Investigating Second Year EFL Students Use of Reading Strategies while Reading Short Stories

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Degree of Master in Didactics

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Declaration

    We hereby declare that the dissertation entitled " Investigating Second Year EFL Students Use of Reading Strategies while Reading short Stories" is our own work and all the resources 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 of fully. In case any material is not documented, we shall be responsible for the consequences.

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Dedication

In the Name of Allah, the most gracious the most merciful

All the praise is due to Allah alone, the sustainer of the entire world.

This work would not have possible without the support of many people

To the moon that has enlighten my darkest nights with prayers and endless love my

mom.

To the source of my success, my dear father, may Allah bless him.

To my dearest sisters Moufida, Saida, and Meriem.

To Their husbands and children for being always by my side.

To my beloved brothers Adel, Abdelwahid, And Houcine for their encouragement

and support in every single detail in my educational career.

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To all my best friends Asma, Sara, Nadjwa, Hadjer, Randa, Sara, Ibtissem, Manar

and all who inspired me and make me stronger.

To my beloved teacher Layoul Narimen for her endless support , encouragement and

love.

To all my teachers from primary school to university.

Amina

Dedication

In the Name of God, the Most Merciful and the Most Compassionate

I dedicate this work to

the most precious person to my heart, to my bright candle who encouraged me and

prayed for me to fly towards my dreams ; My Mom

To the person who raise and protect me ; My Father

To my sisters ; Naila, Samer, Manel, and to my sister in law ; Chahira.

To my brothers Islem, Loukmane, Zaki, and Yahia.

To my pretty nephew and niece Yazen and Batoule.

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Abstract

The current study is an investigation of the reading strategies used by second year students in the Department of English at Mohammed Seddik Ben Yahia , Jijel University while reading short stories. In this study, it is assumed that second year students of English at Mohammed Seddik Ben Yahia University do not have a variation in using reading strategies while reading short stories. In order to answer the research questions, one data collection tool was used namely a questionnaire. The questionnaire was administered to a sample of (40) second year students out of (250) students at the Department of English. It aimed to identify which reading strategies are used by second year students of English while reading short stories. The findings of this research indicated that second year students have a moderate use of the three types of reading strategies (global, support, problem-solving reading strategies) . The dissertation ends with pedagogical recommendations.

Key Words

Questionnaire

Reading strategies

Short stories

List of Abbreviations and Symbols

EFL : English as a Foreign Language

etc : and so forth

i.e : That is to say

LMd : Licence Master Doctorate

N.D : No Date

Q : Question

%: percentage

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General Introduction

1. Background of the Study

Students are exposed to the four skills: listening, speaking, reading and writing. According to Leu and Kinzer (1987)," Reading is a development, interactive and global process involving learning skills" (p.9). It is also a two-way process where the reader and the writer communicate (Romero and Romero,1985). Moreover, it is important to keep in mind that the relationship between foreign language learning and reading is interrelated. Thus, the importance of reading cannot be ignored. Reading is a crucial ability that students need in order to succeed both inside and outside classroom. Reading helps students become better writers because it exposes them to various grammar functions, which all subsequently aid them in building an understanding of language and grammar structure and hold their vocabulary up (Glendinning, 2004), so that, reading plays a significant role in improving the various comprehension skills. Additionally, it plays a crucial part in aiding students simple' acquisition of English as a foreign language.

In addition, one may not be able to study English separately from literature, as literature is considered as an ideal tool for developing awareness of language use.Similarly, Collie and Slater (1987) asserted that students interaction with reading short stories improves their vocabulay acquisition and brings them motivation to find out the exact meaning through the use of the appropriate reading strategies of short stories. Reading strategies are typically delibrate, playful activities carried out by active readers (Garner, 1987). Whereas, Anderson (2003) asserted that readers should actively engage in strategic reading while reading short stories. By doing this, they will learn how to use a variety of various strategies to complete their tasks. Many studies have undertaken the study of reading strategies by looking for which strategies students use

while reading. According to Garner(1985), this kind of research is helpful in teaching beginning readers and EFL students to become more aware of using reading strategies before improving their reading comprehension competence.

