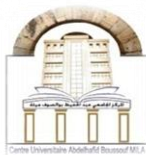


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Institute of Letteres and Languages
Department of Foreign Languages
Section : English

The Crisis of Readability among EFL Students

The case of study Master one Students at Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

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Section: English

By

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2022

Karima's Dedication

In the Name of Allah the Most Gracious, the Most Merciful

This dissertation is dedicated:

- To my mother MALIKA for her love, and for supporting and encouraging me, thank you for being by my side. Allah bless you
- To my father BOUDJAMAA for being my first teacher, who taught me to trust in Allah, and believe in hard working. Allah bless you
- To my dear brothers NASSARDINE, OUSSAMA, and IYAD who had always supported me, and believed in me. Allah protect you
- To my sisters RITADJ and SARA, thank you for being by my side during my life. I wish for you all the best
- To my friends, my colleagues and all the people who never stop believing in me.
- To my supervisor DrBellourLiela. Thank you for your helping, guiding and advising me with your wisdom. Allah bless you.

- To all those who love me.

Wiam's Dedication

First I want to thank my God for everything he did to me.

This dissertation is

specially dedicated to my dear father BELALA HACENE may Allah grant you jannah and may you find peace and happiness there in paradise, to the best mother ever MAREH KHADRA who has been encouraging me for my whole life, to my supportive and my beloved sister YOUSRA whose stands by me and never left my side, also dedicate this dissertation to my lovely brothers MESSOUD and MOHAMED may God bless them and to my sister's children TAIM and ILINE may God protect them ,to all the people in my life who touch my heart I dedicate this dissertation.

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Abstract

Reading is considered as a source of knowledge and vocabulary. It is important because it improves learners' thinking skill and help them to develop their language proficiency .This dissertation aims to figure out the reasons behind the crisis of readability among EFL learners at the University Center of Abdelhafid Boussouf -Mila. This dissertation includes two main chapters. The first one, which is theoretical, deals with the literature review related to the reading skill. The second part, represents the field work of the present research. It is concerned with the collection and analysis of the data. The students' questionnaire is used as a data collection tool whose analysis revealed that some students read and have a high level of reading. However, other students do not read due to many reasons; such as, a lack of interest in reading, social media, lack of vocabulary and lack of reading habit. These are seen as the main reasons behind the crisis of readability among EFL learner. This research ends with suggestions and recommendation for both students and teachers.

List of Abbreviations and Symbols

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

LMD: License Master Doctorate

L1: First Language

L2: Second Language

Q: Question

%: Percentage

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General Introduction

Reading is a skill that develops the students' language. The Oxford Dictionary (2008) defined, reading is “a way in which something is understood”. That is, reading is a process of understanding a piece of writing. Smith (1994, p. 26) stated that “Of all the skills students learn, reading is arguably one of the most important learning skills. Today, especially in the developed world, it is considered a fundamental skill required for success”. Learners at the university level are required to read many different materials to improve their language proficiency. Krashen and Terrell (1983, p. 88) stated that: “reading enables learners to comprehend better, which is an important factor to develop language competence”. Schellings et al. (2006, p. 550) stated that "reading is the construction of the meaning of text. It is an active and strategic process, in which the reader's skill and knowledge interact with the characteristics of the text such as genre, the wording and structure of the text". Nunan (2003, p.68) stated that reading is “a fluent process for readers to combine information from a text and their background knowledge to build meaning”. This means students who are not interested in reading have a poor language performance. Reading is considered as one of the most important skills that has to be mastered by English University students in order to master their English language, however recently most of the students are neglecting reading maybe due to many reasons. This dissertation aims to determine the reasons behind the crisis of readability among EFL learners at the University Center of Abdelhafid Boussouf-Mila.

1. Statement of the Problem

In the field of foreign language learning, reading, writing, speaking, and listening are the four basic skills that learners need to develop to reach the aspired language proficiency. The reading skill is important for acquiring background knowledge of language. For these reasons, EFL learners must have the ability to read and understand what they read. However, many learners are not aware of reading importance and they do not like to read, this leads to the declining of reading culture and increase the crisis of readability among EFL learners. This study investigates the reasons behind the crisis of readability among EFL learners at University Center of Abdelhafid Boussouf Mila.

2. The Aim of the Study

This study aims to

- ✓ Determine the students' crisis of readability.

3. Significance of the Study

The importance of the research study is to figure out the reasons behind the crisis of readability among EFL learners. We attempt to overcome this problem providing some solutions for raising reading culture, believing that the results of this research study will be helpful for teachers as well as students who are learning English as a foreign language.

4. Research Questions

The dissertation aims to answer the following research questions:

- 1/ What are the reasons behind the crisis of readability among EFL students?
- 2/ Is the difficulty of reading behind the crisis of readability?
- 3/What are the solutions that can raise the reading culture?

5. Researcher Hypothesis

The study aims to determine the reasons behind the crisis of readability among EFL students. It is hypothesized that:

EFL learners do not read due to the effect of social media and lack of comprehension.

6. Research Methodology

In order to find answers to our research questions, the study relies on the quantitative research method.

To achieve the aim of this study, we relied on one tool that is the questionnaire. It is directed to Master one-year students at the department of foreign language at the University Center of Abdelhafid Boosouf Mila.

7. Structure of the Dissertation

This dissertation consists of two main chapters, the theoretical chapter deals with the literature review related to the reading skill. The second chapter presents the obtained data from students' questionnaire with a discussion of the main findings. The first chapter is devoted to the definition of the reading skill, its nature, models, types, reading comprehension, reading strategies, reading importance, the reasons behind the crises of reading and solution to raise the reading culture. The second chapter focuses on the description of the students' questionnaire, its aims, and analysis with a discussion of the main findings and recommendations for both teachers and students.

Chapter one: Reading and the Reasons behind the Crisis of Readability

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Introduction

Reading is regarded as a fundamental ability is required for academic progress, and it is considered one of the most important skills in the English language. It provides students with an extensive vocabulary and improves their writing style. Reading is going to be in this chapter from various perspectives; it starts with definition of reading and the nature of reading as both a process and a product, to reading models, then goes through the differences between extensive and intensive reading. Additionally, defining reading comprehension and then identifying the reasons behind the crisis of readability, and solutions for raising reading culture.

1.1. Definition of Reading

Reading is one of the English skills that all students must master. Learning a foreign language depends more on reading and searching to have background knowledge about the foreign language's culture, literature, and civilization. Grellet (1981, p.8) explained reading as "an active skill that constantly involves guessing, predicting, checking and asking oneself questions". This means that reading is a language skill that requires the reader to guess, predict, think and ask oneself questions to comprehend the information from the text. Alderson (2000, p. 3) defined reading as: "The interaction between the reader and the text". In brief, it is an opportunity for the learner to be engaged with the text and get some word knowledge by reading it. Reading is important for the language skills of learners. It helps them to acquire much of knowledge to have a good English. Pang et al. (2003) assumed that reading opens up new worlds and opportunities and enables people to gain new knowledge, enjoy literature, and get immersed in everyday life. That is readers explore new elements and always try to understand the text and construct its exact meaning to improve

their linguistic competence, which would be used in their learning. Mikulecky et al. (1996, p. 1) stated that "Reading is not just understanding the words or the grammar, it is not translation, reading is thinking. To read well in English, you must think in English." This means that reading is an important skill for developing student's critical thinking. It shapes individuals' personalities and helps them to create new ideas. According to Mikulecky et al. (1996), reading helps EFL students think, it can enlarge their vocabulary and help them improve their writing. These definitions indicated that reading is fairly more than just letter and word identification. Goodman (1967 cited in Alderson 2000) was generally one of the first researchers who noted that reading is a psycholinguistic guessing game. A reader is positively engaged in trying to reconstruct the author's message. According to him, the reader samples the text for graphic clues, predicts the meaning, confirms his assumptions and corrects them if necessary. According to Dallmann et al.(1978, p.196) stated that most people agree that word recognition is only "a tool for reading" and that reading necessarily involves "getting meaning from what is being perceived in writing." The process of gathering the meaning of a particular text is generally influenced by many different factors explored by many researchers in a preeminent way. Grabe (1991) presented six components of the reading process, which are quite significant.

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge content
4. Word background knowledge
5. Evaluation skills
6. Metacognitive knowledge and skills monitoring.

1.2. The Nature of Reading

1.2.1. Reading as a Process

Goodman gave a common-sense look at the nature of language and showed what happened when students read. Goodman (1996, pp. 90_92.) stated that "Reading is an active process" and "reader makes sense " or " make sense of print ".He meant that readers have an active brain, and they use it to make sense of written language, and they can build their texts. Readers attempt to understand what the authors say, but they are constructing their meaning. Goodman (1996) argued that the goal is not to recognize letters and words but to make sense of print; to create meaning among the device that the reader uses to predict what comes next. He facilitated the complex reading process, made it easy to understand, and involved his reader in examining their own reading.

1.2.2. Reading as a Product

Alderson (2000) claimed that the product or result of reading is an alternative approach to exploring the reading process. He stated that "What understanding you reach is more important than how you reach it". According to him, these three levels could contribute to reading comprehension:

1. ***Reading the line:*** refers to the literal comprehension to identify the linguistic forms and differentiate between the syntactic structures.
2. ***Reading between the lines:*** means understanding what someone really means or what is really happening in the situation. In other words, understanding the hidden meaning by making inferences based on the knowledge of the word.

3. ***Reading beyond the lines:*** is a higher level of comprehension. Reading literal requires understanding the text's literal meaning and involving the reader's interpretation of the text's deeper meaning comprehension. These three levels were organized from the most difficult to the easiest.

1.2. Reading Model

Researchers developed a model of reading. Davies (1995) defined a model as "A formalized, usually represented theory of what goes on in the eyes and the mind when readers comprehend text". The model addressed a description of what would come next which the eyes perceive input and the brain analyze it during reading. This causes led to the rise of three main models of reading: the bottom-up model, top-down model and interactive model.

1.3.1 The Bottom-up Model

The bottom model was clarified by Nunan (1991, p. 64) as "a matter of decoding a series of written symbols into their aural equivalents". In this model, the reader decoded the text letter by letter, word by word, and sentence by sentence to build up the text's meaning and sense. According to (Alderson, 2000, p.16) stated that "Where the reader begins with the printed word recognize graphic stimuli, decodes them to sound, recognize words and decodes them to meaning". That means the reader starts with decoding the smallest in a text into their synonymous sound to construct meaning.

1.3.2. The Top-down Model

The top-down model was the opposite of the late one because it involved thinking and meaning as the principal first step. Goodman (1991) stated that "... The goal of reading is constructing meaning in response to text. It requires interactive use of grapho-phonetic, syntactic, and semantic cues to construct meaning". Moreover, Tracery and Morrow (2017, p. 204) illustrated that Top-down models "are built on the assumption that the reading process is primarily driven by what is in the reader's head rather than by what is on the printed page ". In other words, this model suggested that reading was directed by the brain, in which readers are concerned about bringing meaning to the print and not only just decoding letters into sounds. Richard (2009) defined this model as "the use of background knowledge in understanding the meaning of a given text". Readers make connections between their previous knowledge and the topic. The reader tries to make sense of the text based on his understanding of meaning. As Nuttal (2005, p. 16) claimed that "we draw our own intelligence and experiences the prediction we can make, based on the schemata we have acquired to understand the text".

1.3.3. The Interactive Model

According to Rumelhart (1977), the Bottom-up and top-down models fail and are not sufficient to characterize the reading process. The interactive model aimed to connect the two previous models, which took into account the strong point of both Models and tried to avoid the weaknesses that were stated by the criticism. And it made both of them work together. Rumelhart (1977) claimed that "reading is an interactive process that includes perceptual and cognitive functions". That is to say; this process is based on interaction and connection between different lexical, syntactic and semantic information that the reader uses to predict meaning. Rumelhart did not explain how to collaborate various information sources in the reader's mind.

