

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohamed Seddik Ben Yahia. Jijel

Faculty of Letters and Languages

Department of English



Investigating EFL Learners' Reading Strategies for Research Purposes

Case of study Master Two Students of English at the University of

Mohammed Seddik Ben yahia, Jijel

Dissertation submitted in partial fulfillments of the requirements for the degree of
Master in Didactics of foreign languages

Submitted by

- Nawal Houche
- Lynda Bouziane

Supervised by

- Dr. Houda Bouhadjar

Board of Examiners

- Chairperson: Dr. Samia Azieb, University Mohamed Seddik Ben Yahia of Jijel
- Supervisor: Dr. Houda Bouhadjar, University Mohamed Seddik Ben Yahia of Jijel
- Examiner: Dr. Fateh Bounar, University Mohamed Seddik Ben Yahia of Jijel

2021-2022

Declaration

I hereby declare that the dissertation entitled “Investigating EFL Learners’ Reading Strategies for Research Purposes” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case our material is not documented, we shall be responsible for the consequences.

Signature

Date

12/07/2022

Dedications

*In the name of Allah, The Gracious, The Most Merciful whose blessing allowed us to
complete this research.*

*This humble piece of work is dedicated to my respectful parents: My mother, for her
motivation, encouragement, and support in every step of my life and my father, for his
financial support through the many years of my education. To my adorable little sister
'Bochra', and my dear brother 'El Houcine'*

*My lovely friends and family members without exception, everyone who has motivated me
and reduced the pressure even with
a simple word,
to all of them, I dedicate this work.*

NAWAL

Dedications

In the name of Allah, The Gracious, The Most Merciful whose blessing allowed us to complete this research.

This humble piece of work is dedicated to my respectful parents: My mother, for her motivation, encouragement, and support in every step of my life and my father, for his financial support through the many years of my education. To my dear brothers ‘ Abd El Hakim’ and ‘Ferhat’

My lovely friends and family members without exception, everyone who has motivated me and reduced the pressure even with a simple word, to all of them, I dedicate this work.

LYNDA

Acknowledgments

First of all, Praise and Glory to “Allah” for bestowing us with the strength and patience to carry out this work successfully. We would like to express our greatest gratitude to our supervisor, Dr. BOUHADJAR Houda, for being kind enough to accept directing this work. We would like to thank her for correcting and improving our dissertation. Thank you for your guidance, patience, motivation, and advice. Without you, this work would have never been accomplished. We are thankful to all M2 EFL learners at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel for their participation in achieving this work. Last and not least, our gratitude to the board of examiners: Dr. Fateh Bounar and Dr. Samia Azieb for devoting their precious time to evaluate this work.

Abstract

The current study attempted to investigate the use of reading strategies by Master2 (M2) EFL learners in conducting their M2 research. In order to test the hypothesis that suggests that M2 EFL learners' conscious use of the necessary reading strategies while reading facilitates the process of conducting research. In order to achieve the objectives of this study, particularly writing a research dissertation, a qualitative questionnaire was administered to thirty (30) M2 students at the department of English at Mohammed Seddik BenYahia University, Jijel. The findings revealed that the majority of the participants do not show a conscious use of the reading strategies while doing research though they are aware of the effectiveness of their use. The cognitive reading strategies that learners use most in managing their research are skimming and scanning while the used metacognitive strategies, as higher techniques, are limited to planning and self-monitoring. EFL learners admit their need of cognitive and metacognitive strategies for being effective techniques that facilitate writing the literature review of their dissertations. Therefore, the research hypothesis was confirmed and positively defended by the respondents.

Key words: EFL learners, cognitive reading strategies, metacognitive reading strategies, academic research, literature review.

List of Abbreviations and Symbols

CS: Cognitive Strategies

EFL: English as Foreign Language

LLS: Language Learning Strategies

MC: Metacognitive Strategies

M2: Master Two

N: Number

%: Percentage

RS: Reading Strategies

List of Tables

Table 2.1: Frequency of Students' Reading.....	33
Table 2.2: Students' Preference for Reading.....	34
Table 2.3: Students' Aim Behind Reading.....	35
Table 2.4: Training to Develop Reading.....	36
Table 2.5: Difficulties of Reading Comprehension	37
Table 2.1: Students' Reading before Choosing a Dissertation's Topic.....	38
Table 2.2: Students' Choice of Reading	39
Table 2.3: Students' Use of Skimming Strategy.....	40
Table 2.4: Students' Use of Scanning, Questioning and Making Inferences.....	41
Table 2.5: Students' Awareness of Cognitive and Metacognitive Strategies.....	42
Table 2.6: Students Conscious Use of Skimming Strategy.....	44
Table 2.7: Students Use of Different Reading Strategies to Facilitate Doing Research	46
Table 2.8: The Reading Strategies Used by Students to Write the Literature Review of the Dissertation.....	47
Table 2.9: Students' Use of Reading Strategies to Deal with Long Texts	49
Table 2.10: Frequency of Students' Use of Visualizing Strategy.....	49
Table 2.11: Frequency of Students' Use of Making Inference Strategy.....	50
Table 2.12: Frequency of Students' Use of Intensive Reading Strategy.....	50
Table 2.13: Frequency of Students' Use of Predicting Strategy.....	51

Table 2.14: Frequency of Students' Use of Paraphrasing Strategy.....	52
Table 2.15: The Use of Planning Strategy.....	52
Table 2.16: The Use of Self-Monitoring Strategy.....	53
Table 2.17: The Use of Selective Attention Strategy.....	54
Table 2.18: The Use of Directed Attention Strategy	54
Table 2.19: The Use of Self-management Strategy	55
Table 2.20: Self Evaluation strategy	55
Table 2.21: The Difficulties Encountered by Students while Reading for Research Purposes.....	55
Table 2.22: Students' Awareness of the Development of the Reading Strategies.....	56
Table 2.23: Students Answers about the Reading Strategies that Facilitate Doing Research	56

Table of Contents

Declaration.....	I
Dedications.....	II
Dedications.....	III
Acknowledgments.....	IV
Abstract.....	V
List of Abbreviations and Symbols.....	VI
List of Tables.....	VI
Table of Contents.....	IX
General Introduction.....	1
1. Background of the Study.....	1
2. Statement of the Problem.....	3
3. Research Questions.....	4
4. Research Hypothesis.....	4
5. Methodology of the Research.....	4
6. Significance of the Study.....	5
7. Structure of the Study.....	5
Chapter One: Literature Review.....	6
Introduction	
SectionOne: Academic Research in Applied Linguistics.....	6

1.1. Definition of Academic Research.....	7
1.1.2. Methods of Academic Research.....	8
1.1.3. Steps of Academic Research.....	9
1.1.4. Writing the Literature Review.....	10
1.1.4.1. Before Writing the Literature Review.....	11
1.1.4.2. During Writing the Literature Review.....	11
1.2. Effective Reading in Academic Contexts.....	12
1.2.1 Enhancing Vocabulary.....	13
1.2.2 Improving Writing Skills.....	13
1.2.3 Helping prepare a Study.....	14
Conclusion.....	15
Section Two: Reading Strategies in Academic Research	16
Introduction.....	16
1.1. Definition of Study Skills.....	16
1.2. The Concept of Reading.....	17
1.3. Definition of Reading Strategies.....	18
1.4. Cognitive Reading Strategies.....	19
1.4.1. Skimming.....	20
1.4.2. Scanning.....	21
1.4.3. Intensive Reading.....	22

1.4.4. Extensive Reading	22
1.4.5. Visualizing.....	23
1.4.6. Questioning.....	23
1.4.7. Summarizing.....	24
1.4.8. Predicting.....	25
1.4.9. Paraphrasing.....	25
1.4.10. Making Inference.....	25
1.5. Metacognitive Reading Strategies.....	26
1.5.1. Planning.....	26
1.5.2. Directed Attention.....	27
1.5.3. Selective Attention.....	27
1.5.4. Self-Management.....	27
1.5.5. Self-Monitoring.....	27
1.5.6. Self-Evaluation.....	27
1.6. Reading Strategies Instruction.....	27
1.7. Reading Difficulties.....	28
1.7.1. Decoding Difficulties	28
1.7.2. Linguistic Problems.....	29
1.7.3. Non-linguistic Problem.....	29
Conclusion.....	30
Chapter Two: Field Work.....	31
Introduction.....	31

2.1. Hypothesis	31
2.2. Population and Sampling.....	31
2.3. Research Instrument.....	32
2.3.1. The Student Questionnaire.....	32
2.3.1.1. Aim of the Student Questionnaire.....	32
2.3.1.2. Description of the Student Questionnaire.....	32
2.3.1.3. Analysis of the Student Questionnaire.....	33
2.3.1.4. Interpretation of the Results.....	57
Conclusion.....	60
2.4. Pedagogical Recommendations and Suggestions.....	61
2.5. Limitations of the Study.....	62
General Conclusion.....	63

List of References

Appendix A

Résumé

ملخص

General Introduction

In language teaching and learning suggestions for the improvement of teaching reading to students of English as a foreign language are always present. Indeed, reading is an integral part in conducting academic research as it has equal importance outside academic contexts. Its significance is much more felt in today's education than at any time in the history of English teaching/ learning. Furthermore, it is a challenging activity that requires the involvement of a number of reading strategies. Since the early seventies, research has focused on teaching foreign language learners to use a variety of language reading strategies which can be used to assist students in the reading comprehension process because comprehending well a source is a fundamental step in doing research, particularly, writing a literature review. The reading strategies have been classified as cognitive and metacognitive ones that can be combined with other skills such as writing in certain academic tasks such as research doing. While many of the previous studies have shed light on the reading strategies and the reading process, few of these studies have examined the readers' awareness of the reading strategies, conscious strategies' use and its effectiveness in doing research.

1. Background of the Study

The reading techniques used by EFL learners for various purposes have always been one of the main areas of interest. Thus, the majority of research in second and foreign language reading suggests that learners use a variety of reading strategies to help them with the acquisition, storage, and retrieval of information (Rigney, 1978). Furthermore, research in

this area has provided much information on different ages, abilities, and levels of readers in the literature available. In fact, the development of reading and the reading activity itself differs from one reader to another even with the same materials being used by the instructor. Harnseithanon (2002), conducted a study on the effectiveness of reading strategies on English reading comprehension of third-year marketing students in Thailand. The outcomes showed that learners had positive attitudes towards reading strategies and felt that reading strategies affected the students reading comprehension moderately (As cited in Choosri, 2020, P. 47). However, few studies have dealt with the importance of students' conscious use of the reading strategies in doing research and their effectiveness in facilitating writing a Master dissertation. Another study was conducted by Saowakhon (2003) on first-year Engineering learners on the use of reading strategies. The outcomes indicated that students use reading strategies moderately when reading English language materials (As cited in Choosri, 2020, p. 47). In the same context, Su (2001) investigated the impact of reading strategies on the learners' reading proficiency. The findings of this study revealed that reading strategies are crucial factors in improving reading comprehension skills as they have a great impact on the students' reading comprehension ability. Furthermore, students become active makers of meaning (As cited in Choosri, 2020, p. 47).

2. Statement of the Problem:

Reading is one of the fundamental language skills that EFL learners seek to develop and get a high command of due to its crucial importance. Its significance is much more felt in today's education than at any time in the history of English teaching/ learning. Reading is considered as useful for language acquisition thus the more students read, the better they enhance their skills. It is not only crucial as a language skill but also, as a language input for the enhancement of other skills such as knowledge acquisition, vocabulary, spelling, and writing. In order for students to read fluently and with comprehension, they must successfully correlate the prior knowledge with new information by employing a number of reading strategies which have been classified as cognitive and metacognitive reading strategies. To this point, a need for employing reading techniques in order to be able to accomplish research work purposefully such as writing a literature review after an intensive reading and overcoming a number of reading difficulties is attractive. However, M2 EFL students find a difficulty in reading the literature produced on the topic of their interest while reading for writing the literature review of their M2 dissertations. They do not have a conscious command of the reading strategies that facilitate their understanding and use of the original sources in writing their research works. Consequently, the process of reading the literature produced in the field will become a daunting task that takes much time and effort and in many cases the product shows instances of plagiarism due to the lack of appropriate reading skills.