2. Statement of the Problem

Second year EFL students at Mohammed Seddik Ben Yahia, Jijel University, are in need to read short stories as part of the Literary Texts module syllabus. Considered as an important tool to reach comprehension, the use of effective reading strategies is essential for the students to understand what they read and reach comprehension. Yet, some formal discussions with teachers of Literary Text module reveal that the majority of second year students are considered as poor readers; this may be due to students' unawareness of the reading strategies, or their inappropriate use of the reading strategies.

3. Aim of the Study

The aim of this study is to identify the reading strategies used by second year students of English at Mohammed Seddik Ben Yahia, Jijel University, while reading short stories. Hence, the results of this study can be a valuable source for the teachers of Literary Texts module to understand and identify which reading strategies their students use to reach their reading purposes.

4. Research Questions

In order to reach the aim of the current research, the following questions will be answered:

1. Do second year students of English make use of reading strategies while reading short stories?

2. What are the most used reading strategies among second year students while reading short stories?

3. What are the least used reading strategies among second year students while reading short stories?

5. Assumption

On the basis of the above questions, it is assumed that second year students of English at Mohammed Seddik Ben Yahia University do not vary their use of reading strategies while reading short stories.

6. Research Tool

To achieve the aim of this study, a questionnaire was administered to 40 second year EFL students out of 250. The questionnaire includes a reading inventory called *The Survey of Reading Strategies* (SORS) developed by Mokhtari and Sheorey (2002) and adapted by the researchers for the purpose of this study. The aim of the questionnaire is to investigate the reading strategies used by second year EFL students while reading short stories.

7. Structure of the Study

The present study is divided into two chapters. The first chapter is devoted to the literature review presenting short story as a literary text, defining the reading skill and discussing different classifications and types of reading strategies. The second chapter, however, is devoted to the practical framework, and it deals with the methodology, data analysis and discussion of the results. The chapter ends with some pedagogical recommendations.

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Introduction

The reading process is considered as one of the most important aspects for EFL students. It is of crucial importance to be mastered and developed by students because without reading skill, they can not enhance their vocabulary and master their language level. In literary text module, EFL students are required to read short stories, whereby they asked to use effective reading strategies. This chapter is divided into two sections, the first section focuses on the reading skill. It gives a set of definitions about short stories, their elements and their types. Additionally, it sheds light on the definition of reading, the three main models, types and its three basic stages, while, the second section casts light on reading strategies. It contains a definition of reading strategies, and its classifications. Moreover. It is concluded by Types of reading strategies used when reading short stories.

Section One : Reading Short Stories

1.1.1.   Definition of Short Story

Enswein (1909) defined short story as a brief, imaginative , narrative work that presents a specific event and it is Considered as shorter than the novel, the short story is often a brief fictional prose narrative that can be read in one sitting. Whereas, Abrams (1999) defined the short story as a short work of prose fiction. He added that most of the terms for analyzing the component elements, the types, and the various narrative techniques of the novel are applicable to the short story as well.

According to Lazar (1993) a short story is a work of fiction which tells one event in a very concentrated way; it introduces people who do not really exist and describes something at a moment of crisis. From the above definition, a short story is a simple piece of literature that can be considered as a material for learning language due to its distinctive features that will make the reader enjoy reading it.

Compatible (2011) described a short story " is a piece of narrative fiction with reduced compass which treats incident and carachters avoiding the complex ramifications and development that the novel proposes" . This means that the short story is a simple literature genre which contains a set of elements.

1.1.2. Short Story Elements

As any literary text, a short story has its own elements. According to Gordon and Kuehmer (1999), a short story has six elements: *the plot, the setting, the point of view and tone, the theme and style.*

1.1.2.1. The Plot

The plot is a sequence of events that are arranged by the author in a given narrative text in order to achieve the desired effect. It is a random sequence of actions that make up a story. Causality and conflict are two key aspects of building a plot. Changing two or more events requires causality. A conflict can be defined as an internal

and external struggle between essential character and an opponent character. When the protagonist struggles with something within himself, it means that the story involves internal conflict. Conversely, when the protagonist struggles with another character, a force of nature or society, this is called an external conflict (Gordon and Kuehmer,1999).