1.3. Type of Reading

David Eskey (1986, p. 21) stated that "The more students read, the better they become at it". The person learns how to read better from extensive and continual practice. Two types of reading have been presented.

1.4.1 Extensive Reading

According to Day and Bamford (1998) extensive reading is considered as one of the effective ways to improve students' skills to read. It is an approach to the second language (L2) reading instruction that makes it easier for students to comprehend and enjoy reading. It aims to help the student become fluent, independent, and confident readers and increase reading speed. Harmer (1997, p. 99) stated that "the term extensive reading refers to reading which students do often away from the classroom". That is to say; students use extensive reading for pleasure when they read; for instance: a novel, magazines, and journals. For palmer (1968, p. 137), extensive reading meant "rapidly reading" "book after book". It tells readers' attention should be on the meaning rather than the text's language. According to Richards's (1998, pp. 7-8) description of the characteristics found in successful extensive reading, it is an effective tool for understanding the deficiency of extensive reading.

1. Students read as much as possible, perhaps in and definitely out of the classroom.
2. Various materials on a wide range of topics are available to encourage reading for different reasons and in different ways.
3. Students select what they want.

Grabe (1991, p. 396. pp. 5-6), in his TESOL quarter paper, discussed some of the benefits of extensive reading. He assumed that a long period of attention and constructed silent reading build vocabulary and structural awareness and develop self-motivation, self-confidence and self-autonomy. It increases background knowledge and improves reading comprehension. Furthermore, it aims to get students to read in the second language. It attempts to create a good reading habit, construct knowledge of vocabulary and structure, and support a love for reading.

1.4.2. Intensive Reading

Palmer (1964, p. 111) defined intensive meaning as "take a text study it lines by line, referring at every moment to own dictionary and own grammar, comparing, analyzing, translating, and retaining every expression that contains". Intensive reading is usually concerned with specific exercises of study for students to identify the types of text they are reading, understand grammar and vocabulary, point out word meaning, and use all they have in learning exercises.

2. Reading Comprehension

The essential skills have to be learned in any language is reading. Schellings et al. (2006, p. 550) stated that "Reading is the construction of the meaning of the text. It is an active and strategic process in which the reader's skill and knowledge interact with the characteristics of the text such as genre, the wording and structure of the text". Comprehension is defined as "intentional thinking during which meaning is constructed through interactions between text and reader" (Harris & Hodges, 1995, p.207). That is reading comprehension is the ability to process text, understand its meaning, and interpret what the reader already knows. Understanding the meaning of a word from a discourse context, organizing and analyzing text, and identifying references are some of the

skills required for sufficient reading comprehension. Nation (2001) argued that when learners read, they learn new vocabulary and words and improve their syntactic knowledge, and knowledge can facilitate learners' reading comprehension (Bernhard, 1991; Harris & Sipay, 1985; Taylor, 2006). Mikulecky et al. (1996) claimed that "Reading is a complex activity that involves a wide variety of skills, your ability to understand and remember what you read depends in large part on your ability to apply these skills to your reading". According to Laufer (1997), reading comprehension (both in L1 and L2) is affected by the knowledge of vocabulary in a text, textually relevant knowledge, and general reading strategies. It has been considered the most crucial component of reading. Woolley (2011, p. 15) stated that reading comprehension is " a flexible and ongoing cognitive and constructive processof making meaning from text ". The reader aims to understand what he read as a whole rather than to get the meaning of only words and sentences. Munby (1979) talked about the importance of prior knowledge and experience that a reader relates to the meaning of the text and adds that he has to understand both literal and implied meanings. These two factors are the levels of understanding defined by Gray (1960 cited in Alderson, 2000) as reading between the lines and reading beyond the lines. Thus, Dullmann et al. (1978) classified a model into the following three levels: factual, interpretative or inferential, and critical.

- ***The factual model:*** means the understanding of the literal or actual meaning,
- ***The interpretative or inferential model:*** is based on the meaning that is not expressed but can be inferred.
- ***The critical level model:*** implies the reader's judgment about the text and the author, critical analysis of information presented in the text and correlation them to his own opinion, knowledge and experience.

For EFL learners to deeply understand the written text, it is necessary to teach them the reading comprehension skill to develop their reading proficiency. Researchers attempted to identify this skill for their classification reveals three aspects (Koda, 2005 & Hudson, 2007).

- ***Literal comprehension skill:*** is based on explicitly decoding information from the text through recognition or retrieving its details.
- ***Inferential skill:*** include using this decoding information for analysis and classification of the text and the ability of the reader to access other information.
- ***Critical comprehension skill:*** is a process in which the reader infers a hypothesis beyond the explicit meaning, and the reader's point of view is formed about the quality of the text (Ismail, Yusof, Abdul Rachid& Lin, 2015).

The three skills were taken into account to progress the reading comprehension skills. Billmeyer (2004) claimed that all readers must develop three broad reading comprehension habits: self-managing, self-monitoring and self-modifying.

To sum up, it is essential to have the background knowledge to achieve reading comprehension, and its absence can affect reading comprehension. Learners with prior knowledge can understand reading materials. Still, learners who are exposed to read strange reading materials face many difficulties in understanding them, and they need to read several times to comprehend the texts.

Section Two

3. The Reasons behind the Crisis of Readability among EFL Students

One of the worrisome challenges in the Algeria education system is the lack of reading habit in most schools and Universities. EFL Students do not read because of a lack of time, motivation, unavailability of books, no reason to read, lack of reading' interest, and they have not developed a habit of reading books. Also, discouragement from reading by their parents and teacher. Grellet (1981, p.42) claimed, “students are encouraged to read according to their interest and for their enjoyment”. Students do not know what to read and have not found the right book or type of book. They find reading boring and complex because they choose hard books for them, do not see the point of reading, and have a limited sight word vocabulary. Grellet (1981, p. 53) stated that "second language students need to read interesting understandable materials that are basically at their level. That is, below their linguistic ability". Some students do not like to read, and they prefer audio stories to written stories, doing physical activities or watching movies such as; Harry Potter and Twilight than reading it. Several other reasons exist for this phenomenon and different authors mention different to overcome this situation (Mohammed, 2011).

3.1. Poor Reading Culture

Reading is one of the fundamental skills in any nation that cannot be over-emphasized. Reading enables people to acquire knowledge, information, skills, values and attitudes necessary for personal, family, community and national awareness and development. Reading culture refers to the habit of reading books regularly. It gives individuals the development in vocabulary, creativity, memory, skills, and discipline. It is also known as a reading habit, in which an individual

has a habitual way of reading (Isaac, 2020). According to Mohammed (2011), cultures or people individually slowdown in reading and read a little or do not read for a long time. This phenomenon is regarded as a lousy reading culture. It can affect the personal career, academic and social life. Desmond (2014) stated, "Developing the right reading culture helps nations develop, and no nation can develop without its people reading". That is to say, raising students' awareness about the importance of reading has been necessary for developing societies. Compared to movies, radio, and television, reading has particular advantages. A reading research's essential findings shows that a good reader is a good learner (Bamberger, 1975; Towey, 2000).

According to Lungwangwa (2007), most of our people read very little. Yet, reading culture is at the heart of learning in any education system. Some students attempt to read when they have an examination to write, or their job requires them to read certain material. Learners are only reading in preparation for an examination. According to Elisam (2005), the culture of reading is regarded as highly valued and appreciated in society. It is a culture where people read. (Ruterana, 2012) stated that reading helps people to learn how to survive, develop their full capacities, live and work in dignity, participate fully in the development, build an informed citizenry, and improve their quality of life. Moreover, a reading culture helps learners acquire lifelong skills suitable for participation and survival in a changing environment (Lungwangwa, 2007). Hawthorn (2021) said that reading culture is an environment where reading is encouraged. It is important to a student's personal, social, and academic success, as well as their general wellbeing that reading is at the heart of the curriculum. According to Hawthorn (2021), parents and the home environment can foster a love of reading. EFL students must see themselves, as part of a community that values reading. It can be difficult to create a reading culture where students hold negative attitudes. Reading culture

makes the community more informed, connected with the world and greater connection with the citizens (Olasehinde, Akanmode, Alaiyemola, Babatunde, 2015).

3.2. Lack of Interest in Reading

Nation (2019) stated the most compelling reasons that affect the nature of reading, such as sex, age, and personality. Reader's interest is another variable that plays a remarkable role in reading. It refers to the personal interest in the act of reading, and it can be counted by how much reading is done. Students do not read because they are not interested in reading in general Grellet (1981, p.42) claimed that "students are encouraged to read according to their interest and for their enjoyment". That is to say, students who do not read have not found the right book or type of book that interested them, and they are not enjoyed reading. Grellet (1981, p. 53) stated, "second language students need to read interesting understandable materials that are basically at their level. That is, below their linguistic ability". That is to say, students are more engaged to reading if they are interested in the topic. Moreover, the lack of enjoyment of reading texts outside classroom work or during free time. Nattal (1996, p. 131) stated, "the books offered must be enjoyable. This is more powerful than any other motivation".

3.3. Lack of Role Model

This reason may not be related to reading difficulties. However, it can be taken as an excuse for neglecting reading, students are influenced by other adults or see them as role models, which can influence adult college students. It is assumed that peers and adults, especially those who are seen as role models, engage in bad habits or play a negative role in promoting reading. One of them will develop unhealthy or poor reading habits (Aina et al., 2011).

3.4. Lack of Adequate Libraries

According to one study, libraries help provide readers with many books and appropriate types of books (Aina et al., 2011). Library is the foundation for promoting and creating a good reading culture especially among learners. A good reading culture can be created with the help of the library. The reading materials are accessible to learners. It gives free and equitable access to information. But, if the books are not interested and irrelevant this deal to the poor reading culture among EFL learners. For Sokotwe(2008), the education system that emphasizes quantity rather than quality has resulted in large classes in most schools. Readers use the library to obtain books for research, pleasure, or college assignments. All of them will help a person grow, but what if there is not a good library in the area?. According to the author, lacking a good library can foster an unhealthy reading culture. Especially in areas where there is no access to an E-library. If readers cannot obtain the required types of books on time, the effect of reading will be minimal, and they will lose interest in reading (Mustafa et al. 2021).

3.5. Students' Negative Attitude towards Reading

According to Krashen (1989), reading exposure is the primary means of developing reading comprehension, writing style, and vocabulary that is more sophisticated. Learners who spend quality time reading improve their verbal intelligence and reading fluency. Students should read magazines and printed materials for personal information. According to The World Book Encyclopedia (2001, p. 156) recreational reading helps people understand others, takes readers on journeys to unknown parts of the world and enables them to share people's experiences throughout history. According to May (1982), students with negative attitudes learn less than those with

positive attitudes. That is to say, reading is important for good achievement. Study by the National Literacy Trust (2004), also showed that the number of children who read above the expected level of their age and have books of their own is higher than for those children who do not have their own books and read at their level.

3.6. The Declining of Reading Habit

Learners acquire desirable and meaningful knowledge with healthy reading habits. Students excel in life if they have good reading habits. Students only settle down to read when given assignments. Lack of extra reading materials in schools affects their reading habit and makes it difficult for them to use the library. Students only open books for examination purposes and do not read to improve their minds or for pleasure. Many parents cannot afford the high cost of books for their children because they are poor. The majority of students buy textbooks out of the whole recommended texts. Good light and good chairs are needed for reading (Akbar, 2020). According to Owusu et al. (2014), there is a direct relationship between reading habits and children's academic performance, and most people understand that.

