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**Investigating Students' use of Reading Strategies for Reading
Literary Texts: The Case of First Year students of English at
MMUTO**

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To

My adored family

My parent; Zahra and Smail, my brothers Ahmed, fateh and meziane

My two sisters Nouria and Ania

Special dedication to Hamza

All my friends

Fatma

To

My dearest parents Noura and Mokrane

My brothers Younes and Khellaf

My sisters Zakia, Linda, Lilia and Manel

My friends rachida, Lila, Ouiza and Thileli

My nephew Aylan

All my relatives

My beloved ones

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Abstract

The present study aims at investigating the Reading Strategies used by first year students for reading literary texts in the Department of English at Mouloud Mammeri University of Tizi Ouzou. It attempts to determine the extent to which the students are aware of the appropriate use of these strategies. In order to gather reliable and valid data, we opted for the Mixed Methods Approach that combines both qualitative and quantitative data. Thus, a questionnaire is designed to fifty five (55) first year students and an interview is conducted with seven teachers of reading and writing module of the same department. The outcomes are analyzed according to the SQ3R reading strategy, Qualitative Content Analysis and statistical methods of analysis using the Statistical Package for the Social Sciences. On the basis of the results of the study, it is concluded that students use a range of strategies which are, Survey, Question, Read, Recite and Review. However, learners use these strategies unconsciously which reveal that they are not aware of their appropriate use.

Keys words: Reading, Reading Strategies, Literary Texts, SQ3R

List of Abbreviations

- BMD: Bachelor Master Degree
- EFL: English as a Foreign Language
- QCA: Qualitative Content Analysis
- SPSS: Social Package for Social Sciences
- SQ3R : Survey Question Read Recite Review

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Introduction

Statement of the Problem

To succeed in foreign language learning, learners must develop and use the reading skills. Reading is one of the English language skills in addition to speaking, listening and writing; it is a basic means for gaining access to information. These are central and fundamental while students are trying to master the target language.

Reading in a foreign language does not just require the ability to pronounce words and sentences that are written down, but also the understanding of the ideas. So, an efficient reader is the one who reads with a precise purpose and criticism. English language learners are highly recommended to read; either short paragraphs or whole books, particularly, literary texts. Thus, when learners are asked to read literature texts, they are also expected to react to, evaluate and interpret the texts. Besides, the process of reading leads to deep discussion and explanation of what they have extracted during their classes.

The ability to read and understand what is being communicated between the lines may be a problem for students. Therefore, the ways to improve reading comprehension may be approached using reading strategies. In this context, Brown (2001: 306) points out that, *“reading comprehension is a matter of developing appropriate, efficient comprehension strategies.”* Therefore, reading strategies are used to enhance and strength the learners’ perception and understanding of the writers’ ideas and thoughts.

Therefore, it is noticed that good readers are those who use more strategies while reading (pani, 2004). Strategy thus, is a key and an effective factor that helps learners improve their reading skills, and makes them active during the reading tasks.

A brief glance to the literature reveals that the issue of reading strategies has been a major interest since the 1970s. Many studies have focused on investigating this issue from different angles; studies review the different reading strategies that enhance learners' reading skill. For example a research has been conducted in the Algerian context by Ms Ammour Kamila (2006) at Mouloud Mammeri University of Tizi Ouzou examining the reading strategies introduced in the middle school syllabuses and textbooks; as well as teachers' practices while teaching reading skills. The research has examined whether the reading strategies included in the English programs of middle school textbooks make the students accustomed with the use of reading strategies while reading. The results indicate that there are many factors hindering the reading strategies instruction. These factors range from lack of support of the way teachers teach reading activities, inappropriate reading activities introduced in the textbook, and an inappropriate adoption of the recent educational reforms.

Another study has been carried out in the Algerian context, by Miss Rouai Souhila (2014) at Kasdi Merbah University of Ouargla; the case of First year LMD students. The aim of the research is to raise students' awareness on the appropriate use of reading strategies to face their reading comprehension problems. The results show that, students reach comprehension through the use of their own reading strategies, whereas, the improper and the lack of use of these strategies causes problems in reading.

Further, a research has been conducted at Dong Thap University, South Vietnam a work by Do Minh Hung and Vo Phan Thu Ngan (2015), they made an attempt to examine reading strategies used in processing academic English texts by first and third year English majors of Dong Thap University. The findings have revealed that first year students made use of skimming, scanning, translating, highlighting, relevant thinking; meanwhile third year students increased the use of analyzing, elaboration, purpose identifying.

The literature stated above has examined the use of reading strategies from different perspectives. It leads us then, to question the value of the use of reading strategies in the Department of English at UMMTO. In this context, strategies used for reading literary texts are selected to be our subject of interest since employing strategies is considered as an aspect of successful and organized reading.

Research Questions and Hypotheses

The present dissertation aims at answering the following research questions:

Q1: What are the reading strategies used by first year students for reading literary texts at the department of English at UMMTO?

Q2: To what extent are Students aware of the appropriate use of reading strategies?

In an attempt to foresee the results, the following hypotheses are advanced:

H.1: First year students use a variety of strategies for reading literary texts such as Surveying, Recalling and Reviewing.

H.2: First year students are aware of the appropriate use of reading strategies as they frequently make use of them.

Aims and Significance of the Study

The overall aim of this study is to investigate students' use of strategies for reading literary texts and to determine whether first year students develop appropriate and successful strategies to cope with the difficulties that challenge their reading process. Indeed, the present research intends to explore the use of reading strategies by first year students and to find out

what are these strategies. In addition it seeks to investigate the extent first year students students are aware on the use of these strategies.

Since reading is important in second and foreign language learning, recent studies have focused on the teaching of reading strategies. However, there is little research on the learners' use of strategy for reading literary books. In this regards our study pretends to bridge the gap of comprehension difficulties and struggles in processing literary texts.

Research Techniques and Methodology

The present work adopts the mixed-methods approach as methodology. That is, two research tools are combined to collect data. Concerning the first data collection instrument, it refers to a questionnaire addressed to first year students to obtain numerical data. As a sample to our research, we have randomly selected a group of first year students at MMUTO. As for the second data collection tool, a qualitative research instrument namely the Interview is used. It is addressed to teachers of reading and writing. It attempts to provide the research with an in-depth exploration concerning the effectiveness of the use of reading strategies for helping learners to overcome the difficulties of reading.

Structure of the Dissertation

This research follows the traditional complex model. It is divided into four chapters, a General Introduction and Conclusion. The introduction presents the background of the study, the research problem, aims and significance of the study, and the organization of study. The first chapter consists in reviewing the literature about the present study, defining the key concepts, and the theoretical framework upon which this study is based, which is Survey, Question, Read, Recall and Review (SQ3R) introduced in Laraine Flemming's book *Reading*

for thinking. The second chapter entitled “Research Design” introduces the data collection and analysis procedures. It gives a description of the methodological framework, the research instruments, and the data obtained from the participants. The outcomes are represented in the third chapter in a statistical form. The fourth and last chapter is the discussion of the findings where the outcomes are discussed trying to answer the research questions. The “General Conclusion” gives a general overview of the dissertation, limitations of the study and suggestions for further research.

Introduction

This chapter consists of the review of the literature, which comprises four main sections. First, it includes definitions of reading from different perspectives by providing its models and types, in order to show to the reader that the scope of reading is seen differently by scholars. Moreover, it offers definitions of reading strategies and their classifications. Then, some light is thrown on the literary text as a genre by presenting its main types (prose, poetry and drama). Finally, we clarify the theoretical framework of the study.

1. The Reading Skills

The development of reading is the result of the invention of printing machine. Soon people experience the process of reading daily: reading newspapers, reading announcements or reading for educational purposes.

1.1. Definition of Reading

A precise definition of reading in the literature is not available since reading is viewed and explained from different perspectives. From a linguistic aspect, Fries(1963) in his book *Linguistic and Reading*; described the reading process as being perceptual; by recognizing the alphabets and their corresponding sounds and think about their meaning . In this case, reading is viewed as a linguistic process comprising the deciphering of language, recognition of vocabulary and syntax; which means relying on the alphabet and the rule of language to read successfully.

From the articulator perspective of reading, Carroll (1964: 62) defines reading as “*the activity of reconstructing a reasonable spoken message from a printed text, and making meaning responses to the reconstructed messages that would be made to the spoken*

messages". In Carroll's view, reading is the building of meaning from written down words, then responding and reacting to that message as what people do while speaking.

From the social perspective, reading is regarded as ;"*an interactive process that involves not just process strategies but also background knowledge, and that for English as a Second Language Studies, a lack of assumed cultural knowledge may be one important factor affecting their reading comprehension*" (Nuttal, 1982: 28). In this context, reading is seen as a socially linked process since any reader relies on his/her background knowledge to understand a text however inadequate of cultural knowledge may affect their comprehension.

From the psychological perspective, reading is defined as

a receptive language process, it is a psycholinguistic process in that it starts with a linguistic surface presentation encoded by writer, and ends with meaning which the reader constructs. Thus there is an essential interaction between language and thought, the reader encodes language as language and the reader decodes language to thought (Goodman, 1988:13).

In this context, the reader interacts with the text to construct meaning by recognizing words, linking sentences and phrases thus interpreting the meaning.

According to cognitivists and mentalists, reading is a process that requires strategies in search of meaning. For Davis (1995: 1) "*Reading is a private. It is a mental process or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time*". Reading is an individual process that requires from the reader to search for meaning using a range of tactics.

1.2. An Overview of Reading Models

"*What goes on in the visual system and the brain during the process of reading?*" (Davis, 1995: 57). A research question to which many researchers formulated hypothesis to find out,

what happens during the process of reading; to answer this question different models were proposed. The term “model” refers to what happens in the eye and brain while reading, *“formalized, usually visually represented theory of what goes in the eyes and the mind when readers are comprehending or (miscomprehending) text”* (ibid). As such the following section aims to introduce the models of reading, bottom-up, top-down model and the interactive model.

1. 2. 1 Bottom-up Model

This model is widely associated with Gough (1972); it argues that while the reader is trying to process a text, he is seen to proceed from the smallest units of language to larger ones in order to construct meaning; *“from letters, to sounds, to words, to sentences and finally to meaning and thinking”* (Davies, 1995: 58). On the basis of a laborious study of adult readers engaged in letter and word recognition task, Gough describes reading as a letter by letter progression through text (ibid: 60). In this model the progression and sequencing is from letter to sound, to words, finally meaning is accessed. Yet, this model has proved to be insufficient since comprehension and meaning do not only require the deciphering of letters, that is, emphasis should also be put on the linguistic features of language to construct understanding (ibid 61).

1. 2. 2. Top-down Model

Another view about the process of reading, dominantly advanced by Goodman is the top-down model. This model is in contrast to the previous one since it involves thinking and meaning as the first steps. In this model, the emphasis directs towards the reader who predicts and guesses meaning at early stages according to his background knowledge. Davis (1995: 61) asserts that *“In this model, anticipation and prediction are the driving forces and the task*

of processing visual information is reduced". In this model, the reader is seen as being active, as he/she engages in the process of constructing meaning through making predictions and assumptions about the text then either confirms or refutes his/her hypotheses. The major weakness of the top-down model is its over reliance on the background information of the reader who may fail to confirm his/her prediction.