3. Research Questions:

The following questions will be addressed in this study:

- ✓ Do M2 students at the University of Mohammed Seddik Ben Yahia Jijel consciously apply reading strategies in conducting their research?
- ✓ What cognitive reading strategies do learners use most in managing their research?
- ✓ What metacognitive reading strategies do learners use most in conducting their research?
- ✓ Do M2 students regard reading strategies effective in facilitating writing the literature review?

4. Hypothesis:

In the light of the previous research questions, we hypothesize that M2 EFL learners' conscious use of the necessary reading strategies while reading facilitates the process of conducting research, particularly writing a literature review.

5. Research Methodology:

In order to examine to what extent the proposed hypothesis is valid, a qualitative approach was opted for the current study. A questionnaire is designed and addressed to M2 EFL learners at the department of English at Mohammed Seddik BenYahia University, Jijel who are the object of interest in the study. It is used to elicit information about the use of cognitive and metacognitive strategies before and while writing the literature review.

6. Significance of the Study:

This study aims at investigating the cognitive and metacognitive reading strategies' conscious use by M2 EFL learners of the English language at Mohammed Seddik Ben Yahia University, Jijel while conducting their research. The findings of this study might be beneficial for learners by providing them with a number of useful strategies that facilitate literature review writing. Furthermore, learners might become aware of new reading strategies, and the way they use them appropriately to manage their research.

7. The Structure of the Study:

Our research consists of a general introduction, two main chapters, and a general conclusion. The first chapter is made up of two sections. On one hand, the first section Academic Research in Applied Linguistics, deals with academic research within the field of applied linguistics including definitions of concepts, methods, and steps focusing on a presentation of the proper way to write and structure a literature review. Eventually, a number of the reading purposes were mentioned. On the other hand, the second section Reading Strategies in Academic Research is devoted to the literature review related to study skills and cognitive and metacognitive reading strategies, presenting its various definitions and concepts related to reading, in addition to its classifications. As it offers an explanation of the reading models in addition to specific reading challenges that may be encountered by EFL learners when reading. Finally, the second chapter is the practical part of the study, which contains data collection, analysis, interpretation of the results, and recommendations.

Chapter One: Theoretical Background

Introduction

This chapter is divided into two main sections. The first section seeks to offer an overview of academic research within the field of applied linguistics in addition to the methods and steps of the research. Furthermore, it offers detailed tips on how Master two (M2) EFL learners deal with a step-by-step approach to write a literature review. While the second one is devoted to the use of cognitive and metacognitive reading strategies by M2 EFL learners in writing the literature review of their M2 dissertation.

Section One: Academic Research in Applied Linguistics

The process of reading requires EFL learners to be aware of a variety of reading strategies. Research in this field has considered reading strategies as a fundamental tool to improve learners' reading comprehension and achieve a level of proficiency in language learning. This chapter is divided into two main sections. The first one seeks to offer an overview of academic research within the field of applied linguistics. In addition to an explanation of students' use of the reading strategies to boost their reading comprehension of written materials. Furthermore, it aims at presenting detailed tips on how Master two (M2) EFL learners deal with a step-by-step approach to write the literature review of their M2 dissertations. The second section explores the implementation of the cognitive and metacognitive reading techniques in the reading activity since it is one of the aspects EFL

learners ought to focus on for a successful language learning. In addition to some perspectives on skills, models of reading, and reading difficulties.

Research comes in different forms and places; however, in universities, students are supposed to use academic research for most of their assignments. This process also called scholarly research which focuses on research goals or questions. It seeks formal and systematic methods and steps to reach an answer to the question. Furthermore, this process must be guided by a theory so that at the end learners either reject or support it.

1.1. Definition of Academic Research:

Academic research is a scientific approach of answering a research question, solving a problem, or generating new knowledge through a systematic investigation, organization, and analysis of information (As cited in Syed, 2016, p. 2). Indeed, academic writing plays a fundamental role as a way to transfer knowledge, note down new information, and find out the truth through the application of scientific procedures. In the same context, Clifford Woody argued that “research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing, and evaluating data; making deductions and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypothesis” (p. 1). In other words, it seeks objective and systematic methods to reach an answer to the question, as it must be guided by a theory; Eventually, learners either reject or support it.

Many experts and scholars in the domain of reading stressed the significance of reading strategies in academic aspects. Thus, EFL learners need reading techniques in reading articles, data analysis, and preparing questionnaires/ interviews for their dissertations. Indeed, reading goes hand in hand with research, as it appears to exist in a wide range of fields where language is applied. Consequently, applied linguistics proves to be an integral part of academic works to solve certain social issues involving language by employing well known and accepted theories and principles.

1.1.2. Methods of Academic Research:

Effective research methods refer to the techniques used in performing any research operations. Creswell (2003), stated that “researchers need to focus on three methods when carrying out business research: Quantitative, Qualitative, and mixed-method approaches” (p. 3). Furthermore, Learners are unlikely to collect quality information without certain characteristics: the process must be controlled, rigorous, systematic, valid and verifiable, empirical, and critical (As cited in Sem, 2012).

In any form of research, learners are required either to deal with objects and/or individuals. Thus, the study is generally categorized based on this distinction. On one hand, quantitative research is the term used to describe an organized approach to inquiry. Everything in the research process is predetermined, including the objectives, design, sample, and questions to ask respondents (As cited in Sam, 2012). On the other hand, qualitative research is the term used to describe an unstructured method of inquiry. This method offers

you complete freedom in the research process. It is preferable to investigate the essence of a problem, issue, or phenomenon without attempting to quantify it (As cited in Sam, 2012). The third type is named mixed-methods research. According to FoodRisc, “Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative (experiments, surveys) and qualitative research (focus groups, interviews)” (As cited in Sohil, 2018, p. 6). In other words, researchers in some cases may incorporate both quantitative and qualitative approaches to a broad understanding of a research problem or issue.

1.1.3. Steps of Academic Research:

The process of conducting academic research can be easier with a good structured investigation and organization. According to Nunan (2005), “research in the field of applied linguistics is mainly concerned with inquiry” (p. 1331). In fact, it contains two main components: process and product. On one hand, the process is about how to pursue a specific area of inquiry involving: defining the problem, stating an objective, formulating a hypothesis, collecting data, classification, analysis, and interpretation. On the other hand, the product is the generated idea from the process (As cited in Suhair, 2015, p. 1331). To conduct a research work successfully, Nunan (2005) proposed some questions to be a guide while conducting research. These questions are as follows:

Question: Are the research questions worth investigating as well as feasible?

Design: Does the question suggest an experimental or non-experimental design?

Method: What methods are available for investigating the question?

Analysis: Does the study contain statistical or interpretive analysis, or both?

Presentation: How the research can be presented?

Results: What are the findings of the study? do they answer questions the research addresses?

(p. 1331). This implies that the first step in conducting research is to select the topic of interest and checking the feasibility of the variables. Formulating a hypothesis is considered the next step. Before a research hypothesis, learners must read about the topic to gain sufficient data about it. That will enable them to narrow or limit it and express the hypothesis in a form of question(s). The next step is identifying the tools to be used which can either be qualitative or quantitative or mixed approaches. Then analyzing the topic in details, this step consists of presenting specific arguments about the topic and supporting it with evidence. Finally, presenting the results of the investigation in a proper academic way. The aforementioned steps are usually followed by EFL M2 students in conducting research and writing their M2 dissertations. One of the key steps in writing the dissertation is reviewing the literature reduced on the topic and writing a literature review.

1.1.4. Writing the Literature Review:

A literature review is an essential part of any dissertation. It is an objective, thorough summary and critical analysis of the relevant available research and non-research literature on the topic being studied (Hart, 1998; Cronin, et al., 2008, p. 48). In fact, a literature review is a well-structured work involving a clear search and selection of the reading techniques.

Similarly, Machi & McEvoy (2016) defined a literature review as “a written document that presents a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study” (p. 4). This systematic review involves the following steps:

1.1.4.1. Before Writing the Literature Review:

Choosing the topic, identifying the variables, and checking the feasibility of the research are considered as the most important stage that comes before any field work in applied linguistics. After this, the researcher selects the necessary sources to be reviewed as a literature review for his study. Cronin et. al. (2008) argued that “the first step is identifying the subject of the literature review” (p. 50). In this context, reading plays a role in identifying the appropriate material to be used as a theoretical framework by checking its appropriateness, and validity. Therefore, a good literature review consists of gathering information from many sources (As cited in Abdullah, et al., 2014, p. 48).

1.1.4.2. During Writing the Literature Review:

Searching and selecting appropriate related information and references is the next step after selecting the topic. Cronin (2008) explained that “having sufficient literature is also important, particularly when the review is an academic assignment” (p. 50). For M2 EFL learners finding the appropriate sources facilitates research doing and situates the research paper in its appropriate context. Thus, reading the related material and writing a good literature review can determine the success or the failure of the research because learners need

to coordinate between two major skills that are reading and writing in order to write a good literature review. In the same vein, Cooper (1988) stated that “a literature review seeks to describe, summarize, evaluate, clarify and/or integrate the content of primary reports”(p. 107).

After collecting adequate written materials intended for the process, learners start reading and analyzing them to write and structure the content of the literature review in a proper academic way (introduction, main body, and conclusion). In this context, Cronin, et al (2008) argued that “the key to a good literature review is the ability to present the findings in such a way that it demonstrates the knowledge in a clear and consistent way” (p. 53). In other words, EFL learners need to employ a variety of reading strategies in order to boost their comprehension of the selected material and write a literature review that stands as the theoretical part in a dissertation.

1.2. Effective Reading in Academic Contexts:

People read texts for a number of purposes employing particular strategies and skills needed to understand the text for a variety of academic purposes including sitting for examinations, analyzing texts, and writing assignments and response papers in addition to dissertations. According to Janzen and Stoller (1998), reading has the following purposes: “Identifying a purpose for reading, previewing, predicting, asking questions, checking predictions or finding an answer to the questions, connecting the text to prior knowledge, summarizing, connecting one part of the text to another, and recognizing text structure” (p. 46). In other words, it refers to those conscious or unconscious procedures, actions, and

techniques that learners employ to enhance their reading comprehension process. Effective reading in academic contexts has a number of roles that interfere with other major tasks in learning.

1.2.1. Enhancing Vocabulary:

Vocabulary development is the enrichment and the expansion of learners' thinking and understanding through direct instruction with teachers, professionals, or written materials. In fact, it plays a fundamental role in the reading process, as it contributes greatly to an individual's comprehension. Viera (2017) asserted that "vocabulary is necessary for mastering any language skill; it contributes to the understanding of written and spoken texts." Hence, the more exposure to vocabulary is, the learners become more confident to understand and interpret the meaning of unknown words from context (p. 91). The best way to enhance one's vocabulary is through reading. Consequently, regular reading can be the best way to learn new vocabulary and expand knowledge.

1.2.2. Improving Writing Skills:

The easiest way to improve writing is simply reading, the more learners read the more they develop their writing skills. Reading builds knowledge of various kinds to use in various forms of writing, and writing merges knowledge in a way that builds a schema to read with (Bereiter & Scardamalia 1987; Sternglass 1988; Pretorius 2000). Furthermore, it builds learners' vocabulary and also improves spelling and grammar by reading different genres and types of writing, through which they recognize that each writer has his/her own unique

writing style. When readers explore a variety of different styles across different genres, this helps them to acquire new things as well as discover themselves and boost their own unique style of writing. We can say that the process of reading and writing are interrelated. Hence, there is no reading without writing and no writing without reading. Writing also is an essential tool for helping learners improve their writing skills and styles.

