading?

To answer the above-mentioned questions some hypotheses are formulated respectively;

1. Fourth year middle school pupils seem to be less motivated in reading literary texts.
2. Pupils' motivation is more likely to be enhanced if they are exposed to relevant and engaging literary texts. It can also be increased if they are given the chance to self-select the type and form of the text particularly if they involved moral out come

Evidently, to achieve these aims an exploratory study is conducted for the sample population of forty- three 4th year middle school pupils, and five English middle school teachers. Two research instruments namely questionnaire and interview used and instrument

for data collection.as for the structure of the study, it is divide into three chapters:

The first chapter is dedicated to literature review with regard to defining some concepts namely reading, motivation and literary texts. The second chapter focuses on discussing and reviewing the methodology adopted in the present study which includes the research design, the sample; in addition, it incorporates questionnaires for pupils, interview for teachers and finally, it describes the research approaches employed to analyses the finding. The third chapter sheds light and covers the practical aspect of the study. It goes through the analysis of pupils' questionnaire and teachers' interview. The core of this chapter is devoted to discussing the findings of both the questionnaire and the interview, and then it sums up the main results. Finally, it recommends and suggests some methods to the issue at hand.

Chapter One: Motivation and reading literary texts

Chapter1: Review of literature

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Literature review

Introduction

Literature is regarded as a great medium and didactic resource for teaching and learning foreign languages by academics. Furthermore, it has been demonstrated that it is a powerful and motivational source that encompasses many skills and reading skills in particular. Educators and parents are concerned about children who cannot read, but much more so about those who can read but lack the motivation to do so. Many pupils claim that they dislike reading or that they are not "good" at it. Reading on a continuous basis enhances a variety of literacy skills, including comprehension, spelling, grammar, and vocabulary (Sanacore and Palumbo, 2010).

While many students struggle with reading, there are also some who can read but do not read independently on a regular basis.

While many pupils struggle with reading, there are also middle-of-the-road readers who can read but do not read independently on a regular basis (Ashley Risinger.). As pupils go through the grades, the number of pupils with this illiterate mentality grows, and many students do not make reading a lifetime habit (Tilley, 2009). Reading motivation is a multifaceted concept with many aspects. Hence, this chapter offers a literature review which shows the following details; motivation generally and its types, motivation role in learning English as well as in enhancing

reading skills, besides its importance in reading, it describes the purpose of reading literary texts in learning English in addition to the strategies to teach literary texts reading.

Educators and parents are concerned about learners, who cannot read, but perhaps more about those who can read but lack the motivation to do so. Reading motivation is a multifaceted concept with many aspects. While this issue has been extensively researched, the current study has shown that students prefer to read what they are truly interested in. However, it had mostly concentrated on the function of instructors in lengthy reading. The purpose of teaching to read is more than just literacy development. The objective of teachers should be to help their learners gain a love of reading so that they will read for a variety of reasons such as knowledge and enjoyment.

Motivation

Conceptualization of Motivation

Motivation is a complicated aspect of human psychology and behaviour that affects how people choose to spend their time. Motivation is defined as “forces acting either on or within a person to initiate behaviour” (Petri, H. L., and Cofer, Charles N, 1981, p.48). According to Ryan and Deci (2000, p.54) "to be motivated means to be moved to do something", while Williams and Burden (1997, p.111) list "interest, curiosity, or a desire to achieve" as the key characteristics of motivated people. Lasagabaster (2014) highlighted “that motivation is the driver for any learners to engage in the learning process” (p.52). According to this point of view, motivation is a critical component and the foundation of learners' engagement in the learning process.

Motivation has been defined as the external and internal elements that push a person to fulfil his needs, interests, curiosity, and worries. According to Russell (1971), the mass majority motivation definitions include three characteristics: it is a rumoured internal force, empowers people to take action, and directs them in the right direction.

Since motivation is regarded as a key factor in determining learner performance and achievement, it is vital to understand its definition, as well as how psychologists and researchers arrived at their conclusions for the various theories on motivation and what implications this construct has on teaching and learning.

Theories of Motivation

It is well recognized that the idea of motivation is crucial in the study of foreign languages, which has been marked by some theories that can help us to understand more.

Behavioural Theory: Reward and reinforcement are two principles in behavioural learning theory. Many instructors have used the reinforcement learning strategy to help pupils stay engaged while learning. The most important feature of operant learning is the outcomes for which the use of reinforcers gives the drive to improve actions and the use of punishers generates disincentives to behave in particular ways, resulting in a decline in their behaviours. And the use of punishers creates disincentives to behave in certain ways, which leads to a decline in their actions, as opposed to classical conditioning where biological reactions to related stimuli empower and guide behaviour (Huitt, 2011). Adapting games and quizzes to academic tasks is one of the reward and reinforcement methods used in today's educational system. One of the recent studies by Silva, Rodriguez, & Leal, (2019) reported that creating an educational game into curriculum activities may reduce the boredom factor in the classroom which in turn,

increases pupils' motivation and interest to learn. The researchers wanted to determine whether *gamified* resources are useful.

Cognitive Theories: Compared to behavioural theory, it concentrates on internal and mental processes as opposed to the concentration on external input where behaviour is impacted by the environment. It seeks to explain our behaviours as a product of the careful study and active processing and interpretation of information received. The cognitive view is based on Jean Piaget's principles of equilibration, assimilation, accommodation, and schema formation, hence motivational behaviour is construed as being based on thoughts, beliefs, and choices. According to Dornyei (2001), cognitive theory demonstrated that the intellectual processes that drive one's behaviours influence human behaviour. Such a perspective runs counter to rationalizing our behaviours as a result of automatic responses governed by pre-programmed rules or innate mechanisms involving drives, needs, and reactions.

Humanistic Theories: "Abraham Maslow's Hierarchy Needs" In 1954, Maslow brought up the idea that everyone is decent and has a strong inner drive that is always expanding His demands. A hierarchy system is a common approach for categorizing human motivation. It is made up of five different categories of needs, with the lowest level needs being met first, followed by higher-level demands. It is a motivation theory that outlines a series of five basic requirements that go from basic insufficiency physical, safety, love, and esteem to self-sufficiency (self-actualization) (Acevedo,2015)

According to Maslow (1954,p. 382–383) .

- The physical needs: The motivation hypothesis begins with the most fundamental of human desires, such as hunger, thirst, physical comfort, food, drink, sex, and shelter.

- Safety needs: It is a powerful and active engine that keeps humans from falling into danger and threats, War, disease, natural disasters
- Love needs: passion, intimacy, and all physiological and safety demands are addressed, and a sense of belonging will follow.
- Esteem needs: It is a desire based on actual talents, accomplishments, and social acknowledgment. Self-esteem satisfaction leads to a sense of self-assurance, worth, power, capability, and sufficiency in one's ability to make a difference in the world.
- The need for self-actualization: it means to find self-fulfilment; to become everything you are capable of being, In terms of learning, this implies that as one gets more self-actualized, the resulting growth of wisdom will allow proper behaviour in a wide range of situations.

Social learning theories: Imitating and watching others are essential motivators of behaviour, according to social learning theory. Learners may view, enact, and practice in the learning environment with the support of the tutor and others in the group. Group activities also allow participants with varying degrees of skill to experience interacting within a socially structured unit similar to research teams in the workplace where they learn from the task as well as from each other. (Ryan & Deci, 2000)

Types of motivation

Motivational styles according to Boufroua and Labreche (1978), the idea of motivation has been separated into four major types in the field of education, each of which has a significant impact on foreign language learners.

Intrinsic Motivation: Arnold (2000) stated that intrinsic motivation is learning itself that has its reward. Learners make a conscious effort to learn what is most important to them. They have an

internal motivation to learn and are unconcerned about external outcomes. Having intrinsic motivation has no negative consequences. Intrinsic motivation motivates students to study without being rewarded since the desire is natural and comes from the inside. According to Lightbown and Spada (1999), teachers do not have great effects on their learners' intrinsic motivation because they are from various backgrounds and the sole way to motivate learners is to make the class a supportive environment.

Learners who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge are assimilated or mixed with new knowledge.

For educators, intrinsic motivation has evolved as a phenomenon and a typical source of teaching and productivity that may be routinely catalysed or hindered by parental and teacher procedures. (Ryan and Deci, 2000).

To conclude, intrinsic motivation is characterized by internal desires and needs. Learners, for example, would study more if they were given personalized attention to what they were studying and were allowed to choose their activities. Intrinsic motivation is defined as an activity that is motivated by internal rewards.

Extrinsic motivation: In contrast to intrinsic motivation, extrinsic motivation "is seen as a less or weaker form of motivation" (Kember, 2016, p.22). In other words, it is thought to be a less powerful or less effective source of motivation. Ryan and Deci (2000) defined extrinsic motivation as "a construct that pertains whenever an activity is done to attain some separable

outcomes 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” (p.60). Extrinsic motivation is a concept that describes when something is done to reach a certain consequence. Completing a task for the sake of achieving something else is known as extrinsic motivation.

Furthermore, Huang (2012) validated the hypothesis that this type emerged as a result of a variety of contextual factors, including earning incentives (teachers' praise, bonuses, and presents) and avoiding punishment. To elaborate, they learn to gain personal advantage, and thus they learn because they want to receive awards or avoid penalties, rather than because they want to learn or investigate. Keep in mind that these rewards motivate them to come to class; however, if these prizes are removed, they will no longer want to come to class.

Extrinsic motivation has a negative impact on learners since they do not learn with a strong desire to learn, but rather because they are pushed by a fear of being punished or rewarded. When students are motivated to learn something because of the benefits, they are more likely to attend class and achieve the goals that have been set for them. When these motivations are removed and the learners are not punished, they will be less motivated to participate in their lessons and less likely to learn.

Integrative Motivation: Integrative motivation is defined as a desire to be one of the most essential members of a group. It is motivated by a person's desire to learn a second language in order to learn more about or connect with the people who speak it., or because they want to participate in a second language using the same language in that society. Gardner and Lambert (1959), Pourhosein Gilakjani, Leong, Saburi (2012), and Alizadeh (2016) defined integrative

motivation as language learning for personal development and cultural richness; that is, the learner is keen on learning a language to enter into the target language community.

According to Hairul, Ahmadi, and Pourhosein (2012), Integrative motivation occurs when students wish to learn a language in order to become a member of a speech community. They contended that learners who wish to communicate with native speakers of the target language have a stronger motivation to learn the language and achieve greater success.

Instrumental Motivation: According to Gardner and Lambert (1992), instrumental motivation is a helpful technique for learning a second language in order to get a variety of benefits, such as a better job or a higher income. In other words, it refers to the possible benefits of learning a second language, such as job advancement and greater pay. According to Sadighi (2015), a person who studies a language just for the aim of becoming hired or meeting with a degree institution would feel instrumental inspiration. . As said by Saville-Troike (2006), instrumental motivation comprises the concepts of practical usefulness in learning a second language to improve learners' commercial chances, give them greater prestige and authority, gets scientific knowledge, or passes a course of study.

Factors that Effects Motivation

Teachers and scholars believe that motivation is the most significant element impacting the rate and development of second language learning. Harmer (2001) identifies three factors that influence student motivation (Mcdaniel, 2010):

Society. All aspects of language learning will influence learners' views of the language being studied, and these perceptions will have a significant impact on how motivated students are in

class and whether they remain motivated. Learners' motivation fluctuates in response to what their peers and parents think of them.

Teachers. Certainly, the teacher is regarded as the most influential element in enhancing learner motivation, because his attitudes toward the language and the lesson are critical. As a result, the teacher has a variety of responsibilities in the classroom to motivate students, beginning with creating a positive environment in which students feel comfortable learning the language in order to develop a close bond with students, followed by delivering lessons, participating in events, and assessing students.