1. 2. 3. Interactive Model

In an attempt, to overcome the weaknesses of the bottom-up and top-down models, the interactive model including both of the previously discussed models was proposed by Rumelhart(1977). The interactive model made an attempt to propose a model that would make clear how readers use various sources of information during the reading process; "*the reader is seen to be able to draw simultaneously, but selectively, upon a range of sources of information*" (Davies, 1995: 64). In the interactive model, the reader is seen to interact with the text; the reader registers the graphemic information while reading them relating this input to the different sources of information including syntax, orthography, lexis and semantics. This model accounts for both the top-down and bottom-up models, since senior students are expected to use the bottom-up model at their early reading. Then, develop their accuracy and move to fluency and predictions using the top-down model.

1. 3. Intensive Vs Extensive Reading

The process of reading differs among students, who read with different intentions. Reading to get specific information and details requires a slow and careful progression, however reading for pleasure seeks only for relaxes and motivation.

1.3.1. Intensive reading

Reading intensively is the process of searching for detailed information and a precise follow up of the ideas cited in the text. Day and Baniford (1998: 05) define intensive reading as “*to take a text, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains*”. Thus, intensive reading requires the reader to pay attention to small units of the language(words) to larger units(sentences), to construct meaning relying also on the background knowledge to analyze the linguistic features of the text(vocabulary, syntax and discourse).

1.3.2. Extensive reading

This type of reading involves a reader who knows and masters the language in which he is reading, since he/she practices the reading process in a relaxed manner without too much worry about the linguistic rules of the language. While reading extensively, the reader is entertaining, not searching for information and details. The overall aim of that process is to reach general comprehension. In addition, during the process of extensive reading the reader develops the fluency criterion over accuracy, he reads rapidly to finish as much as possible books. Palmer (1964) claims that extensive reading is “*rapidly reading book after book*”.

In our context, learners at the university are required to read literary text following the intensive approach. The latter is therefore regarded as a suitable type for improving reading comprehension through a detailed explanation and analysis of the text features for a better understanding.

2. Definition of Strategy

The word Strategy comes from Greek origins “Strategia” meaning “generalship”. It was then used by scholars for educational purposes. <https://en.wikipedia.org/wiki/Strategy>.

In second and foreign language learning, students make use of a variety of strategies to succeed in improving their learning tasks. In this context, strategy refers to different techniques and methods adopted by learners to facilitate and enhance their understanding. Brown (2007: 119) defines strategies as “*the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned, designed for controlling and manipulating certain information*”. That is to say; strategies are a series of active events and reactions that learners take to succeed doing any tasks. The Oxford advanced learner’s dictionary (2000: 119) defines strategies as a “*plan that is intended to achieve a particular purpose*”. In this regard, strategies are used by learners to reach their desired goals.

In short, strategies are used for different purposes and in different context. In addition, it is a student’s behavior in achieving and developing a purpose. As far as strategies are means that help developing students’ capacities and abilities in learning and overcoming their difficulties.

2.1. Definition of Reading Strategies

Various views in the area of foreign and second language learning have defined reading strategies from different perspectives. Paris et al.(1991) state that a range of factors affect a precise definition of reading strategies. Among these factors, we find the difficulty of distinguishing between reading strategies and other cognitive processes (thinking, reasoning, studying or motivational strategies); the different perceptions among scholars

whether reading strategies are general or specific. Thus, psychologists have not agreed upon the effectiveness of the use of reading strategies consciously or automatically and the difficulty of distinguishing between reading strategies and reading skills.

Among the scholars who have been interested in the field of reading strategies, Grabe and Stoller (2002: 15) who defined reading strategies as “*a set of abilities under conscious control of the reader*” meaning that the reader is aware while choosing and selecting the appropriate strategies that fit the reading process. Backer and Boonkit(2004: 302) define reading strategies as “*techniques and methods readers use to make their reading successful*”. For McNamara (2007: 6) “*reading strategies refer to the different cognitive and behavioral actions readers use for achieving reading comprehension*”. Because, reading strategies offer solutions to comprehension problems and help readers tackle the difficulties they meet while reading. Reading strategies, indeed, refer to the way students react to the text to cope with its meaning, through planning for how to use relevant strategies for appropriate texts.

2.2. The Major Categories of Reading Strategies

Many scholars have formulized different types of reading strategies. For instance, Oxford (1990) has classified them into six types memory, cognitive, meta-cognitive, social, compensation and affective strategies. Besides, Cohen (1998) has established four groups of strategies: cognitive, meta-cognitive, social and affective. Despite the fact that various taxonomies have established different categories of reading strategies, the most cited ones are as follows:

2.2.1. Cognitive strategies

Cognitive strategies are the most adequate learning strategies among EFL learners (Oxford, 1990). They refer to the actions and tactics used for solving problems. Wenden and Rubin (1987) define cognitive strategies as “*mental steps or operations that learners use to process both linguistic and sociolinguistic content*”. These tactics are used by learners to manage language problems as well as sociocultural ones. Oxford (2001) for example identified five cognitive reading strategies guessing from context, analyzing, skimming, taking notes and summarizing.

2.2.2 Meta-Cognitive Strategies

These are a form of thinking about the process of learning. According to Flavell(1976: 232) they are “*one’s knowledge concerning one’s own cognitive process and product or anything related to them*”. Meta-cognitive strategies refer to skills that learners use to monitor, guide, and plan their learning and thinking process. It is believed that good students use their meta-cognitive strategies to enhance their understanding and quickly meet their needs.

2.2.3. Word Level Strategies

These strategies refer to tactics used for small linguistic units as with “the bottom-up”. These are used to understand the small parts of the language ranging from word level to sentence level. They are also called “local linguistic” (Block, 1986). Word level strategies include guessing the meaning of unknown words, recognizing the grammatical features of words and understanding words from word family.

2.2.4 Text Level Strategies

They refer to strategies used for large linguistic units for establishing a general meaning as with “top-down”. While using text level strategies, the reader anticipates meaning by making predictions, using titles and illustrations to reach comprehension, reading with purpose and scanning (Barnett, 1988).

3. Literary Texts

It is a genre of writing that is considered to be an art of work. Abrams (1999:108) defined genre as “*A term, French in origin that denotes types or classes of literature*” The term literature is derived from “Litera” meaning letter or handwriting. It is a way of expressing ideas, feelings and imagination of an author; it is highly conceived as subjective. A literary text turns stage around fictitious characters out of the real world that results in different interpretation and ambiguity of the precise meaning (ibid).

Literary texts are written in an aesthetic style using a poetic language which depends on the author’s lexical richness in employing literary devices. The purpose in writing a literary text is seen differently. Literary texts are written to be assimilated slowly and carefully by readers.

Han (2005: 74) claims that “*In the literature of the past we can find the roots of the present, in the literature of the future we believe we will see the traditions of the past. Literature contains and presents both the transition of time and social reality as the agent of chance*”. Literary text is an important and powerful factor to observe the world of the past, the present and the future. Thus, reading literary texts provides an opportunity to interact and live in different spaces and times.

3.1. Types of Literary Texts

Literature writing is divided into three main genres; Prose, Poetry and Drama. Each of the types revolves around a particular theme in a specific style with a communicative purpose. Thus, each of the cited genres has its specific form.

3.1.1 Prose

Prose is a way of writing language that is similar to ordinary and everyday writing. It is written in words, phrases, sentences, paragraphs and organized chapters with clear ideas, without much interest to decoration. It is defined by Abrams (1999: 247) as “*an inclusive term for all discourse, spoken or written, which is not patterned into the lines either of metric or of free verse*”. Prose can be either fiction or non-fiction and can take the form of Biography, Autobiography, Essay, Novel, Short Story, Novella, Article, Fable and Folktale. The purpose of writing in prose is to inform, entertain, express and persuade (Klarer, 2004). Among the main types of prose that are generally selected by readers and teachers for reading in educational purposes: Novels and short stories.

1. Novel

Novel is a long written story about imaginary people and events. It is a fictional prose with a complex plot divided into chapters where the story turns around characters and actions.

It is defined by Klarer (2004: 147) as follows:

Important genre of prose fiction which developed in England in the eighteenth century; the epic and the romance are indirect precursors. Structurally, the novel differs from the epic through more complex character presentation and point of view techniques, its emphasis on realism, and a more subtle structuring of the plot.

2. Short story

It is a piece of prose fiction shorter than a novel, which can be read in a short period of time. Klarer (2004: 150) explains it as: “*Formally, the short story generally differs from the novel in length, in its less complex plot and setting, its less differentiated characterization of figures, and its less complex use of point of view*”.

3.1.2. Poetry

It is another genre of literature, which is defined as any kind of verbal or written language which is arranged in a rhythmic and imaginative way. According to Samuel Johnson, Poetry is the art of combining pleasure with truth in which imagination and reason are combined. Poetry is recognized by its form ranging from lines to stanzas and cantos. The most known forms of poetry are Elegy, Narrative, Ode, Ballade, Sonnet, Villanelle, Free Verse and Epic. Poem is defined by Klarer (2004: 147) as “*a literary genre which differs from prose genre in the use of verse, rhyme and meter*”.

3.1.3. Drama

It is a literary work intended to be performed by actors and actresses on a stage. The word drama comes from Greek origins which is the performance of personalities to communicate an idea. <https://en.wikipedia.org/wiki/Drama>. According to Abrams(1999: 69) “*Drama is a composition designed for performance in the theatre, in which actors take the roles of characters, perform the indicated action and utter the written dialogue*”. Drama is composed of a plot, characters, dialogue, action, conflict, staging and theme.

3.2. Reading Literary Texts

3.2.1. Foregrounding, Interpretation and Comprehension

Literary reading is composed of three processes; Foregrounding, Interpretation and Comprehension. These three processes should be considered by the reader of literary text to reach the appropriate understanding (Freemen, 1980).

1. Foregrounding

It is any addition from the part of the reader to the text besides what it may mean, through the use of literary techniques and devices from the part of the writer. Leech (1980: 58) states that: “*Foregrounding presupposes some motivation on the part of the writer and some explanation on the part of the reader*”.

2. Interpretation

Interpretation implies the explanation or the establishment of meaning from the text (Oxford encyclopedia dictionary, 1992). The reader does this process by bringing ideas or introducing issues in relation to the text which are not directly stated by the author. So, while interpreting a literary text the reader tries to explain the ideas of the writer reveal by reacting, discussing and debating.

3. Comprehension

Comprehension is synonymous with understanding; thus, it is an agreement among the readers of a text on the same idea and facts, through building up from words, phrases and sentences. The process of comprehension aims at grasping evident meaning from the text or the passage rather than interpreting it subjectively (Freeman, 1980).

Literary text reading requires these concepts since the process of comprehension exceeds the literal understanding of the truth. This means that during the process of reading a literary text the reader needs to use these three processes simultaneously to reach comprehension. It seeks the reader suggestions and interpretation of what the writer may mean (Freeman, 1980).

4. The Theoretical Framework: the SQ3R Reading Strategy

The present study relies on Laraine Flemming's Reading Strategy explained in her book *Reading for Thinking*, which is designed for reading materials. In her book, she suggests Survey, Question, Read, Recall and Review (SQ3R) reading techniques to be used by learners to improve their comprehension.

The SQ3R is a well known technique originally developed by Robinson in his book *SQ3R Study Effective* (1941). The main reason behind creating the SQ3R strategy was to solve memory deficiencies; as it is claimed that readers forget what they have read right after learning it (Flemming, 2009:25).