1.2.3. Helping Prepare a Study:

A study is an expanded work that presents one's own interpretation, evaluation, and arguments for a given issue. Many researchers have shed light on the importance of reading in the academic context. According to Grabe (1991) “literacy in academic settings exists within the content of a massive amount of print information” (p. 389). This implies that reading is one of the most substantial academic tasks, as it is considered a source of knowledge for learners. Therefore, it helps in preparing for studies as well as conducting academic research... etc.

For a well-prepared study, students must deal with a broad range of reading materials, and different sources to collect as much as possible data needed for such a purpose. Palani (2012) stated that “effective reading is the most important avenue of effective learning” (p. 91). In other words, achieving successful academic research requires successful reading. In the same vein, Krämer (1999) argued that “reading different Papers, lectures, and colloquia is essential for academic studies... students are required to demonstrate their ability to write scientifically and the basic rules for this are always the same” (p. 184).

- Keep information reproducible and comprehensible.
- No mixed opinions (yours and others) with facts.
- Be eager to gain new insights.

Conclusion:

To conclude, the present section has dealt with studies about research within the field of applied linguistics, methods and steps of research, and key steps of writing a literature review. Finally, some of the reading purposes were mentioned.

Section Two: Reading Strategies in Academic Research

Introduction

The process of reading requires EFL learners to be aware of a variety of reading strategies. Research in this field has focused on the identification, description and classification of the reading strategies. This section explores some of those reading techniques which have been classified by experts as cognitive and metacognitive reading strategies.

1.1. Definition of Study Skills:

Researchers and experts have defined study skills in different ways. Gall, Jacobsen & Bullock (1990) defined studying skills as “the use of proper strategies when accomplishing a learning task” (as cited in Kathryn, 2006, p. 20). This implies that study skills function as a process including one’s planning what he has to do, organizing and coding information to achieve the learning needed (As cited in Karem Abd-ELatif, 2019, p. 308). In other words, it can be said that the reading strategies are classified under study skills.

A general distinction has often been made between skills and strategies, since the terms strategies and skills are an integral part of the reading instruction and are constantly used in order to help learners comprehend the meaning of written texts, therefore, we define and implement them so that it can be implicated in the teaching of reading.

On one hand, Strategies are deliberate, adaptable plans that emphasize reasoning that readers use with a range of texts to create meaning from them. Strategies seem to have overtaken reading research, which is according to Dole et al (1991) “are deliberate actions,

plans adopted by the reader in order to achieve a goal, while interacting with written texts, for instance, to quickly spot some information into a text, whereas skills are automatic routines, at the same time, there is a distinction in awareness” (As cited in Polyxeni & maria, 2012, p. 819). Meanwhile, strategy training helps students understand what they are doing, when, why, and how they are doing it (Oxford, 1990) (as cited in Polyxeni & maria, 2012, p. 819).

However, the focus on skills especially in the field of reading is an effort to deconstruct this idea into more understandable pieces as part of the growth in interest in comprehension and to give teachers a framework for structuring the reading of materials, assessments, and syllabuses. At the same time, Psaltou-Joycey (2010), regards skills as the abilities that an individual possesses allowing him/her to perform something in an easy and fast way (as cited in Polyxeni & maria, 2012, p. 819). As far as reading skills are concerned, they can be seen as cognitive abilities, part of the generalized reading process, which a person is able to deploy when interacting with written texts (Urquhart & Weir, 1998) (As cited in Polyxeni & maria, 2012, p. 819).

1.2. The Concept of Reading:

Reading is one of the four language skills as it plays a fundamental role in language teaching. According to Johnson (2008) “reading is the practice of using text to create meaning” (p. 3). In other words, reading is considered as an integral part of language skills, the major source of knowledge, and the best method to enhance one’s language skills.

The main objective of reading for learners is to answer comprehension questions on reading tests. Occasionally questions can hardly be understood simply because they read without understanding the content. So, reading comprehension is one of the aspects learners ought to focus on, to achieve a level of proficiency in learning a foreign language. In the same context, Dechant (1991) affirmed that “comprehension is the goal and purpose of reading without it there is no reading” (p. 9). Therefore, comprehension is considered an important part of an individual’s personal and educational growth.

1.3. Definition of Reading Strategies:

The process of reading is primarily based on strategies that refer to acquiring, sharing, and getting ideas and information. According to Anderson (2008), to make learners become active and get involved in reading activities, it is necessary to teach them how to apply a variety of reading strategies (As cited in Teguh, 2014, p. 196). In the same context, Pani defined reading strategies as “the mental operations when readers approach a text effectively to make a sense of what they read... good readers apply more strategies more frequently...and more effectively than poor readers” (Pani 2004) (As cited in Hossein, 2008, p. 3). Moreover, the term is used to describe the planned and explicit actions that help readers to translate print to meaning.

Research in second language reading suggests that learners use a variety of strategies to help them with the acquisition, storage, and retrieval of information (Rigney, 1978) (As cited in Abdalmaujod, 2013, p. 1715). In other words, employing reading strategies to

examine different written materials helps learners gain deeper insights into comprehending and overcoming their weaknesses in the text. Oxford (1990) stated that there are two types of learning strategies; direct and indirect strategies. Direct strategies consist of cognitive strategies, memory strategies, and compensation strategies. Meanwhile, indirect strategies include metacognitive, affective, and social strategies. The aforementioned methods are considered the most used in reading (as cited in Abdalmaujod, 2013, p. 1719).

1.4. Cognitive Reading Strategies:

On one hand, Cognitive strategies in reading are used for linking new information to already existing ones, analyzing, and creating a structure for input and output. They are also identified as repeating, getting the idea quickly (skimming and scanning) (Oxford, 1990 p. 17). In its core definition, Semtin and Maniam (2015) associated cognitive reading strategies with “specific learning tasks and employed in the learning process, such as relating the new words in mind and writing down the main idea” (p. 55). Those strategies aim at assisting and guiding the students to understand the reading content through rereading the text, scanning, analyzing, and summarizing by relying on their first language to produce ideas. They are primarily connected with memory strategies (i.e., visualizing read information) and retrieval strategies (i.e., inferring, using prior knowledge, using context clues to ascertain the meaning). They are used to encourage the students to read slowly, analyze, and visualize the reading text. According to Semtin and Maniam (2015), Cognitive Strategies are also

identified as reciprocal teaching intervention strategies (i.e., questioning, summarizing, paraphrasing, and predicting).

1.4.1. Skimming:

Skimming is a rapid reading strategy used to get the most important information of a text. According to Liao (2011), skimming is a reading technique in which the readers read the passage quickly and look through whole the passage to get the main ideas (As cited in Abdul Hadi, 2019, p. 15). This implied that skimming is a quick movement of the eyes to seek and obtain essential information from the written material. Furthermore, this strategy helps learners to decide whether the article is helpful or not. Brown (2004:213) stated that skimming is the process of rapid coverage of reading matter to determine the main ideas. It consists of reading the most significant parts in the following order:

- Read the title.
- Analyze pictures (if it is provided).
- Read subheadings (small titles inside the text).
- Read the first paragraph completely.
- Read the first sentence of each remaining paragraph.
- Read the last paragraph completely

After majoring in all these steps, the student quickly obtains the main idea of the written material.

1.4.2. Scanning:

Scanning is one of the most used reading strategies. According to Maxwell (1970) scanning, which is defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most developmental reading courses (as cited in Sindy & Juan Carlos, 2013, p. 138). In other words, when looking for a specific piece of information or response to a query, scanning is considered the best strategy to use for such a purpose. According to Vaezi (2006: 5), scanning is reading rapidly to find a specific piece of information (name, place, and time). These are some examples of when the reader uses scanning: to look up details or prices in a catalog, to find a phone number on your contact list, or to look up a word in a dictionary. In the same context, Asmawati (2015), defined scanning as ‘a device used to locate details-specific questions that may be asked at the end of the assignment’ (as cited in Asriana, 2020, p. 32). To scan a paper the reader must be aware of some tips that can make the process easier:

- To think about the information you are looking for, for example, if you are looking for a person scan for names.
- Only pay attention to the word or phrase you are looking for and do not read the text for meaning.
- Quick eye movement across the page until you find the information.

1.4.3. Intensive Reading:

Intensive reading focuses on fully reading short texts with clear goals, such as answering reading comprehension questions or identifying the structure of sentences. It is the strategy that involves short reading passages followed by textbook activities to develop comprehension and particular reading skill. According to Mary and Brenda (1986), intensive reading is close to a short passage and can be used to develop vocabulary, grammar skills, and comprehension (As cited in Oumelkhir & Wafa, 2017, p. 7).

This strategy's intention is to read a shorter piece of text to get a deeper understanding of the text, such as a learner reads a short text and puts events from it into chronological order. Additionally, Brown (1994) explains that intensive reading "calls attention to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like" (p. 400).

1.4.4. Extensive Reading:

In contrast to intensive reading, reading extensively means focusing on the text's message and the content. Carrel & Carson (1997:49-50) state that extensive reading is an activity that involves a rapid reading of large quantities of material or longer reading (e.g., the whole book, texts, etc) for a general understanding the focus is on the meaning of what is being read rather than on the language. Similarly, Brown (2001:313) indicates that extensive reading is carried out to achieve a general understanding of a usually somewhat longer text such as books, long articles, or essays. The best way to improve the knowledge of a foreign language is to read it extensively.

Mary and Brenda (1986) also defined extensive reading, as it is a faster reading of longer passages to develop an understanding of writers' organizational strategies, improve reading speed, and focus on the main ideas (as cited in Oumelkhir & Wafa, 2017, p. 8). Extensive reading is then necessary for the students to provide exposure in order to improve their understanding of a text.

1.4.5. Visualizing:

Visualization is appropriate to improve student reading comprehension achievement, Stephanie Harvey and Anne Goudvis (2000), stated that "visualization is being read by drawing and speculate what may happen in our mind, to help students develop their ability" (p. 73). This implied that visualization requires the reader to construct an image of what is read. Many ways can accomplish the strategy, for example; help the student to visualize a story and then ask them to make drawings or write about the image that comes to their minds after visualizing the text.

1.4.6. Questioning:

Questioning as a strategy requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Harvey & Goudvis, 2000, p. 86). According to Tankersley (2003), "questioning while reading is a key to developing good comprehension. Proficient readers question the content, the author, the events presented, the arguments, and the issues and ideas

in the text. Students need to be taught how to ask questions during reading to monitor comprehension as well as to process the information that they are receiving” (p. 93). Questions have the ability to direct and focus a student’s reading comprehension and serve as a source of ideas. According to Smith (1980), “Questions are, of course, the mainstays of teachers as they attempt to measure comprehension and they are usually vital parts of reading purposes” (p. 228). Through the use of this strategy, students can formulate questions that can help them to monitor their own comprehension while reading.

1.4.7. Summarizing:

Summarization is the restating of the main idea of the text in a few words; Summarizing process focuses on creating a brief version of the original document or paper that contains the most important information of the original one. Text Summarization is the process of creating a summary of a certain document that contains the most important information of the original one, the purpose of it is to get a brief summary of the main points of the document. (X. Carreras & L. Màrquez, 2004, p. 93). According to R.Z. Al- Abdallah and A.T. Al-Taani (2019, p. 62) text summarization can be described as the manner of providing a shorter display of the most powerful information of a source or multiple references of information according to special demands.