Method. Both teachers and students must be aware of motivation in order to maintain a high level of motivation, which is vital in the language learning process. It is likely to grow if both teachers and students are happy with the strategy. "If students lose faith in the process, they will become uninspired," (Wimolmas, n.d.) (p.907)

Importance of Motivation

Due to its significance for learning, motivation is regarded as one of the most crucial factors in obtaining high learning results (Yarborough, C. B., & Fedesco, H. N. (2020). Learning is self-initiated yet it requires motivation to keep the learner engaged in the learning process. A clear motivation is essential in every task because motivation creates preparedness. The higher the preparedness, the greater the focus given to the task at hand, and the sooner the desired outcome will be reached. The purpose and importance of motivation should be clearly understood by the teacher. The fundamental aim of motivation is to stimulate and facilitate learning activities. Learning is an active process that needs to be motivated and guided toward desirable ends.

The concept of reading

Reading

Language can be communicated in four ways: listening, reading, speaking, and writing. Reading is one of the forms of language. People gain knowledge and information through. Reading will provide individuals with various tasks to let them understand the material and develop them to be skilled readers who can read efficiently. In 1983 the Michigan Department of Education stated that “reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.” (*Authentic Reading Assessment. ERIC Digest.*, n.d. p.48) Besides, text reading is a kind of problem-solving activity since readers use the appropriate way to exceed the obstacles and get the meaning of the text (Rahimi, M. et al.(2012).

The simple view of reading proposed by Hoover and Gough (1990) is that reading is “the product of decoding and comprehension”(p.142) This signifies that the ability to interpret print words and the resulting linguistic understanding are the causes of reading. According to Ned D. Marksheffel (1973), reading may be defined as “a highly complex, purposeful, thinking process engaged in by the entire organism while acquiring knowledge, evolving new ideas, solving problems, or relaxing and recuperating through the interpretation of printed symbols”.(p.147)

To sum up, the transaction between an author's words and the reader's mind during the construction of each meaning is the core of reading.

Importance of reading

Reading is still a crucial and fundamental ability to learn a foreign language. It provides learners with limitless access to the language. That is to say, when pupils read more, their

vocabulary enriches, learn new idioms, a variety of grammatical forms, and cultural familiarity with the target language, reading allows pupils to actively interact with the new language and culture. Reading plays an important role in academics and has an impactful influence on learning. Researchers have emphasized the importance of developing reading abilities and the advantages of reading, particularly at a young age. With this in mind, Davis (1968) listed eight sub-skills of reading that must be mastered: first, the ability to recall word meanings; second, the ability to infer the meaning of a word in context; third, the ability to define answers to questions that are answered explicitly or in paraphrase; fourth, the ability to weave ideas together in the content; sixth, the ability to recognize a writer's aim, mind-set, style, and mood; seventh, the ability to recognize a writer's technique.

Psychologically and according to current our study reading fiction has been found to be one of the most effective strategies to reduce learners' stress compared to listening to music or going for a walk, which is another psychological benefit of reading, especially fictitious books (Courtney, 2015).

Factors Influence Reading

J. Charles Alderson (2015) outlined several aspects that affected reading and divided them into two categories: reader or factors from inside the text or factors from outside.

In linguistic competence, there are phonological systems, semantic knowledge, and syntactic system. The phonological system is the knowledge of how the reader blends to create words. Semantic knowledge addresses the reader's knowledge of word meanings. The syntactic system refers to the arrangement of word order in sentences.

Usually who read for pleasure are better than those who do not read for pleasure or forcefully (Krieger, 2012). The role of motivation in influencing reading is nearly identical to that of interest. Because motivation is in the reader's consciousness, he or she is motivated by himself or herself to acquire the concept and point of reading if the reader has a high motivation to read. (The Relationship between Students' Reading Motivation in English and Their Reading Achievement (Marwan.2018)

Outside factors encompass; the message, genre, and type of text.

The reader gets difficulty selecting the meaning of abstract words and understanding the message behind the written text. Some people read because the genre and kind of text are suitable and interesting for them. They have a pleasant time reading what they like. Everyone has a favourite type of text; therefore, the genre or type that they are interested in.

Inside factors encompass; linguistic competence, interest, and motivation.

Rally makes it easier, and more likely to be understood and grasped than the genre that they are not interested in and not motivating to read.

All of the previous statements stated that reading is influenced by readers' prior knowledge, interests, and motivations as well as their language proficiency and performance. (The Relationship between Students' Reading Motivation in English and Their Reading Achievement (Marwan.2018)

Types of readers:

Donalyn Miller (2009) distinguishes three kinds of readers. The developing readers are characterized as struggling readers who need further assistance in learning how to read efficiently, such as decoding skills or specialized reading methods when reading. These readers are uninspired to read since they perceive it to be a challenging task. These pupils, in particular, require time to improve their reading abilities while receiving assistance. Their dissatisfaction with reading grows with each grade level, and they stray further away from their grade's designated reading level. This reader is also known as a transitional reader or a reader who has bad thoughts about reading. Developing readers require help and assistance, and they are the pupils whose motivation, obviously, requires the most improvement (Ivey and Broaddus, 2000) (Risinger, n.d.)

Miller (2009) describes the dormant reader as someone who is completely capable of reading independently but is unmotivated to do it (Ashley Risinger, n.d.). This illiterate reader is the sort of learner that needs encouragement in order to progress (Tilley, 2009) (Risinger, n.d.). The dormant reader, on the other hand, appears to be the most perplexing since it is a learner whose only impediment to autonomous reading habits is their drive (Ashley Risinger, n.d.). Unlike struggling readers, inactive readers do not find reading difficult; rather, they despise reading or prefer to engage in other activities. Because they already have high self-efficacy for their reading abilities, pinpointing why they aren't reading is tough. Finally, there is the subterranean reader, who is academically and mentally gifted and continuously reads. However, because the pace of the novel is too sluggish for them, these readers frequently become disengaged during class novel sections. They do not want to devote weeks to a single book (Miller, 2009). Underground readers require a difficult curriculum that allows them to practice

their natural reading impulses. Identifying these different sorts of readers can assist instructors to identify the issues that are impeding each student's reading motivation.

Reading motivation

Based on the belief that students' motivation can be domain-specific (i.e. students can be motivated to speak or listen but not to read, as is frequently observed in language classrooms), numerous researchers (Baker and Wigfield 1999; Guthrie and Wigfield 1997; Pejak and Gradiar 2012) attempted to conceptualize motivation specifically for reading. Likewise, the reading desire was identified as one of the most significant personal characteristics that promote reading accomplishment, which is critical for academic achievement as well as attainment of life goals (Guthrie and Wigfield 1997, Pejak and Koir 2004, Pejak and Peklaj 2006).

An attempt to define reading motivation is an attempt to address questions such as "What motivates one to read?" Why are some individuals engaged readers while others hardly read? Why do some individuals desire to relive their reading adventures? How can one become a lifelong reader? Can we assist hesitant readers in becoming active readers?

According to Geen (1995), motivation is related to the initiation, direction, intensity, and persistence of behaviour. Therefore, motivation in reading is the desire to read and grasp the meaningful sense of a particular text. Wigfield and Guthrie (1997) stated that motivation has two types: intrinsic and extrinsic motivation. Intrinsic motivation in reading refers to the reading without a specific purpose and the activity is done for its own sake and naturally (Baranek, 1996). But, the latter relies on rewards if the reading task is done. The two types of motivation are interrelated and complete each other and enhance students reading frequency.

Motivation towards reading is present, whenever a conscious-driven choice is. Guthrie and Wigfield (1997) define reading motivation in the framework of cognitive psychology and see it as one of the key elements that influence reading efficiency and learning motivation in general. It is seen as the most important component of literacy and a starting point of one's reading literacy. Reading motivation is precisely described as a multidimensional construct that consists of a variety of objectives and beliefs that affect a person's reading behaviour. Many scholars agreed that different motivational aspects within the reading motivation construct encourage an individual to initiate reading, provide meaning to the reading process, and persist in reading as well as repeat the reading experience.

Factors that affect reading motivation

Motivation is a complicated topic, and there are several aspects that might impact reading motivation. So, it is essential to look at many types of research that have established particular aspects that influence reading motivation. First, there has been much discussion on the differences between intrinsic and extrinsic drives (Ashley Risinger, n.d.). Furthermore, as mentioned in Tilley (2009), common reading scholars Guthrie and Wigfield (2000) describe three elements of reading motivation: students' self-efficacy, goal-setting, and social objectives. Finally, Alvermann and Phelps (2005) proposed some patterns that learners have demonstrated in terms of reading motivation. These several aspects can aid in determining what influences reading motivation.

Students need to have self-confidence in their reading ability as the first component of reading motivation. By consistently giving students' developing reading habits good and sincere comments, teachers can help students develop a sense of positive self-efficacy (Tilley, 2009).

One's own views and degrees of confidence in their own skills are known as self-efficacy (Meece, 2006). Reading is perceived as a difficult activity by struggling readers.

By consistently rewarding students' reading accomplishments and efforts, teachers may promote trust in their pupils, which in turn can raise their self-efficacy (Mcpherson, 2007) Students should set goals for their reading activities as the second factor of reading motivation (Ashley Risinger, n.d). Goals motivate learners' intrinsic drive to read Individual objectives, on the other hand, should be developed by students so that they may retain ownership of the goals they have established.

Setting goals provides the learner with a personal goal or control that gives the pupil authority (Corcoran & Mamalakis, 2009). Goals provide students a purpose to read, but these goals must be set by them. Finally, reading motivation is closely linked to social objectives. Students should be able to collaborate with others in order to discuss what they have read with their classmates in a social setting.

This is a common hobby that many people like, and it gives real-world encouragement to read (Tilley, 2009) since they have something to aim for and accomplish on their own. (Tilley, 2009). It is critical that educators understand these qualities so that they may be used to affect reading motivation in order to inspire pupils and improve intrinsic drive to read.

Furthermore, while there are several reasons why students lose interest in reading, Alvermann and Phelps (2005) have created hypotheses on patterns of reading-motivated behaviour (Ashley Risinger, n.d.). According to the authors, children who are more motivated to read utilize a reading to exert control over their own learning.

If a learner does not comprehend anything, they can utilize a reading to solve their misconceptions or confusion on their own. Students also have increased self-esteem and a strong

sense of satisfaction in their reading ability. Students who avoid reading, on the other hand, do so because the texts are too challenging or because they are disengaged and would rather spend their time doing anything else. Readers who are dissatisfied frequently criticize themselves. Frustrated readers sometimes blame others for their lack of reading motivation, such as the teacher's preconceptions or a lack of time to read. These elements must be understood by educators in order to combat the effects that reduce reading motivation.

Reading literary texts

Alderson (2000) asserts that any examination of text kinds is inadequate until the boundary between literary and non-literary texts is addressed. Lucas (1990) classified writings into two categories: artistic and functional; Novels, short stories, essays, poetry, and plays are all examples of artistic texts. As demonstrated in the figures below, functional texts are any texts other than aesthetic writings.

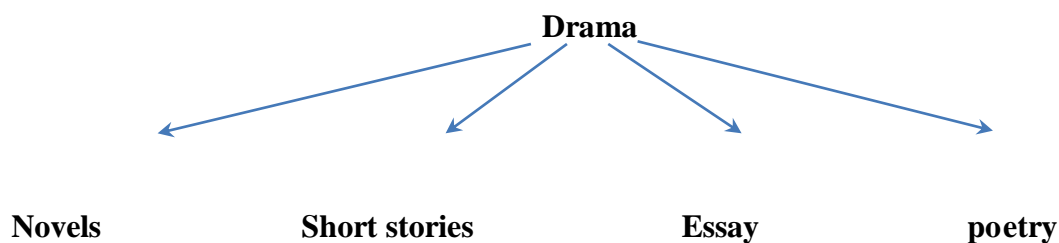


Figure1: Literary texts.