3.7. The Effect of Social Media on Reading Culture

Reading has numerous advantages, including motivation and inspiration, inner peace and tranquility, prevention of cognitive decline, improved focus and concentration, stronger analytical thinking skills, memory improvement, vocabulary expansion, improved knowledge, reduced stress, and mental stimulation (Anyira et al, 2020). Despite these numerous advantages, reading culture among university students is declining (Ahmed, 2019). Many of students do not write in class because they do not want to read their work later. Students' enthusiasm for reading is dwindling at

an alarming rate. Poor academic performance, examination malpractice, mass failure, anti-social behavior, poor understanding, fear and anxiety about examinations and tests, poor execution of research projects and assignments, and a drop in educational standards are just a few of the consequences of a poor reading culture (Anyira et al,2020). Wang et al. (2011), investigated the impact of social media on college students. They discovered that using social media has a negative impact on reading and academic performance. They also discovered that about two-thirds of college students used social media during class or while reading. Multitasking causes distraction and has a negative impact on a student's ability to read. According to Kalpidon et al. (2011), as social media platforms such as Facebook, YouTube, and Twitter gain popularity, they are becoming increasingly dangerous by providing avenues for students to procrastinate on their reading and other projects.

Reading, according to Oloyede (2005), is a behavior that is easily manifested without the learner's conscious effort. Reading is required for many activities in our daily lives. Developing a culture of in-depth reading benefits an individual's mind and personality by enriching intellectual abilities, providing insights into human issues, and influencing attitudes and behavior. It is undeniable that cultivating a reading culture aids in character development (Behrman, 2009). Most parents and educators are concerned about the impact of social media on reading habits during the day, and sometimes all night. Many parents are concerned about their children's social media habits, such as browsing Facebook, Twitter, Instagram, Telegram, Palmchat, WhatsApp, and other social media sites, because they believe their children do not have enough time to read or focus on their studies. The rising number of students who use the Internet for social activities rather than academic purposes is concerning (Oji 2007). Moreover, as pointed out by Loving and Ochoa (2010), social

media has proven to be generally addictive for students who are inclined to devote substantial amounts of their limited study time to chat, maintain social connections and make new acquaintances during their years of study. These, in effect according to Ofuani and Gberedio (2009), decrease the number of times students need to read their books and other study materials. This social media menace is a disturbing phenomenon. The problem most EFL students have that contributes to their poor performance academically is the use of social media, which affects their reading culture. Currently, as mentioned earlier, EFL students read much less of their books due to the influence of social media. Even examination of malpractices may be traceable to the use of social media. Students are expected to read and keep up with current events. However, thanks to the rise of social media, this appears to no longer be the case. Many students now spend significant time on the Internet, catching up on gossip and other trivial matters. According to various studies, most people never finish reading a fiction book from beginning to end after graduating high school (Brydolf 2007).

Furthermore, various investigations have revealed that many students graduate from institutions with poor reading abilities, which they attribute to the poor culture that developed during their university years (see Singh 2011). Most students in institutions do not read, and those who do read do so only to pass their exams (Paul et al. 2012). Because only a few students are seen reading in the libraries most of the time, they have been transformed into browsing centers, points of reference, and copying of lecture notes. As Shabo and Usafia (2009) pointed out, the evolution of technology and the introduction of social media has washed away learners' reading culture. Reading is the most important factor in determining prominence in people's lives, regardless of their social status, gender, or age. It helps a person grow and develop, and it is necessary when

taking an exam. As previously stated, the invasion of social media is one of the primary causes for the slowing rate at which students read. Moreover, the extinction of the habit of reading results from students wasting time using social media, Internet, watching videos, connecting with others, and researching what other people are doing. Students are more interested in viewing posts, tweets, photos and chatting to get unnecessary gossip. Social media and technology have changed the world and even distracted many people's lives. Most people read books to gain new knowledge and get updated information (Agycom, 2018). Students dedicate more time to media than reading books because they feel they enjoy technology and social media more. Moreover, video games have also led to the extinction of the habit of reading books. Researchers state that technology has dominated every aspect of our lives, such as emotions, minds, feeling and reading (Mohammed, 2011). Most adults, including college students, have smartphones that they habitually use for games, and most seriously, they are addicted to games at that age. If adults, especially boys, contribute significantly to this amount of time playing computer games, they will develop a bad habit of reading because they do not have time to read. Books lose their luster because using a mobile phone provides a variety of things in an accessible way. Students enjoy time over phones and easily collect needed information from sites such as YouTube, Facebook, Twitter and WhatsApp. It also provides graphic videos of theories and the history of topics for better understanding. In contrast, they neglect to read books because it takes longer (Mustafa et al. 2021).

3.8. Teachers' Responsibility

Teachers and individuals are also responsible for not reading books because they can have a role in developing a culture of reading. They can allow students to draw on different references for course instruction and academic years. If they encourage students to read books for assignments

and projects, they will develop a good habit of reading. In addition, vice versa can make students stop reading books or at least discourage them (Mohammed, 2011). According to Nattal (1996, p. 128) some students feel that they do not need to read and never develop the habit of reading. Teachers need to program reading skills to develop their reading habits in this case. Trehearne and Doctorow (2005) claimed that learners use inadequate methods for understanding and reading habits. Also, the lack of modern teaching methods. Some of them are inappropriate to the characteristics of the students. Al-Khaseefan (2000) study stated that teachers do not guide their students to use suitable teaching methods that help them to identify the difficult words and organize what they read. Also inappropriate teacher guidance may lead learner to dislike reading, and the lack of instructional materials for teaching reading in school

3.9. A Lack of Reading Comprehension

Reading is a human activity characterized by translating symbols or letters into words and sentences. Which convey information and have meaning for the reader who seeks to comprehend the meaning of a written text; evaluate its significance; and apply what they have read to improve knowledge or pleasure. Algerian students are unaware of the importance of reading; this leads to the crisis of readability. Dallmann et al. (1978) addressed various reasons behind the difficulties in comprehension. Some causes are within the reader, some causes are resulted from outside factors, and others might result from inappropriate teacher guidance.

First, researchers found that most problems of crisis of readability among EFL in reading English texts are related to inadequate vocabulary knowledge. Many students without sufficient vocabulary or effective learning strategies face reading comprehension difficulties (Nor & Rashid,

2018). They mostly continued failure during their studies due to their bad experiences from the beginning (Hart & Risley, 2003). In addition, the reader's interest in what he read, lack of background knowledge, unawareness of more meaning that one word can have, experience and linguistic knowledge. Researchers clarified that the degree of learner's vocabulary knowledge, prior knowledge, and grammatical knowledge are some of the significant difficulties influencing reading comprehension (Koda, 2007). They assumed that adequate vocabulary knowledge is essential in understanding complex reading materials, particularly those containing technical expressions (Carlisle, 2000; Qian, 2002).

Second, EFL learners face difficulties in understanding technical words, such as superordinate, synonyms, and antonyms, due to poor vocabulary, syntactic consciousness and metacognitive recognition Nergis (2013). Shiotsu and Weir (2007) pointed out that the degree of a learner's syntactic knowledge is important for understanding reading materials. Learners cannot reach a higher level of reading ability without background knowledge. Thus, readers need L2 syntactic knowledge to incorporate their background knowledge and the word's meaning (Koda, 2005). Some learners fail to understand due to the deficiencies in language or cognitive processes and text complexity because complex language does not allow them to understand the text more deeply. In addition, a lack of adequate vocabulary does not allow them to relate the strange words with the context in which they are used (Dennis, 2008). Coordinating conjunctions, prepositional phrases, participial phrases, and nominalization create many difficulties and make the writing style more difficult to understand (Nuttall, 2000).

Finally, several studies have shown that anxiety is associated with reading comprehension (Wu, 2011; Jafarigohar & Behrooznia, 2012). Grills-Taquechel et al. (2012) stated that poorer

academic performance could occur if learners are distracted by their anxious thoughts. Homework, classwork, examination conditions and forced reading are considered factors related to anxiety in reading comprehension. According to Dennis (2008), people with anxiety are more likely to have poor reading comprehension.

In conclusion, the review shows that second language learners' vocabulary, cognitive ability, text complexity, background knowledge, and prior knowledge determine their reading comprehension level. It is believed that once the learners acquire enough vocabulary, their language skills will improve, and this may lead to a decrease of the crisis of readability.

3.10. The Environmental Impact

The reasons behind the readability crisis among EFL are outside environmental impact and biological sources such as noise, inadequate lighting or temperature. Learners with a disorganized environment influenced their reading (Davoudi&Yousefi, 2015). They lost attention due to noisy and disruptive things such as television's high sound or radios (Dennis, 2008). Still, those in an organized, safe, peaceful and controlled environment have more successfully reading ability.

4. Solutions for Raising Reading Habit

This part is devoted to suggesting some solutions to increase student's reading habits.

4.1. Role of the Library and E-library on Reading Culture

Libraries are regarded as the knowledge repository, allowing users to access both printed and non-printed sources. Because library readers have a higher level of awareness than persons do in other public locations, the library provides a good and effective environment in society for reading. Another essential feature of a good reading environment is that libraries have the right

amount of books available (Hapel, 2009; Itsekor and Nwokeoma, 2017). An E-library is an online library that gives access to books, journals, novels, or articles. Readers and researchers may have access to libraries at home via the network. It is against printed books and other media that can be accessed and stored locally (Höppner et al., 2009). According to one study, students have been aided in obtaining more reading material by using electronic books. It helps students improve their reading skills. Users of electronic books can find and manipulate information and content (Grant, 2004; Elizabeth, 2003).

Furthermore, to promote reading habit, teachers should ensure classroom libraries are engaging and surround students with diverse and interesting material. Students should be encouraged to read. Pay close attention to student interests to better match reading selections with topics they enjoy and make reading more fun (Akbar, 2020). Create individual classroom libraries. It makes it easy for students to find books they are interested in. Create reading books across the school to encourage students to read. Student should get to recommend books to one another (Akbar, 2020). Also, students' encouragement to write their personal book recommendations. In addition, digital libraries need access to the internet, and various reading materials should be provided for the students. Prizes should be given to students who are proficient in reading and writing in school libraries. A professional librarian should be in each school. The school timetable should include enough time for reading in the library, also reading should be taught as a separate subject in the schools (Akbar, 2020).

4.2. Establishment of Family Libraries

Parents have a remarkable role to play in the development of their children at any age. Nowadays, adults spend a long time watching television, playing video games, and using smartphones and computers. Building a small library at home and filling it with books will give an initial love for books. "Whoever loves books wants to own them, whoever owns books will love them" (Igwe, 2011).

4.3. Group Task Activities in the University

Books and reading should be considered a priority in meetings and seminars, especially when combined with discussions are highly important. Youth groups should work and organize clubs and events for this purpose. In the book clubs, books can also be related to young people's hobbies and used as the basis for discussions, exhibitions, and other activities (Aina et al., 2011).

4.4. Promotion by Parental Activities

Parents can raise reading habits if they read books to their children early and give them appropriate books to read. They would be encouraged later in life when they grew up and went to school. Parents can provide time for discussion of the books that their children have read to see the development of their children (Aina et al., 2011). According to Reggin et al.(2019), It sets the stage for later school and life success. She said that parents could play a key role in supporting the development of children at early language skills and fostering a love of reading before and after children start formal schooling. Parent should Have books to read to their children will benefit them. It helps build children's vocabulary (Reggin et al. 2019). Moreover, reading books to their

children and playing with them help build a positive attitude towards language and literacy. They will be able to connect reading with feelings of warmth and benefit from their positive experiences. One way to encourage practice is to repeat beloved stories. Children can enjoy books that they would not be able to read yet if their parents read them. This helps build their vocabulary (Reggin et al. 2019).

Baker and Scher (2002), children should watch their parents read in order to become good readers. They behave as their parents do. Parents should encourage their children to read. Parents need to set aside time to read stories to their children. Reading is compulsory for every human who wants to succeed in life. Parents know more about their children's reading skills than anyone else. Parents must set aside time to read stories to enhance their children's' comprehension, vocabulary, decoding of words and syllabus. Reading could be boring to some children but is a mandatory activity for every human who wants to succeed in life (Wade and Moore, 2000). Parents know their children better, and they are the ones who are the mentors who can hone their reading skills (Mawamwenda 2004). Most of the parents in rural areas do not read to their children. Parents who read to their children will soon discover that the time spent together creates a special bond. According to Kroger (2002) higher achievement, better attendance attitudes and greater willingness to do the work are associated with parent's involvement in their children's reading program.