1.4.8. Predicting:

Another strategy to improve reading comprehension is prediction. According to Smith (1994), “prediction is the prior elimination of unlikely alternatives” (p.19-20). It is the core of

reading. All of our prior knowledge of places and situations enable us to predict when we read and thus, to comprehend and enjoy what we read, this means that good readers use predicting as a way to connect their existing knowledge to new information from a text to get meaning from what they read. In the same vein, many researchers have shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005, p. 3).

1.4.9. Paraphrasing:

Paraphrasing is defined as the process of rewriting, restating, rewording or even rephrasing sentences to convey the meaning as equal as the original ideas (Injai, 2015, p. 10). So this strategy helps the learner to clarify the essential meaning of the text they read. Meanwhile, Escudero, Fuertes & Lopez (2019) agree that “paraphrasing is not merely the changing the words in the sentences, but also the strategy of changing sentence structure and sentences fracture without leaving any important information from the original text” (p. 58).

1.4.10. Making Inferences:

The inference technique as a reading strategy refers to the reader’s use of the text, knowledge, and facts, as well as previous experiences, as the foundation or premises for their own logical conclusion. Making inferences has been defined as the ability to "construct the text base and the mental models that go beyond the information directly articulated in the text" (Snow, 2002, p. 108). In general, the instructor has an implicit judgment on how the pupils

will interpret the text, e.g., what inferences will be drawn, what is essential about the reading itself, and what the book's purpose is. However, the goal is not usually stated. This implies that the teacher has a concept of what will be utilized as premises in the text. All in all, the inference strategy is one of the reading techniques in which the reader employs information and facts from the text, as well as previous experiences or prior knowledge, as a basis or premises to reach their own logical conclusion.

1.5. Metacognitive Reading Strategies:

On the other hand, metacognitive strategies are those techniques that control or monitor cognitive processes. They are higher-order executive skills that may entail various forms of learning such as: planning, directed attention, selective attention, self-monitoring, self-management, and self-evaluation (O'Malley and Chamot, 1990, p. 19). In other words, these techniques are used to plan, monitor, and regulate the reading as it occurs. Some of the metacognitive strategies:

1.5.1. Planning:

Planning as a strategy refers to the process of thinking and organizing the activities required by individuals to achieve specific goals. According to Zare-ee (2008), planning involves the selection of appropriate strategies and the allocation of resources that affect performance. This process involves two key tasks. The first one is to decide on the learning needs and then on how to learn that material.

1.5.2. Directed attention:

Directed attention strategy requires a great deal of concentration and focus. When using this strategy students decide generally to pay attention to important data and ignore irrelevant content. This technique is usually employed in tasks such as problem solving.

1.5.3. Selective attention:

Selective attention involves focusing on task-relevant content for deeper processing while ignoring irrelevant ones (Stevens & Bavelier, 2012). Furthermore, this technique helps readers process texts more effectively by optimizing cognitive efficiency (McCrudden, Magliano, & Schraw, 2011). Hence, it is concerned with one's cognitive capacity to focus mainly on goal-relevant information.

1.5.4. Self-management:

This strategy encompasses a set of procedures to promote behavior change in a student (Cooper, Heron, & Heward 2007). In this strategy, students are taught to observe their own behavior as well as to assess and modify it. These procedures include such things as self-identifying and observing a target behavior and setting a goal to be changed.

1.5.5. Self-monitoring:

This strategy deals with monitoring comprehension of the reading assignments, confirming or validating one's comprehension, and monitoring task fulfillment. Rmesh (2009)

argued that monitoring strategy may be one of the most important skills that lecturers, teachers, and instructors can assist EFL/ESL students' enhancement.

1.5.6. Self-evaluation:

Is considered as an important method, which is put into practice upon completion of a particular activity. In fact, it is the process of putting the strategies and techniques for conducting an analysis of performance into action. In this process, individuals are able to put into practice the methods to reinforce strengths and eliminate weaknesses.

1.6. Reading Strategies Instruction:

Many research on reading instruction and reading strategies have advocated the employment of reading strategy instruction to facilitate students' reading comprehension, reading proficiency, strategy use, and develop positive attitudes toward reading (e.g., Chamot et al., 1999; Cohen, 1998). In other words, good reading strategy use constitutes a key to successful reading comprehension. Moreover, it increases students' autonomy in language learning. For instance, Song (1998) investigated the impact of strategy training on the reading ability of EFL university students. According to the findings of this study, reading strategy training improved EFL college students' reading proficiency (p. 117). Reading strategies could be taught, which helped EFL students improve their reading comprehension ability.

1.7. Reading Difficulties:

Learners develop receptive skills by obtaining language from either oral or written sources. Learners in this situation decode the meaning in order to grasp the receptive information. It's impossible to overestimate the value of reading as a language skill. It is one of the most important ways to receive knowledge, particularly for educational reasons. It often faces some problems that struggle with the reader and continue to become a habit.

1.7.1. Decoding Difficulties:

Reading difficulties have been the focus of many studies since the beginning of the 1960s, where they have mainly focused on children with poor decoding skills (Vellutino et al., 2004, p. 21), such as those suffering from Dyslexia. Dyslexia is defined as “a specific learning disability that is neurobiological in origin and characterized by difficulties with accurate and/or fluent word recognition, poor spelling, and decoding abilities” (Lyon, Shaywitz, & Shaywitz, 2003, p. 2). Three different forms of difficulties have been suggested by the double-deficit hypothesis; selective phonological deficits, selective rapid automatized naming (RAN) deficits, and combined deficits (Wolf & Bowers, 1999, p. 419).

1.7.2. Linguistic Problem:

Fromkin, Rodman, and Hyams (2003) have said that linguistic knowledge is the unconscious knowledge about the linguistic system of sounds, structures, meanings, words, and rules for putting them all together (as cited in Usman & Siti, 2017, p. 312). Regarding the

reading comprehension issue, Lili (2014, p. 136) has noted that “good readers recognize, and decode quickly and accurately, words, grammatical structures and other linguistic features, and are unaware of the process as they engage in it.” Poor readers usually encounter linguistic reading difficulties. Semantic, lexical, and syntactical reading challenges are all examples of linguistic reading problems. Lack of vocabulary knowledge, particularly concerning appropriate collocations, is one of the semantic problems. While lexical complications are caused by a lack of understanding of derivations and word classes. Then there are syntactical complications, such as a lack of understanding of appropriate sentence structure and syntax.

1.7.3. Non –Linguistic Problem:

Any reading difficulty that is unrelated to the reader's language ability is referred to as a non- linguistic reading problem. They include inability or never having been trained to speed read, difficulty connecting ideas in the text, difficulty distinguishing the main and supporting points in the text, lack of a good reading strategy, lack of cultural knowledge, text length, lack of background knowledge, lack of working memory, and inability to connect ideas in the text.

Conclusion:

To conclude this section, cognitive and metacognitive reading strategies have proven to be very important techniques in reading to write, especially writing the literature review of a dissertation.

Conclusion

To conclude, this chapter deals with a theoretical part of the study, which is divided into two main sections. The first section reviews definitions correlated to academic research within the field of applied linguistic, presenting its methods, steps, and the proper way to write the literature review. In addition to the reading purposes. Moreover the second section deals with definition and concept of study skills and reading process, and the difference between a skill and a strategy. We also shed light on the students' implementation of the cognitive and metacognitive reading techniques in the reading to write the literature review of their dissertations. Furthermore, we mentioned the instruction of reading strategies and some reading difficulties.

Chapter Two: Field Work

Introduction:

This chapter represents the fieldwork of the current study which investigates EFL learners' use of reading strategies for research purposes in the English department at Mohammed Seddik Ben Yahia University, Jijel. This practical part consists of presenting and describing the questionnaire, and data collection in addition to the analysis and interpretation of the obtained results.

2.1. Hypothesis:

It is hypothesized that M2 EFL learners' conscious use of the necessary reading strategies while reading facilitates the process of conducting research, particularly writing a literature review.

2.2. Population and Sampling:

The population selected for this research work consists of M2 EFL Learners at the department of English at Mohammed Seddik Ben Yahia University, Jijel. According to Dornyie (2007) "a population is a group of people whom the study is about" (as cited in Mebitil, 2001, p. 70). This sample includes thirty (30) M2EFL learners selected randomly from different groups.

2.3. Research Instruments:

To obtain answers to our research questions, the instrument used is a student questionnaire which provided respondents with highly structured, numerical, and descriptive data in a direct way.

2.3.1. Students Questionnaire:

2.3.1.1. Aim of the Questionnaire :

This questionnaire has been handed to thirty (30) M2 EFL students. It aims at investigating the conscious use of cognitive and metacognitive reading strategies before and during writing the literature review for master dissertations. It was conducted in the second semester of the academic year 2021/2022 within the Algerian context of Teaching English as a Foreign Language (TEFL) at the University of Mohammed Seddik Ben Yahia, Jijel.

2.3.1.2 Description of the Questionnaire:

The present questionnaire is made up of nineteen (19) questions, arranged into two sections; section one is entitled 'The Reading skill', while 'The Use of Reading Strategies in Doing Research' is the second one.

The first section is composed of five (4) yes/no, frequency and multiple choice questions. It seeks to determine the learners' frequency and their preference for reading, their aim behind reading and whether they received training that develops their reading skill in addition to the difficulties they encounter while reading texts.

The second one consists of fourteen (14) yes/no and multiple choice questions. It aims to uncover students' views concerning the employment of cognitive and metacognitive reading strategies before and while conducting research.

2.3.1.3 Analysis of the Questionnaire:

Section One: Academic Research in Applied Linguistics

The questions in this section aim at finding out how M2 EFL learners regard reading, the frequency of reading, its purposes, and the problems that may be encountered. They are general questions that seek to collect data about the development of reading from one hand and prepare students for the next section of the questionnaire from another one.

Question 1: How often do you read in English?

- a) Every day b) Once a week c) Once a month d) One a year e) Never

Table 1: Frequency of Students' Reading

Frequency	N	%
a.	6	20%
b.	12	40%
c.	9	30%
d.	3	18%
Total	30	100%

The aim of this question is to determine the frequency of reading by Master two EFL learners. As indicated in the table above, a third of the sample (33.3%) are found to read every day. Students who read once a month (40%) are found as twice of those who read once a week (20%), and a minority of students (7%) stated that they read once a year. These findings show that students are neglecting the activity of reading. This may indicate that learners only read to accomplish specific assignments or exams, and once they complete tasks they read no more.

Question 2: What do you prefer to read?

- a) Novels
- b) Books
- c) Articles
- d) Magazines/ Newspapers

Table 2: Students' Preference for Reading.

Options	N	%
a.	6	20%
b.	12	40%
c.	9	30%
d.	3	18%
Total	30	100%

This question seeks to shed light on the materials preferred by Students. The

outcomes above indicate that a high percentage of students (40%) prefer to read books.

Whereas, (30%) chose articles. Finally, a small portion of the sample (20%), and (18%)

chose novels and magazines/ newspapers.

Question 3: What is your aim behind reading? You may select more than one answer:

- a) Enrich culture
- b) Enhance vocabulary
- c) Learn subject matter that is required for a course
- d) When conducting research

Table 3: Students' Aim Behind Reading.