A literary text is a text from literary works, for instance, short stories, plays or dramas, poetry, and many others. Meanwhile, the non-literary text is concerned with information, facts, and reality. It can be articles, documents, scientific text, issues, and many others. A literary text is an artistic product with specific genres (fiction, essay, poetry, drama) and artistic features and

procedures that distinguish it from a non-artistic text. These characteristics can be seen in grammatical variation and the use of metaphorical language. Furthermore, literary texts should be analysed within their socio-cultural context, with the writer's societal customs and personal convictions are taken into account. Thus, it appears inadequate to use methodologies and procedures created for non-literary material in order to completely interpret and assess such highly marked content. Readers must consequently have some literary competency as well as literary text reading strategies in order to properly analyse and interpret literary texts.

Difficulties Encountered while Reading Literary Texts

Literature is a significant component of many non-English speaking countries. However, there are several issues that language teachers and learners face while teaching English through literature. According to Mujumdar (2010), while teaching English literature in non-native contexts, both teachers and learners face challenges owing to historical, cultural, racial, and linguistic barriers. Many studies have been conducted to investigate the difficulties that most pupils are expected to face while engaging with literary texts. The majority of the findings are attributable to linguistic, Background Knowledge, and cultural challenges or differences.

Linguistic. It is often assumed that most students have a difficult time learning literature. The primary challenge that learners experience when they are introduced to literary texts for the first time is the grammatical complexity that characterizes the literary language. According to Judi Hayne (2007), some of the specific challenges that pupils encounter when learning to read literature in English are as follows (p.59-60)

- Difficulty with foreign vocabulary

- Use of homonyms and synonyms

- Grammar exception rules
- the order of words, sentence structure, and syntax
- Difficult text structure with the main sentence, supporting information, and conclusion
- Unfamiliarity with the connotative and denotative meanings of words
- Inexplicable tale themes and ends
- Unknown literary words for story development
- Unfamiliarity with drawing conclusions, assessing characters, and forecasting outcomes.

Therefore, proficiency in language learning is essential for accessing the meaning of a literary text. Foreign language acquisition invariably necessitates the development of specific abilities and information obtained much beyond the linear meaning of words and phrases. Because literary works are rich with metaphors and connotations, students commonly encounter language challenges that impair their comprehension.

Finally, the challenge in dealing with such language difficulties is knowing how to relate grammar rules to syntax, which melts this language and allows learners to access the pleasure of the literary text while also viewing these challenges as a source of language mastery enrichment through an enjoyable experience.

Background knowledge. Aside from linguistic abilities, students require background knowledge to properly grasp writings that address international themes and are written by writers who presume their readers have the same background knowledge and maybe standards. Background knowledge refers to the information, background, and conceptual framework that readers bring to

the text. When a reader lacks previous knowledge while reading a book, he cannot follow and grasp it since he does not know what the text is about. Furthermore, Grabe and Stoller (2002) suggested that interaction between the reader and the text necessitates both digesting and interpreting the text, which implies that the reader's prior knowledge and experiences must be considered.

Cultural. Reading comprehension is influenced by cultural variations. According to Carter and Long (1991,p.153), while encountering another culture, it is possible to experience "culture shock," which occurs when people find distinctions between cultures too difficult to overcome. Students encounter numerous cultural references while reading any type of literary writing In some circumstances, students are confronted with a cultural reference that is completely foreign to them and has no equivalent in their own culture; in other cases, students may come across something familiar to them that represents something wholly different in another society. As a result, an unfamiliar cultural background produces reading difficulties since the reader does not properly grasp the other culture; the more familiar the culture, the better the learners understand the text. So, writings should not be so culturally dense that readers feel excluded from grasping the key meaning.

Conclusion

The purpose of this introductory chapter is to represent the theoretical framework of this investigation. It is divided into three sections: motivation, reading literary texts and reading motivation. According to the literature study on interest and reading motivation shown above, we may conclude that interest and reading motivation have a positive relationship. It suggests that learners' Reading motivation may be impacted by students' interests, and students who are interested are more inclined to read.

Chapter Two: Research Design and data analysis

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Introduction

This chapter focuses on discussing and reviewing the methodology adopted in the present study which includes the research design, and the sample; addition, it incorporates questionnaires for pupils, interview for teachers; and finally, it describes the research approaches employed to analyse the finding.

The general description of the context

The present study took place in Algeria. Given that the current study's sample population is fourth-year middle school learners, they provide a clear presentation of the context of the topic studied and are critical for contextualising the research. The Algerian syllabus designers emphasise the relevance of the English language for Algerian learners' future professional careers. They believe that the English language has become "the world's lingua franca" as a result of globalisation. In other words, it has evolved into a symbol of civilization and modernity. Being mindful that our issue is related to reading, the focus of the analysis will be placed on the Reading skills in the Algerian Syllabus.

Reading is addressed into two sections of the syllabus: “mise en œuvre de la compétence 2: Interpréter des documents authentiques oraux ET écrits” and “indications méthodologiques/stratégies propres aux activités de lecture” (*Ministère de l'Education Nationale*, n.d.) Reading seeks to assist learners in comprehending many types of authentic texts. The

important aspect, as given by the syllabus designers, is meaning construction through the learner's engagement with various forms of texts. Reading instruction, in other words, strives to assist learners in comprehending various sorts of real texts. This understanding may be done by creating various reading skills as well as engaging the learners' prior knowledge.

Reading sessions according to the Algerian syllabus are addressed in PDP (pre-during-post) framework, it is presented in one or two sessions according to the sequence objective under **I read and do** title .90% of texts available in the textbook are non-literary (biography, profiles, journals, articles) in each sequence of the syllabus there are up to 4 **I read and do** lessons.

Research methodology

This part presents the suitable research methods, the instruments, the participants, and the way with which the data can be analysed. A combination of qualitative and quantitative approaches was employed to have varied reliable results.

The research design

Is a structured and guided plan to answer the research question and validate or reject the hypothesis suggested by the researcher. This current study tries to describe and interpret the 4th year middle school learners' motivation for reading in teaching literary texts and shed light on the existing practices as reading materials by teachers in middle school. In a strict sense,

This study is exploratory since it aims to uncover solutions to real-world issues in our setting. Exploratory research is a methodology approach that investigates research questions that have not previously been studied in depth. (Tegan George, 2022)

The study will concern the fourth-year middle school learners where the researchers resorted primarily to a descriptive literature review and theoretical background in what concerns the motivation of reading literary texts and the strategies and the rationale of reading literary texts in order to improve learners' motivation and appreciation in reading different literary genres.

To obtain data, two research instruments are used: a questionnaire for learners and an interview for teachers. The questionnaire is designed to elicit learners' current attitudes regarding reading different literary texts, their general interest in reading, and their needs and preferences for specific successful instruction in their reading. The teachers' interview is designed to identify their specific goals, the teaching methodology that characterises their reading course, and the issues they confront as a result.

Finally, to answer the study questions and validate hypotheses, the researcher qualitatively and quantitatively analyses the data collected from the research instruments, integrating the two approaches. The research findings may address several barriers that inhibit learners from being motivated and actively participating in reading literary genres. It may also include some additional excellent teaching tools and methodologies for improving reading motivation and enjoyment.

The participants

Teachers' profile

The interview is handled by five middle school teachers; this sample contains four female teachers, and one male teacher. Three teachers of the five are *High School Of Teachers* graduates whereas two are university graduates. It is a combination between two novice teachers and three experienced ones with more than five years of teaching.

THE PARTICIPANT TEACHERS

Teachers	gender	Title	Experience
Teacher1	Male	High school of teachers	less than five years
Teacher2	Female	High school of teachers	more than ten years
Teacher3	Female	Masters	less than five
Teacher4	Male	Masters	more than five
Teacher5	Female	High school of teachers	more than fifteen years

Learners' profile

The current study's intended population was fourth-year middle school learners; the sample is 43 pupils from four different middle schools (Elalfi Ahmed, Boulga Abdelkader, Rayah Nacer, and Djbara Lhadj). These pupils are 22 females and 21 males. All pupils come from different social backgrounds; their age varies from 14 to 16 years. These learners have been studying English for 3 years and their linguistic competence in English may vary. However, their teachers assume that they are, in general, lower intermediate English learners.

Research instruments

For the sake of this study validation, the instruments that were deployed to collect data are teacher's interview and pupil's questionnaire. A detailed explanation is provided below for each.

Learners' questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview (Saul McLeod, 2018). They can be carried out face to face, by telephone, computer or post. Generally, it is one of the most common methods of data collection. In this research instrument, respondents are asked to complete a questionnaire containing a series of questions, and they are asked to do so independently and objectively. The participants provide their answers willingly and the researcher receives them back. In this context, nine questions were given to answer in the class.

All the respondents were given the same set of questions in the same sequencing and the same wording to ensure reliability and reliable findings. The questions were sequenced and organised in a rational clear order to serve the intended purposes. The questions were written in simple clear words and phrases, and due to the level and age of the respondents (fourth-year middle school pupils) all the questions were translated into Arabic in the sense that every question was written in English and Arabic in the same questionnaire

The questionnaire was a combination of close-ended, open-ended; and multiple choice questions; each question was provided with possible answers so that the respondents had the ability to choose from the suggestion or provide their own answers.

Questionnaire advantages: Questionnaires are an effective tool for gathering data. (Formplus Blog, 2019)

1. **Inexpensive:** in the sense that it can be self-administered, very low cost.

2. Practical: in addition to the low cost, the questionnaire provides an easy and very reliable procedure to gather vast amounts of data on any subject. It gives a wide variety of ways to be used.
3. quick way to get results: very fast at gathering information
4. Easy Analyse and visualise the findings.
5. Anonymity of the respondent so they do not feel pressured or falsify their answers. No wrong or right answers.
6. can cover every aspect of a topic because of the ability to include many question in one questionnaire

Description of the questionnaire

Fourth year middle school pupils were given this questionnaire to see their attitude, perception, strategies, preferences and to inquire about their level of motivation and habits when it comes to reading literary texts, as it may be obvious , the questionnaire took place almost at the end or the academic year to best assess their studying and reading throughout the year.

Question1: Pupils' opinions about reading.

The aspiration of this question is to have knowledge about pupils' views and opinion about reading in general.

Question2: pupils' preferences to read

The aim of this question is to understand the way and manner in which pupils like to read.

Question3: Types of books pupils enjoy the most

The purpose of this question is to determine pupils' most enjoyed and interesting type of books or genres to read.

Question4: learners' strategies in choosing their reading.

In this question the goal is to uncover pupils' tactics in picking what to read.

Question5: pupils' accessibility to books

This question is aimed at recognizing the way in which pupils can get books.

Question 6: Types of texts preferred to read.

This item is about the most attractive and enjoyable type of texts for the learners, either literary text, or non-literary texts.

Question 7: pupils' motivation to read

The reason behind asking this question is to comprehend learners' motive in reading; why do they read (if they ever do)

Section two:

Question8: Frequency of reading particular type.

In this section, the objective is to list how often they read different types of reading

Question9: pupils' tendencies in reading:

This question aims to understand and analyse pupils' reading habits and what motivates them to do so.

Teachers' interview

The interview is one of the most frequently utilised tools for data collection after the questionnaire. Interviews provide a genuine social connection between the researcher and respondents. As opposed to questionnaires, it is a formal approach used in scientific research; it consists of two or more people having a conversation about a specific topic.

Structured, unstructured, semi-structured, and focus group interviews are the most common types of interview. Each study requires a certain type, for each type serves a purpose, the researcher adopts the most suitable type to meet its goals.