Moreover, one way to encourage practice is to repeat beloved stories. Children can enjoy books that they would not be able to read yet if their parents read them. This helps build their vocabulary. According to Chandler (1999), parents should encourage and support their children in reading. The best way to cultivate and sustain reading habits among children is through a strong

relationship with their parents. According to Saracho (2002), students whom their parents are helping can read and even predict a story.

Furthermore, creating a family reading time motivate students to read. Thus, parents need to spare time to read with their children at home. Every family member should get involved, and it must be a daily ritual of reading together. Children tend to ask their parents to read to them more (Allus and Sollars 2003).

According to Olsehinde et al. (2015), the following recommendations are made:

1. Parents who do not have a reading culture cannot develop the same one for their children.
2. Equal attention needs to be given to the emotional development, listening skills, and alphabet knowledge of the child by their parents.
3. All categories of parents should be involved in the development of their child...
4. The role of parents in promoting reading habits among public school students should be investigated, and their children's reading habits in a larger and diverse population should be examined.

4.5. Promoting Reading by Teachers

If teachers hold many books and show, a love of reading. It was important for students to know that their teacher is interested in a wide range of topics. He should be of model a love of reading. He needs to create a list of the books he has read so far this year. Students can see him reading in his free time if he gets out his own book. He should be a reading role model for his

students. According to Wilson (2020), teachers explore a variety of genres, and encouraging their students to read across genres offers them a multitude of entry points into reading for pleasure. Graphic novels, biographies, memoirs, poetry, picture books, short stories, essays, articles and blog posts all offer to stimulate and enriching alternatives to classic books. He could even challenge his class to read from five different genres in a month. For Wilson (2020), encouraging individual students to read more would expose the class to the many options available to them. Moreover, Students are motivated to read when they see adults reading. Teachers being their role models (Saracho, 2010).

4.6. Raising Awareness of the Importance of Reading

It is necessary to encourage and motivate students to read. Williams (1984, p.13) gave some reasons why reading is advisable for the foreign language learner.

1. Reading pushes the learners to use the language they learnt.
2. Thanks to Reading, the learner can improve other skills like writing and speaking.
3. Learners can acquire new knowledge from reading texts and get essential information.
4. Reading can be an exciting activity

For Eskey (2005), reading is the source of Lexis, improving learners' comprehension and developing their analytical skills. Hedge (2001) said that: "not all readers are leaders, but all leaders are readers". This is because readers are open-minded and use the world language to develop their ideas, thoughts and opinions. Reading keeps students calm as well as helps them recall information. They will learn new words and perspectives from reading. According to Agycom (2018), most

people read books to gain new knowledge and get updated information. Reading strengthens language and improves sentence structure. It gives them more control over the language. Being a good speaker requires all of these. Thus, books are portals to newer worlds, creating new ways of thinking about their life. It helps shape identity by reading. It makes students confident to become whom they want when they read. For these reasons, the student should raise their reading habits. Moreover, Temson (2019) claimed that books could hold and keep all kinds of information, stories, thoughts and feelings unlike anything else in this world. The importance of a book to help us learn and understand things cannot be underestimated. Reading has survived the years, and luckily, the benefits have survived right along with the books. Reading improves student's brain function and helps with critical thinking. The brain stimulation provided by reading is similar to the exercise required to work a muscle. It strengthens the parts of their brain that control their thinking. Moreover, it is possible to relieve the reader' mind of anxiety by reading, and the reader can relax and let the stress melt away if he pulls his mind away from it. In time, reading will make him feel better; also, it can help ward off depression because the part of the brain that deals with depression is stimulated by reading. A person who suffers from depression but not enough to need medication can benefit from reading books. Reading is vital for personal uses, life-long education, and even for school learning (Dallmann, 1982 & Karshen, 2011).

Moreover, reading books is essential because it helps the readers master life's ethical, moral, and socio-political problems by providing real-life examples and helping the reader ask and answer questions. Books help the readers to reach the fundamental goal of developing their personality (Bamberger, 1975). Reading books help the reader to create developments in their way and improve their critical ability. Students who read can improve their writing skills because reading can help

strengthen their writing skills. In addition, students' imagination can be increased by reading. Consider the worlds they are immersed in while reading a novel. Because these worlds and characters are stimulated in the part of their brain, which houses their imagination and causing them to imagine what the places, and people look like.

Furthermore, students can see things from a different perspective with books. They can understand how culture differs from their own if they read a book about it. They might not agree with the culture, but at least they will look at it from a different angle. Books can be both entertaining and beneficial to their health. Those who read daily know the importance of reading a good book (Temson, 2019).

4.7. Teaching Reading Strategies

In order to overcome reading comprehension difficulties and decrease the readability crisis, students are expected to implement different reading strategies and skills. Reading is an essential skill that enhances the progress in learning a new language. Readers try the time to explore new ways to understand the text and construct its exact meaning. For that, they need to apply different strategies to help them in the process of reading comprehension. Different views have defined reading strategies for foreign and second language learning. McNumara (2007) sees that "reading strategies are various cognitive and behavioral activities readers make for the sake of achieving comprehension". It means that readers use reading strategies to accomplish their ultimate goal of reading: constructing meanings rather than just decoding symbols. Urquhart and Weir (1998) defined reading strategies as "ways of getting around difficulties encountered while reading". That is to say, the reading difficulties faced by students during the reading task can be overcome with reading strategies. The reading strategies represent a set of techniques put in a specific order and

used intentionally to respond to the local problems in texts. Readers tend to use reading strategies to understand the text better than they try to decode. According to Grabe and Stoller (2002), reading strategies are a group of abilities that the reader can control. Those strategies provide the ability to improve learners' comprehension of written texts. The main goals of the reading process are to get the meaning and to achieve reading strategies. Instructors should teach their students the way to read and become effective readers. Active readers should determine which strategy to use according to their reading purpose. Reading understanding needs various strategies to be applied by the student to facilitate the reading process and show them the best way to analyze meaning. Thus, the learners must appreciate and apply strategies with different text types. These strategies are as follows:

- Summarizing: A strategy summarizes the main ideas and important point (Turnbull.p ,2006 717)
- Visualizing: it involves create strong mental picture in mind helping to engage in the text. It is "the process of seeing pictures in mind" (Tomlinson, 1997, p. 1). In other words, the image in the learner's brain represents the ideas and meanings of the text.
- Predicting: it involves predicting the next event and what might be coming next. Magiliano et al. (1993, p. 35) argued that "prediction strategy involves thinking about what might be coming next in the text. It is applied by an effective reader, meaning they used pictures, headings and text, and personal experience to predict before they begin to read ".

- Previewing: a skill of learning about text before reading it to decide whether the book is useful for its purpose. According to Graves, Cooke, and LaBerge (1983, p 264), previews were "introductory materials presented to students before they read specific selections".
- Paraphrasing: a process of restating a text in the learners' own words
- Skimming: This strategy is quickly running one's eyes over a text to get its gist. Richard and Weverka state that: "skimming is taking the most important information from the page without reading all the words" (2002, p. 167). It is a process of recognizing the critical sentence of text, identifying the main point or important information, and the ability to distinguish the main ideas from supporting details
- Scanning: is a strategy in which the reader quickly goes through a text to find the important point. In addition, Weverka argues that: "scanning is a quick scouring of the text for specific information...scanning provide moving your eyes quickly down the page seeking to find specific words or phrases" (2009, p. 166).
- Monitoring: is a strategy that allows the student to determine whether they understand the text or not. According to Garner (1987), good readers anticipated that problems would arise and took action to solve them when they did.
- Making inferences: it requires reading between the lines to conclude deep meaning. Keene & Zimmerman (1997, p. 23) stated: "drawing inference from text is a technique which requires readers to use their prior knowledge (schema) and textual information to draw a conclusion; make a critical judgment and from unique interpretation from the text".

- Asking questions: it is a process used during and after reading to focus on something and remember what they read. Willoughby et al. (1993), readers can focus on the most important information in a text by asking the right questions.

In conclusion, teachers should make students want to read for their study or other purpose by promoting their reading habit. The teacher should help his learners by introducing and presenting some reading comprehension strategies that can facilitate the process of reading. Since reading is one of the most important skills, teachers must emphasize and motivate the learner to read. They should ask their students to deal with reading material and teach them to choose their enjoyable books.

5. Teaching Reading in a Second Language

Second-language students must learn to think in English to read effectively in English. Reading education should teach ESL and EFL students' new methods to discuss and think about texts. Teachers should consider the following educational researchers' findings and recommendations when teaching reading (Mikulecky, 2008).

According to cognitive psychologists, students acquire new strategies or thinking processes most efficiently when they are actively aware of what they are doing (Brown, Armbruster, and Baker, 1986). Once students know the processes, they may assess their comprehension and use appropriate ways to read a book as needed (Brown, 1978). Interacting with and discussing the text in specific ways (Casanave, 1988). Students gain literate abilities when teachers encourage them to communicate about written language, when teachers model comprehension strategies for them, and when students have opportunities to talk to each other about how they make sense of a text,

according to Heath (1984), Vygotsky (1962), and others (Hoffman & Heath, 1986). According to research, if students want to read well, they must read faster and more fluently (Eskey, 1986; Anderson, 2005). Faster reading encourages reading in conceptual units rather than one word at a time, which leads to better comprehension. According to Krashen (1985), reading is the best approach to developing reading skills. Study and practice have recently supported that notion (Day & Bamford, 1998).

Moreover, extensive reading advantages include fluency, vocabulary development, grammar awareness, writing models, and immersion in the second or foreign language culture. Finding effective ways to enhance second-language vocabulary acquisition for many years appeared to be an impossible task. Thanks to recent work by Nation (2001), Coxhead (2000), Cobb, and others, Word frequency lists are now available, allowing teachers to focus on the terms that will be most valuable to their students.

According to Mikulecky(2008), to raise extensive reading learning, students must perform the following in order to read proficiently in English:

1. Create a reading process schema that includes the idea that reading is more than just translating—it is also thinking.
2. Discuss their reading and explain how they interpret a book.
3. Read extensively in English for enjoyment and discuss it with someone who can model the literate behaviors anticipated in an English-language context.
4. Break the habit of reading every word by reading faster.

5. Learn to change their reading rate depending on the objective of their reading.
6. Effectively use top-down processes by teaching students to establish connections between what they already know and what they are reading.
7. Learning the reading and thinking skills that fluent English readers unconsciously develop both top-down and bottom-up processing abilities.
7. Improve bottom-up processing by learning ways to guess meaning in context and gain the most useful vocabulary.
8. Learn the basics of 2,000 words that make up around 80% of all English texts.
9. Particular reading comprehension skills that students can be used strategically.

According to Mikulecky (2008), for being a good reader. They should regularly learn the following components:

1. Substantial amounts of extensive reading for pleasure, with opportunities for talking about their books with people who can model the literate skills required in English-language contexts.
2. Focused, engaging lessons on critical reading skills, with an opportunity for students to clarify their reasoning and direct guidance on strategically applying their abilities to various texts.
3. Training and practicing fluency development (skimming, scanning, previewing) and reading rate improvement.
4. Vocabulary activities include direct instruction in high-frequency words, multiple opportunities for exposure to and manipulation of the target words, and plenty of extensive reading.

Furthermore, reading fluency is described as reading quickly while maintaining adequate comprehension and modifying the reading rate to meet the reading goal. It is vital to highlight that reading fluency does not refer to oral reading because it is possible to read a passage aloud fluently and not understand it at all. By allowing the pupil to read for ideas rather than specific words, fluency in silent reading fosters enhanced comprehension (Mikulecky, 2008). According to research, reading fluency training should account for approximately 25% of instructional time (Anderson, 2005). Fluency will benefit ESL/EFL students in academic settings who cannot keep up with their reading assignments, which is commonly a reason for failing a course or dropping out of college. If students spend much time in the First Reading, they will lose time looking at the reading materials. Reading slowly during a test sometimes implies failing to complete it. Fluency training should include the following: (Mikulecky, 2008).