Options	N	%
a.	1	3.3%
b.	7	23.3%
c.	1	3.3%
d.	/	/ %
a. + b.	4	13.4%
b. + c.	2	6.7%
b. + d.	7	23.3%
c. + d.	1	3.3%
a. + b. + c.	2	6.7%
a. + b. + d.	4	13.4%
b. + c. + d.	1	3.3%
Total	30	100%

From the outcomes of this question, we can deduce that the options are with uneven percentages. This means that the sample of students' read to achieve different goals. A

high percentage selected “Enhance vocabulary” with (90.1%) opting for them [**b**=20 (**a**+**b**: 4)+(b+c: 2)+(b+d: 7)+(a+b+c: 2)+(a+b+d: 4)+(b+c+d: 1); 90.1%]. “Enrich culture” come next with (36.8%) [**a**=10 (**a**+**b**: 4)+(a+b+c: 2)+(a+b+d: 4); 36.8%] and “learn subject matter that is required for a course” with (23.3%) [**c**=6 (b+c: 2)+(c+d: 1)+(a+b+c: 2)+(b+c+d: 1); 23.3%].

Question 4: Did you receive training on how to read texts in English?

Table 4: Training to Develop Reading

In wich subject?

Options	N	%
Yes	18	60 %
No	12	40 %
Total	30	100%

The findings in the table above indicate that (60%) of students said that they received training on how to read texts in English, whereas the others (40%) said no.

Justify your Choice:

Jutifications:

Participants who selected ‘Yes’ offered the following justifications:

- ✓ We have received training on how to read texts in English in the study skills module.
- ✓ We have received training on how to read in English in the research methodology module.

Table 05: Difficulties of Reading Comprehension

Options	N	%
Answered	21	70%
Not answered	9	30%
Total	30	100%

Justifications:

- ✓ The more difficult language is used, the harder understanding will be.
- ✓ The Complex language used in certain texts leads to poor reading comprehension.
- ✓ Lack of knowledge about the topic.

Section two: The Use of Reading Strategies in Doing Research

Before Doing Research:

Question 01: Before choosing the topic of your dissertation, did you read the sources related to the field of your interest?

Yes No

Table 01: Students' Reading before Choosing a Dissertation's Topic

Options	N	%
Yes	24	80%
No	6	20%
Total	30	100 %

This table shows that the majority of students (80%) have identified their interest and read related sources, before choosing a dissertation topic. While (20%) of them did not read

the sources. This may reveal that most of the sample is aware of the importance of reading the available sources related to their interest in relation to choosing a dissertation topic.

Question02: What did you read?

- a. Books
- b. Articles
- c. Dissertations
- d. Websites Contents

Table02: Student Choice of Sources

Options	N	%
a.	3	12.5 %
b.	2	8.3 %
c.	4	16.7 %
d.	5	20.8 %
a.+c.	4	16.7 %
b.+d.	6	25 %
Total	24	100 %

As the results of this table denote t that student's answers varied based on kind of publications they read. The majority (45.8%) of students choose to read website content [**d**= 11: (**d**: 5)+ (**b**+**d**: 6);45.8%]. While dissertations choice was selected by (33.4%) [**c**= 8: (**c**: 4)+ (**a**+**c**: 4); 33.4%]. (33.3%) of the sample choose articles [**b**= 8: (**b**:2)+ (**b**+d: 6); 33.3%].

However the rest of the participants (29.9%) [$\underline{a}= 7: (\underline{a}:3)+ (\underline{a}+c: 4);29.9\%$] prefer to read books. From these statistics we presume that the participants of the sample have read mostly website contents, because it is helpful to find the information they are looking for quickly, it requires them only to move their eyes between lines.

Question 03: What do you read in a source?

- a. Table of contents
- b. Abstract
- c. Introduction
- d. Detailed parts like chapters and articles
- e. Bibliography

Table 03: Students' Use of Skimming Strategy

Options	N	%
a.	5	20.9 %
b.	3	12.5 %
c.	2	8.3 %
d.	4	16.7 %
e.	1	4.1 %
a.+b.	6	25%
b.+d.	3	12.5 %
Total	24	100 %

This question aims to demonstrate whether students use skimming appropriately

while reading a source. Half the sample (50%) [**b**= 12: (**b**:3) +(a+**b**: 6)+(b+d:3);50%]

announced that they read the abstract. (45.9%) [**a**= 11: (**a**:5)+ (**a**+**b**: 6);45.9%] prefer to read the table of contents. (29.2%) [**d**=7: (**d**:4)+ (b+**d**: 3);29.2%] of the participants declared that they read detailed parts like chapters.(8.3%) of the participants said that they read the introduction , finally the minority (4.1%) of them read the bibliography.Half the sample reads an abstract or the table of contents to decide on the appropriateness of a source to their study.

Based on the previous question results the majority of students tend to read abstract to choose a dissertation topic because first, it contains all the elements mentioned in the whole research, and second it gives an overview about what have been dealt with in the research, this can help them also to narrow their options and ideas.

Question04: Before formulating your hypothesis, what is the aim behind your reading of the resources related to your topic?

- a. Check the feasibility of your research
- b. Decide on the appropriate means of research
- c. Look for definitions of concepts linked to variables of your research

Table04: Student’s Use of Scanning, Questioning, and Making Inferences

Options	N	%
a.	5	16.7%

b.	7	23.3%
c.	18	60%
Total	30	100%

As the table indicates, the majority of the participants (60%) read related resources to look for definitions of concepts linked to variables of their research. (23.3%) of the students answered that they read to decide on the appropriate means of research. Whereas (16.7%) of the sample claimed that the aim of their reading is to check the feasibility of their research.

Thus, we assume that the majority of students read related sources before formulating a hypothesis to look for definitions of concepts linked to variables of their research, which can help to limit the hypothesis of the research work. However, they do not use questioning in the form of checking the feasibility of research and they do not use questioning as they do not read to compare previous knowledge and decide on the appropriate means for their research.

Question05: The reading skill involves a number of cognitive and metacognitive strategies, do you know them?

Table05: Student's Awareness of Cognitive and Metacognitive Strategies

Options	N	%
Yes	17	56.7%
No	13	43.3%
Total	30	100%

This question attempts to tackle student’s awareness of cognitive and metacognitive strategies. (56.7%) of the participants answered with ‘Yes’ for their awareness of the strategies. However, (43.3%) answered ‘No’. From the outcomes of this question, we can deduce that the options are with approximate percentages; this means half of the participants are aware of the strategies which can ensure their use during reading to write the literature review.

During Doing Research:

Question06: The following steps can be used while reading a source quickly to determine the general idea, tick the important ones

- a. Read the title
- b. Read subheadings
- c. The first paragraph completely
- d. The last paragraph completely
- e. Analyze pictures

Table 06: Students’ Conscious Use of Skimming

Options	N	%
a.	2	6.7%
b.	3	10%
c.	–	–
d.	–	–
e.	1	3.3%

a.+b.	4	13.3%
a.+c.	6	20%
a.+e.	5	16.7%
a.+b.+c.	3	10%
a.+b.+e.	6	20%
Total	30	100%

This question aims to know whether students use skimming consciously by using the appropriate steps while reading a source to determine the general idea. The majority (86.7%) [a= 26: (a:2)+ (a+b: 4) +(a+c:6)+ (a+e:5)+(a+b+c:3)+(a+b+e:6);86.7%] of students declared that they read the title while the percentage of the ones they read subheadings [b= 16: (b:3)+ (a+b: 4) +(a+b+c:3)+(a+b+e: 6);53.3%] is (53.3 %). (40%) of them [e= 12: (e:1) + (a+e:5)+ (a+b+e: 6);40%] choose to analyze the pictures first. Whereas the minority (30%) [c= 9: (a+c: 6) + (a+b+c:3);30%] announced that they read the first paragraph completely. This may imply that the majority of students prefer to read the title while reading quickly to determine the general idea; however, they neglect other steps that are important and depend only on the title's message.

Question07: choose the tips that make reading easy when you look for definitions of key concepts related to your variables.

- a. Look for the names of concepts, scholars, or theories.
- b. Read quickly paying attention only to the words you are looking for.

- c. Check the frequency of the key terms in your research in a source.
- d. Look up a word or a concept definition in a dictionary.
- e. Read the text quickly to decide if it is suitable for your research.
- f. Read an introduction or a conclusion of a source looking for specific information.

Table 07: Students' Use of Different Reading Strategies to Facilitate Doing Research

Options	N	%
a.	2	6.7 %
b.	5	16.7 %
c.	1	3.3 %
d.	2	6.7 %
e.	3	10 %
f.	2	6.7 %
a.+c.	1	3.3 %
b.+e.	1	3.3%
b.+f.	4	13.4%
c.+e.	2	6.7%
c.+f.	1	3.3%
a.+b.+e.	1	3.3%
a.+c.+e.	1	3.3%
a.+c.+e.+f.	1	3.3%
a.+d.+f.	1	3.3%
b.+d.+f.	2	6.7%
Total	30	100%

The aim of this question is to identify the most used reading strategy by students to facilitate doing research. Students' answers varied concerning their use of different reading strategies that facilitate looking for definitions of key concepts related to their variables. The majority of them (43.4%) [**b**= 13: (**b**:5): + (**b**+**e**:1)+(**b**+**f**:4)+(a+**b**+**e**: 1)+(b+d+f:2); 43.4%] selected to read quickly paying attention only to the words they are looking for. The next percentage (36.7%) [**f**= 11: (**f**:2)+ (b+**f**: 4) + (c+**f**:1)+(a+d+**f**: 1)+(b+d+**f**: 2)+(a+c+**e**+**f**: 1); 36.7%] choose to read an introduction or a conclusion of a source looking for specific information. (29.9%) of the participants [**e**= 9: (**e**:3)+ (b+**e**: 1) + (c+**e**:2)+(a+b+**e**:1)+(a+c+**e**: 1)+(a+c+**e**+**f**: 1); 29.9%] prefer to read the text quickly to decide if it is suitable for your research. (23.2%) of the sample [**a**= 7: (**a**:2)+ (**a**+c:1)+(a+b+**e**:1)+(a+c+**e**: 1)+(a+d+f:1):(a+c+**e**+**f**: 1); 23.2%] prefer to look for the names of concepts, scholars, or theories. The rest (23.2%) of them [**c**= 7: (**c**:1)+ (a+**c**:1)+(c+**e**: 2)+(c+f: 1)+(a+c+**e**: 1)+(a+c+**e**+**f**:1); 23.2%] choose to check the frequency of the key terms in their research in a source. Finally, the minority of students (16.7%) [**d**= 5: (**d**: 2)+(a+**d**+f: 1)+(b+**d**+f: 2); 16.7%] select to look up a word or a concept definition in a dictionary. The most used skill is scanning with (89.7%) then students combine it with skimming with (83.3%) However, making inferences is the least used with a percentage of (16.7%).

Question 08: Select the reading strategies you use when reading to write the literature review of your dissertation

- a. Read the text several times.

b. Highlight the important ideas.

c. Relate the new terms to research variables and write the ideas.

d. Read long texts and summarize them.

Table 08: The Reading Strategies Used by Students to Write the Literature Review of The Dissertation

Options	N	%
a.	3	10 %
b.	10	33.4 %
c.	1	3.3 %
d.	1	3.3 %
a.+b.	7	23.3 %
b.+d.	3	10 %
c.+d.	2	6.7 %
a.+b.+c.	2	6.7 %
a.+b.+d.	1	3.3 %
Total	30	100 %

This question aims to identify the reading strategies used by students to write the literature review of the dissertation. The majority of the sample (76.7%) [**b**= 23: (b:10)+ (a+**b**: 7)+(b+d: 3)+(a+**b**+c: 2)+(a+**b**+d:1); 76.7%] highlight the important ideas. (43.3%) of the participants [**a**= 13: (**a**:3)+ (**a**+b: 7) + (**a**+b+c: 2)+(a+b+d: 1); 43.3%] read the text

several times. Whereas (23.3%) of them [$\underline{d}= 7: (\underline{d}: 1)+(\underline{b}+\underline{d}: 3)+(\underline{c}+\underline{d}:2)+(\underline{a}+\underline{b}+\underline{d}:1) ;$ 23.3%] prefer to read long texts and summarize them. However, the minority (16.7%) [$\underline{c}= 5: (\underline{c}:1)+ (\underline{c}+\underline{d}: 2)+(\underline{a}+\underline{b}+\underline{c}: 2); 16.7\%$] choose to relate the new terms to research variables and write the ideas. It can be said that an overwhelming majority of learners prefer to highlight the important ideas which reveals their use of scanning as the most used reading strategy when reading to write the literature review of their dissertation.