Gordon and Kuehmer (1999) divided the pattern of the plot into six events: *Descriptions events* are actions needed to understand the story. *Initiating events* are events that change what is being improved in the exposition. *The foreign action* is a series of events that occur and lead to tensions between the characters of the story. *The climax* is the highest point in a conflict where opposing character has the advantage to win the fight; this is the event where the main character has to make a decision that will help him or her overcome the opposing character. *The failed* action is the event that occurs after the climax. Finally, *the resolution* is the end of the story or the conflict resolution.

1.1.2.2. The Setting

The setting as an element of the short story refers to the time (when) and the place (where) the story takes place. The location refers to the country or city, and the time refers to the year or month in which the story characters influence actions or contribute to emotions. (Gordon and Kuehmer,1999).

1.1.2.3.The Character

The character is the person who is involved in a short story or other literary work. He/she may be an autobiographical version of the author, someone he knew, observed, or overhead. Two main categories of characters that develop the storyline are the *major characters* and *minor characters*. The protagonist and antagonist are the major

characters, while the minor characters are foil, confident, stereotyped character, and any piece of furniture character (Gordon and Kuehmer, 1999).

1.1.2.4. The Point of View and the Tone

The point of view is where the writer puts himself in the story. It is considered into two basic viewpoints: *the first person(I)* and *the third person(he, she, they)*. The first person is the personality that the author uses when telling the story. It can be a character in a story or someone who observes the event. The third person is divided into two parts: *omniscient and limited omniscient*. The omniscient means that the author knows all the character in the story, while the limited omniscient is when the author only recognizes the characters in the story. Furthermore, the tone is the author's attitude about character, topic, or the readers. It is achieved by describing details like the setting and characters, dialogue, and narrations (Gordon and Kuehmer, 1999).

1.1.2.5. The Theme

The theme is the author's thoughts and beliefs or general observation about the human nature and the conditions which are taken by the characters, plot, and imagery. It is inferred from other elements such as plot, characters, and setting. Beyond that, the theme needs to include rules in the story (Gordon and Kuehmer, 1999).

1.1.2.6. The Style

The style refers to how the story is written. The style consists of three parts: *diction, imagery and symbols, and syntax*. Diction is the first part and it refers to the author's choice of using vocabulary items. It can be in general or more specific, formal or informal, abstract or concrete …etc.. Imagery refers to the five senses. It is also associated with figures of speech like metaphor, personification …etc, whereas symbols are concrete things such as objects, characters, places and actions. Syntax is

the last part and it refers to words and phrases arranged by individuals (as cited in Irma, 2016,p. 19-21).

In conclusion, the narrator of the short story should connect all of these elements to make a complete and well-organized short story. Readers should also recognize these elements to help them understand the short story as a whole.

1.1.3. Types of Short Story

Many types of short stories should be taken into consideration. According to Abrams (1999), six types of short stories are identified as follows:

1.1.3.1. Fable

Fable is a very common type of short stories. It is a short story that investigates moral thesis and belief in human behavior. At the end of a fable, the storyteller claims the moral of the story in the way of wisdom (Abrams,1990).

1.1.3.2. Parable

Parable is also an important kind of short stories; it is a brief and a small story about people who appeared in order to emphasize the implicit parallel with popular thesis that the narrator seeks to bring to his crowd (Abrams,1999).

1.1.3.3. Fairytale

Fairytale is another type of short stories. It is traditional, and it belongs to folk literature. Fairytale is regarded to be an oral tradition that talks about the fortunes and misfortunes of the main characters who have encountered numerous adventures and risks of varying degrees of difficulty (as cited in Uperti,2012).

1.1.3.4. Frame-Story

A significant type of short stories is the frame-story. It is the beginning of a story in which one or more characters tell or narrate a series of short stories (Abrams,1999).

1.1.3.5. Myth

Myth is a very traditional type of short stories. The word "Myth" in Greek means any narrative whether it was real or discovered. Myth is considered as a narrative in methodology, a kind of hereditary narratives from ancient sources in which it was believed to be real by a particular cultural group. In myth, the protagonist is an extra ordinary person not a real person (Abrams,1999).