1. Practice by reading timed passages followed by comprehension questions.
2. Students learn how to move their eyes quickly and purposefully across a text by learning skills like scanning and skimming.

Conclusion

We can conclude, There for that Extensive Reading, comprehension skills, reading fluency, and vocabulary development – these four elements overlap, as they should because they are all required for the development of compelling second-language reading (Mikulecky,2008)

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Chapter Two: Data Collection, Analysis, and Interpretation

Section one

Introduction

This chapter is devoted to the practical part of the study. In this part, the quantitative method was applied to achieve the aim of studying. The data obtained from the questionnaires seek to answer the research hypothesis of EFL students do not read because they have many reasons. The questionnaires are addressed to 65 Master one LMD students of EFL at the University Center of Abdelhafid Bousouf Mila. The present study investigates the crisis of readability among EFL students. This chapter includes the description of the students' questionnaire, the aim of the study, data collection, their analysis, and discussion of the main finding to end up with some suggestions and recommendations for both teachers and students.

1. Students' Questionnaire

1.1. The Participants

This questionnaire was administered to Master one-year students, at the department of foreign languages, at Abdelhafid Boussouf University Center of Mila. The samples contained 65 students, and they were selected randomly to represent the population. The respondents showed interest and paid attention to the questionnaire items.

1.2. Description of the Students' Questionnaire

The students' questionnaire contains 20 questions grouped in two sections. The first section, entitled Background Information, presents basic information about students, such as, their gender, age, how many years they have been learning English, and their level in English. The second section about "Reading" is composed of nine questions focused on nine multiple-choice questions. This section aims to investigate the students' interest in reading. The third section included six questions divided into open-ended and multiple-choice questions that are set to find out "The main reasons behind crisis of readability among EFL learner. Another part is concerned with "Strategies of reading", including Yes /No questions and multiple-choice questions. These are designed to measure students interested in reading and to determine the reasons behind reading difficulties.

1.3. Aim of Students' Questionnaire

This study aims to

- ✓ Determine the students' crisis of readability.

2. Research Methodology

This research aims to test the validity of the hypothesis that students do not read because of many reasons and hindrances. This dissertation relies on the quantitative method.

3. The Means of Data Collection

This research study relies on the questionnaire. It was used for gathering data. Students were asked to answer questions to pick a large amount of information about the reasons behind the crisis of readability among EFL students

4. Analysis of the Students' Questionnaire

Q1. What is your gender?

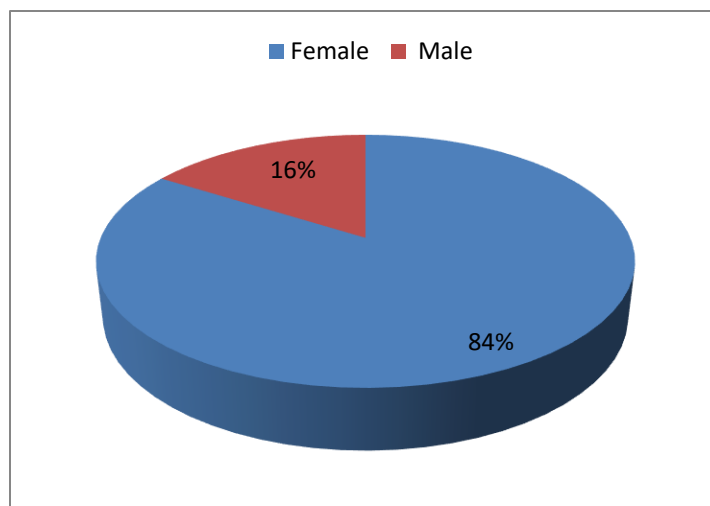


Figure 1: Students' Gender

This question aims to identify our respondents' identity and let the participants feel that their opinion is valued and respected. The results shown in figure 1 demonstrate that most of the samples are 54 female with (84%), whereas just 11 male (16%). This result shows that the number of females who study at the University Center of Abdelhafid Boussouf Mila is more than the

number of male students. This may also prove that girls are more interested in answering questions than boys.

Q2. What is your age?

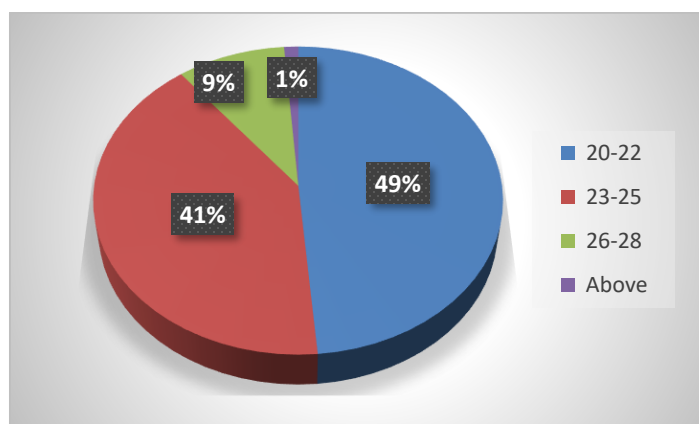


Figure 2: Students' Age

The aim of this question is to determine the age of master one LMD students at Mila University Center. The results in figure 02 show that (49%) of master one LMD students are between the ages of 20 and 22 years. In addition (41%) of them are between the ages of 23 and 25 years old. This illustrates that the majority of learners are very young, which may have a crucial impact on language acquisition and make it easier for them. In contrast, (9%) of students are between the ages of 26 and 28. Moreover (1%) of them are all over the age of 25 years. This might be due to a variety of factors, such as having to repeat the academic year or having their request to enroll in a master's degree denied in the first attempt.

Q3. Your choice to study English at The University was:

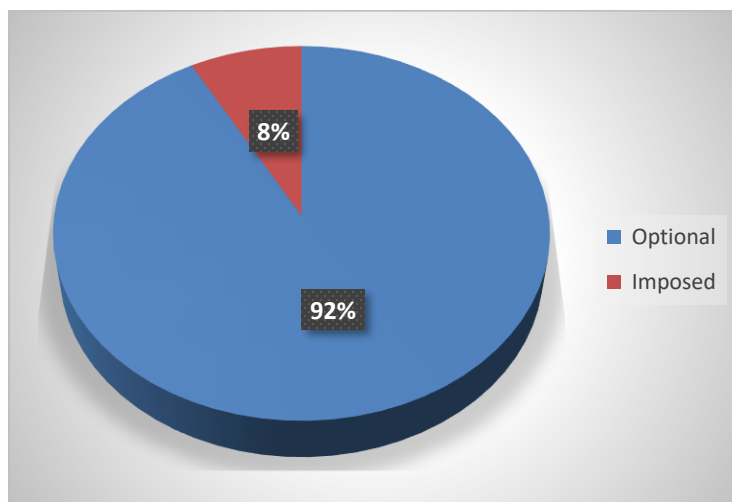


Figure 3: Students' ' Choice to Study English

This question aims to mark whether studying English was students' personal choice or it was recommended or suggested by others. It aims to determine the importance of the students' intention to learn English in general and to read in particular. As said in figure 3, most of the students making up 60 represent (92%) that English was their choice, while 5 (8%) stated that it was not their personal choice to study English. The majority of students are satisfied with their choice to study English, which would encourage them to learn and improve their English language. Moreover, this would motivate them to achieve needed results and reach a high level.

Q4: How long have you been studying English?

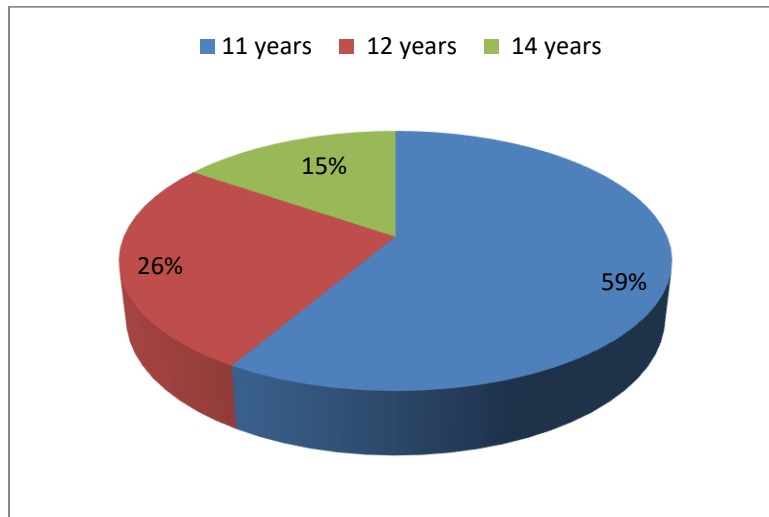


Figure 4: Students' Learning Experience of English Language

This question aims to find out how long the target sample had been exposed to English. The findings in figure 04 demonstrate that the majority of students (59%) studied English for 11 years, and (26%) spent a long time learning it (12 years), while only (15%) of students did so for 14 years. These findings reveal that all students have prior knowledge of the English language, i.e., they have experience with English skills, such as reading.

Q5. How do you evaluate your level in English?

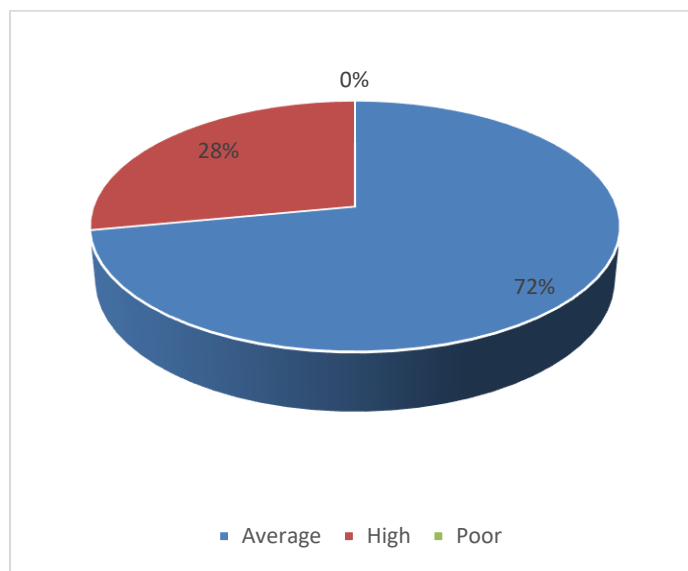


Figure 5: Students' Level

The reason behind asking this question is to see how the students rate their level in the English language. The results demonstrated in figure 5 show that 18 of the students (28%) believe that they have reached a high level of English. 47 of the students who present (72%) said that their level in English was average. However, no one of the students said that he / she has a poor level of English. The data shown above demonstrate that the majority of students have average levels. They have mastered their language skills, including reading. Moreover, it proves the students' improvement in all the learning activities due to Learning via applications and hard working.

Q6. How do you like to spend your free time?

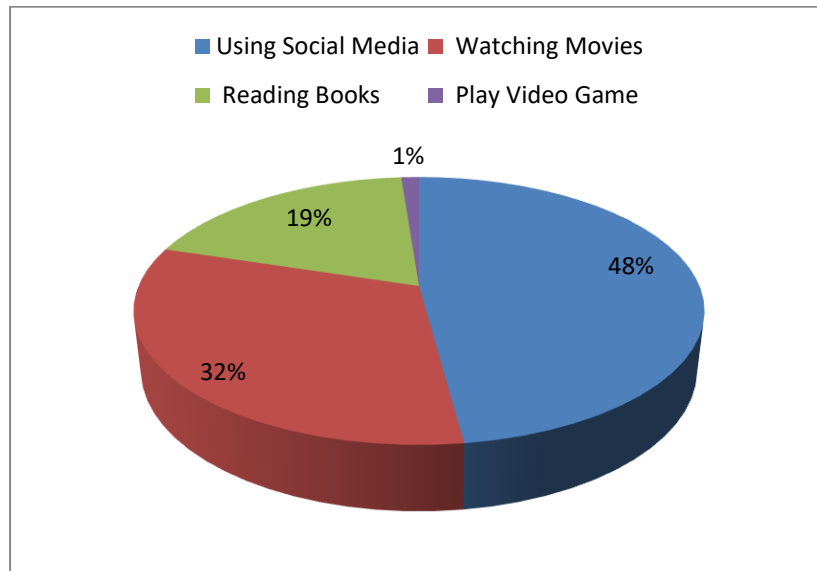


Figure 6: Students' Free Time

This question aims to inquire about students' areas of interest. Data gathered from figure 06 reveal that (48%) of students use social media in their free time, (32%) of them watch movies, whereas only (19%) like reading books. These results might confirm that social media and watching movies are more preferred by most students than reading, which is due to students' ignorance of the value of reading.