Question 09: In reading long texts such a books and dissertations that provide literature about the topic of your research, what reading strategies do you use?

- a. Read quickly looking for general ideas.
- b. Select passages that contain information related to one or more specific terms.
- c. Reading extensively very long texts such as books and chapters.
- d. Question existing information

Table 09: Student’s Use of Reading Strategies to deal with Long Texts

Options	N	%
a.	16	53.4%
b.	5	16.7%
c.	-	-
d.	-	-
a.+b.	5	16.7%
a.+d.	1	3.3%
b.+d.	1	3.3%

a.+b.+d.	1	3.3%
a.+c.+d.	1	3.3%
Total	30	100%

The question seeks to shed light on the reading strategies used by students while reading long texts to write the literature review as it gives them a choice of four strategies: skimming, scanning, reading extensively and questioning without naming them to avoid influencing the respondents. As the table indicates, the majority (80%) [a= 24: (a:16)+ (a+b: 5) + (a+d:1)+ +(a+b+d:1)+(a+c+d:1); 80%] prefer to read quickly looking for general ideas. (40%) of the participants [b= 12: (b:5) + (a+b: 5)+(b+d:1)+ (a+b+d: 1); 40%] chose to select passages that contain information related to one or more specific terms. Whereas (13.2%) of them [d= 4: (a+d: 1)+(b+d: 1)+(a+b+d:1)+(a+c+d:1); 13.2%] select question existing information. Finally, the minority (3.3%) [c= 1: (a+c+d: 1); 3.3%] prefer to read extensively very long texts such as books and chapters.

The presented statistics reveal that the majority of the participants use skimming to deal with long texts while writing the literature review while questioning is less used and reading extensively is the least used.

Question10: While reading to write your literature review, how often do you use the following cognitive strategies?

Table 10: Frequency of Students' Use of Visualizing Strategy

Options	N	%
Always	8	26.7%
Usually	4	13.3%
Sometimes	5	16.7%
Occasionally	7	23.3%
Never	6	20%
Total	30	100%

As tabulated above, most students rely on the use of visualizing strategy with (40%)of students reporting frequent use of the strategy and (40%) reporting regular use. Only (20%) of the students never apply visualizing strategy.

Table 11: Frequency of Students' Use of making inferences Strategy

Options	N	%
Always	12	40%
Usually	9	30%
Sometimes	7	23.3%
Occasionally	2	6.7%
Never	-	-
Total	30	100%

The table above represents student's frequency of using the inferring strategy. As noticed above students confirmed that they frequently use making inferences with a percentage of (40%) while no one chose never as an option.

Table 12: Frequency of Students' Use of Intensive Reading Strategy

Options	N	%
Always	4	13.3%
Usually	5	16.7%
Sometimes	6	20%
Never	5	16.7%
Total	30	100%

From the results, we can presume that students do not use intensive reading frequently as only a percentage of (13.3%) chose "always". While (33.3%) of them apply the strategy occasionally and (16.7%) confirmed their non- use to the strategy.

Table 13: Frequency of Students' Use of Predicting Strategy

Options	N	%
Always	6	20%
Usually	7	23.3%
Sometimes	4	13.3%
Occasionally	8	26.7%
Never	5	16.7%
Total	30	100%

Regarding these answers, (43.3%) of the participant declared the frequent use “always” and “usually” of predicting strategy. While (40%) of them confirmed a regular use “Occasionally” or “Sometimes” of previous knowledge to make predictions. However a minority (16.7%) “never” apply it.

Table 14: Frequency of Students’ Use of Paraphrasing Strategy

Option	N	%
Always	5	16.7%
Usually	12	40%
Occasionally	6	20%
Sometimes	6	20%
Never	1	3.3%
Total	30	100%

As presented in the Table13, (40%) of students claimed that they “usually” use paraphrasing strategy , while equal groups of students said that they “Occasionally” or “Sometimes ”apply the strategy, 6 (20%) respectively. (16.7%) of the sample declared that they always use it. A minority of students stated that they “never” do so. The findings are showing that the majority of students who use paraphrasing strategy reflect their consciousness of the importance of the strategy to not fall in plagiarism.

Table 15: Planning Strategy

Frequency	N	%
Strongly agree	10	33.3%
Agree	5	16.7%
Neutral	7	23.3%
Disagree	5	16.7%
Strongly disagree	3	10%
Total	30	100%

This question checks students' agreement or disagreement with their use of the planning strategy. Most students (50%) either strongly agreed or agreed on their use of the strategy. (23.3%)of them are neutral to the suggestion, and (26.7%) showed their disagreement with the strategy.

Table 16: Self-Monitoring Strategy

Options	N	%
Strongly agree	10	33.3%
Agree	11	36.7%
Neutral	9	30%
Disagree	/	/
Strongly disagree	/	/
Total	30	100%

The purpose of this question is to investigate the student's ability to monitor their

comprehension of a text, confirm, or validate their understanding easily. The results indicated that more than half of the sample (70%) strongly agreed or agreed with the statement, while (30%) of them were neutral. We can assume the student's awareness and use of the strategy.

Table 17: Selective -Attention Strategy

Options	N	%
Strongly agree	15	50%
Agree	6	20%
Neutral	4	13.4%
Disagree	4	13.3%
Strongly disagree	1	3.3%
Total	30	100%

As indicated in the table, the majority of students (70%) strongly agreed or agreed on focusing on specific information in a long text is time gaining, while (16.6%) of them strongly disagreed or disagreed with the strategy, however a minority (13.4%) confirmed they are neutral. This implied that the majority of the sample develop the strategy and use it in doing research.

Table 18: Directed -Attention Strategy

Options	N	%
Strongly agree	8	26.7%
Agree	8	26.7%
Neutral	1	3.3%
Disagree	12	40%
Strongly disagree	1	3.3%
Total	30	100%

As indicated in the table above, more than half of the participants (53.4%) strongly agreed or agreed on to read a work for general knowledge focusing only on the essential ideas is difficult, whereas (43.3%) strongly disagreed or disagreed on directed- attention strategy. Finally (3.3%) were neutral. We can presume that the students did not develop the strategy to be used for doing research

Table 19:Self-Management Strategy

Options	N	%
Strongly agree	10	33.3%
Agree	8	26.7%
Neutral	11	36.7%
Disagree	1	3.3%
Strongly disagree	/	/
Total	30	100%

This item focuses on the ability to modify the speed of reading depending on the text's

difficulty, length and adequacy. Most of the students (60%) strongly agreed and agreed with the strategy. (36.7%) of them confirmed that they are neutral. However a minority (3.3%) disagreed.

Question 12: self-evaluation is a very important metacognitive skill that allows Master2 students to evaluate their reading performance; do you think you use it while reading for research purposes?

Table 20: The Use of Self-Evaluation Strategy

Options	N	%
Yes	28	93.3%
No	2	6.7%
Total	30	100%

The table20 presents the use of self- evaluation strategy by students. (93.3%) of the sample confirmed their use of the strategy while reading for their research. Whereas (6.7%) of them did not rely on this strategy. From these results we could perceive that the majority of students are aware of the strategy and its importance to accomplish a well prepared research.

Question 13: What are the difficulties you encounter while reading for research purposes?

Table 21: The Difficulties Encountered by Students while Reading for Research Purposes

Options	N	%
Answered	24	80%

Not answered	6	20%
Total	30	100%

As tabulated above, (80%) of the sample mentioned some difficulties. However, (20%) of them did not answer the question; maybe they faced no difficulties or they just neglect it to finish the answers quickly. The mentioned difficulties can be summed up as follows:

- ✓ Long texts, difficult and indirect concepts.
- ✓ The lack of sources.
- ✓ The complex language, content and vocabulary.

Question 14: Do you think your development of adequate reading strategies would facilitate your research doing?

Table 22: Students' awareness of their development of reading strategies

Options	N	%
Yes	28	93.3%
No	2	6.7%
Total	30	100%

As indicated in the table above, (93.3%) the majority of the participants agreed that their development of adequate reading strategies would facilitate their research doing, while (6.7%) did not.

Table 23: Students' answers about the reading strategies that facilitate doing research

Options	N	%
Answered	20	66.7%

Not answered	10	33.3%
Total	30	100%

As indicated in the table above, (66.7%) of the participants answered this question, (33.3%) did not. Their answers are as follows:

- ✓ Focusing on the important idea in a text to save time make the research process much easier.
- ✓ Having prior knowledge enhances student’s motivation towards making a research.
- ✓ Summarize the main point of a text or a document to extract what is dealt saving time.
- ✓ Analyze the read text and highlight important elements such as the title and subheadings.

2.3.1.4. Interpretation of the Study:

The analysis of the questionnaire reveals many insights about M2 EFL learners’ use of cognitive and metacognitive strategies before and while research doing. The findings in the tables above indicate that the majority of M2 EFL learners at the department of English at Mohammed Seddik Ben Yahia University, Jijel have a limited use of the reading strategies that are far from being used consciously and effectively to facilitate research doing. The results in section one indicate that students do not read regularly while the set goals for their reading are limited to linguistic development such as vocabulary enhancement excluding research purposes. Moreover, their development of the reading skill was the result of a limited

training in two subjects that are Research Methodology and Study Skills which shows the lack of the necessary training needed for a major skill such as reading in the university curriculum. The students' failure to develop the skill appropriately is shown through the variety of difficulties they reported to encounter while reading especially those that can be overcome through the use of metacognitive strategies such as planning and self-monitoring.

The findings of section two revealed that students did not develop the reading skill appropriately as they fail to consciously use it in their research doing. Section two did not provide the respondents with the names and definitions of the reading strategies to avoid guiding and influencing them through the questionnaire filling in. Strikingly, most of them make bad choices of their readings as they choose websites contents rather than books to read about the topics of their research, they use skimming and scanning without mastering the process of using each as they depend on titles, abstracts or tables of contents to decide on the appropriateness of a source, as illustrated in questions number 06, 07, 08, and 09. Moreover, the aforementioned strategies have been opted for when reading in order to cope with the difficulties related largely to the complex language used as revealed by students.

Students depend to a great extent on skimming and scanning before writing the literature review neglecting important skills that makes research easier at the stage of topic selection and sources reading . They do not use other cognitive strategies as questioning and making inferences to check the feasibility of their research and decide on the appropriate means of research.

An investigation of the students' frequency of using cognitive strategies while writing the literature review revealed that the most used strategy is scanning, then we have skimming, and the third is making inferences. Interestingly, it is found that students tend to collaborate prior knowledge to new information or to make predictions while reading resources to conduct the literature review, also it confirmed a frequent use of paraphrasing strategy to avoid plagiarism, as it is mentioned in tables 11, 13, and 14. Whereas the majority of the participants said that they regularly analyze pictures or construct an image of what they are reading as an interpretation of the read text, which is called visualizing strategy.

As far as metacognitive strategies are concerned, students show definite agreements to their abilities to determine the purposes of their reading (planning) and to monitor their comprehension of a text (monitoring), to focus on specific information, or to modify the speed of their reading depending on the text difficulty, length and adequacy. Students believe that the strategy of selective attention is effective in doing research because it is time gaining when dealing with long texts; however, they claim that the strategy of directed attention is difficult to be used.