In this research, we selected structured interview to best meet the objective set for the study. Since this work is exploratory research; the aim is to explore and investigate a certain aspect which is learners' motivation in reading literary texts: Therefore, According to Kothari (2006) "The method of collecting information through personal interviews is usually carried out in a structured way" (p.97). In order to get comprehensive data for the study, the researchers used the structured interview instrument in this regard. Interviewing middle school teachers essentially seeks to allow them to reflect on their classroom procedures and goals as they teach reading and select the literary genres that are most appropriate for their learners.

Depending on the respondents' knowledge, skill, and experience, the interviewing style enabled further probing and information collecting.

Description of the interview

In this interview, the researchers attempt to check teachers' awareness of the importance of reading and their motivation towards reading literary texts as they are the reflection of their pupils; in addition, to assess their stand towards the issues at hand. Furthermore, it is to explore their approaches, strategies, preferences of types of texts to be used, and objectives behind the implementation of reading sessions in their teaching.

Finally, to find out and compare teachers' perspective of their pupils' involvement in literary texts reading, and their own ways and techniques to improve their learners' interaction and motivation. Furthermore, the objective of assigning different literary genres, their perspectives, challenges, and ideas for making reading literary texts more engaging for learners

were all part of the research's broad aim, which was techniques in motivating literary texts reading .

To best serve the research objectives and due to time limitation and teachers' availability, the researchers pre-arranged meetings through video calls to interview the teachers, and facilitated the process, teachers were asked close-ended, simple and direct questions .

When it comes to question types, they are often scale questions that include the three primary sorts of questions: open-ended questions, multiple choice questions, and dichotomous questions (yes/no questions).the researcher utilised a so-called "closed question," in which the respondent was presented with a set of options from which to select. Additionally, the research adopted so-called "open questions," which signal, as their name suggests, that the respondent is asked the question and provides the best response possible.

For both the interviewees' comfort and the sake of the investigation; the researcher planned many appointments with the participants in advance to get complete responses.

The pilot of the study

Piloting checks the questionnaire's ease of use, practicality, and clarity. It provides feedback on the time required to complete it and identifies misinterpreted or missing instructions as well as adding or removing unnecessary items. As a result, twelve learners of the target population were handed the questionnaire for testing.

This enabled the researcher to assess students' difficulties and deficiencies in dealing with the questionnaire items; it was then possible to ensure that the items were more thorough and clear.

In the same fashion, the teachers' interview was pre-tested by two middle school English teachers, whose input was highly insightful to the reformulation and rewording of questions' purpose as well, and reviewed by the supervisor to produce the final version.

Data analysis

After gathering the data, the researchers' next significant step is data analysis in order to bridge the theoretical part with the practical aspect to validate the study's hypotheses and research questions. The researchers' task is to select the most appropriate approaches that best suit the nature of the research in consideration of providing a valuable and relevant data analysis. For this exploratory research, the application of both qualitative and quantitative approaches is convenient as it dictates both statistical and descriptive analysis for the essence of this work.

Limitations of the study

As in any previous study on any topic in any field, and in life generally, there are always difficulties, challenges, and obstacles that hinder achieving the intended goals and this study is no exception.

This research work has several limitations. First, the study is limited to only one level, 4th-year middle school learners. Therefore, the data collected has come from the accessible population available for the study, which may include possible threats to the validity of generalisations made from the study since it is a limited representation of the target population. The small number of volunteer teachers for this study is primarily an uncontrollable barrier. In addition, gathering data proved to be difficult because there are so many interrelated, confounding variables and factors that could affect the research hypotheses, such as individual

differences and reading and comprehension styles that could influence participants' readiness, motivation, and performance when reading literary texts.

Conclusion

This chapter contains two main sections; the first section contextualises the present study to give a full view in terms of the area, level, and target population of the study. The second section covers the tool, methods, and approaches used for the sake of meeting the research aims and objectives, it also mentions the limitations encountered throughout this study.

Chapter Three: Data Collection and Analysis

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Introduction

This chapter sheds light and covers the practical aspect of the study. It goes through the analysis of pupils' questionnaire and teachers' interview. The core of this chapter is devoted to discussing the findings of both the questionnaire and the interview, and then it sums up the main results. Finally, it recommends and suggests some methods to the issue at hand.

Questionnaire

Analysis of pupils' Questionnaire

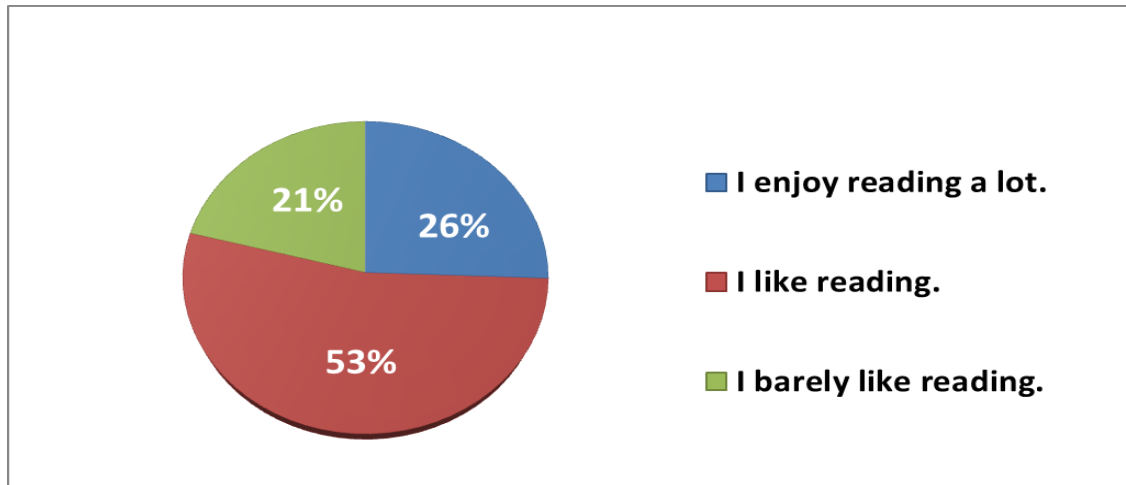
The questionnaire consists of nine (9) questions which were divided into two sections. The first part is about the preferences and opinions of the learners, where the researchers aim at collecting information, topics and genres of reading they like and most importantly their perceptions of what motivates them. The second part is about learners' perspectives towards reading literary texts; it consists of two Likert scales, the first scale investigates how regularly they read different literary genres. The second one is about the perspectives towards reading and its motivation; it consists of eight statements that deal with the different purposes of reading, its motive and what they benefit from it.

Section one

Question 1: pupils' preferences and opinions about reading.

The researchers' main purpose is to unveil learners' likability towards reading in general. The results indicate that 53 % of learners have answered "I like reading" while 23% have answered "I enjoy reading ". And 21% said that they barely like reading

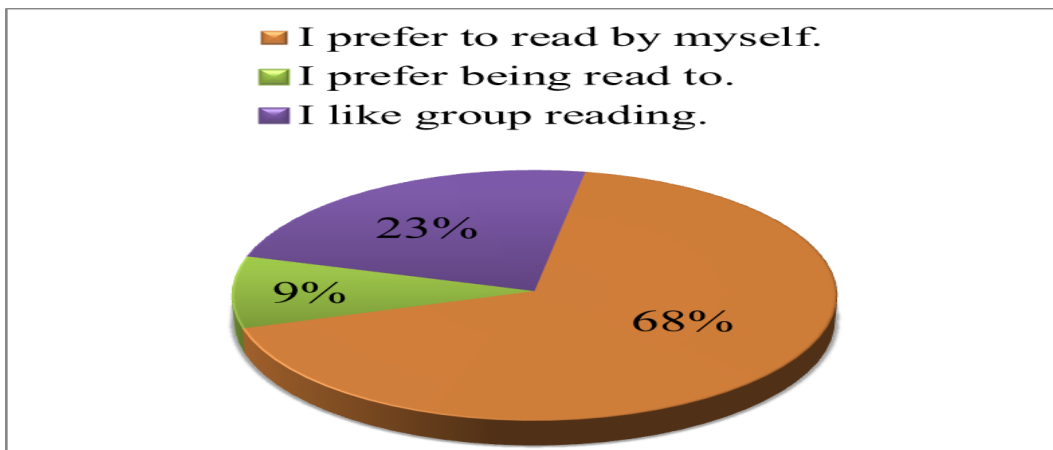
Figure1: pupils’ reading enjoying degree



Question 2: pupils’ preferences of reading.

The question is posed at the beginning in order to ascertain the main preferences held by learners towards reading. According to their answers, 68% said that they prefer reading by themselves, and 23 % of them asserted that they prefer being read to by someone else. Meanwhile, only 9% of the learners claimed that they enjoy group reading.

Figure2: Reading preferences of 4th year middle school pupils’

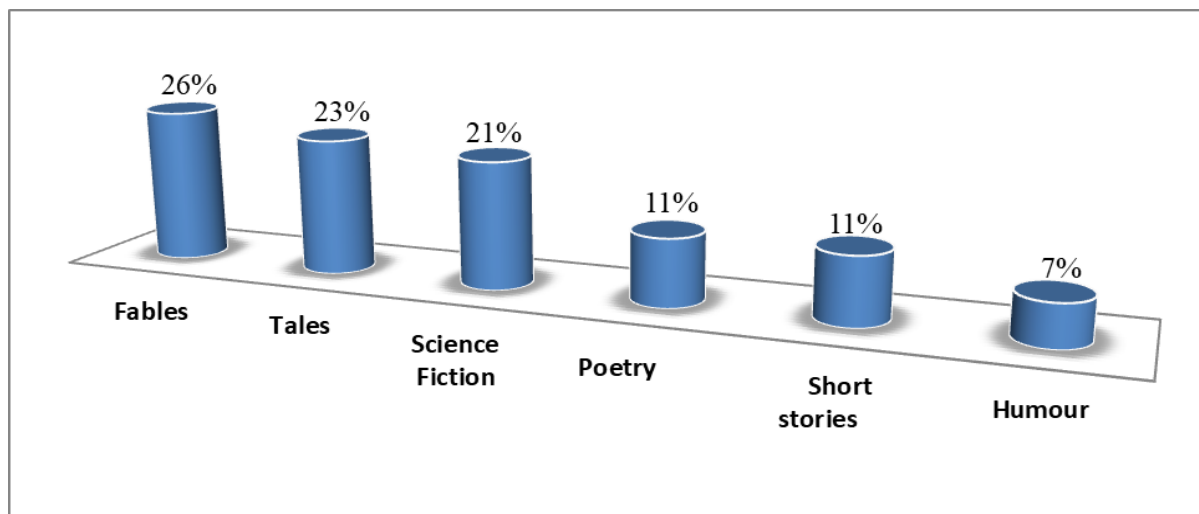


Question 3: pupils' most preferable type for reading.

With regard to the findings as the majority holds a positive perception of reading, it is then the aim of this question to dig thoroughly into the different types learners prefer to read.

From the figure below, it can be understood that large numbers of learners representing 26% consider fables as the number one choice for them to read. 23% of them declared that they prefer tales. About 21% claimed that they prefer science fiction. poetry and short stories seem to be the least enjoyable type for learners. Hence, it can be said that pupils are interested in prose reading because they did not mention any other type in the others section.

Figure3 pupil's most preferable type of reading literary texts.