Brown (2007: 375) states that "*One effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique*". In his view, the SQ3R is the appropriate strategy which allows readers to better comprehend text. Though the SQ3R in its origins is labeled as technique, in our context we intend to use it as a strategy. The term strategy has been defined differently by scholars highly relating their definition to other concepts. Thus, Chamot (1987: 71) defines strategy as "*techniques, approaches or deliberate actions that student takes in order to facilitate the learning and recall of both linguistic and content area information*". Another definition given by Brown (2001: 258)

“strategies are, in essence, learners’ techniques for capitalizing on the principles of successful learning”.

Strategy is a plan to achieve an overall aim, whereas technique is a procedure for accomplishing a specific task. In English Language Teaching technique is defined by Larsen-Freeman (1986: 1) as *“the behavioral manifestation of the principles”*. Another definition provided by Brown (2001: 129) asserts that technique is *“a subordinate term to refer to various activities that either teachers or learners perform in the classroom”*. Thus, strategy is a plan to achieve a specific goal and develop a specific skill, and is seen as being conceptual while technique is making skills into practice.

4.1. Survey

It is the first step in the SQ3R strategy; it refers to looking at the texts contents and organization in a general or broad way to get an overview of the text’s objective, language and topic. According to Flemming (2009: 26) survey is *“to get an overview of the chapter’s content and organization”*. This highlights the key elements where the learners looks at charts, graphs, pictures, maps and other supporting materials that are central to the general understanding of the author’s main ideas. Robinson (Cited in Flemming, 2009: 26) explains Surveying as *“A quick overview orients the reader and allows him to comprehend at least partially what is to come”*. In this step, the reader looks in advance to what he will read and this involves previewing the Titles, Table of Contents, Introductions, Chapter, Summaries, Bibliography, Headings, Key-words, and Plots.

4.2. Question

It is the second stage in the SQ3R strategy in which the reader transforms what he has already surveyed into questions. Robinson (Cited in Flemming, 2009:27) explains

questioning as *“The use of a question at the beginning of each section gives an immediate questioning attitude and a core idea around which to organize the material which follows”*. While questioning the reader tries to relate the ideas of the text to his background knowledge and identify the new information to acquire. Thus the learner transforms headings, titles and key concepts into questions. According to Flemming (2009: 27) questioning is an effective way to maintain attention while reading and make the reader focused and motivated.

4.3. Read

The next step is the first R in the SQ3R strategy, it tends for reading a text by dividing it into parts to help the reader keep attention. In the reading stage, the reader looks for answers to the questions already asked. In addition, the learner rereads the captions under the graphs, pictures, etc. While reading the reader stops and slow down for difficult passages. Flemming (2009: 27) states that while reading the reader answers and confirms the question and the prediction that have been already asked.

4.4. Recall

Robinson in his original version of the SQ3R labeled the second R as “Recite” which means repeating the answers to the questions asked at the beginning. It is considered as a step for checking the comprehension of the text. In this stage, the learner either orally asks questions while reading to summarize or recites the words by taking notes to focus on the key concepts. However, the modern version named the R as “Recall”. In Flemming’s view, there exists many ways to reach this step, look like relying on the text and trying whether you are able to recite the points as Robinson already suggested. This step is summarized in writing down answers in one’s own words or talk out loud (Flemming, 2009: 28).

4.5. Review

This step stands for the last R in the SQ3R. It takes place after finishing reading a whole chapter to examine and evaluate what one has read. Sometimes, recalling cannot ensure remembering the key points of the texts. Thus, reviewing is the main step to keep ideas and concepts related to the material fresh. Flemming (2009: 28) suggests that while reviewing, the reader checks the understanding of a text by remembering the heading and key points.

Conclusion

This chapter has dealt with Reading Strategies and Literary Texts which are the key concept related to our study. Thus, the glance at the literature also revealed that scholars are aware of the importance of using Reading Strategies for a better comprehension of texts. Therefore, this study relies on Laraine Flemming , who defines the five (5) concepts of the SQ3R theory relying on the ideas of the father of this strategy Francis Robinson.

Introduction

This chapter is mainly methodological. It deals with the research design of the current study. It highlights the techniques used to answer the research questions asked in the general introduction. First, it describes the context and population of the study. Then it addresses the procedures of data collection which consist of a questionnaire handed to first year students in the Department of English at Mouloud Mammeri University of Tizi Ouzou and an interview with teachers of first year in charge of the Reading and Writing module. Finally, it explains the data analysis methods, the questionnaire being analyzed using a statistical instrument named Social Package for Social Sciences (SPSS). As for the analysis of the interview, a Qualitative Content Analysis (QCA) is used to interpret the results.

1. Context and Population of the Study

The study has taken place in a real context; in the department of English at MMUTO. The results of this investigation have been collected from first year students of the Department of English. It has been decided to work with first year as a case study which is defined by Yin as “*An empirical inquiry that investigates a contemporary phenomenon within its real-life context*” (1984: 23) because students at this level are expected to experience and use the reading skill for an intensive reading of literary texts. Thus, they are expected to apply basic strategies to read literary texts and the SQ3R is presumed to be one of the reading strategies, mainly because this strategy is introduced in the syllabus of the study skills module. Then, in order to get more useful data, we have decided to make an interview with teachers of Reading and Writing module to get effective results.

2. Sampling

The total number of the participants involved in our investigation is made up of 60 students selected randomly. Yet, 55 participants have answered the questionnaire. As far as for the interview seven (7) teachers in charge of the reading and writing module at the same department have been selected.

The students are selected according to the convenience random sampling method; random sampling “*involves selecting members of the population to be included on a completely random basis*” (Dorney,2003: 73). The sampled students are required to complete a questionnaire related to their reading of literary texts and to their awareness on the use of reading strategies, while the interview has been conducted with teachers in charge of reading and writing module at the department of English to provide us with in-depth explanations about our subject of inquiry.

3. Procedures of Data Collection

For the sake of gathering valid and effective data, researchers make use of different data collection instruments. As far as the collection of data in our study is concerned, two main research tools are adopted namely: the questionnaire and the interview.

3.1. The questionnaire

Questionnaires are most commonly used tool for collecting generally numerical data from a selected sample of the large population which needs fewer efforts and precise time. “*The questionnaire is a widely used instrument for collecting survey information, providing*

structured, often numerical data”(Wilson and Mc Lean, 1994 cited in Cohen et al., 2007: 317).

The main aim of our questionnaire is to get information about students' reading strategies of literary texts in general and their awareness of the appropriate use of SQ3R while reading in particular. The questionnaire is made up of nineteen (19) questions divided into two types; it includes both open-ended questions where the participants are asked to answer with their own words and closed-ended questions, the students here are expected to choose one of the responses suggested. The questionnaire is handed to the sample on 28th September and on 1st October. Indeed, to guarantee more reliable data students are ensured that their answers are extremely anonymous in order to make them free in giving their responses and views. It is composed of two sections; the first section is about student's reading situation of literary texts and the second section consists of the reading strategies used by learners while reading literary texts.

3.2. The interview

As a second data collection tool, an interview is used as an additional instrument to reinforce the results obtained from the questionnaire. It is a research instrument which aims at gathering in depth information, that is, it is a collection of opinions from asking and answering a series of questions. While interviewing the researcher aims at covering factual and meaning information from the target population (Kvale, 1996). The interview is a structured one which consists of ten (10) questions asked to seven (7) teachers of reading and writing module on 1st to 15th october; the interview lasts between eleven (11) to fifteen (15) minutes.

4. Procedures of Data Analysis

In order to complete this investigation and get reliable and valid data, we opted for the choice of using a mixed-methods approach which consists in combining both qualitative and quantitative means. *“Mixed method approach involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies”*(Creswell and plano.2007: 5).

4.1. Descriptive Statistical Method

For the sake of analyzing the numerical data concerning learners’ and teachers’ answers to the closed-ended questions, we use the Social Package for Social Sciences (SPSS). It is a computer program that helps in the description and presentation of the numerical results. This software involves collecting data, entering the numerical answers then manipulating these answers to get diagrams and tables.

4.2. Qualitative content analysis

Qualitative Content Analysis (QCA) is a method of interpreting and explaining the open-ended questions and qualitative answers of the interview. For Bryman (2004: 542) Qualitative Content Analysis is:

an approach to documents that emphasizes the role of the investigator in the construction of the meaning of and in texts. There is an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context in which an item being analyzed appeared.

This means that QCA is intended to analyze texts by coding or identifying themes and patterns. Hsieh & Shannon (2005) established three main approaches to QCA; Conventional, Directed and Summative. Therefore, the interpretation of the findings of the interview and the open-ended questions of the questionnaire depends on the Conventional content analysis. This approach of content analysis allows the

investigator to get information directly from the sample of investigation “*without imposing preconceived categories or theoretical perspectives*” (ibid: 1279). Thus it gives us the opportunity to analyze, interpret and explain the outcomes.

Conclusion

This chapter has described the methodological tools used in this investigation relevant to the study’s objective and the research questions. First, it introduces the context and population of the study. Then, it provides a description of the procedures of data collection, explaining how the data are gathered. As far as the analysis of data is concerned, we have opted for the use of the mixed-methods approach, which combines both the qualitative and quantitative methods of research. Indeed, SPSS (Social Package for Social Sciences) is used to analyze the data obtained from the questionnaire and the closed-ended questions of the interview, on the other side, the Qualitative Content Analysis is used to interpret open-ended items. Mainly, the objective of using these tools is to determine the reading strategies used by learners and to which extent they are aware of their appropriate use.

Introduction

This chapter is mainly empirical. It presents the results obtained from both the questionnaire that we have handed to first year students in the Department of English at MMUTO, and the interview we have conducted with teachers of Reading and Writing at the same Department. The aim of the research is to investigate the reading strategies that first year students use while reading literary texts. Moreover, it aims to determine whether students are aware of the appropriate use of these strategies for reading literary texts. The findings are presented using diagrams and tables. This chapter is divided into two main parts; the first part deals with the presentation of results gathered from questionnaires while the second one presents the results of the interview.

1. Presentation of the Results of the Questionnaire

1.1 Results of Section One: Information about Students' Reading of Literary Texts

Question one: Is reading important in your educational course?

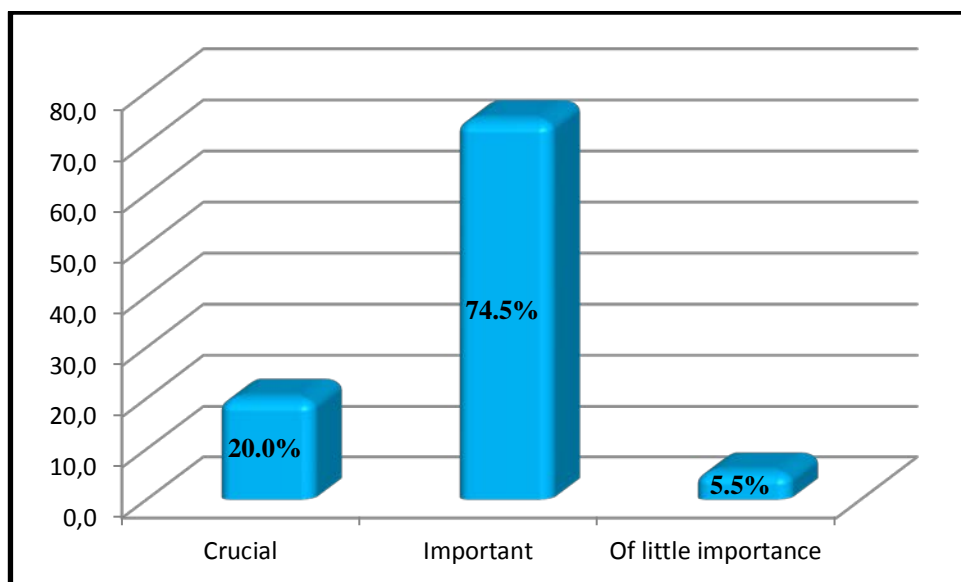


Diagram1: Students' Views about the Importance of Reading.