From the outcomes, we can assume that students practice the skills mentioned in the preceding lines only as a part of their habitual work, but without being conscious of the name of the strategy itself. Thus, it sheds light more on the complex nature of the LLSs in the sense that not all the strategies can be used consciously or can be observed if they were not taught explicitly in a course of reading.

Eventually, it can be said that M2 EFL students are aware of the necessity of developing reading techniques to boost their reading comprehension of texts since they need them mainly for academic purposes and specifically in writing the literature review of their research.

Conclusion:

This chapter represents the practical part of the study that presents the hypothesis, the sample and the research tool which is one questionnaire administered to thirty M2 EFL learners at the department of English at the University of Mouhamed Seddik Ben Yahia, jijel. It consists of the interpretations of the results, pedagogical recommendations and limitations of the study. Eventually, the results of this study illustrated that EFL learners employ unconsciously a variety of cognitive and metacognitive reading strategies while conducting their research and acknowledge the effectiveness of their use in facilitating research doing.

2.3. Pedagogical Recommendations and Suggestions:

In the light of the outcomes of the present study, we suggest the following recommendations:

✓ Teachers and curriculum designers should give more importance to developing conscious use of the reading strategies for their effectiveness in facilitating research.

✓ Teachers of methodology and study skills subjects should focus on the practical use of the reading strategies especially when combined with other skills such as writing or writing a literature review.

✓ Teachers should raise the students' awareness of the benefits of the conscious use of the cognitive and metacognitive strategies in reading and writing for research purposes.

2.4. Limitations of the Study:

In conducting the present study, we have encountered some difficulties that have limited our research. They are as follows:

✓ The topic of academic research in applied is wide and general because data collection procedures vary from a study to another, so we limited our study to reading strategies in writing the literature review because it is a major step in conducting research and it usually follows the same methodology.

✓ There was a lack of sources related to investigating the relationship between reading strategies and writing the literature review.

✓ We faced obstacles in the stage of data collection due to the sample's preoccupation with doing research.

General Conclusion

The current study investigated the use of cognitive and metacognitive reading strategies by M2 EFL students before and during conducting their research. It aimed to shed light on the effectiveness of the reading techniques as one of the most important skills to enhance learners' reading comprehension of texts thus, the essence of reading is to comprehend what has been read. To achieve the objectives of this study, a qualitative questionnaire was administered to thirty (30) M2 EFL learners at the department of English at Mohammed Seddik Ben Yahia, Jijel.

The research work at hand is made up of two chapters: a theoretical part which is divided into two main sections. The first section is devoted to a brief overview of academic research within the field of applied linguistics including definitions of concepts, methods, and steps. in addition to the proper way to structure and write an academic literature review. Finally, a number of the reading purposes were mentioned. The second section is dedicated to an overview of the reading strategies. It discusses the definitions of the cognitive and metacognitive reading strategies provided by different scholars. In addition to presenting its various definitions related to reading and reading comprehension. As it offers a brief definition of the reading models in addition it highlights the reading challenges that may be encountered by EFL learners when reading. However, the second chapter of this research is the practical part of the study. It encompasses a description of the students' questionnaires in

addition to the data analysis and the interpretation of the results, limitations, and some pedagogical recommendations are then provided.

The findings showed that, students have a limited use of the reading strategies that are far from being used consciously and effectively to facilitate research doing. The results in section one indicate that students do not read regularly while the set goals for their reading are limited to linguistic development such as vocabulary enhancement excluding research purposes. The findings of section two revealed that students did not develop the reading skill appropriately as they fail to consciously use it in their research doing.

Eventually, it can be said that M2 EFL students are aware of the necessity of developing reading techniques to boost their reading comprehension of texts since they need them mainly for academic purposes and specifically in writing the literature review of their research.

List of References

- Abdalmaujod, H. (2013). *Language learning strategies: a general overview*. Ramadi, Iraq, University of Anbar. *Procedia - Social and Behavioral Sciences* 106 1712 – 1726. Retrieved from:
- https://www.researchgate.net/publication/275542998_Language_Learning_Strategies_A_General_Overview
- Abdul Hadi, S. (2019). *The Use of Skimming and Scanning Techniques In Reading Comprehension For Toefl*. An Experimental Research at UIN Ar-Raniry Banda Aceh, Faculty of Education and Teacher Training. Retrieved from:
- <https://core.ac.uk/download/pdf/293474101.pdf>
- Abdullah, et al., (2014, July). Writing a Literature Review Research Paper: A step-by-step approach. *International Journal of Basics and Applied Sciences*.
- https://www.researchgate.net/publication/311735510_Writing_a_Literature_Review_Research_Paper_A_step-by-step_approach
- Asriana, Z. (2020). Students Reading Comprehension through Scanning Technique. University of Muhammadiyah Makassar, Indonesia, *Journal of Asian Multicultural Research for Educational Study* ISSN: 2708-9703 Vol. 1 No. 1, 2020 (page 028-035). Retrieved from:
- https://digilibadmin.unismuh.ac.id/upload/14815-Full_Text.pdf
- Block, C. & Israel, S. (2005). *Reading first and beyond: The complete guide for teachers and literacy coaches*. Thousand Oaks, CA: Corwin Press.

- Browne, A. (1998). *A Practical Guide to Teaching Reading in the Early Years*. London: Paul Chapman Publishing Ltd. p. 9.
- Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Upper Saddle River, Prentice Hall Regents.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. New York: Addison Wesley Longman, Inc.
- Brown, H. D. (2004). *Language assessment principles and classroom practices*. New York: Pearson Education Ltd.
- Carrell, P. (1987). *Content and Formal Schemata in ESL Reading*. *TESOL Quarterly*, 21(3), 461-680.
- Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. *British Journal of Nursing*, 17(1):38-43.
- Carrel, P. L., & Carson, J. G. (1997). *Extensive and Intensive Reading in an EAP Setting*, *English for Specific Purposes*, 16, 47-60.
- Cooper, H. (1988). The structure of Knowledge Synthesis. *Knowledge in Society Journal*, 1(1):104-126.
- Choosri, B. (2020). The Effectiveness of Reading Strategies on Reading Comprehension. *International Journal of Social Science and Humanity*. v10.1012. Retrieved from: https://www.researchgate.net/publication/341083225_The_Effectiveness_of_Reading_Strategies_on_Reading_Comprehension
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approach*. Thousand Oaks, CA: Sage.
- Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. *British Journal of Nursing*, 17(1): 38-43.

Dechant, E. (1991). *Understanding and teaching reading: An interactive model*. New Jersey: Lawrence Erlbaum.

Dole, J. A., Duffy, G. G., Roehler, L. R., & Pearson, D. D. (1991). *Moving from the old to the new: Research on reading comprehension instruction*. *Review of Education Research*, 61(2),

239-264. EF English Proficiency Index (EF EPI). (2017). Retrieved from:

FoodRisc Resource Centre (n. a.). A resource center for food risk and benefit communication.

Retrieved from: http://resourcecentre.foodrisc.org/mixed-methods-research_185.html

Escudero, I., Fuertes, N., & López, L. (2019). *Paraphrasing strategy in EFL Ecuadorian B1 students and implications on reading comprehension*. *English Language Teaching*, 12(1), 56-66.

Goodman, K.S. (1971). Psycholinguistic Universals in the reading process. In P. Pimsleur & T. Quinn (Eds.), *The psychology of second language learning*. Cambridge: Cambridge University Press.

Grabe, W., 1991, 'Current developments in second language reading research', *TESOL Quarterly* 25, 375–406.

Harvey, S., & Goudvis, A. (2000). *Strategies that work teaching comprehension to enhance understanding*. York, ME: Stenhouse Publishers.

Hosseini, K. (2008). *Reading Strategies: What Are They?* University of Tehran. Retrieved from: <https://files.eric.ed.gov/fulltext/ED502937.pdf>

Injai, R. (2015). *An Analysis of Paraphrasing Strategies Employed by Thai EFL Students:*

Case Study of Burapha University. Thesis, Burapha University, Arts in English for Communication.

Janzen, J., & Stoller, F. L. (1998). Integrating strategic reading in L2 instruction. *Reading in a Foreign Language*, 12(1), 251-269.

Karem, A. A. M (2019). *The Study Skills Used by College Students*. Minia: King Khalid University, Faculty of Languages and Translation lecturer in the language department. Retrieved

from: https://mathjournals.ekb.eg/article_81331_ea66772094dd21364a79b4c68399df4b.pdf

Kathryn, C.S. (2006). *Development of The School Motivation and Learning Strategies Inventory*.

Texas A&M University. Retrieved from:

https://www.researchgate.net/publication/282599543_An_Analysis_of_Undergraduates%27

[Study Skills](#)

Krämer, Walter, 1999. *Wie schreibe ich eine Seminar- oder Examensarbeit*. Frankfurt am

Main/New York: Campus.

Lili, Z. (2014). *A Discussion of Linguistic Factors Relating to English Reading for Chinese*

Mongolian Students. *Studies in Literature and Language*, 9(3), 136-142.

Lyon, G.R., Shaywitz, S.E., & Shaywitz, B.A. (2003). *Defining dyslexia, comorbidity, teach*

ers' knowledge of language and reading: A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14.

Machi, L. A. & McEvoy, B. T. (2009). *The literature review: six steps to success*. USA:

Crown Press.

Nunan, D. (2005). *Research Methods in Language Learning*. UK: Cambridge University

Press.

Nuttall, C., (1996). *Teaching reading skills in a foreign language*. London: Heinemann

Educational Books.

O'Malley, J.M. & Chamot, A.U. (1990). *Learning strategies in second language acquisition*.

Cambridge: Cambridge University Press.

Osama, B. A. (2017, Jun). Reading Models: A Review of the Current Literature, International

Journal of English, Literature and Social Science (IJELS), Vol-2, 2456-7620.

https://ijels.com/upload_document/issue_files/6%20IJELS-MAY-2017-4-

[Reading%20Models%20A%20Review%20of%20the%20Current%20Literature.pdf](https://ijels.com/upload_document/issue_files/6%20IJELS-MAY-2017-4-Reading%20Models%20A%20Review%20of%20the%20Current%20Literature.pdf)

Oumelkhir, B., Wafa, B. (2017). *The Role of Skimming and Scanning in Developing Reading*

Abilities in ESP Class. Ouargla: Kasdi Merbah University. Dissertation Academic Master.

Retrieved from: [//https://dspace.univouargla.dz/jspui/bitstream/123456789/15524/1/BERREGUI-](https://dspace.univouargla.dz/jspui/bitstream/123456789/15524/1/BERREGUI-BOULAACHAB.pdf)

[BOULAACHAB.pdf](https://dspace.univouargla.dz/jspui/bitstream/123456789/15524/1/BERREGUI-BOULAACHAB.pdf)

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston, MA:

Heinle and Heinle.

Palani, K.K., 2012, 'Promoting reading habits and creating literate society', International

Refereed Research Journal 3(2), 90–94.

Polyxeni,M., Maria,P. (2012). Reading strategies versus reading skills: Two faces of the same

coin. University of Thessaly,Department of Preschool Education,Argonaftwn & Filellinwn,

Volos, 38221,Greece. Social and Behavioral Sciences 46 (2012) 817 – 821. Retrieved from:

https://www.researchgate.net/publication/268351472_Reading_Strategies_Versus_Reading_Skills_Two_Faces_of_the_Same_Coin

R.Z. Al-Abdallah, A.T. Al-Taani, *Arabic text summarization using firefly algorithm*, in 2019 Amity International Conference on Artificial Intelligence (AICAI). (IEEE, 2019), pp. 61–65.

Semtin, S., & Maniam, M. (2015). *Reading strategies among ESL Malaysian secondary school students*. International Journal of Evaluation and Research in Education (IJERE), 4(2), 54

Sam, G. (2012, March). *Research Methodology and Research Method*. Multiple Universities Information Technology PhD. Retrieved from:

https://www.researchgate.net/publication/333015026_Chapter_3-Research_Methodology_and_Research_Method-61.