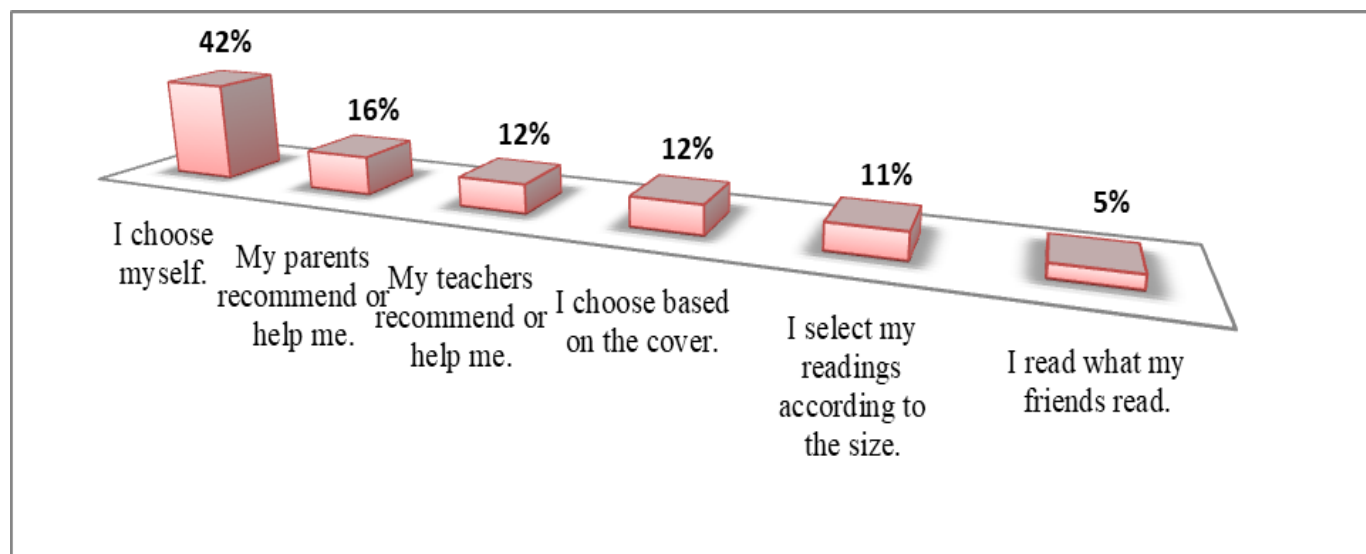


Question4: How do pupils choose their reading.

The aim of this question is to find out pupils' choices of reading. The results show that 42% of the respondents chose by themselves, while 16% answered that they read based on what their parents chose for them; however, 12% mentioned that they read according to their teacher's

recommendation, equally another 12% said that they select their readings based on the cover of the book; whereas, 11% declared that they choose their readings according to the size, howbeit 5% stated that they read what their friends have read.

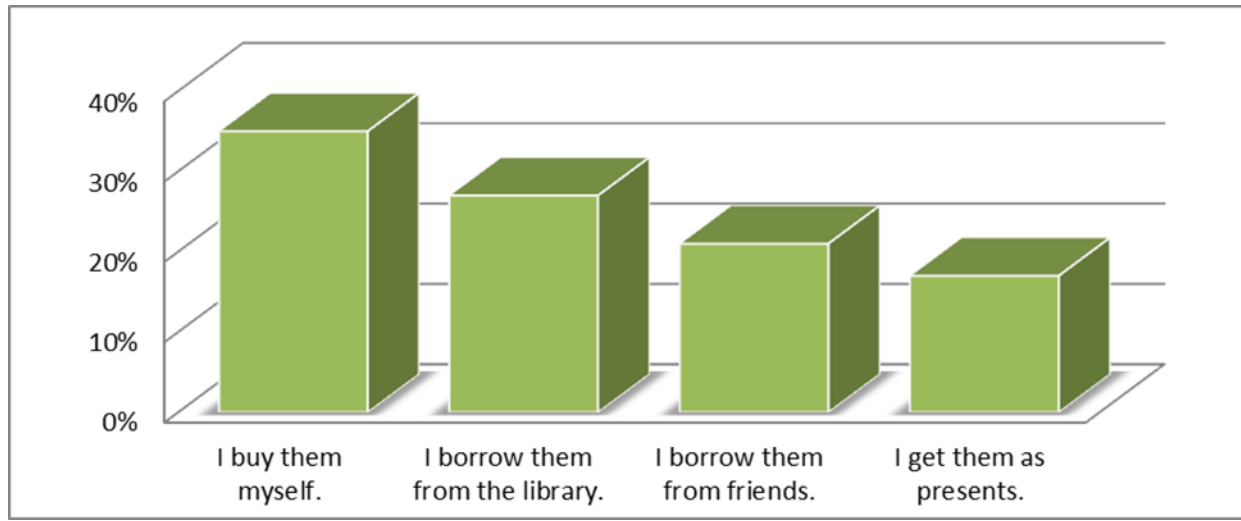
Figure 4: How pupils choose their readings.



Question5: pupils' accessibility to books.

In this question, pupils are further asked about the source of their readings and how they get access to them. Their answers are clarified as follows:

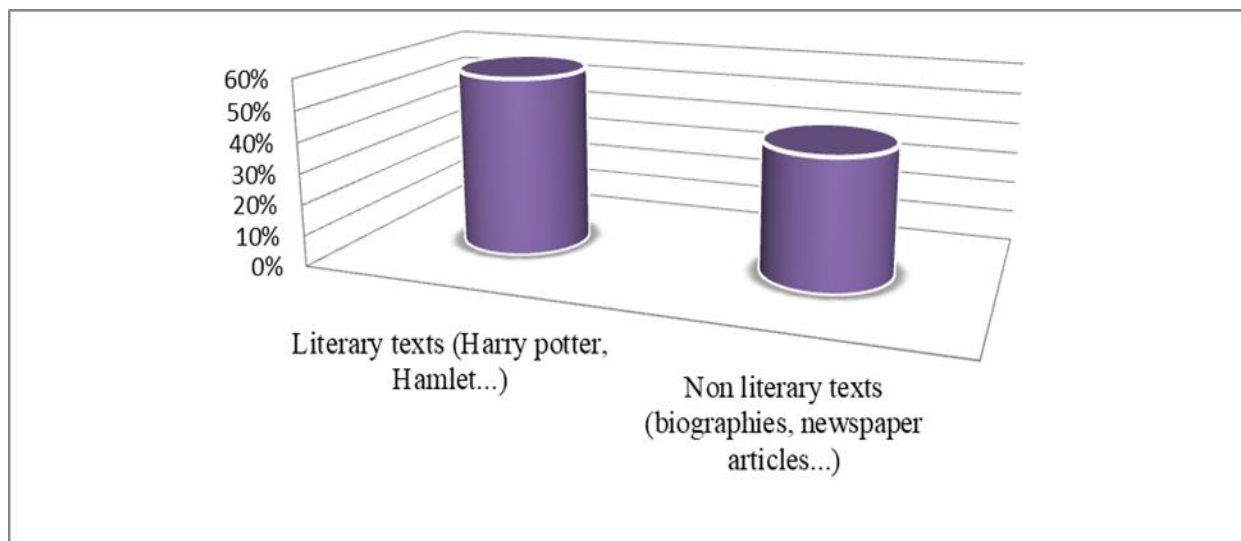
The findings reveal that 35% of the participants claimed that they choose books themselves, about 27% declared that they borrow them from the library, 21% stated that they borrow them from friends; and only 17% claimed that they get them as presents; In addition, some pupils mentioned that they use the internet to get them.

Figure 5 Pupils' Access To Books.

Question 6: Types of texts preferred to read.

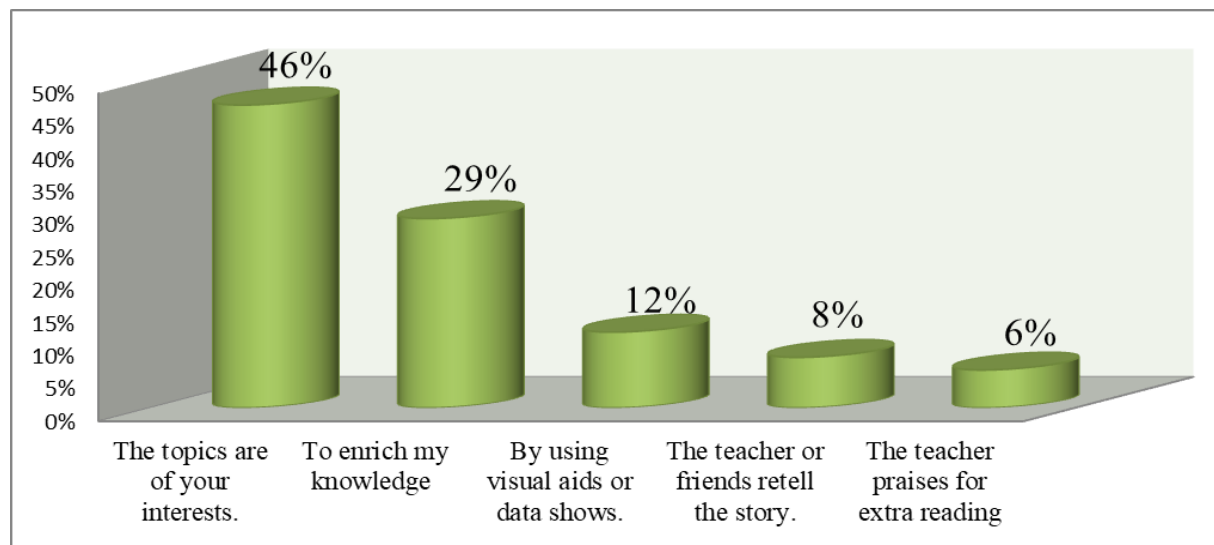
The rationale of this question is to highlight the type of text preferred by pupils so that with this question the researchers shift the focus from general types of reading to a specific one, the findings were as follows:

58% of the learners tend to favour more literary texts rather than non-literary, whereas 42% of the learners expressed their preference to read non-literary texts.

Figure 6: types of text preferred

Question 7: pupils' motivation to read

This question is forwarded to deepen the investigation on the pupils' motivation towards reading. As displayed in the figure below; the findings reveal that almost half of the learners, 46% of the respondents, read and get motivated when topics of their interest are given. On the contrary, 29% of them said that they read to enrich their knowledge whereas 12% pointed out that visual aids and data shows motivate them the most, 8% stated that the teacher or friends retell the story, from all of the findings, only 6% claimed that teacher praises and rewards for extra reading motivate them.

Figure 7: pupil's motivation to read

Section two

Question 8: Frequency of reading particular type.