The first question is about first year students' perception of the reading skill. The results show that 5.5% of the participants find reading of little importance. 20% of the participants find it crucial. The majority of the respondents 74.5% find it important.

Question two: what kind of literary texts do you read, outside classes?

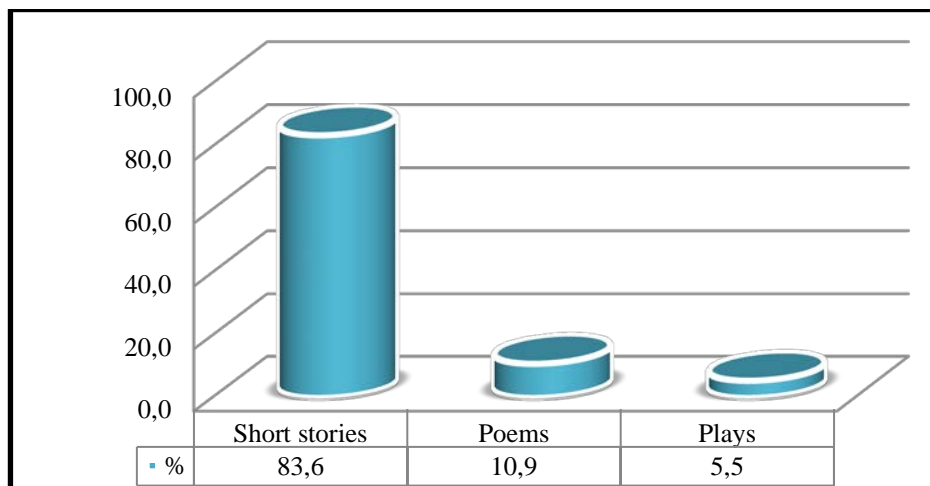


Diagram2: Literary Texts that Students Read Outside Classes.

As can be seen in diagram two, the majority of the students 83.6% tend to read short stories outside classes. 10.9% representing 6 students say that they read poems. However 3 participants standing for 5.5% prefer reading plays.

Question three: Are you motivated while reading literary texts? (Please justify)

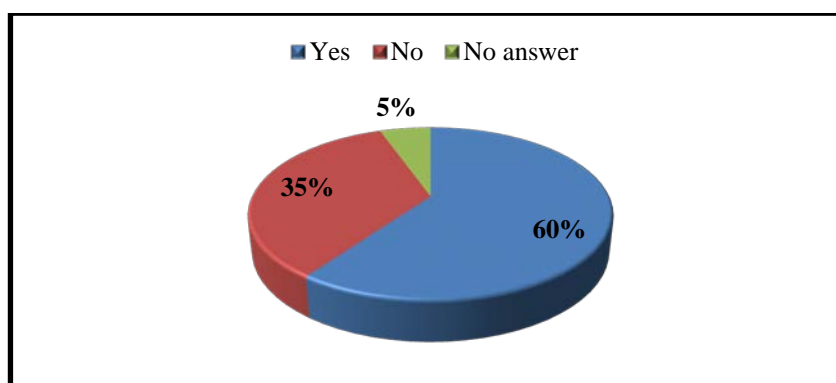


Diagram3: Students' Motivation while Reading.

The results displayed in diagram3 show that the majority of the participants 60% affirm that they are motivated while reading. When they read they are learning new things about the style, language, vocabulary. They are motivated simply because English is their favorite language. A considerable percentage 34.5% tends to express a negative attitude. Only 5% have not provided with answers.

Question four: What attract you to read literary texts?

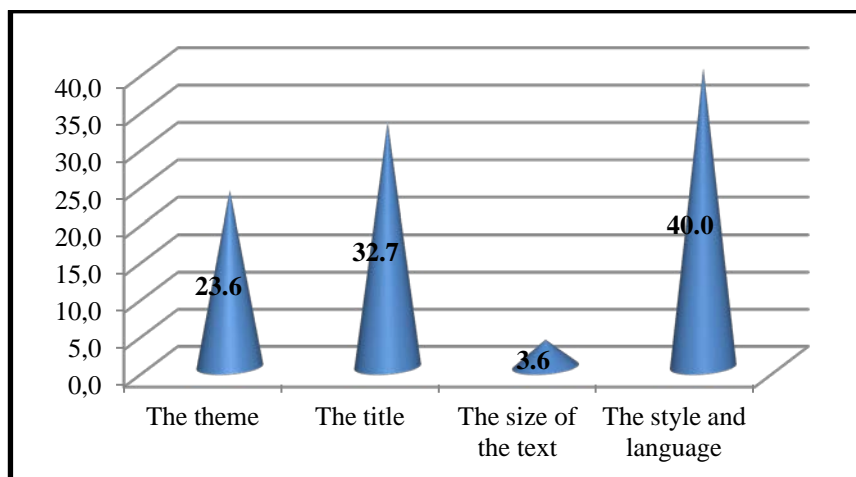


Diagram4: Factors Attracting Students to Read Literary Texts.

As indicated above and from the respondents' answers, 22 participants representing 40% are attracted by the style and language. 32.7% are attracted by the title. 23.6% point out that the theme is the attracting feature. Only 2 participants standing for 3.6% are attracted by the size.

Question five: What makes the process of reading a literary text difficult for you?

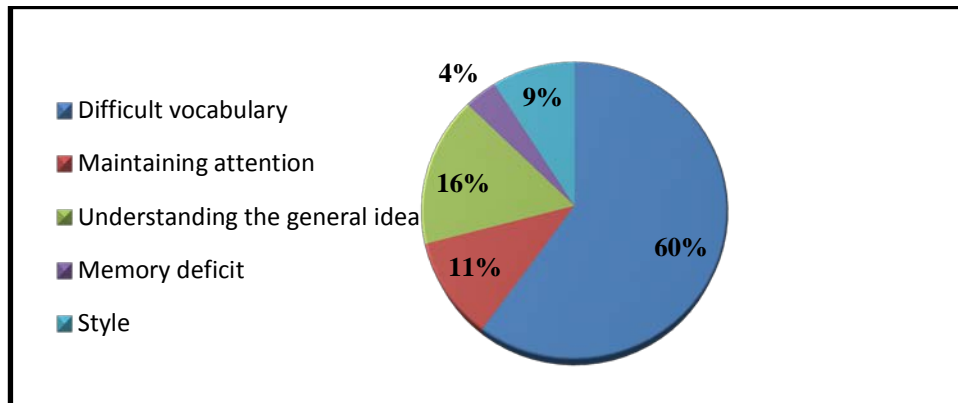


Diagram5: Reading Difficulties in Literary Texts.

As seen in diagram 5, the findings indicate that 60% relate their difficulties to the difficult vocabulary. 16.4% point out that literary texts are difficult in understanding the general idea. While 10.9% find difficulties in maintaining attention, 9.1% of the participants find the style as being difficult. Few respondents (3.6%) suffer from memory deficit.

1.2 The results of section two: Students' Use of Reading Strategies

Question six: Do you set goals before reading literary texts?

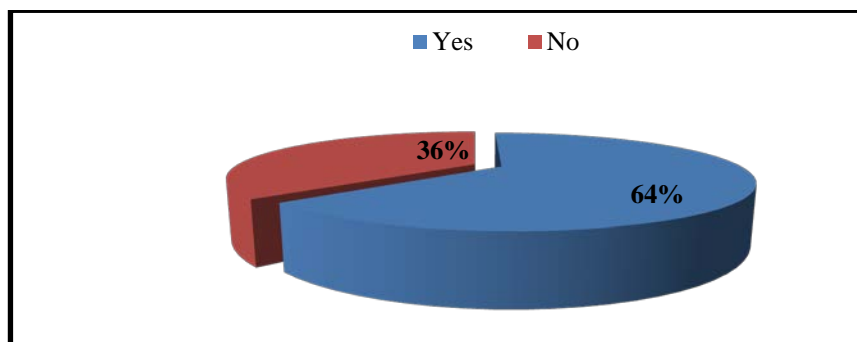


Diagram6: Students' Views about Setting Goals for Reading

Presentation of the Findings

This question shows students' opinion about setting goals. The results demonstrate that the majority 63.6% of the students affirm setting before reading literary texts. The remaining 36.4%, on the other hand, say that they are not interested in setting goals before reading.

Question seven: What do you do before reading literary texts?

Categories	Answers	Percentage
Look for the surrounding items	32	58.2%
Focus on the key concepts	11	20%
Make an overview of the chapter's content and organization	12	21.8%
Total	55	100%

Table one: Students' Strategy before Reading.

From the results, 32 participants who stand for 58.2% show that they look for the surrounding items (authors, title, introductory or concluding paragraphs). Likewise, 21.8% state that they briefly make an overview of the chapter's contents and organization. 11 respondents i.e. 20% point out to focus on the key concepts.

Question eight: Does overviewing the text provide you with general understanding?

(Please justify)



Diagram7: Student’s Perception towards Overviewing to Get General Understanding.

The findings reveal that 80% of the students get a general understanding while making an overview of the text. This helps to get a general understanding through the summaries. In addition it makes them decide of whether to read the text or not. However, 16.4% cannot establish general understanding while overviewing since the front and back pages do not contain appropriate information.

Question nine: Is there any question that arises before starting reading?

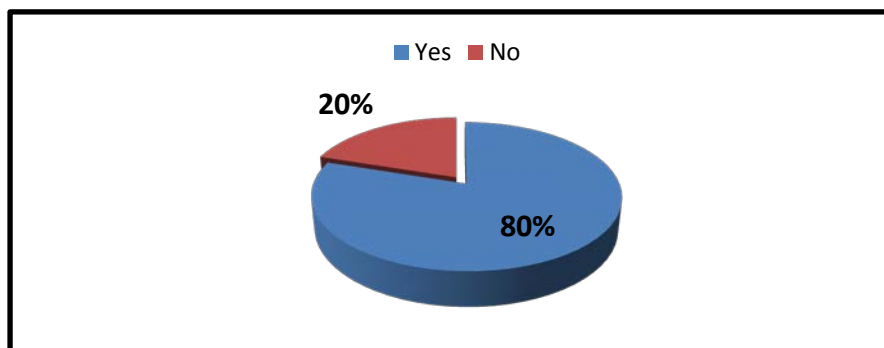


Diagram8: Rising Questions before Starting Reading.

This question is about students’ views about asking questions before starting reading. The findings reveal that 80% of the students ask questions before they start reading. However 20% of learners do not raise questions.

Question ten: If yes, what sort of questions do you ask?

Categories	Answers	Percentage
Questions about the headings and titles	15	27.3%
Questions about what you already know about the subject	23	41.8%

Presentation of the Findings

Questions that the instructor has raised	6	10.9%
No answers	11	20%
Total	55	100%

Table2: The kind of Questions Students Ask.

The results of the table show that most of the students 41.8% ask questions about what they already know about the subject. 27.3% turn the heading and titles into questions. While 10.9% of the students ask questions that the instructor has asked.