Q7. Do you like to read?

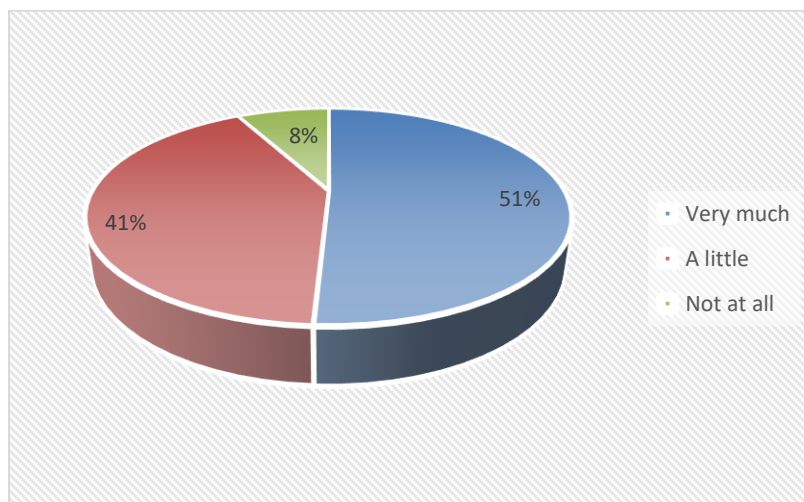


Figure 7: Students' Interest in Reading

This question aims to know whether the participants are interested in reading or not, and it seeks to evaluate their perception of the importance of reading. As shown in figure 7, most students 33, represented (51%), declare that they like reading. While 27 students, representing (41%) stated that they are not really interested in reading. In contrast, 5 of the students (8%) don't like to read at all. The obtained data confirmed that reading interested a large number of the students, which meant they were aware that reading enriches their vocabulary and improves their thinking as well. They read in order to reach mastery of a language. In other words, it could be said that the students dislike reading due to being demotivated or the lack of interest in reading, and they are interested in doing something else.

Q8: Does your parent supported you to read at early age?

Options	Number of students	Percentage
Yes	13	20%
No	52	80%
Total	65	100%

Table 1 Students' Reading Habit

This Question aim to know whether parents of students are interested in reading and they are raised reading habit to them. The result shown in the table 1 reveal that the majority of students 80% say that are not encouraged by their parents and only few students 20% are encouraged by them. The parents play a key role in fostering students 'love of reading. However, if they are not interested in reading, they caused the declining of reading habit

Q9. Do you get much opportunity to read at University?

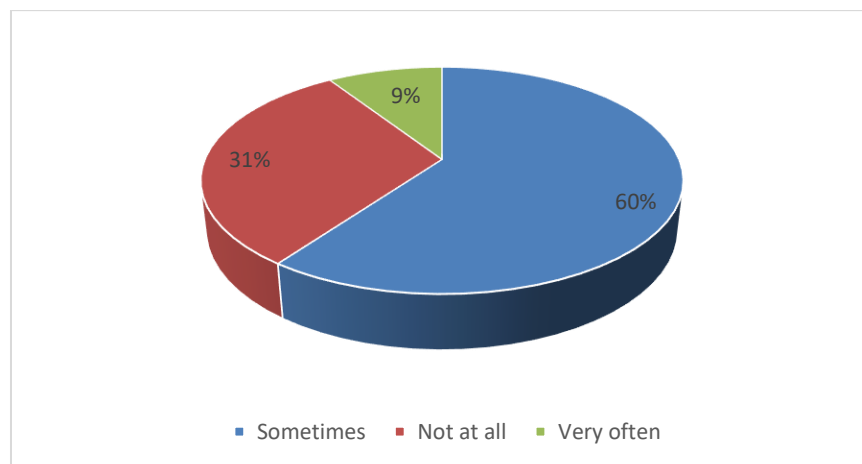


Figure 8: Students' Reading at University

This question aims to determine whether the students got an opportunity to read at the University. The results mentioned in figure 8 show that 39 of the students (60%) say that they were given a chance to read at the University for a few periods of time (sometimes). Furthermore, a few participants, who were 6 students (9%), said that they were given a lot of opportunities to read (very often), whereas 20 of the students who represent (31%) stated that they were not given any opportunity. The data shown above demonstrates that students read at University due to the teachers' tasks in some modules in which students are asked to do tasks and reports. Other students are motivated learners. They are aware of the importance of reading, and they are reading even if they are not obliged. On the other hand, some students don't get the opportunity to read at University. For this reason, teachers should give opportunities to students to read by giving them some tasks in some modules such as; literature and written expression scale. This will force students to read even if they do not like it.

Q10: For what reason do you like to read?

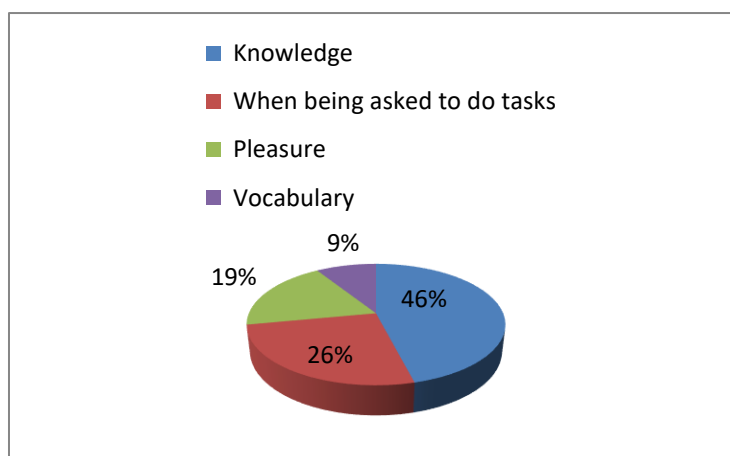


Figure 9: Students' Reason for Reading

This question aims to determine the factors that motivate students to read. In other words, to know what are the reasons that make reading preferred by students? As mentioned above, 30 students (46%) read for knowledge, 17 students representing (26%) read for their studies, and 12 students (19%) read to expand their vocabulary. Only 6 students, who represented (9%) read for pleasure. According to those findings, most LMD master one students read to gain more knowledge and discover new information to increase and improve their cognitive abilities. Other students are forced to read because of their studies in order to obtain their degrees, while others read to develop stronger vocabulary and to improve their language. Few students choose to read because reading provides them joy

Q11: How many books do you read on average per month?

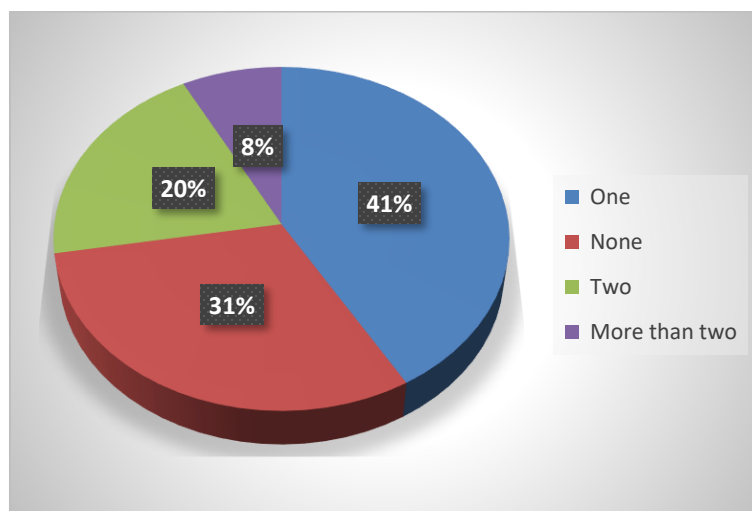


Figure 10: Students' Number of Books Reading

This behind question aims to relate students' interest in reading. The results shown in figure 10 demonstrates that 27 of the participant who represent (41%) say that they read one book per month. 20 who represent(31%) say that they do not read because they were not interested in reading in general. Furthermore, 13 of them (20%) declare that they read two books. The lowest percentage represent (8%) read more than two books per month. According to this data, we can say that the majority of students do not read a lot. They are not motivated, they have not free time and they are not interested in reading. Students only read when the teachers give them presentations and tasks in which they are obliged to read.

Q12. What do you like to read?

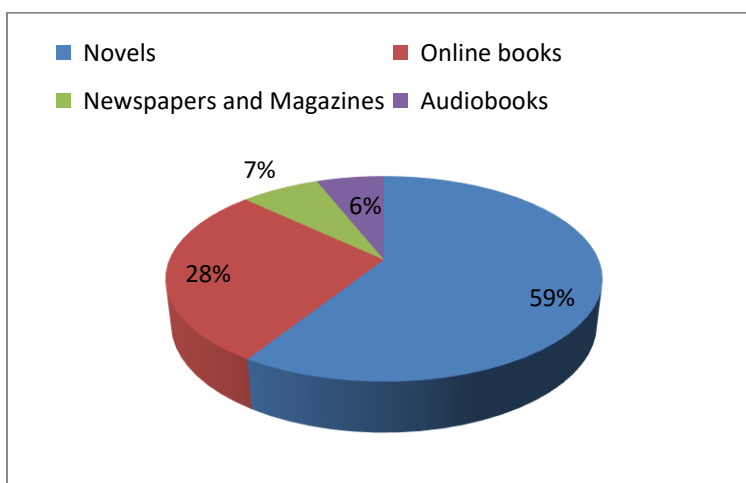


Figure 11: Students' Favorable Types of Genres

The aim of this question is to know what the students prefer to choose when it comes to reading and what is their favorite genre of books. As previously stated in figure 11, the results show

that that novels are the most preferred genre for most of the students (59%). However, online books are preferred by (28%) of them. Newspaper and magazines are preferred by (7%). Whereas audio books are preferred by (6%). Those results demonstrate that some of students love stories and fiction, which is why they choose novels. Others choose books to meet their needs and to learn new things. Some of them prefer audiobooks while doing their stuff since they do not have time to read. One chooses magazines and newspapers because they contain small articles, pictures, and provide them trends, news and entertainment.

Q13. How would you choose a book to read?

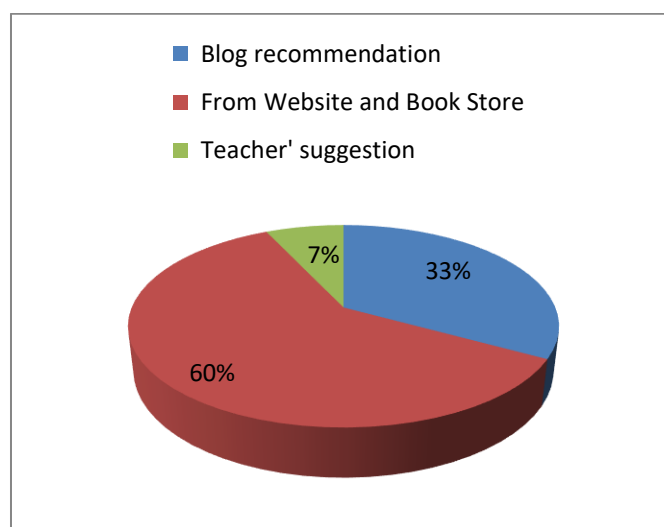


Figure 12: Students ' Choice of books for Reading

This question is set to determine the students' choice for reading in order to know if they prefer to choose what to read by themselves or not. This question is opted to figure out whether choosing the books freely would motivate students to read. The results in figure 13 show that 39 of the students, who represent (60%), like to choose their own books. In addition, 21 of the students

who represent (33%) like to read books that they recommend while just 4 students who represent a few per cent (7%) prefer to read books that are suggested by their teachers. The obtained data agreed on the fact that students liked to choose the materials by themselves because they wanted to pick out the right book to read, and they like to read books that interest them. Some of them prefer advised' books to avoid wasting time reading the wrong books. This data supported and confirmed the idea that students read more if they are interested in the topic, demonstrating the role of free choice in increasing learners' reading.