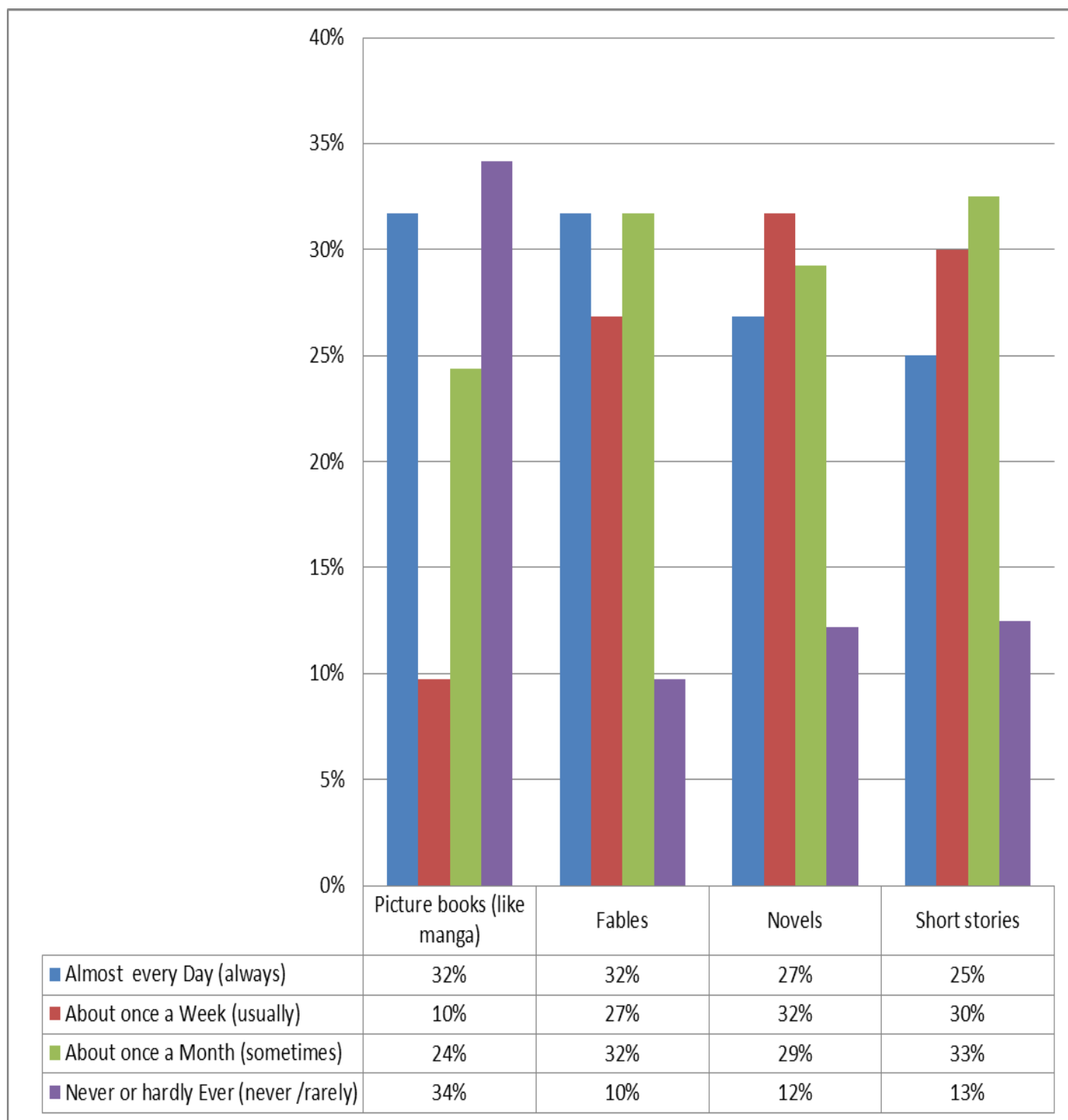
The first scale is done to highlight the frequency for reading a particular preferable genre of literary texts. The purpose of this question is to deepen the investigation on their current habits towards reading different literary texts. From the below results, it can be said that the majority of pupils 32% agreed that they read picture books, fables and short stories more frequently than other genres. These results showed that the frequency of reading novels is very low among pupils. The result of the picture books came as follows: 32% said that they read it almost every day(always), 10% answered that they read it about once a week(usually), 24% stated that they read it about once a month(sometimes), and 34% claimed that they never or hardly ever read it (never/rarely).

The result of fables came as follows: 32% stated that they read it almost every day (always), 27% responded that they read it about once a week (usually), 32% replied that they read it about once a month (sometimes), and 10% claimed that they never or hardly ever read it (never/rarely).

The result of novels came as follows: 27% declared that they read it almost every day (always), 32% answered that they read it about once a week (usually), 29% stated that they read it about once a month (sometimes), and 12% claimed that they never or hardly ever read it (never/rarely).

The result of short stories came as follows: 25% responded that they read it almost every day (always), 30% answered that they read it about once a week (usually), 33% stated that they read it about once a month (sometimes), and 13% declared that they never or hardly ever read it (never/rarely).

Figure8: Pupils reading habits



. *Question9: pupil's motive to read.*

The second scale is having a clear account of the culture of reading amongst pupils as well as representing the learners' views concerning the main advantages of reading literary texts. Pupils' answers are summarised below:

Learners or pupils strongly agreed that they should be given the opportunity to select the literary text that they like rather than reading only prescribed texts that have been selected for them by their teachers. The results of each statement came as follows.

Statement "*I like reading to learn something new about people and things that interest me*" 5% of the respondent strongly disagrees, 7% disagree; 37% agree; and 51% strongly agree.

Statement "*I read texts which are viral*" 7% of the respondents replied that they strongly disagree, 29% said that they disagree; while 36% stated that they agree; and 29% strongly agree with the statement.

Statement "*I read when an assignment is interesting*" 12% of the learners answered that they strongly disagree, 24% said that they disagree whereas 33% stated that they agree, and 31% strongly agree with the statement.

Statement "*I read when my teacher or friends raise an interesting topic in class*, 12% of the respondents strongly disagree, another 12% of them disagree, 40% agree; and 36% strongly agree.

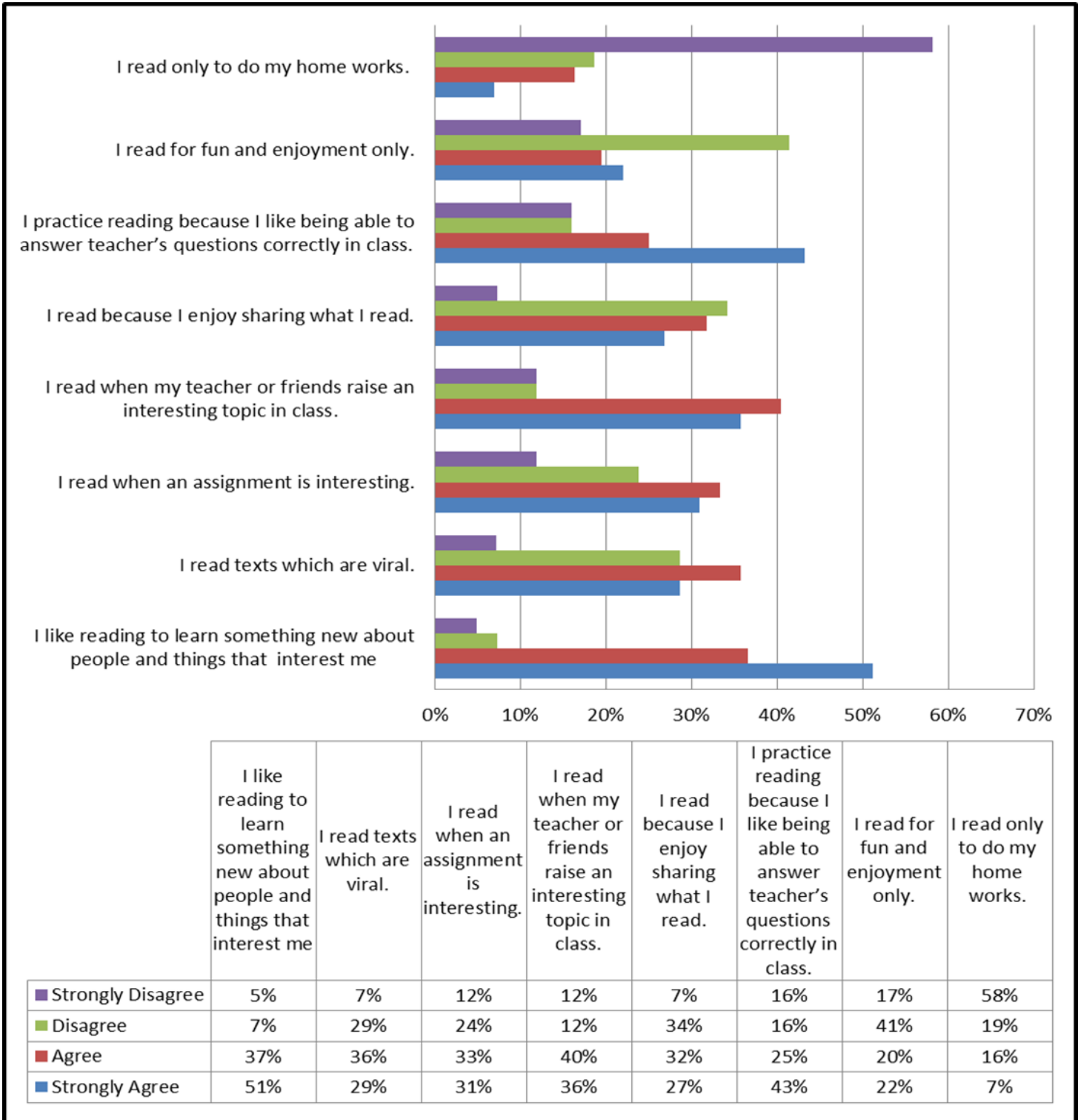
Statement "*I read because I enjoy sharing what I read*" only 12% of the learners answered that they strongly disagree, while 34% replied that they disagree; whereas 32% reveal that they agree; and 27% strongly agree with the statement.

Statement “*I practice reading because I like being able to answer teacher’s questions correctly in class*” 16% of the learners said that they strongly disagree, and equally 16% replied that they disagree; whereas 25% reveal that they agree; and 43% strongly agree with the statement.

Statement “*I read for fun and enjoyment only*” 17% of the respondent strongly disagrees, 41% disagree; 20% agree; and 22% strongly agree.

Statement “*I read only to do my homework*” more than half of the learners 58% said that they strongly disagree , while 19% disagree; 16% agree with the statement ; and only 7% of them strongly agree.

Figure9: pupil’s motive to reading



Discussion of the questionnaire

The questionnaire submitted to the learners is significantly important to come up with answers to the main queries of the study. The first question on learners' attitudes was asked to know the pre-conception learners hold towards reading in general. With a parentage of (53%) for "I like reading, " These findings gave a clear idea that 4th-year middle school learners appreciate the task of reading, but owing to the low percentage of "I enjoy reading," they still do not enjoy and have the motivation towards it. If this would reflect something it would be that learners are not aware of different types of reading besides its different genres, but conscious of its importance. The effects of this passivity are seen also in both the low rate (26%) of learners' who enjoy reading and the fact that learners' preference for the reading task in general has a very poor rate; (21%) claimed that they barely like reading, which another time proves that 4th year middle school learners are reluctant readers and they have a lack of motivation.

Learners are allowed in question (2) to reflect upon the way they would like to read in class. The findings have shown that 42% of learners prefer to read by themselves whereas (23%) highlighted their preference for group reading, while only (9%) of learners claimed that they like to be read to by someone else. These responses prove that learners are not motivated to read in class besides they are not exposed to new and efficient reading strategies.

For the sake of measuring the activeness in their reading habits to juxtapose it with the research aim, learners' were asked about their preferable type of literary texts in question (03), fables and tales received much interest in learners' choices with a high percentage of (26%) and

science fiction with a percentage of (23%). However, the short story was ranked last in their preferences, these findings entail that learners are not motivated to read different literary genres, as well as, they are not familiar with its varieties, which indicates the fact that learners have shown a higher preference for fables and tales and not short stories, that is to say, that learners are highly interested in the moral outcome and the plot itself of these genres. Analysing the motives behind their choices of prose reveals that these preferences are bound primarily to their interest in the moral aspect that fables and tales deliver by the end, also shedding light on the fact that learners still have a low proficient level, which does not permit them to enjoy reading different literary works. Similarly, when learners were asked about the factors that determine their choice of reading, 42% of learners answered that they choose themselves what to read if this would indicate something; it would be that learners enjoy what they are most interested in reading.

One of the important questions delivered to learners is their motive to read. A majority of learners 46% asserted that topics of their interest are the most motivating factors, going along with (29%) said that they read to enrich their knowledge; Thus learners consider reading outcomes as their motive to read.

In digging on the question (7) which is forwarded to deepen the investigation on the learners' motivation towards reading, the findings reveal that almost half of the learners read and get motivated when topics of their interest are given. Thus, Their lack of motivation is due to the non-engaging and non-interesting topics that resulted in unmotivated readers. As for question (8), the results have shown that learners agreed that they prefer to read picture books, fables, and short stories to other genres. This largely clear consensus highlights the need of taking into account learners' interests as a key factor in material selection, along with

curriculum objectives. Since the genres and topics covered in class are unrelated to their interests. These findings demonstrated that students read novels on a relatively rare basis.