Question eleven: Do you think that questioning keep you alert and involved in the reading process? (Please justify)

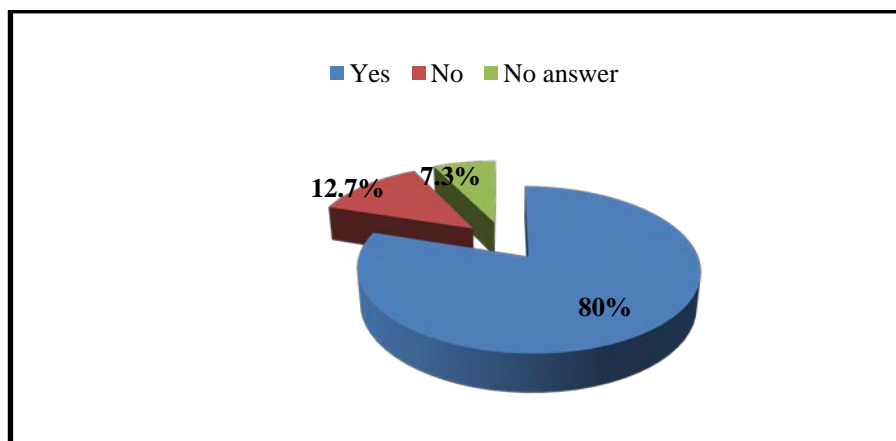


Diagram9: The Role of Questioning in Involvement While Reading.

From the above diagram, it is apparent that the majority 80% of the students think that questioning keeps them involved in the reading process. In their view, questioning enhances their understanding and keeps them concentrated while searching for answers. 12.7% which represent 7 respondents believe that questioning is not the factor that alerts them in the reading process. According to their answers, asking questions makes them face more difficulties. Four students who stand for 7.3% have not answered the question.

Question12: What do you do while reading?

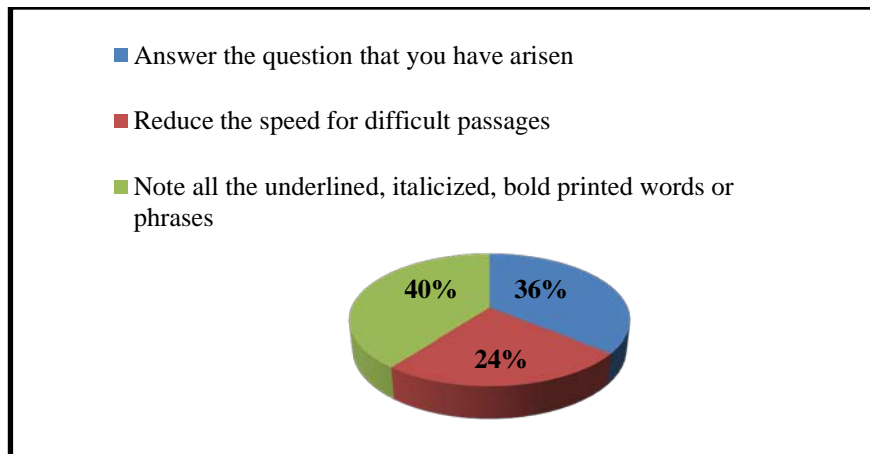


Diagram10: Students' Behavior while Reading.

From diagram 12, we notice that students adopt several kinds of strategies while reading literary texts. 40% note all underlined, italicized, bold printed words or phrases. 36% of the respondents answer the question that the instructor has asked. 13 of the participants affirm that they reduce the speed for difficult passages.

Question thirteen: Why do you underline words of paragraphs?

Categories	Answers	Percentages
Check the meaning in the dictionary	28	50.9%
Highlight key words	11	20%
To memorize	6	10.9%
Other	10	18.2%
Total	55	100%

Table3: Reasons behind Underlying Words.

Presentation of the Findings

As the participants are asked about why they do underline words of paragraphs; they give various suggestions to explain their choice. According to their answers, most of them 50.9% underline words to check their meaning in the dictionary. 11 Participants state that they do so in order to highlight key words. Likewise some of them 10.9% argue that this help them to memorize. However, 10 participants have provided different answers like for example they do so in order to check it in the internet, others say that in order to enrich their vocabulary or when they are facing ambiguous words.

Question fourteen: what do you do to keep yourself concentrated while reading?

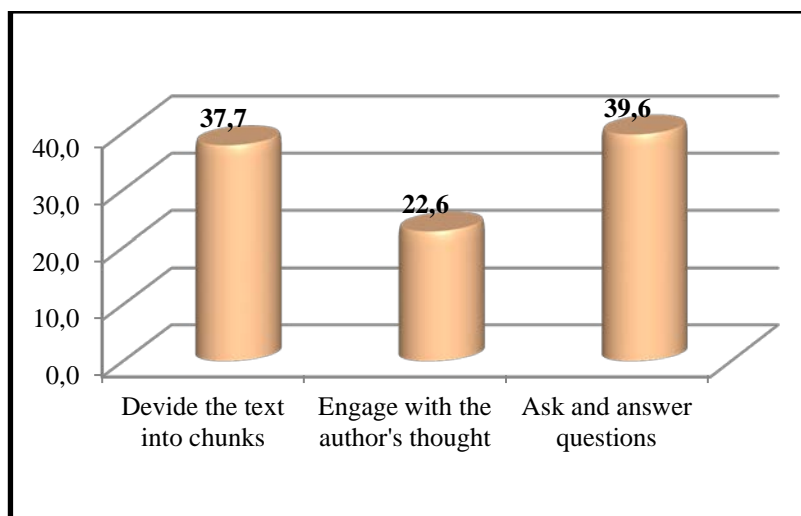


Diagram11: Students' Reaction to Maintain Concentration.

As it is shown in diagram 14, students use a variety of ways to keep themselves concentrated while reading. We notice that there is a slight difference between students who divide the text into chunks representing 20 responders i.e. 36.4% and those who ask and answer questions. 21.8% participants state that they engage with the author's thoughts.

Question fifteen: what do you consider while reading?

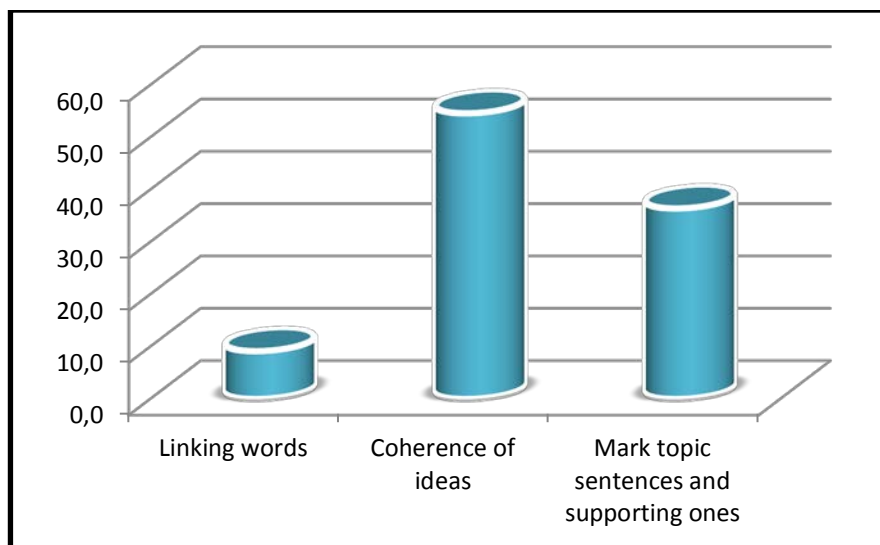


Diagram12: Students' Early Considerations while Reading.

The present question is about students' consideration during the process of reading. From diagram 15, it is clear that the majority 52.8% of students consider coherence of ideas while reading. In addition, 37.7% mark topic sentences and supporting ones during the process of reading. Only 9.4% consider linking words.

Question sixteen: How do you react while facing reading difficulties?

Categories	Answers	Percentage
Checking the meaning	13	23.6%
Reading again	21	38.2%
Asking for help	9	16.4%
Other	12	21.8%
Total	55	100%

Table4: Students' Reaction while Facing Reading Difficulties.

Presentation of the Findings

As presented in table 4, 21 participants standing for 38.2% explain their reaction while facing difficulties by reading again the passages. 23.6% of students overcome their difficulties by checking the meaning in the dictionary, whereas others ask for help from their teachers or classmates. As for the last category entitled others; students have provided different answers like for instance they take a pause or completely stop reading, one of them suggested that he/she makes use of translation.

Question seventeen: While reading, are you aware of the use of reading strategies?

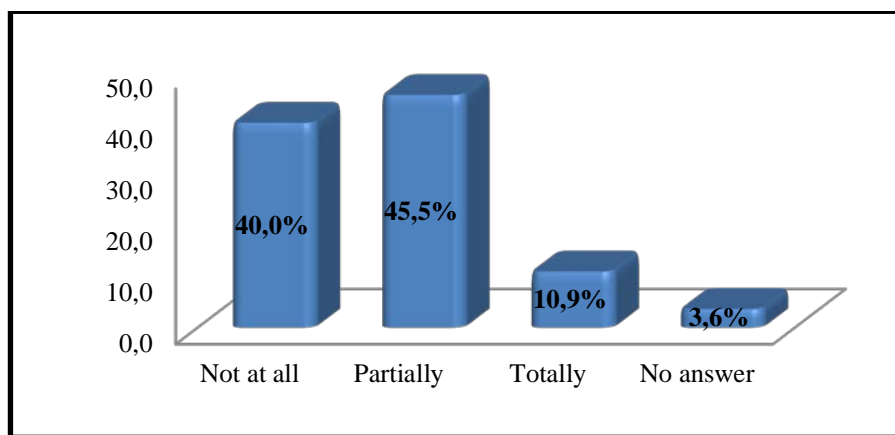


Diagram13: The Degree of Awareness in Using Reading Strategies.

The outcomes clearly demonstrate that 45.5% of the students assert that they are partially aware of the use of reading strategies. 40% affirm that they are not at all aware. 10.9% say that they are totally aware of using strategies. 3.6% of the participants did not answer the question.

Question eighteen: what do you do after having finished reading?

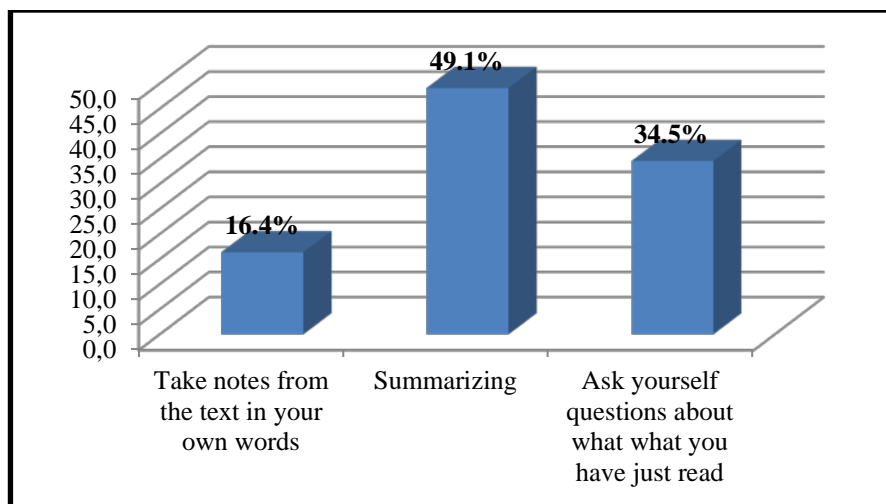


Diagram14: Student's Final Process of Reading.