Q14.What is your favorite place that motivates you to read?

Options	Number of students	Percentage
Home	50	77%
University	4	6%
Library	4	6%
Other	7	11%

Table 2: Students' Favorite Place for Reading

The objective of this question is to know the favorite location that students like to read in order to investigate the place that can motivate Learners to enjoy reading. The results in table 15 show that 50 of the students representing (77%) prefer to read in their own homes because they feel comfortable and cozy. They like reading in calm places where it is silent and allow them to

read at night in bed. Moreover, 7 of learners who represent (11%) prefer to read in other places when they can break time. While Only 4 students (6%) like to read at the University in order to break their free time or wait for their study time. Another 4 students who represent (6%) like to read in libraries where quiet and good lighting are crucial tend them to read. In addition, they find available books. Thus, a suitable place allows them to get lost in another world.

Q15. What distracts you the most when you are reading?

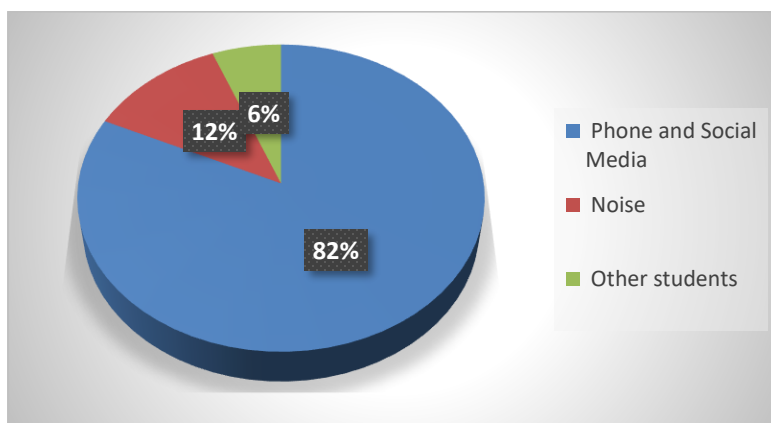


Figure 13: Students' Environment Distraction

This question aims to figure out the most extensive destruction for students while they read. As shown in figure 14, the most common destruction for the majority of LMD Master One students (82%) is the phone and social media, such as phone calls, text messages, and notifications which are regarded as the greatest destruction during reading. While (12%) of students believe that noise is a major destructor. (6%) of the sample indicate that gossiping, meeting and chatting with their friends is what might actually distract them while doing so.

Q16. Do you agree that social media has negative effect on student reading habit?

Options	Number of students	Percentage
Agree	58	90%
Disagree	7	10%
Total	65	100%

Table 3: Effect of Social Media on Students' Reading Habit

The purpose behind asking students this question is to know if using social media effect their reading habit or not. The statistics show that the majority of the respondents 90% agree that using social media effect their reading habit, while only 10% of the respondents Disagree and believe that using it would not really effect their reading habit .The findings reveal that most of the students are negatively being influenced and getting distracted by using social media.

Q17: Do you think reading is easy or hard? Please justify?

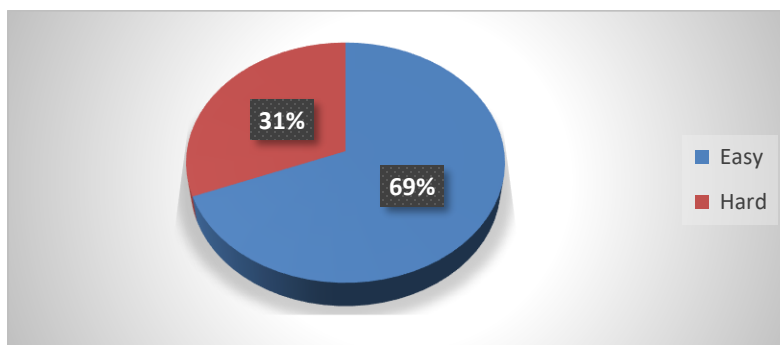


Figure 14: Students' Readability

This question aims to determine whether students find reading easy or difficult. According to the figure above, (69%) of the students find reading easy, indicating that they have a high level of reading ability. They master their language and have a broadened knowledge and richness of vocabulary. (31%) of the students find reading difficult owing to a variety of factors, including lack of concentration, poor reading comprehension, limited sight vocabulary and reading foreign books.

These are some students' answers who said that reading is hard:

1. Reading foreign books are hard for me because I cannot catch the meaning of complex words, and I lack an understanding of unfamiliar vocabulary.
2. Reading is difficult because I lose concentration and I lose my attention
3. I think that reading is hard because I don't have a reason to read, and I see that reading needs a sufficient background knowledge to understand
4. Poor reading comprehension and limited sight vocabulary.

Q18. What are the reasons causing crisis of Readability?

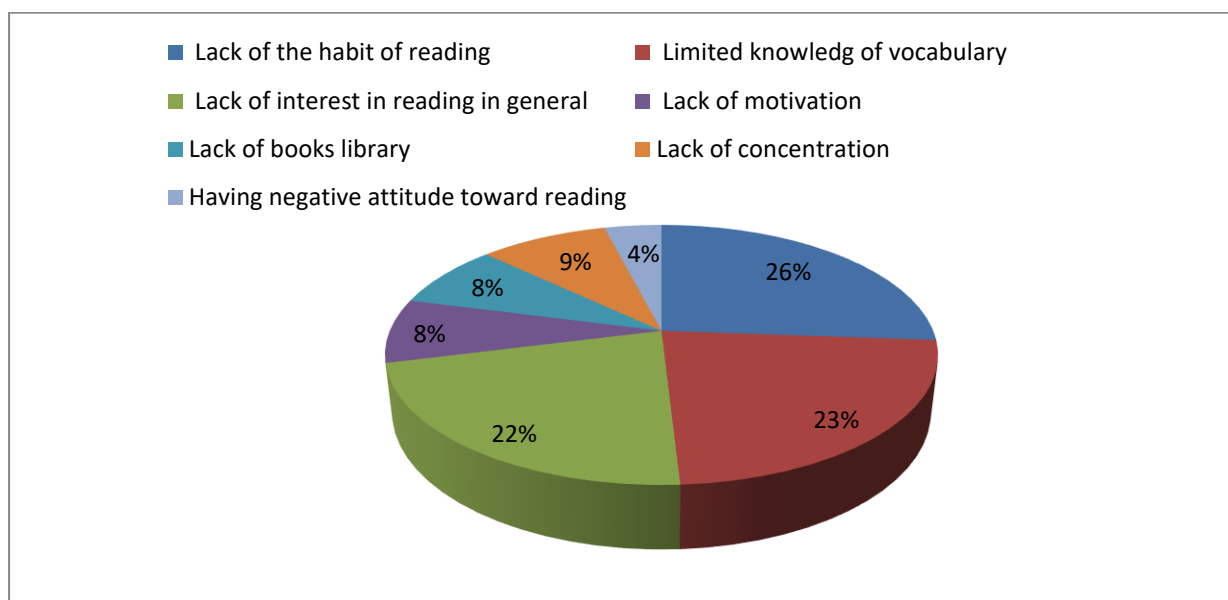


Figure 15: Causes of Crisis of Readability among EFL Students

Students' answers show diverse reasons for reading crisis. The most familiar reason is a lack of habit of reading. 17 of the students, who represent (26%), choose this answer. They confess that they are read-only inside the classroom when they have tasks or if they have a presentation that needs to be delivered. 15 of the students representing (23%) stated that limited vocabulary knowledge is one reason that makes reading difficult. That is to say, they do not understand the text. Whereas 14 of students who represent (22%) are not interested in reading in general; that to say, they read only when they are obliged; otherwise, they do not read. Moreover, 6 students (9%) suffer from a lack of concentration. Only 5 of the participants (8%) declare that a lack of a library discourages them from reading and developing their reading skills. In addition, 5 students (8%) admit that lack of motivation is the main cause behind crisis of readability. They think that the Master syllabus gives other skills more important than reading, so they ignore reading. This reason makes students pay less attention to reading compared to other skills. The last result showed that

only 4 students representing (4%) say that they have a negative attitude toward reading. These results are very close to each other, so we can argue that these are the main factors behind crisis of readability.

Q19. What is your suggestions to increase the reading habit?

Options	Number of students	Percentage
Making reading compulsory in the academic curriculum	23	35%
Encouragement by family and friends	14	22%
Provide more access to reading material	28	43%
Total	65	100%

Table 04: Students' Suggestions to Increase Reading Habit

This question aims to figure out students' opinions about the appropriate means to decline the crisis of readability among EFL students. The result in the table 3 reveals that some of students indicate the need to make reading in the academic curriculum (35%), other students (22%) say that need to encouragement by family and friends. Finally, some of them suggest providing more access to reading material (43%). The responses of the respondents as shown in the table03, reveals that

more of students prefer to have more access to book to enable them engage in reading, also some of them though that school should make reading compulsory in the academic curriculum to promote reading for students. In addition, some students believe that the parents play important role in raising reading habit among their children.

Q20. Do you think that the reading strategies engage you to read more in English?

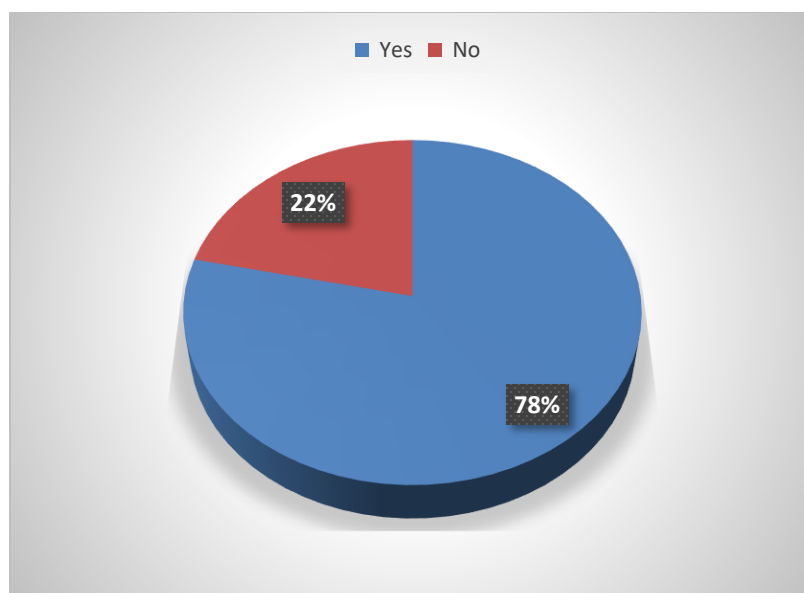


Figure 16: The Effectiveness of Reading Strategies on Students' Reading Skill

The aim of this question is to determine if using reading strategies matters while reading, as well as to show whether they really engage students to read more or not. As mentioned in figure 18, the results show that (78%) of students say yes; reading strategies engage them to read more. Only (22%) of students say no. The data reveal that some students believe that reading strategies are super important. They boost their comprehension and lead them to be active readers. They help them to understand what they are reading, and to improve their reading skills and allow them to

guide their reading easily. The other students believe that reading strategies are not that important to use while reading. Thus, they are not used by them.