Lastly, learners were asked on the Likert scale to have a clear account of their reading culture, and their motivation towards it. The answers reveal that learners' conception of reading and notions about reading literary texts are not directed, that is to say, learners' lack and absence of motivation is mainly due to the concept of the drive behind it . Learners' curiosity needs to be directed and oriented to achieve specific objectives. The majority of learners agreed with the statement that says, "I read to learn something new "and "I practice reading because I like being able to answer the teacher's questions," that is to say learners are lacking besides the inner drive, praising their teachers.

The Interview

Analysis of teachers' interview:

The teachers were asked a variety of questions about their personal opinion towards reading literary texts, their teaching practices using this type of text, and their objectives behind teaching it, as well as their actual and suggested strategies mainly to motivate learners to read literary texts. The interview has seven questions. The main purpose behind it is to investigate and analyse teachers' strategies to make pupils more interactive and engaged in such sessions.

For the sake of research accuracy and reliability, the interviewees are referred to as (T1), (T2), (T3), (T4), and (T5). The interview findings are given here.

I. Teachers' enjoyment of reading literary texts;

Question1: As a teacher do you like reading English literary texts?

The researcher aims at testing teachers' attitudes towards reading literary texts; in that regard, 4 out of 5 teachers claimed that they enjoy reading to varying degrees between each teacher while only one teacher stated that reading is just an occasional habit.

II. Literary texts usage in reading sessions;

Question 2: *Do you use literary texts in reading sessions only?*

This question aims to check if middle school teachers use literary texts in all their classes. Four out of the five teachers stated that they only use literary texts in reading sessions, while only (T5) said he integrates literary texts in other sessions, according to him literary texts provide a great opportunity for authentic language learning, besides cultural awareness, and good morals.

III. Literary texts included in the textbook;

Question 3: *Are there interesting literary texts in the textbook?*

The researchers attempted to concentrate on the major goal of this question which is to know teachers' views about literary texts provided in textbooks as ready-made material in terms of content, quality and relevance.

All teachers (T1), (T2), (T3), (T4), and (T5) agreed upon the fact that the texts in the textbook are not interesting enough, and hard to comprehend for their learners. They stated that there are no interesting or engaging texts to evoke and provoke their pupils' attention and curiosity.

IV. *Teachers' preferences in using authentic or adaptive literary texts;*

Question 4: *Do you prefer using authentic literary texts or do you adapt them?*

This question examines the teachers' beliefs about the usage of literary texts as well as investigates their choice regarding adaptive or adoptive literary texts.

When teachers were asked about their preferences in using adaptive or authentic texts, all five teachers declared that they use adaptive texts. Moreover, almost all the five respondents clarified that the type of texts provided in the textbook are hardly understood by learners, and seem to be outdated and not engaging at all as all teachers see eye to eye on this matter.

V. *Objectives behind using and involving literary texts to be read in class;*

Question 5: *What are your objectives behind using and involving literary texts to be read in class?*

This question aims at eliciting if teachers use a reading text with purpose and examine the type of objectives accordingly.

Firmly, all the teachers answered this question as they highlighted the advantageous use of literary texts. (T1) said the main objective behind using literary text is that learners develop an interest in reading, interpreting texts, and memorising new vocabulary. (T2) and (T3) stated that it makes them more involved; it helps in gaining a style in writing as well as extra information about the sequence theme. However; the most important point that has been discussed in this interview from (T5) is that pupils do not interact mostly when the text is taken from the textbook.

VI. *Teacher perspective towards pupils' involvement in reading literary texts presented in class;*

Question 6: *Do your students enjoy reading literary texts provided in class?*

This question aims to determine learners' level of interest and motivation in dealing with reading literary texts provided.

Teachers were asked about their perspective on pupils' enjoyment and involvement in reading literary texts provided in class, the responses were generally different from one teacher to the other. (T2) declared that the use of literature in the language classroom cannot be successful if teachers use inappropriate texts. Learners cannot exploit and cope with a text if it is too difficult. Also (T3) agreed that in order to choose literary texts for middle school classes the teacher should confirm that those texts are motivating, easy and reliable to their level and valid for the syllabus aims (T4) raised a very important point which is developing critical thinking.

VII. *Teachers generally used strategies to increase their pupils' motivation;*

Question 7: *What do you generally use to increase this motivation?*

Teachers' reaction when this question was asked indicates that they do not think of it quite often, this question was asked to investigate the current motivation strategies used generally and to know further suggestions

All teachers agreed on the necessity of using literary texts due to their components that allow the students to improve their language skills. The respondents (T1) and (T3) have the same idea about choosing literary texts to use in class. However (T2) stated that the teacher should be selective and choose the texts according to various dimensions.

Significantly, good strategies all teachers suggested are that they have to get to know their learners on a personal level, by being close to them; consequently adapting and choosing texts that are most suitable and engaging, and the best way is to give them the sense of control over their readings and studies in general as (T4) expressed.

Discussion of teachers' interview Results

The analyses and interpretations of the findings were obtained from the teachers' responses in the given interview. The first step was to uncover teachers' enjoyment of literary texts reading because to examine 4th-year learners' level of motivation, we have to start with their teachers'. It can be said that teachers' enjoyment of literary texts is not a real measurement of learners' enjoyment, it is an important aspect, however, not a decisive one, and this may reflect on the way teachers transmit their beliefs, convictions, and habits to their pupils.

While observing teachers' answers regarding whether literary texts are used in reading sessions only or it is implemented in other sessions, Answers to this question showed that teachers use literary texts only in reading sessions, which other times proves that learners are being enough exposed to literary texts and its different types.

Furthermore, in question (3) they argue that the vocabulary and expressions used in those authentic texts are not suitable for the learners' level of English and their cultural background, also teachers highlighted that the texts are authentic texts sometimes translated from French to English which makes them even harder. In other words, the selection at the first level in terms of topic and difficulty are prior motives for beginners. However, the needs of learners differ according to many factors; that is to say, teachers have to take their learners' needs into account while selecting literary texts. Teachers' answers on the relevance of texts available in the

textbook revealed that no interesting or engaging texts evoke and provoke their learners' attention and curiosity and most texts are irrelevant and boring as they put it. This might be the main reason why pupils are not that engaged in literary reading; undoubtedly, the type of texts and topics play a crucial role in determining learners' engagement and interest.

In the next question teachers were asked about their usage of authentic and adaptive literary texts, all teachers claimed that they adapt texts and they emphasized that the need for adapting text is a must; due to the level of learners . They also highlighted that the goal behind adapting texts is that the lack of interesting texts in the textbook besides learners prefer up-to-date subjects.

all teachers in question (5) talked about the objective behind using literary text as a pedagogical one, however, they ignored their learners' preference .the answers of this question reveal that all teachers agreed that literary texts are of great advantages for learners in both reading and writing skills also it's much easier to implement different language forms in one rich literary text.

Furthermore; teachers in question (6) were asked about the level of learners' motivation in class while literary texts are presented. All 5 teachers stated that 4th year middle school learners are not motivated and they have a lack of engagement especially in reading sessions , however they claimed that their motivation increases when texts of their interests are presented .

Lastly; teachers were asked in question (7) to suggest some used or recommended strategies to be used in order to increase learners motivation , teachers focused on mainly four points : interest , rewards, showing positive attitude, and knowing their learners' needs .

Discussion and Interpretation of all results

The quest of this study is to provide a clear picture of learners' motivation in literary text reading, undergoing this study was to decipher the long claimed and deep-rooted notion that learners have a lack of motivation in reading literary texts. Hence the research questions of this study are to determine both the current level of 4th-year middle school learners' motivation regarding literary texts, and how can their interest and motivation be enhanced in literary text reading.

In line with the first hypothesis that Fourth-year middle school learners seem to be less motivated in reading literary texts, The data collected from learners' questionnaire evince that indeed learners do have low motivation, The findings of question (1) gave a clear idea that although 4th-year middle school learners do appreciate the task of reading, they still do not enjoy and have the motivation towards it due to the low percentage of 26% of learners who enjoy reading. The fact that learners' preference for the reading task, in general, has a very poor rate; 21% of learners claimed that they barely like reading, which proves that 4th-year middle school learners are reluctant readers and they have a lack of motivation to read literary texts . Additionally, we have found that this outcome in question 6 was backed and validated in teachers' interview they clearly illustrated that learners are not motivated with unanimous agreement. However, they shed light that learners show engagement and involvement when topics of their interest are given and presented in class and this leads us to the absolute approval of the second hypothesis in which learners' motivation is more likely to be enhanced if they are exposed to relevant and engaging literary texts. From question (7) the results have affirmed that a total of 46% learners admitted that they read and get motivated when topics of their interest are given. Thus, the reason for their lack of motivation is the uninteresting and disengaging themes,

which led to unmotivated and reluctant readers. This claim can be backed by teacher's answers in question(3) that authentic texts available in the textbook are not suitable for the learners' level of English and their cultural background, also teachers highlighted that the texts are sometimes translated from French to English which makes them even harder. In other words, learners seem to lack motivation for reading literary and non-interesting text book's texts could be one of the reasons. In this concern we can say that learners' prior motives for subject and difficulty selection should be at the first level.

It can be deduced that from teachers' interview that the usage of authentic and adaptive literary texts is a must; moreover in question (6) they highlighted that their learners are not showing interest nor engagement in class even though they tend to adapt texts most of the time ; So this is firmly related to our second hypothesis in which we suggested that their motivation and interest can also be increased if they are given the chance to self - select the type and form of the text particularly if they involved moral outcome. This was answered by learners, in question 3 and 4, the findings of both questions entail that learners are not motivated to read different literary genres, as well as, they are not familiar with its varieties, which indicates the fact that learners have shown a higher preference for fables and tales and not short stories, that is to say, that learners are highly interested in the moral outcome rather than the genres .Also analysing the motives behind their choices confirms that these preferences are bound primarily to their interest in the moral aspect that fables and tales deliver as well as their limited disclosure and exposure of different literary texts. Similarly, when learners were asked about the factors that determine their choice of reading, 42% of learners answered that they choose themselves what to read if this would indicate something; it would be that learners enjoy what they are interested in reading and in what they practice autonomy in .

Accordingly, teachers play a crucial role in shaping learners' learning attitudes and motivation. It is not only the amount of knowledge they provide to them but they also help shape their attitudes towards reading and enjoying literary texts as mentioned in the Interview. Thus, teachers need to re-examine their teaching practices, their roles, and skills to accomplish the objective of their reading lessons.

In a broad sense, Better text selection is one strategy to encourage pupils to read literary works. Probably the most important criterion in text selection is the learners' interest. This is not to say that texts should be short or long, authentic or adaptive that is to say, text selection at this level should be focused on remarkable subjects for young learners because they originate from various backgrounds, interests, and abilities; the ideal method is to select literary texts that vary in terms of topics and genres. Specifically, teachers must vary reading texts and not just those given in the textbook, as well as being able to generate their interpretations of the texts utilizing critical thinking abilities, They must also highlight the cultural features of texts, particularly those relevant to this age.

Recommendation

The focus of this research was on reading English literary texts motivation of 4th year middle school learners. The study set out to meet these main aims: to get an overview of reading behaviour, reading motivation, and the appropriate reading strategies to enhance their reading behaviour and motivation.

In the study, it was discovered that in terms of reading literary texts, the learners have a low level of Motivation. Their prior knowledge and experience of their reading did little to

enhance their reading motivation. So, we can conclude that the learners have not been engaged in reading sessions, thus it is crucial for instructors to teach effective reading strategies to them during class hours.