The results obtained denote that 49.1% of participants state that they summarize the text after having finished reading. Moreover, 19 participants say that they ask themselves questions about what they have just read. 9 of them take notes from their own words.

Question nineteen: do you think that revising what you have read is helpful? (Please justify)

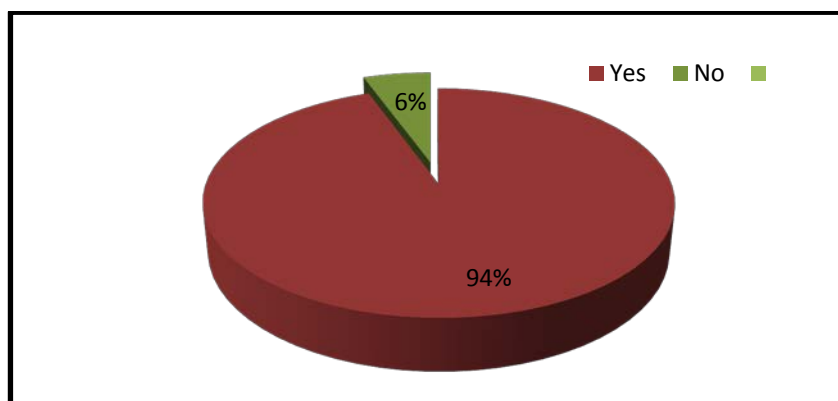


Diagram15: students' Views about the Role of Revising.

As the participants are asked about the role of revising, the statistics of diagram 19 indicate that the majority of the respondents 94% think that revising what they have read is helpful. They think that revising help them to memorize, check comprehension and avoid mistakes. In contrast, 6% say that revising is of no need.

2. The Results of the Teacher's Interview

The analysis of this part is mainly based on the outcomes obtained from the interview conducted with seven teachers in charge of the Reading and Writing module for first year students in the Department of English at MMUTO. The interviews are both audiotapes and hand script. The results are interpreted using the Qualitative Content Analysis by establishing common categories from teachers' answers. It aims at determining teachers' perception about students' use of reading strategies for literary texts.

Question One: How do you work to develop strategic readers?

This question is asked to determine the way teachers work to develop strategic readers. According to one of the interviewee's answers, reading strategies is part of the 1st semester syllabus. Teachers say that they select texts to be read together then make the students read in an individual side; thus, letting students guide themselves and develop their own strategies. In their view, students in this way will improve their vocabulary and concentration in their future reading. This is done through the use of skimming, scanning, inference and prediction.

Question two: How do you incorporate reading strategies while teaching to help learners meet their needs while reading?

This question seeks to find out how teachers introduce reading strategies during the process of teaching to allow students develop their reading abilities. Our interviewees explain

this process by giving opportunity to students to discuss first their prior knowledge about the text, then establish the aim of reading in order to raise students' curiosity through asking multiple-choice and open-ended questions about the text. After reading they ask students to recall and comment on the text they have just read. Indeed they practise skimming and scanning.

Question Three: Do you assign activities or tasks to students to practise reading strategies?

The aim of this question is to know whether the activities incorporated while teaching are adequate to the students needs. They respond by totally agreeing that they do so. According to our interviewees; they give students tasks composed of different paragraphs from several sources. They are asked to identify the paragraphs' different parts (such as topic sentence and supporting ones); they practise different skills that enhance reading comprehension. This is done through speed reading where students are trying to time themselves to use as much as possible strategies to achieve understanding and respond to the teacher's task.

Question four: Do you think that practising reading strategies will develop strategic readers?

We asked this question to confirm that the use of reading strategies will improve the reading skill. The findings show that all the participants are in agreement of introducing reading strategies, as its use will result in developing active readers.

Question five: Do you think that the use of strategies will help students improve their reading?

All the participants answered in favor, arguing that students are required to understand not only reading without comprehension. In their view, using strategies is a way of understanding and interpreting the text. They further claimed that reading strategies as being crucial and a feature of good readers. One of the interviewees insists that the more we read, the more we master the reading skill.

Question six: How do you advise your students to read in order to keep them concentrated?

The aim of this question is to figure out the instructional hints that teachers use to improve concentration of the learners during their process of reading. Teachers say that while trying to develop student's concentration, they ask them to read individually and silently. Meanwhile they order them to underline, highlight keywords and take notes. In advance, they think that discussing what readers have read together and reading texts in which students are interested will definitely enhance concentration.

Question seven: what motivates students to read?

According to the participants' answers, the factors motivating students are either tied to learners themselves such as getting involved in the reading process, feeling comfortable as well as being interested in the topic or to teacher's encouragement and support in involving students during classes; like playing and animating the text.

Question eight: How do learners behave during the process of reading?

The aim of this question is to know about students' behavior during the process of reading. It seeks to determine whether learners are active readers using a variety of actions and behaviors in search of understanding, or they approach reading passively. Our interviewees answer that learners seem to be eager to learn all about the text and learn

difficult words. In addition, students are observed willing to share their experience when the topic is interesting or similar to their background.

Question nine: In your point of view, what are the advantages of using reading strategies?

In this question teachers are asked to discuss the advantages of using strategies while reading. They argued that while using reading strategies, learners will reach a high level of comprehension and interpretation and feel motivated and organized, also it is a way of reducing reading difficulties. In addition to improving and managing the reading skill, students will love to read more and more. It is also deduced that to become a good reader one must read efficiently by using reading strategies with purpose.

Question ten: What do you think about the use of the SQ3R for reading literary texts?

As far as this question is concerned, teachers think that it is an efficient and important method that helps students especially beginners to better understand texts. It involves many steps or strategies that are expected to be used while reading. Yet, it is not taken seriously by students and many teachers undertake its importance.

Conclusion

This chapter has presented the results obtained from the questionnaires answered by fifty five (55) BMD students in the Department of English at MMUTO, and those of the interview conducted with seven teachers of Reading and Writing module. The results point out that some students use adequate reading strategies when meeting literary texts, but many of them are not aware of the appropriate use of these strategies. As far as the teachers' perception of this issue is concerned, they believe that reading strategies is a suitable way to reach better

and deep understanding of the text. The findings were presented in the form of diagrams and tables, and the next chapter permits us to discuss in details the results gathered.

Introduction

This chapter aims at discussing the results of the study which are obtained from the questionnaire handed to first year students in the Department of English at MMUTO and the interview conducted with teachers of Reading and Writing module. The results of the two instruments are discussed simultaneously as they are complimentary. The chapter is composed of three sections, which aim to answer the research questions asked in the General Introduction. First, it discusses students' reading situation, then, it analyzes the reading strategies used by first year students. Finally, it discusses the students' awareness of the appropriate use of the reading strategies.

1. Students' Approach to Reading

1. 1. Students' Views about the Importance of Reading

The results of the questionnaire regarding students' perception of the value and importance of the reading skill in their educational course reveal that they identify reading as being important; 74.5% (see chapter three) of the whole sample. They regard reading as being important since it is a complementary part for the other skills (writing, speaking and listening). Reading is also a means to acquire new knowledge and enjoy literature as Bachman (2000) has already noted; reading allows learners to have insights on the different ideas and knowledge of different times. Through reading, students are exposed to the English language and are given the opportunity to improve their style of writing, their pronunciation, their ability to write. So that to be proficient English language learners and users. Despite the vital status that reading has gained, bearing in mind the valuable literature that provides both

theoretical and empirical research into which learners have access through reading, the results have revealed that only 5.5% (see chapter three) believe that reading is crucial.

The outcomes presented in diagram 2 (see chapter three) reveal that the majority of the students 83.6% prefer to read short stories outside their classes. They tend to select this type of literary genre as it is the one that highly looks like texts they are accustomed with during their classes. This is confirmed with one of our interviewees who have answered “*texts are either of course fictional or scientific*”. However, material’s selection during instruction should vary from narrative to expository to poetic, this is confirmed by Pressley (2004). Moreover, the choice of reading short stories can be explained by the fact that this type of literary texts is easy to read, not too long or complicated.

Moreover, the majority of the sample 40% is attracted by the style and language of literary texts especially those of short stories, which are highly perceived as the artistic works that are rich of literary devices used to fascinate the reader and raise his interest and curiosity. This is also confirmed in diagram 4 where the respondents have chosen that the attracted feature that makes them prefer reading literary texts is the style and language. The latter is regarded so since short stories are written in form of prose (see chapter one) organized in a simple language far from ambiguity and complexity, compared to the language of poems and plays which is difficult to decode and interpret. Thus, students are reluctant to read the other literary types (i.e. poems and plays).

1. 2. Students’ Motivation while Reading Literary Texts

When it comes to the issue of students’ motivation while reading literary texts, which is regarded as a fundamental factor improving understanding as it is claimed by Mc kay (2006)

individual characteristics such as attitudes, references, self confidence and motivation have been found to contribute to the reading success. Reading in learners' view expose to a rich vocabulary and style, new insights about the world and helps them in developing their imagination, "*to explore their feeling through experiencing those of others*" (Vandrick, 1997: 15). Thus, students who are motivated for reading literary texts are those who try to get involved while learning the English language, by making effort to broaden knowledge and master the target language.

Likewise, students are more motivated to read when they are confident in their capacities because if students read easily and fluently they expect to read the whole chapter in the same way since people like doing things properly. In this regard, Grabe and Stoller (2001: 122) advocate that "*intrinsic motivation, self-efficacy and expectations for success predict both amount of reading and reading comprehension development.*".

Therefore, teachers advise their *students to read materials in which they are interested and live their experiences* as one of our respondents has answered. In addition, our interviewees assert that *students are more motivated when the text is interesting and is an updated one*. Indeed, one respondent goes on and suggests *collective reading and animation of the text*. The process of animation and collective reading is described in short stories which are seen as an appropriate material that raises students motivation since the latter has a beginning, a middle and an end; this encourages students to keep on reading in order to know how the story is resolved. The title also is an influencing factor that rises students' motivation to read since when a title attracts the learners and grab their attention, they fall involved in reading it. In addition, literary texts fascinate and attract the readers and expose them to different realities (Soter, 1997).

However, there are students who have admitted that they are not motivated because they find the process of reading literary texts *boring and simply a waste of time*, and as one of our interviewees has claimed *students who had not the desire to study English are not motivated*. The reason behind being not motivated to read literary texts may stem from the difficulties that students encounter while reading and because if they want to have an idea about a text they just click on “Google” and surf all possible explanations, summaries, and analysis. But the remedy to such a behavior may be found in teachers’ instructions because if they recommend their students to gather as much information as possible, the learners may take this into consideration and soon enjoy and feel the benefits of reading.

1. 3. Reading Difficulties and Suggested Remedies

The findings of this work, concerning students’ difficulties while reading literary texts, show that the majority of the participants relate their challenges to the difficult vocabulary as presented in diagram 5 (see chapter three). The results show that the obstacle is in learners’ knowledge of the English language. Students expect to know every single word meaning to reach comprehension; consequently, while they face a new word, they experience a kind of disrupt and this becomes a difficulty; this is expressed in Alderson (2005: 35) words *“measures of reader’s vocabulary knowledge routinely correlate highly with measures of reading comprehension”*. As a result, it leads them to misunderstand the general idea as 16% of the participants have claimed.