Q21. What Strategies do you like to use?

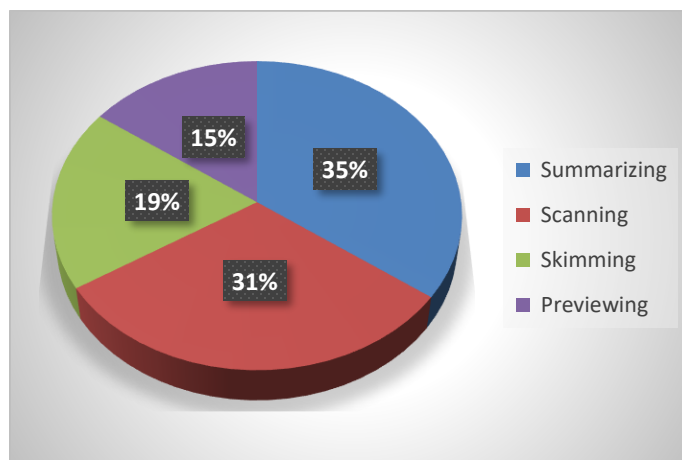


Figure17: Reading Strategies that Students Use

The purpose of asking this question is to know which one of the reading strategies students like the most to use. As shown in figure 20, the results demonstrate that (35%) of students like summarizing, (31%) like scanning and (19%) like skimming, while (15%) choose to previewing. The statistics demonstrate that students prefer summarizing since it seems the best strategy to discern the most important ideas in a text and integrate the central ideas in a meaningful way. Besides, it refreshes their memory of what is read. When used appropriately, students who choose scanning and skimming can improve efficiency and productivity and are useful for speed-reading. Those who like to use previewing strategy view it as a recall of prior knowledge that helps them set the purpose for reading as it provides better concentration.

Section Two

5. Discussion of the Main Findings

This dissertation discusses the main reasons behind the crisis of readability among EFL learners. Therefore, the students' questionnaire analysis clearly confirms the research hypothesis that students do not read because they have many reasons, and this part of the students' questionnaire links the three pieces together.

The first section of the questionnaire is designed to reveal some general information about the participants, such as gender, age, or the period they spent learning English, whether English is their first choice, and their level in English to introduce the sample. The results indicate that majority of the students are females, and they are very young, between 20 and 22 years old. Most of them have a long time dealing with the language, it is their first choice at the University, and the majority of them have an average level in English.

In the second section of the questionnaire, the participants' answers reveal that Master one students of EFL spend much time on social media and watching movies (48%). The results show that most students do not read regularly, just from time to time due, for many reasons. They read just one or two books per month. This evinces that they are not much interested in reading, and they are only interested to read novels and fiction (59%). Moreover, the participants have a positive perspective on three factors that influence them to read more: free choice selection, an interesting topic of the reading materials, and a suitable location. These three previous results have demonstrated that they like to choose their own books and they prefer to choose their enjoyable books from Websites and Bookstores (60%). They are also motivated to read when they are

comfortable, like at home (77%), but sometimes they are distracted by using the phone and chatting on social media. In addition, they declared that acquiring knowledge (46%) is the reason behind their reading.

The third section reveals that some students find reading easy, indicating that they have a high level of reading ability (69%). While other students (31%) find reading difficult due to a variety of factors, like lack of vocabulary and the limited sight of knowledge. In addition, the results reveal that the reasons behind the crisis of readability are including a lack of interest in reading in general, lack of motivation, lack of vocabulary, lack of concentration, the lack of modern teaching methods and limited comprehension of unfamiliar tests. The results also show that students have negative attitude towards reading they are not motivated to read by their parents. Also, results show that needed to promote reading habit and making students want to read by families and teachers in order to improve language proficiency. In addition, it should teach reading in academic curriculum and raising the students' awareness about the importance of reading in order to decrease the reasons behind the crisis of readability.

To conclude, students need to be aware about reading importance. They should develop their reading habit and they should promote reading culture as members of society.

6. Pedagogical Implications

Recommendations of Students

According to the students' questionnaire results, there are some recommendations and suggestions for Master One students at the University Center of Abdelhafid Boussouf- Mila to raise

their awareness about reading importance to deal with the crisis of readability. Those recommendations are:

- ★ Students should select interesting topics that make them enjoy reading.
- ★ The students should be aware of the importance of reading to promote the objectives behind their reading.
- ★ Students should learn how to pick the correct technique for good comprehension.
- ★ Students should know how to apply reading strategies to increase their intellectual capacity and comprehension.
- ★ Students should read a lot to get a lot of background knowledge in order to improve language proficiency.
- ★ Students should develop their reading habit and do not allow social media distract him.
- ★ Students should engage to reading activities and club to be a good role model.

Recommendations of Teachers

Reading is essential because it is a receptive skill that helps learners develop learning language.

The teacher has a responsibility to promote reading by:

- ★ The teacher should give their students reading activities.
- ★ The teacher should select good topics with appropriate strategies
- ★ Teachers should use the reading materials to simplify the lesson and make it easy to comprehend.
- ★ Teachers should create a comfortable environment where all the students engage in expressing themselves freely -

- ★ Teachers should give their students techniques and strategies to overcome their reading difficulties.
- ★ Teachers should help students to promote reading habit, motivates them to read and support them in order to improve their language.
- ★ Teachers should raise students' interest in reading material and help them achieve their goals.
- ★ Teachers should advise the student to download online books or needed information on their digital devices to increase their motivation towards reading material and allow them to choose their own genre that they prefer to read.

6. Limitations of the study

The most significant limitations have been encountered in this study are:

- ★ Due to Corona Virus, students cannot come to the university all the time. Thus, we have conducted this research with a small sample of students.
- ★ Reading is not taught in the Department of English at University Center Abdelhafid Boussouf Mila, and this made it difficult to investigate students' opinions about the subject.
- ★ It has been complicated to keep in touch with students via email or social media.

General Conclusion

Reading is necessary to overcome students' weaknesses in a foreign language and master language proficiency and fluency. Therefore, the main problem of this research study is to figure out the main reasons behind the crisis of readability difficulties. This dissertation is divided into two main parts: theoretical and practical parts. The first part includes theoretical background information about reading, reading comprehension, the reasons behind the crisis of readability and devoted to some solution to raise reading culture. The second part is concerned with the students' questionnaire used as a tool for gathering data. This quantitative data choose to collect large amounts of information. Thus, the questionnaire was administered to 65 Master one year students of EFL at the University Centre of AbdelhafidBoussouf- Mila. The results of the analysis the students' questionnaire reveal that most students do not read regularly just from time to time due to many reasons. They prefer to read the materials on their own, and some of them do not read at all due to many reasons, such as; lack of motivation, vocabulary, lack of habit of reading, negative attitude towards reading, lack of library and reading materials, effect of social media, difficult language, topic genre, and other aspects which make them negatively neglected reading. To promote reading culture teachers and parents are responsible to raise their children reading habit, they should be a role model to them.

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Appendis

Students' Questionnaire

Dear students,

This questionnaire is a part of our research work entitled "The Crisis of readability among EFL Students". We would be grateful if you could answer these questions to help us collect data. Please, tick the choice that corresponds to your answer or make a full statement when necessary. Thank you in advance for your collaboration.

Part one: General questions

Q1. What is your gender?

a. Male

b. Female

Q2. What is your age?

a. 20_22

b. 23_25.

c. 26_28.

d. Above.

Q3. Your choice to study at University was:

a. Optional.

b. Imposed.

Q4. How long have you been studying English?

a. 11 years.

b. 12 years.

c. 14 years

Q5. How do you evaluate your level in English?

a. High.

b. Average.

c. Poor

Q6. How do you like to spend your free time?

- a. Reading books. b. Watching movies c. Using Social media, Internet. d. Playing video game.

Part Two: Reading Habit:

Q7. Do you like to read?

- a. Very much. b. A little. c. Not at all.

Q8. Does your parent supported you to read at early age?

- a. Yes b. No

Q9. Do you get much opportunity to read in the University?

- a. All the time b. Sometimes c. Not at all.

Q10. For what reason do you like to read?

- a. Knowledge b. Vocabulary c. Pleasure d. When being asked to do tasks

Q11. How many books do you read on average per month?

- a. None b. One c. Two d. More than two

Q12. What do you like to read?

- a. Novels b. Newspaper and Magazines c. Online books d. Audiobooks

Q13. How would you choose a book to read?

a. From the Website and Book Store

b. Blog recommendation

c. Teacher's suggestion

Q14. What is your favorite place that motivates you to read?

a. University.

b. Library.

c. Home

d. Other.

Q15. What distracts you the most when you are reading?

a. Noise.

b. Phone and social media

c. Other student

Q16. Do you agree that social media has negative effect on Students' reading habit?

a. Agree

b. Disagree

Q17. Do you think reading is hard or easy for you?

a. Easy.

b. Hard.

Please, justify:.....

Q18. What are the reasons behind the crisis of readability?

a. Lack of interest in reading

b. Limited knowledge of vocabulary.

c. Lack of concentration

d. Lack of motivation.

- e. Lack of books library.
- f. Lack of the habit of reading
- g. Having negative attitude toward reading

Part three: Reading Strategies

Q.19 What is your suggestion to increase the reading habit?

- a. Making reading compulsory in the academic curriculum.
- b. Encouragement by family and friends.
- c. Provide more access to reading materials.

Q20. Do you think that the strategies of reading engages you to read more in English?

- a. Yes
- b. No.

Q21. What strategies do you like to use?

- a. Skimming
- b. Scanning
- c. Previewing
- d. Summarizing.

Résumé

La lecture est considérée comme une source de connaissances et de vocabulaire. C'est important car il améliore les compétences de réflexion des apprenants et les aide à développer leur compétence linguistique. Cette thèse vise à comprendre les raisons de la crise de lisibilité chez les apprenants EFL au Centre universitaire d'AbdelhafidBoussouf -Mila. Cette thèse comprend deux chapitres principaux. Le premier, qui est théorique, traite de la revue de la littérature liée à la compétence de lecture. La deuxième partie représente le travail sur le terrain de la présente recherche. Il concerne la collecte et l'analyse des données. Le questionnaire des étudiants est utilisé comme un outil de collecte de données dont l'analyse a révélé que certains étudiants lisent et ont un niveau élevé de lecture. Cependant, d'autres étudiants ne lisent pas pour de nombreuses raisons ; Tels que, un manque d'intérêt pour la lecture, les médias sociaux, le manque de vocabulaire et le manque d'habitude de lecture. Ceux-ci sont considérés comme les principales raisons de la crise de lisibilité chez les apprenants EFL.

الملخص

تعتبر القراءة مصدرًا للمعرفة والمفردات. إنها مهمة لأنها تحسن مهارة تفكير المتعلمين وتساعدهم على تطوير كفاءتهم اللغوية. تهدف هذه الأطروحة إلى معرفة أسباب أزمة القراءة بين متعلمي اللغة الإنجليزية في المركز الجامعي عبد الحفيظ بوالصوف-ميلة. تتضمن هذه الأطروحة فصلين رئيسيين. الأول، وهو نظري، يتناول مراجعة الأدبيات المتعلقة بمهارة القراءة. ويمثل الجزء الثاني العمل الميداني للبحث الحالي. وهي معنية بجمع البيانات وتحليلها. استخدم استبيان الطلاب كأداة لجمع البيانات وكشف تحليلها أن بعض الطلاب يقرؤون ويتمتعون بمستوى عالٍ من القراءة. ولكن هناك طلاب آخرون لا يقرؤون لأسباب عديدة؛ مثل عدم الاهتمام بالقراءة وتأثير مواقع التواصل الاجتماعي ونقص المفردات وإيضاً نقص عادة القراءة. يُنظر إلى هذه على أنها الأسباب الرئيسية لأزمة القراءة بين متعلمي اللغة الإنجليزية. تنتهي هذه الأطروحة بتقديم بعض الاقتراحات والتوصيات للطلاب والمعلمين.