As stated earlier, middle school teachers should select meaningful, interesting, and relevant materials to implement in their classes to improve learners' knowledge of vocabulary which will develop many other skills such as their writing competence. Nevertheless, there is growing interest in how tutors can use motivation constructs to facilitate learning, especially in instances where they lack motivation. Many methods can be used to develop and increase learners' motivation to read literary texts, the first new method involves learners' participation, and feedback about the short story or the literary work besides group and class discussion. The second method involved deepening awareness of a play through character and story studying and adaptation of the story and roles in different ways through dramatization.

Finely allowing pupils to select the literary works they want to read will boost their interest and engagement in class. Additionally, while selecting a text for their learners, teachers should choose subjects that respond to the children; preferences and interests, such as journeys, friendships, and moral tales. Learners should be able to select from a wide range of diverse texts, complete with varied ability levels, subjects, and genres (Miller 2009).

It is important to give learners this opportunity to easily enjoy reading literature through a supportive atmosphere that can provide encouraging feedback on their learning. This reflects the extent to which purposeful reward and praise from teachers in reading sessions could create a change in their desire to read literary texts. Furthermore, the learners' reluctance in reading is due to their lack of knowledge of the learning strategies therefore, it is highly recommended to teach thoroughly the different reading strategies. The aim behind this is to give the opportunity to

learners to discover the different effective strategies of reading that help them enjoy a particular literary text by themselves.

Conclusion

This chapter is considered the most important part of this research work. It has offered the data obtained via both learners' questionnaire and teachers' interview. The analysis of the data gathered from learners' questionnaire was interpreted in the form of tables, pie charts, and bar graphs. Then, the data collected from teachers' interview was presented. Finally, those answers were linked to the research questions and hypotheses which were both confirmed.

General Conclusion

The researchers have attempted to provide a concise description of the study's issue, which is the analysis of the various restrictions that may boost learners' motivation to read and appreciate literary texts, through this simple research. The various concerns surrounding the topic and its relevance, in particular, make the research topics, in my opinion, worth exploring.

From the study, it was found that reading motivation among young learners is a multi-faceted construct involving several different dimensions. The findings showed that the respondents lacked sufficient reading motivation. They may not become engaged in reading and may also become less engrossed while they read since they just have a low level of reading drive. This might lead them to become less interested in reading. The results reflected that the respondents are not motivated enough to read. They may not become involved in reading and may also become less engrossed while they read since they just have a medium level of reading motivation. This could lead to a decrease in reading interest. Moreover, reading motivation is a crucial step at the middle school level that will allow learners to express and communicate their ideas and thoughts.

In general, the researcher suggests that learners should get in touch more with different literary genres that accommodate their current level, specifically prose writings. The teachers need to make learners feel more autonomous, with semi-guided choices before, during, and after conducting a reading class. Thus learners will show more focused involvement and active engagement once they become familiar with this strategy. In addition, they will develop critical reading skills which are going to start by working collaboratively to understand the literary text as a whole. Moreover, young learners will develop new learning strategies such as collaboration, autonomy, and critical thinking. . Finally, students will be more engaged in the reading task

which will be meaningful and more interesting thanks to the atmosphere of collaboration and self-centered learning in the classroom.

To sum up, the present study tries to answer different questions related to learners' lack of motivation and the constraints that may hinder their active engagement and appreciation in reading different literary texts. By doing so, it is the researchers' aim that the overall findings will help middle school teachers, especially novice ones, to have an overall idea about learners' unmotivated and passive attitudes.

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Pupils' Questionnaire

DEAR PUPILS,

YOU ARE CHOSEN TO BE PART OF AN INVESTIGATION SEEKING TO ENHANCE PUPIL'S MOTIVATION IN READING ENGLISH LITERARY TEXTS. YOU ARE KINDLY ASKED TO FILL IN THE FOLLOWING QUESTIONNAIRE. PLEASE, BE AS ACCURATE AND COMPREHENSIVE AS POSSIBLE WITH YOUR OTHER ANSWERS.

SECTION ONE:

- *How much do you like reading? (Tick one only)*
- كم تحب القراءة؟ (ضع علامة واحدة فقط؟)
 - I enjoy reading a lot. استمتع بالقراءة كثيرا
 - I like reading. أحب القراءة
 - I barely like reading. بالكاد أحب القراءة
- *Which statements describe you as a reader? (You can tick more than one)*
- أي العبارات تصفك كقارئ؟
 - I prefer to read by myself. أفضل أن أقرأ بنفسي.
 - I prefer being read to. أنا أفضل أن يُقرأ لي
 - I like group reading. أحب القراءة الجماعية.
- *What do you enjoy to read the most? (You can tick more than one)*
- ما الذي تستمتع بقراءته؟
 - Poetry شعر
 - Humor دعاية
 - Science Fiction الخيال العلمي
 - Tales حكايات
 - Short stories قصص قصيرة
 - Fables أسطورة ذات مغزى
- Other ... please list :

-
- *How do you choose what to read? (You can tick more than one)*
 - **كيف تختار ما تقرأ؟ (يمكنك تحديد أكثر من واحد)**

- أنا أختار بنفسي I choose myself.
 - والدي ينصحاني أو يساعدايني My parents recommend or help me.
 - أقرأ ما يقرأه أصدقائي I read what my friends read.
 - أساتذتي ينصحونني أو يساعدونني My teachers recommend or help me.
 - أختار بناءً على الغلاف I choose based on the cover.
 - أختار قراءاتي حسب حجم المحتوى.
 - I select my readings according to the content size.
 - Other :
-

- *How do you get books? (You can tick more than one)*
- **كيف تحصل على الكتب؟ (يمكنك تحديد أكثر من واحد)**

- أشتريهم بنفسي I buy them myself.
 - أتلقاهم كهدية I get them as presents.
 - أستعيرهم من مكتبة I borrow them from the library.
 - أستعيرهم من أصدقائي I borrow them from friends.
 - Other :
-

- *What do you prefer reading? (You can tick more than one)*
- **ماذا تفضل أن تقرأ؟**

Literary texts (Harry potter, Hamlet...)

Non literary texts (biographies, newspaper articles...)

- *What motivates you the most to read?*
- **ما الذي يحفزك أكثر على القراءة**

The teacher praises for extra reading

The topics are of your interests.

The teacher or friends retell the story.

By using visual aids or data shows.

□ لإثراء معرفتي to enrich my knowledge

Section Two:

▪ *How often do you read or use the following?*

		Almost every Day (always) 100%	About once a Week (usually) 90%	About once a Month (sometimes) 50%	Never or hardly Ever (never /rarely) 5%
1	Picture books (like manga) الكتب المصورة				
2	Fables أساطير ذات مغزى				
3	Novels الروايات				
4	Short stories قصص قصيرة				

▪ *Tick (✓) in the relevant option. Tick one only*

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like reading to learn something new about people and things that interest me أحب القراءة لأتعلم شيئاً جديداً عن الناس و الامور التي تهمني				
2	I read texts which are viral. أقرأ النصوص الأكثر شيوعاً				
3	I read when an assignment is interesting. أقرأ عندما يكون الواجب مثيراً للإهتمام				
4	I read when my teacher or friends raise an interesting topic in class. أقرأ عندما يثير أستاذي أو أصدقائي موضوع مثير للإهتمام في الفصل.				
5	I read because I enjoy sharing what I read. أقرأ لأنني أستمتع بمشاركة ما قرأت مع الآخرين .				
6	I practice reading because I like being able to answer teacher's questions correctly in class. أطالع لأنني أحب أن أكون قادراً على إجابة أسئلة المعلم بشكل صحيح				
7	I read for fun and enjoyment only. أقرأ من أجل الإستمتاع فقط				
8	I read only to do my home works. أقرأ لحل واجباتي فقط .				

Teachers' interview

Whatever your answer is, please justify?

1-As a teacher do you like reading English literary texts?

2-Do you use literary texts in reading sessions only?

3-Are there interesting literary texts in the text book?

4- Do you prefer using authentic literary texts or you adapt them?

5-what are your objectives behind using and involving literary texts to be read in class?

6-Do your students enjoy reading literary texts provided in class?

7- What do you generally use to increase this motivation?

Thank you .

ملخص

تهدف هذه الدراسة إلى استكشاف الواقع الحالي في قراءة النصوص الأدبية الإنجليزية بشكل رئيسي مع المتدرسين الصغار كما هو الحال مع اللغة الإنجليزية في المدارس المتوسطة. أجريت الدراسة في بعض المدارس المتوسطة الجزائرية وهي (إلفي أحمد، بوعلفة عبد القادر، رايح ناصر، وجبارة الحاج) في فرندة في تيارت. وكانت عينة الدراسة تلاميذ السنة الرابعة المتوسطة 43 و 5 معلمين اللغة الإنجليزية المتوسطة. الغرض من هذه الدراسة هو تعزيز تحفيز الطلاب في قراءة النصوص الأدبية الإنجليزية. في دراسة هذه الحالة تم استخدام أداتين بحث: استبيان لطلاب السنة الرابعة المتوسطة وإجراء مقابلة منظمة للمعلمين. وتم تحليل البيانات التي تم جمعها نوعيا وكميا. وأظهرت النتائج التي تم الحصول عليها أن المتعلمين كانوا على علم بقلّة قراءتهم وأنهم غير متحمسين لقراءة النصوص الأدبية الإنجليزية. ومن ثم، قُدم عدد من الاقتراحات والتوصيات لتعزيز دوافعهم في اختيار نصوص ومواضيع أدبية ملهمة، واستخدام تكنولوجيات جديدة للقراءة وممارسة أنشطة القراءة.

الكلمات المفتاحية: الدافع، القراءة، المدرسة المتوسطة، النصوص الأدبية الأنواع الأدبية

Résumé

La présente étude vise à explorer la réalité actuelle de la lecture de textes littéraires anglais principalement avec des enfants comme c'est le cas de l'anglais au collège. L'étude s'est déroulée dans quelques collèges algériens notamment (Elalfi Ahmed, Boualga Abd-el-Kader, Rayah Nacer, et Djbara Elhadj) à Frenda à Tiaret. L'échantillon de l'étude était composé d'élèves de quatrième année de collège 43 et de professeurs de cinq collèges d'anglais. Le but de cette étude est d'améliorer la motivation des élèves à lire des textes littéraires en anglais. Dans cette étude de cas, deux instruments de recherche ont été utilisés : un questionnaire pour les élèves de 4^e année du collège et un entretien structuré pour les enseignants. Les données recueillies ont été analysées à la fois qualitativement et quantitativement. Les résultats obtenus ont montré que les apprenants étaient conscients de leur manque de lecture et qu'ils ne sont pas motivés à lire des textes littéraires en anglais. Par conséquent, un certain nombre de suggestions et de recommandations ont été avancées pour renforcer leur motivation comme la sélection de textes et de sujets littéraires engageants, l'utilisation des nouvelles technologies pour lire et pratiquer des activités de lecture.

Mots clés : motivation, lecture, collège, textes littéraires, genres littéraires

Abstract

The present study is meant to explore the current reality in reading English literary texts mainly with children as it is the case of English in middle school. The study took place in some Algerian middle schools namely (Elalfi Ahmed, Boualga Abd-el-Kader, Rayah Nacer, and Djbara Elhadj) at Frenda in Tiaret. The sample of the study was fourth year middle school pupils 43 and Five English middle school teachers. The purpose of this study is to enhancing students' motivation in reading English literary texts. In this case study two research instruments were used: a questionnaire for 4th year middle school learners and a structured interview for teachers. The collected data were analyzed both qualitatively and quantitatively. The results obtained showed that learners were aware about their lack of reading and they are not motivated to read English literary texts. Hence, a number of suggestions and recommendations were put forward to enhance their motivation as the selection of engaging literary texts and topics, use of new technologies to read and practice reading activities.

Key words: motivation, reading, middle school, literary texts, literary genres