Moreover, there are students who suffer from maintaining attention while reading; those students lack the ability to keep themselves involved and engaged in the reading process. This is because students do not get the ideas presented by the author as they sometimes find

themselves away from the reading process. Also, they may lose their attention because the text is long and difficult.

The findings of this work show that students react in different ways to overcome reading difficulties (see table 3). In order to cope with the reading struggles, some students check the meaning in the dictionary; this goes with students having vocabulary limitations. Another category of students assert that they reread the passage; this goes with students who suffer from understanding problems. Moreover, students affirm that they ask for help (their peers, classmates or teachers); others affirm that they use internet, translate or simply give up reading.

From the results of the answers, we deduce that students make use of some strategies as follows; compensate strategies (see chapter one), like using the dictionary; however, frequent use of the dictionary may disrupt the flow of reading and waste time and effort decoding unfamiliar words; this is a strategy used by unsuccessful readers who search for precise meaning instead of making a general understanding (Chamot and El-Dinary, 1999). To this end, trying to guess meaning from context is more suitable. In bottom up strategies (see chapter 1), the reader reads sentences again because she/he did not understand. Yet, rereading the passage is regarded by Scrivener (2000) as a strategy used by learners only to overcome huge ambiguities, instead he suggests continuing reading while meeting small misunderstanding in sections or paragraphs. Rereading also may show lack of confidence in one's abilities.

Moreover, students reported the use of social strategies (see chapter one) like asking for help; this technique means that those readers rely on external sources of information either from their peers, teachers or using internet. Asking for help is a tactic used by successful readers as the earlier studies have demonstrated (Horvatic, 2013).

1. 4 Maintaining Concentration While Reading

In order to help learners stay concentrated while reading, especially in long texts, many factors are needed. Thus, many students fail to keep themselves focused while reading; some of them feel bored, uninterested or dislike the theme, others face materials that are difficult and feel distracted, in addition to environmental factors such as noise, uncomfortable atmosphere and people.

As regards the remedies to such problems; asking questions. 87% (see chapter three) of the participants have agreed that asking question while reading alert and involve them. In this regard, when readers ask themselves questions while they read, they help themselves make sense of the text, know how to seek and reach deeper understanding and make them aware of the content of the text. Therefore, questioning allow the reader remember important details and points. In their words, the respondents justify this as follow: *while I ask question, I feel curious and motivated to get answers*, another one said *that asking questions lead to better understanding*.

Thus, to maintain concentration one needs to make reading an active process; by doing something with what they are reading, such as asking questions, taking notes and highlighting. Without concentration the reader may lose the benefits of the text (Harmer 2007). This is confirmed by our interviewees *“concentrated readers take notes, underline and highlight*. In the context of rising concentration while reading, teachers suggest *to read individually* as confirmed by one of the instructors.

In an attempt to discover what the participants do to keep themselves concentrated while reading, we have asked them. The majority answered that they ask and answer questions, *“posing question that focus and distribute your attention while reading”* (Flemming, 2009:

27). This fact show, that students become active agents in search of understanding by thinking critically about what they are learning and making efforts to clarify and enhance their understanding, that is to say, by thinking critically they are not taking things for granted.

As far as dividing the text into small blocks is concerned, 36.4% (see chapter three) of the respondents think that doing so is a way of reducing difficulties and refreshing ideas since learners who struggle of reading difficulties are more exposed to lose interest and abandon reading. So, while dividing the text into manageable units, the reader takes a pause after having solved a certain number of problems. These findings are in conformity with Fleeming statement; *“divide assignments into manageable chunks of fifteen or twenties pages at most. That way, you will maintain your concentration the entire time it takes to complete that chunk of the assignment”* (2009: 4).

2. Students’ Use of Reading Strategies

2. 1. Strategies Used Before Reading

One of the students’ strategies used before reading, is setting goals or aims. As it is deduced from diagram 6 (see chapter three), the majority of the students set goals. That is, before they start reading they draw destinations and objectives to be reached. This is either by taking into account what teachers have asked them to achieve or from their own assumptions. Active readers are generally aware of the importance of setting goals; they do not expect to find their objectives during their reading process; that is by identifying the key ideas while they are interacting with the text. Setting goals guides the reader to focus on particular items. In advance, He (2008), made an investigation on the effect of setting goals and motivation on reading; he concluded that readers with weak goals perform badly compared with those who have strong goals.

As for the students who said that they do not set goals before reading, it is shown that they extract and get the key ideas during the process of reading. They probably take into account every new idea that they encounter and consider it as being a key clue, but such a behavior may disturb and challenges their process of reading as the goals are not predetermined. This is confirmed by Rozaki (2002: 33) who states that *“by setting a purpose for reading, you will be sure to get the most out of what you read”*.

The interviewees agree upon assigning tasks before reading to raise students' interest by skimming and scanning the text; one respondent states that *providing the students the aim of reading in advance and motivate them about the importance of the content of the text*. These strategies are generally similar to the surveying step as both of them allow students to get a general idea of the text.

2. 1.1. Surveying the Text

From the results displayed in the previous section, it appears that the majority of the participants 58.2% look for the surrounding items; this is usually done by examining the different parts of the text; the front and back page of the text will provide the reader with clues about the title, the author and the summary. In addition, some participants standing for 21.8% (see chapter three) assert that before they read a material they make an overview of the chapter's content and organization. This is usually done by scanning the table of contents and by previewing the pictures, illustrations or graphs included within the text; this is supported by Kinch & Rawson (2005), the majority of learners construct meaning basing on pictures and text clues. As it has already been stated by Barnett (1988) that reader reaches comprehension through the use of titles and illustrations to make prediction (see chapter one). While doing this, the reader succeeds to get the main ideas as well as manage to time himself

as stated by one of our interviewees *we bring students longer texts and ask them to read quickly timing themselves.*

In contrast, there are some respondents who have said that their early consideration before reading a literary text is to focus on the key concepts. Students who consider highlighting key concepts scan the pages to notice the major concepts and ideas that the story turn around. While doing this, the reader makes predictions and inferences.

When students are asked whether overviews the text provides them with the general idea, 83% (see chapter three) of the participants have agreed upon. They have supported their answers by saying that *while they review the text ; they succeed to understand the general idea, they get the summary and the key concepts, and it raises their motivation this leads to take decision of whether to read the text or not.* Overviews is included within the top-down model as already defined in the review of the literature (see chapter one).

As to the 17% (see chapter three) of the students as represented in diagram 8 (see chapter three), they argued that overviews the text does not provide them with the general idea. In support to their view, they claim that *the cover does not always contain all the information required for understanding the whole text; in addition, they assert that the vocabulary used is difficult.* Those students generally lack the capacity of drawing inferences and deducing the main idea.

As regards the survey strategy, the results have shown in diagram 7 and 8 (see chapter three) reveal that the majority of the participants are interested in and make use of this technique. As they overview the text they try to draw attention to the key notions that require understanding; this view goes with Agudelo et al (2007) who state that in order to get information, the reader must extract key words in order to understand the text. The survey

strategy (see chapter one) increases the readers' general understanding of the text and allows him/her to gain information about the key words which are central to establishing and drawing the path to reading.

2. 1.2 Questioning

When students were asked whether they ask questions before they read, the majority affirmed in favor. This is a positive feature of readers as they are questioning their learning they are making use of meta-cognitive strategies, defined as managing one's own thought (see chapter one). While questioning, students get interested and this makes them curious and motivated to start their reading; this is affirmed by Gibson (2009) who states that examining text structure and self questioning is a key notion to comprehension. However, a considerable percentage has not been aware of the use of questioning while reading.

Successful readers think critically about their reading by asking questions; for example, they ask why the author said this? What does this mean? Etc...The questions that students ask are based on key notions included within the text. While asking questions students clarify their goal and direct themselves to check their comprehension .In addition, rising questions helps the reader stay motivated; that is to say, when they ask questions they will have the curiosity to have answers. This goes with Flemming's words "*rising and answering questions will also help you stay motivated. Each time you can answer one of your own question, you will feel a sense of accomplishment*"(2009: 25).

In addition, when students were asked about the kind of questions they ask while reading the majority answered that they ask questions about what they already know about the subject. This means that students ask questions in relation to their background knowledge, to

determine the new information, to predict what the text is about and thus make connection between their prior knowledge and what they will read. This is confirmed by Bolin, Christon and Murphy (1991) who assert that reading comprehension increases with background knowledge about the text engaged.

Turning the headings and titles into questions has also proved to be useful; 27.3 % (see chapter three) of the participants affirm using it. Thus to succeed in building valid and answerable questions, the reader ought to build questions focusing on the topic and in accordance with what they have already previewed in the survey strategy. This goes hand in hand with Drucker's quotation "*relate the passage students are going to read something that is familiar to them. Next provide a brief discussion questions that will engage the student*"(2003: 22).

In fact, asking questions is one way adopted by teachers during instructions. During instruction, teachers usually include comprehension questions, this is confirmed by one interviewee who states that students are recommended to answer some questions; *for example, in answering some questions; multiple choice questions or open-ended ones*. Among the benefits of questioning clarifying ambiguities as one of our interviewee has mentioned.

2. 2. Strategies Used While Reading

Active students are those who use different strategies to deal with what they are reading. Concerning our sample's way of reading, the majority of them as shown in diagram 12 (see chapter three) say that, they note all the underlined or italicized words, since authors make use of them to direct the reader to important points. Besides, while conducting the interview, teachers have confirmed this result by asserting that they ask their students to underline

words, take notes and highlight key words. This means that students rely heavily on explicit meaning, i.e. they do not try to figure out the main concepts. Yet, they expect from the author to direct them in their process. Readers also try to construct meaning by proceeding from word level to sentence level as it has been described by the bottom-up model of reading (see chapter one). Contrary to readers who note the underlined, italicized, bold printed words or phrases, a considerable number of the participants 36% (see chapter three) try to answer the questions that they have already asked. This is also considered as another way to reach comprehension quickly since readers who have already questioned the material they are reading to understand the text and find responses, contrary to those who read until the end and then ask themselves whether they have understood. Bearing in mind questions helps the reader stay purposeful and ambitious during the reading process, because asking and then answering to questions will help the reader to confirm or modify his hypothesis.

While reading, students have tended to underline words; they behave in such a way for different purposes. As shown in table 3, students underline words to search for their meaning in the dictionary, because these words are key words, thus they do so to memorize them. The findings show that students underline words only for understanding their meaning; however, successful readers should be attentive while underlining because if they underline without a precise aim they may disrupt the flow of understanding. As for those who underline words to check them in the dictionary, this shows that they do not rely on their cognitive abilities to predict the meaning; this does not mean that dictionaries are useless but, they should be used as a last remedy. Thus trying to grasp the meaning of difficult or misunderstanding words from the context is considered more beneficial. Hosenfeld (1977: 121) summarizes this fact by saying that

it is not that successful readers never look up a word in a glossary. They do but only after more efficient strategies have failed. A distinguishing characteristic of successful and non-successful readers is the priority system of their word solving strategies: while looking up words in a glossary or dictionary is a non-successful reader's first and most frequent response, it is a successful reader's last and most frequent to unknown words.

Students relying on dictionaries consider it as the best remedy; however, checking too much in the dictionary wastes time and effort in search of meaning and may deconcentrate the reader. While reading, students take into consideration many features included within the text. In this context, the majority of the students take into consideration the cohesion of ideas; which means they try to understand the ideas communicated in a correct and organized way following the author's organization. Readers at this level analyze the connection of ideas to help themselves understand better, this will also improve their writing as they interact with different texts and this by reading texts frequently.