Samuels, J. & Kamil, M. (1998). Models of the reading process. In P. Carrell, J. Devine, & D.

Sayed, K, M. (2016, July). Introduction to Research. Curtin University. Retrieved from:

https://www.researchgate.net/publication/325846733_INTRODUCTION_TO_RESEARCH

Sindy, D& Juan Carlos, L. (2013). *Improving Reading Skills through Skimming and Scanning*

Techniques at a Public School: Action Research. Open. Writ. Doors. J. ISSN 2322-9187 • January-June 2013. Vol. 10 • Number 1 • Pamplona, Colombia. Retrieved from:

<https://core.ac.uk/reader/230764900>

Smith, B Nila. 1980. *Reading Instruction for Today Children* (2nd edition). Englewood Cliffs: Prentice-Hall, Inc.

Smith, F. 1994. *Understanding reading*. Hillsdale, NJ: Lawrence Erlbaum.

Snow, C. E. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Santa Monica, CA: Rand.

Sohil, S. (2018, December, 17). *Introduction to Research Methods*. Horizons University, Paris. Retrieved from:

<https://www.researchgate.net/publication/333220560> *Introduction to Research Methods*

Song, M. (1998). *Teaching reading strategies in an ongoing EFL university language teaching*. 8, 41-54.

Stanovich, K (1980) *Towards an Interactive Compensatory Model of Individual Reading Differences in the Development of Reading Fluency*. *Reading Research Quarterly*, vol. 16, no. 1, pp 32-71.

Suhair, A. (2015, July). *Research within the Field of Applied Linguistics: Points to Consider*.

Theory and Practice in Language Studies, Vol. 5, No. 7, pp. 1330-1337. Retrieved from:

<https://www.academypublication.com/issues2/tpls/vol05/07/03.pdf>

Tankersley, K. (2003). *The Threads of Reading Strategies for Literacy Development*. USA: ASCD.

Teguh, B. (2014). *Reading Strategies in EFL Classroom: A Theoretical Review*. Cendekia,

8(2): 189-204. Surakarta, University of Mulawarman. Retrieved from:
https://www.researchgate.net/publication/323913508_READING_STRATEGIES_IN_EFL_CLASSROOM_A_THEORETICAL_REVIEW

Usman, K., Siti, R. (2017). Efl Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities. Banda Aceh: Syiah Kuala University. English Education Journal (Eej), 8(3), 308-321, July 2017. Retrieved from:
<https://core.ac.uk/download/pdf/291614046.pdf>

Vaezi, S. (2006). Theories of reading. Teaching *English*. Publication of British Council. London.

Vellutino, F. R., Fletcher, J. M., Snowling, M., & Scanlon, D. (2004). *Specific reading disability (dyslexia): What have we learned in the past four decades?* Journal of Child Psychology and Psychiatry, 45, 2-40.

Viera, R. T. (2017). Vocabulary knowledge in the production of written texts: A case study on EFL language learners, 30, 89-105. Retrieved from:

https://www.researchgate.net/publication/316148312_The_importance_of_vocabulary_knowledge_in_the_production_of_written_texts_a_case_study_on_EFL_language_learners.

wledge_in_the_production_of_written_texts_a_case_study_on_EFL_language_learners.

Wolf, M. & Bowers, P. (1999). *The double-deficit hypothesis for the developmental dyslexias*. Journal of Educational Psychology, 91, 415-438.

X. Carreras, L. Màrquez, *Introduction to the CoNLL-2004 shared task: Semantic role labeling*, in Proceedings of the Eighth Conference on Computational Natural Language Learning (CoNLL-2004) at HLT-NAACL 2004 (2004), pp. 89-97.

Yusuf, Q., Yusuf, Y. Q., Yusuf, B., & Nadia, A. (2007). Skimming and scanning techniques to assist EFL students in understanding English reading text. *Indonesian Research Journal Education*, 1(1), 45-46.

Appendix A

Student Questionnaire:

Dear students,

This questionnaire is part of a piece of research at the University of Mohammed Seddik Ben Yahia Jijel about the use of reading strategies and its effects on Master two EFL learners while conducting research, particularly dissertation preparation and writing the literature review at the University of Mohammed Seddik Ben Yahia, Jijel. Please complete this questionnaire to help us conduct the study by ticking (✓) the appropriate answer. All responses are recorded anonymously so feel free to provide honest feedback.

Section One: Academic Research in Applied In Linguistics

1/ How often do you read in English?

Every day Once a week Once a month Once a year Never

2/ What do you prefer to read?

a. Novels

b. Books

c. Article

d. Magazines/ Newspapers

3/ What is your aim behind reading? You may select more than one answer:

a. Enrich culture

b. Enhance vocabulary

c. Learn subject matter that is required for a course

d. When conducting research

4/ Did you receive training on how to read texts in English?

Yes No

In which subjects?.....

Section Two: Reading Strategies in Academic Research

Before Doing Research:

1/ Before choosing the topic of your dissertation did you read the sources related to the field of your interest?

Yes No

2/ What did you read:

a. Books

b. Articles

c. Dissertations

d. Website Contents

3/ What do you read in a source?

a. Table of contents

b. Abstract

c. Introduction

d. Detailed parts like chapters and articles

e. Bibliography

4/ Before formulating your hypothesis, what is the aim behind your reading of the resources related to your topic?

a. Check the feasibility of your research

b. Decide on the appropriate means of research

c. Look for definitions of concepts linked to variables of your research

5/ The reading skill involves a number of cognitive and metacognitive strategies, do you know them? Yes No

If yes, mention the ones you know.....

While doing research:

6/ The following steps can be used while reading a source quickly to determine the general idea, tick the important ones:

a. Read the title

b. Read subheadings

c. The first paragraph completely

d. The last paragraph completely

e. Analyze pictures

7/Choose the tips that make reading easy when you look for definitions of key concepts

related to your research variables:

- a. Look for the names of concepts, scholars, or theories.
- b. Read quickly paying attention only to the words you are looking for.
- c. Check the frequency of the key terms in your research in a source.
- d. Look up a word or a concept definition in a dictionary.
- e. Read the text quickly to decide if it is suitable for your research.
- f. Read an introduction or a conclusion of a source looking for specific information.

8/ Select the reading strategies you use when reading to write the literature review of your

dissertation:

- a. Read the text several times.
- b. Highlight the important ideas.
- c. Relate the new terms to research variables and write the ideas.
- d. Read long texts and summarize them.

9/ In reading long texts such as books and dissertations that provide literature about the topic

of your research, what reading strategies do you use?

- a. Read quickly looking for general ideas.
- b. Select passages that contain information related to one or more specific terms.
- c. Reading extensively very long texts such as books and chapters.

d. Question existing information.

10/ While reading to write your literature review, How often do you use the following cognitive reading strategies?

The cognitive Reading Strategies	Frequency				
	Always	Usually	Occasionally	Sometimes	Never
Visualizing read information.					
Using prior knowledge and connecting it with new information.					
Analyze the read text.					
Using previous knowledge to make predictions					
Paraphrasing passages in the original sources					

11/ Metacognitive strategies can be used to monitor cognitive reading strategies, complete the following table showing your agreement or disagreement with the statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Metacognitive Reading strategies	Agree				disagree
I can determine the purpose of my reading before I start reading a source.					
I can monitor my comprehension of a text, confirm, or validate my understanding easily.					
Focusing on specific information in a long text is time gaining.					
Reading a work for general knowledge focusing only on the essential ideas is difficult.					
I can modify the speed of my reading depending on the text's difficulty, length, and adequacy.					

12/ Self-evaluation is a very important metacognitive skill that allows Master two students to evaluate their reading performance. Do you think you use it while reading for research purposes?

Yes No

13/ What are the difficulties you encounter while reading for research purposes?

14/ Do you think your development of adequate reading strategies would facilitate your re

search doing?

Yes

No

How.....

Résumé

Les compétences en anglais sont essentielles pour maîtriser une langue étrangère, et la lecture est l'une des compétences fondamentales que les étudiants doivent maîtriser. En conséquence, la présente étude a examiné l'utilisation de stratégies de lecture cognitives et métacognitives par les apprenants M2 EFL dans la conduite de leurs recherches M2. Il visait à faire la lumière sur l'efficacité des techniques de lecture comme l'une des compétences les plus importantes sur lesquelles les apprenants devraient se concentrer pour améliorer leur compréhension en lecture de textes, ainsi l'essence de la lecture est de comprendre ce qui a été lu et de pouvoir l'utiliser. en faisant de la recherche. L'hypothèse est que le développement et l'utilisation par les apprenants EFL de stratégies de lecture cognitives et métacognitives facilitent le processus de recherche, en particulier la rédaction d'une revue de littérature d'un mémoire de M2. Afin d'atteindre les objectifs de cette étude, une approche qualitative a été choisie pour recueillir et analyser les données. Un questionnaire a été administré à trente (30) étudiants de M2 au département d'anglais de l'Université Mohammed Seddik BenYahia, Jijel. Enfin, les résultats ont révélé que la majorité des participants sont conscients de la nécessité de développer et d'utiliser des stratégies de lecture et d'être des méthodes efficaces pour améliorer la compréhension en lecture. Ils ont besoin de ces techniques principalement à des fins académiques et plus particulièrement pour rédiger la revue de littérature de leurs mémoires. Par conséquent, l'hypothèse de recherche a été confirmée et défendue positivement par les répondants.

Mots-clés : Apprenants EFL, stratégies de lecture cognitive, stratégies de lecture métacognitive, recherche universitaire, revue de la littérature.

المخلص

تعتبر مهارات اللغة الإنجليزية ضرورية للغاية في تحقيق إتقان اللغة الأجنبية، والقراءة هي إحدى المهارات الأساسية التي يجب على الطلاب إتقانها. وفقاً لذلك، بحثت الدراسة الحالية في استخدام استراتيجيات القراءة المعرفية وما وراء المعرفية من قبل متعلمي M2 EFL في إجراء أبحاثهم على M2. يهدف إلى إلقاء الضوء على فعالية تقنيات القراءة باعتبارها واحدة من أهم المهارات التي يجب على المتعلمين التركيز عليها لتعزيز فهمهم للقراءة للنصوص، وبالتالي فإن جوهر القراءة هو فهم ما تم قراءته والقدرة على استخدامه. في القيام بالبحث. من المفترض أن تطوير واستخدام متعلمي اللغة الإنجليزية كلغة أجنبية لاستراتيجيات القراءة المعرفية وما وراء المعرفية يسهل عملية إجراء البحث، وخاصة كتابة مراجعة الأدبيات لأطروحة M2. من أجل تحقيق أهداف هذه الدراسة، تم اختيار نهج نوعي لجمع البيانات وتحليلها. تم عمل استبيان على ثلاثين (30) طالبا من فئة M2 بقسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى بجيجل. أخيراً، كشفت النتائج أن غالبية المشاركين على دراية بضرورة تطوير واستخدام استراتيجيات القراءة وكونها طرقاً فعالة لتحسين فهم القراءة. إنهم بحاجة إلى هذه التقنيات بشكل أساسي للأغراض الأكاديمية وتحديداً في كتابة مراجعة الأدبيات لأطروحاتهم. لذلك تم تأكيد فرضية البحث والدفاع عنها بشكل إيجابي من قبل المبحوثين.

الكلمات المفتاحية: متعلمي اللغة الإنجليزية كلغة أجنبية، استراتيجيات القراءة المعرفية، استراتيجيات القراءة ما وراء المعرفية، البحث الأكاديمي، مراجعة الأدبيات.