A considerable percentage 37.7 % claims that they consider topic and supporting sentences while reading, this is also a useful technique to analyze different texts. As readers try to figure out the main ideas and details they quickly gain better understanding. This is a cognitive strategy that enhance comprehension since through main ideas we comprehend the entire reading. It gives also an opportunity to the reader to draw a mind map and summaries at the end of the reading process.

When teachers were asked about the performance of their students during the reading process, some of them described learners as being passive by saying *students seem to be eager to learn all about the text, also it depends on the degree of difficulty*, yet others say that those who are interested *are active and this depends on whether they like the subject or not*.

2. 3. Strategies Used after Reading

2. 3. 1. Recalling

After having finished reading, students are expected to have deduced some important ideas and get a full understanding of the text. At this stage, we asked the respondents about what they do after having finished reading the whole chapter. The majority said that they summarize, this is one cognitive and memory strategy which enhances the understanding of the text (Jones 2007), Oxford (2001) has classified this strategy into cognitive strategies (see chapter one). This is one of the techniques of reciting the major ideas already discussed in the text; it is also beneficial since the reader recites what they comprehend in their own words. This action gives them the opportunity to better remember and solve problems. Flemming(2009: 29) believes that while readers recall they usually monitor and check comprehension.

In addition others ask questions about the subject they have just read. This is a way of confirming the amount of understanding reached; for instance, students ask themselves about the most important events of the story or what they have learned from the text. With these questions students use the meta-cognitive strategies as they are evaluating their understanding.

2.3.2 Reviewing

The questionnaire reveals positive results concerning the use of reviewing strategy at the end of reading. The majority of students affirm that reviewing what they have read is beneficial. This step is the reader to remember and find the information that they may have missed (Sadersono, 2001). In fact, students justify their answers by saying that: *reviewing help me understand and memorize*. Another student states *that reviewing is a way of checking comprehension*.

Reviewing is also a way of expanding information about the topic, since while the reader reviews the summaries or notes already taken, he will be able to refresh his memory and quickly make a flashback to what he has already read.

3. Student's awareness on the appropriate use of these strategies

A brief glance to the results displayed in the previous chapter reveals that students are not aware of the appropriate use of the reading strategies. The majority of the students assert that they are partially aware of the use of the reading strategies. This is contradicted to Grabe and Stoller's definition of Reading Strategies provided in the review of the literature. Despite the fact that teachers state that reading strategies are crucial and efficient in improving understanding, students do not know how to organize the use of these reading strategies; they use them anarchically unconsciously. This also contradicts Oxford (2001: 365) words "*When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hands, these strategies become a useful toolkit for active, conscious, and self-regulation of learning*". This means that successful readers are those who manipulate the use of the reading strategies in appropriate situations, hence succeed to achieve their goals. Strategic reading involves both the knowledge about strategies and ability to apply them strategically (Anderson, 2005).

To sum up strategy use enables the reader to develop her/his learning, thus orchestrating the strategies used by the reader attempt to overcome the obstacles met during reading and enhance the English language proficiency (Anderson, 2005). In addition learner's difficulties and unawareness of the use of reading strategies may stem from the approach used while teaching since as revealed from teacher's answers; reading strategies are taught implicitly. This is totally in contradiction with Ediger (2001), Brown, El-Dinary and Pressley (1996)

who state that strategy instruction should be directly taught to language learners as it helps them becoming proficient readers.

Conclusion

The discussion of the data obtained from the questionnaire and the interview answers the fundamental research questions asked at the level of the general introduction. While the first hypothesis is confirmed; students use a variety of strategies such as; Survey, Question, Read, Recite and Review. Indeed, the majority of students hold that the use of these reading strategies helps them in gaining better understanding of the text. Whereas the second hypothesis has been refuted since students of the Department of English at MMUTO are not aware of the appropriate use of these strategies.

The results show that students use the SQ3R as a reading strategy for their reading of literary texts; they claim that the steps of this strategy help them improve their comprehension of the texts and monitor their understanding. In addition, the SQ3R also allows students to improve themselves and give them the opportunity to read and understand individually as it is a learner's centered strategy. Moreover, the SQ3R provides the learners with a structured approach to reading, and involves critical thinking about literary texts. Yet, students are not aware of the appropriate use of these strategies, it is revealed that they use reading strategies spontaneously and anarchically, thus when they are reading they use strategies without consciousness or predetermination.

General Conclusion

The present work aims at investigating students' use of reading strategies for literary texts at MMUTO that is to try to find out the reading strategies that first year students of the Department of English use when interacting with literary texts. Also, it seeks to examine the extent of awareness of the appropriate use of these strategies among first year students. The investigation in this area is important because reading is a crucial process all along the course of study. The study relied on Lorraine Flemming's reading strategy and the SQ3R reading strategy is proposed as a guide for reading literary texts.

For the sake of answering the advanced research questions and confirming or refuting the hypotheses suggested in the General Introduction, a mixed-methods approach is adopted. Thus, qualitative and quantitative methods are joined together, in order to analyze the outcomes. Indeed, the results are obtained from two research instruments. 55 first year students are selected randomly to answer the questionnaire and seven teachers of reading and writing to be interviewed. In order to analyze quantitative data, a software package known as SPSS is used. In addition, Qualitative Content Analysis is used for analyzing and interpreting the data obtained from the interview and the open-ended questions of the questionnaire.

The discussion of the two instruments has provided answers to the fundamental research questions. The results of the questionnaire reveal that most of the students 83.6% tend to read short stories and 60% affirm that they are motivated while reading as they are learning new vocabulary, culture and style. Teachers in their part agree that when the topic is interesting students are more motivated. Yet 60% of the participants confess to struggle with the difficult vocabulary. In an attempt to deal with the reading difficulties, 38.2% of the sample reread the text; thus teachers stress the importance of concentrating since learners when they are more

General Conclusion

concentrated are more inclined to use various strategies (underlying, highlighting, and checking in the dictionary). The outcomes of the questionnaire show that the majority of the students use the five steps of the SQ3R while reading literary texts. As a result, more than 58.2% look for the surrounding items of the text, 80% agree that overviewing provides them with general understanding which means that students survey the text. Then, 80% of the participants claim that they raise questions. In addition 40% state that they note all underlined, italicized, bold printed words. After that, 49.1% believe that they summarize the text finally, 94% agree that reviewing helps them remember what is being read. As a result this confirms the first hypothesis.

The SQ3R theory that has been relied on states that, for a better comprehension and interpretation of literary texts students need to use this strategy. This reading technique consists of five steps namely; Survey, Question, Read, Recall and Review, which make the reader approach the text critically and examine all its parts to improve understanding. Therefore, students follow the five stages of this reading technique as it is a structured one which leads them to better understand the text.

As far as students' awareness of the appropriate use of reading strategies, the findings reveal that students are not highly aware; 12% are totally aware whereas 88% (39%+49%=88%) are either partially or not at all aware. As a result, the second hypothesis is refuted. Despite the fact that, teachers have focused on the importance of using reading strategies while reading, few numbers of students are not aware on their appropriate use.

Some limitations in our study are noticed. First, considering the small scale of our study, our findings cannot be generalized to the whole population. In fact, our sample consists only of fifty five students out of the whole population and only seven teachers of Reading and

Writing who collaborated in this study. Yet, Bell (2005: 202) argues that “*there is no need to apologize about inability to generalize, but there would be every need to apologize if data were manipulated in an attempt to prove more than could reasonably be claimed*”. In addition, classroom observation is more suitable to observe directly learners in actual context, and because of time constraints we were obliged to carry on the study relying only on the questionnaire and the interview.

Based on the research findings and outcomes of the student’s questionnaire and instructor’s interview, the present study provides some pedagogical implications, as well as suggestions for future research. First, teachers need to demonstrate and show their students how to apply reading strategies to fit with different texts genre, also help them to develop appropriate strategies for each reading situation. In addition, teaching reading strategies as an independent module to EFL students to better arise their awareness.

So, further research on the same issue in the same setting, but with different levels (second or third year) can be investigated. In addition investigating factors motivating students to read in EFL, also doing a research comparing students’ reading in their native language and reading in a foreign language. Finally, examining the reading difficulties in reading literature.

We wish that this work has highlighted the students’ use of the reading strategies more specifically the SQ3R while reading literary texts. As well as, shed light over the importance of implementing this strategy while reading literary text. We hope that this research will be beneficial for improving both students’ application of these strategies and the way of teaching.

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The student's questionnaire:

Dear Student,

This questionnaire is part of our work; it aims at gathering data about your reading strategies while reading literary texts. So, you are kindly requested to participate in the present survey by answering the following questions. Your answers will be anonymous and confidential; so please feel free to provide sincere answers.

Please use a cross (×) to indicate your chosen answer, and use your own statements where required.

Thank you very much for your contribution.

Section one: Reading Literary Texts

Q1. Is reading important in your educational course?

Vital Important of little importance

Q2. What kind of literary texts do you read, outside classes?

Short stories Poems plays

Q3. Are you motivated while reading literary texts?

Yes No

Please,
justify.....
.....

Q4. What attract you to read a literary text?

The theme The title

The size The style and language

Q4. What makes the process of reading a literary text difficult for you?

Difficult vocabulary Maintaining attention

Understanding the general idea Memory deficit

Style

Section two: Reading strategies

Q6. Do you set goals before reading literary texts?

Yes

No

Q7. What do you do before reading a literary text?

Look for the surrounding items (authors, title, introductory or

Concluding paragraph)

Focus on the key concepts

Make an overview of the chapter's contents and organization

Q8. Does over viewing the text provide you with a general understanding?

Yes

No

-Please, justify.....
.....

Q9. Is there any question that arises before starting reading?

Yes

No

Q10. If yes what sort of questions do you ask?

Questions about the heading and titles

Questions about what you already know about the subject

Questions that the instructor has raised

Q11. Do you think that questioning keep you alert and involved in the reading process?

Yes

No

Justify.....
.....

Q12. What do you do while reading?

Answer the question that you have arisen

Reduce the speed for difficult passages

Note all the underlined, italicized, bold printed words or phrases

Q13. Why do you underline words of paragraphs?

.....
.....
Q14. What do you do to keep yourself concentrated while reading?

Divide the text into chunks

Engage with the author's thought

Ask and answer questions

Q15. What do you consider while reading?

Linking words

Cohesion and coherence of ideas

Mark topic sentences and supporting ones

Q16. How do you react while facing reading difficulties?

.....
.....

Q17. While you read are you aware of the use of reading strategies?

Not at all partially Totally

Q18. What do you do after having finished reading?

Take notes from the text in your own words

Summarizing

Ask yourself questions about what you have just read

Q19. Do you think that revising what you have read is helpful?

Yes No

Please, justify.....

Instructors' Interview:

- 1) How do you work to develop strategic readers?
- 2) How do you incorporate reading strategies while teaching, to help learners meet their needs while reading?
- 3) Do you assign activities or tasks to students to practice reading strategies?
- 4) Do you think that practicing reading strategies will develop active readers?
- 5) Do you think that the use of strategies will help students improve their reading?
- 6) How do you advise your students to read in order to keep them concentrated?
- 7) What motivates students to read?
- 8) How do learners behave during the process of reading?
- 9) In your point of view, what are the advantages of using reading strategies?
- 10) What do you think about the use of the SQ3R?