1.1.3.6. Legend

The legend is a kind of short stories that has relation to myth. In the legend, the protagonist is a real person rather than an extraordinary one (Abrams,1999).

Section Two: The Reading Skill

1.1.4. Definition of Reading

Goodman (1976) defined reading as a psycholinguistic guessing game in which readers interact with the text to get the right meaning. Furthermore, Tarigan (2008) asserted that reading is a process used by readers to acquire meaningful messages conveyed by the writer through words, i.e readers tend to understand what is written by writers. Reading is a comprehending activity; moreover, it is an interactive process as there is interaction between the writer, the text, and the audience. The text delivers the intended meaning that the author wishes to impart to the reader who interprets the text based on his past knowledge. In addition, reading is a strategic process because the reader employs a variety of strategies talents and efforts in order to reach comprehension (Grabe ,2009).

Reading was defined as "developing a representation or mental model of text by relating what is on the page to one's own fund of knowledge or experience. The closer the representation of the reader is to the mental representation of the writer when he put

his ideas into print, the better the reader will comprehend what the writer intended, and the better the communication between the writer and the reader will be" (Dechant ,1991,p.1)

This means that by linking what is on the page to one's own store of knowledge or experience, one might construct a representation or mental model of text. Thus, the closer the reader's mental image is to the writer's mental representation when he put his ideas into print, the better the reader will understand what the writer intended, and the better the writer-reader communication will be.

Another definition provided by Manzo and Manzo (1993) considered reading as the process of reading the lines, reading between the lines, and reading beyond the lines. First, reading the lines refers to the process of decoding the words to rebuild the author's basic message. Second, reading between the lines refers to the process of making inferences in order to reconstruct the author's implicit message. It requires an understanding of the overall logic of the presented fact and an understanding of connotative and figurative language. Finally, reading beyond the lines refers to the process of judging the importance of an author's information and applying it constructively to other areas of knowledge and experience.

1.1.5. Models of Reading

Different models of the reading process exist, and the purpose of these models is to explain the reading behaviors of students. One is simply traditional and it is known as *the bottom-up model*. Another one is cognitive, called the *top-down model*. The last one, however, is an interactive procedure that combines all of the preceding models.

1.1.5.1. The Bottom Up Model

The bottom up model is like a text-based that focuses on the information provided from the text itself rather than the previous knowledge of the reader (Norton,2007).

According to the principles of the bottom-up model, a text is ordered from the smallest linguistic unit to the highest unit; words and sentences can be graph-phonic, phonemic, syllabic, and morphemic. To understand the text, the reader builds up the smallest unit one by one in order to decode the text (Dechant, 1991 as cited in Amel and Naima, 2017). This means that the readers' knowledge of letter, sounds, words, and how they are combined to form meaningful sentences is important in this model.

The bottom-up model has been widely criticized for two main reasons. To begin with, the model is totally text-based, and readers are only passive recipients of the information (Paris & Hamilton,2009). Second, meaning can only be constructed at the word or phrase level which makes the process of obtaining the overall meaning difficult (Nuttal,1996).

1.1.5.2. The Top- Down Model

A top-down reading model is a reading approach that focuses on what the reader brings to the text. It processes from whole to part and it is known as *concept driven model* (Osama, 2017.p,45). This model also called the *inside-out model* or *whole to part model*, and it involves the reader's experience and what they bring to the reading material. In this context, Browne(1998, p.9) stated that : …."this model suggests that readers begin to read by drawing on what they know about the structure and the meaningfulness of language, the structure of stories and other genres and their knowledge of the world to predict the general meaning and specific words in context".

The top-down model was criticized by many researchers for one main reason. This model is not suitable for less proficient readers who lack the necessary knowledge to make predictions, because it focuses on making predictions only from the content of the given text, otherwise, they will not be able to predict(Stanovish,1980).

1.1.5.3. The Interactive Model

Stanovich (1980) stated that the interactive model is a reading model that attempts to combine the valid insights of bottom-up and top-down models. Rumelhart and McClelland (1982) suggested that the top-down and bottom-up models occur simultaneously and most researchers agree that a combination of both models is necessary for successful reading instruction and reading comprehension. So that, the interactive model attempts to avoid criticism and it shows that readers are not passive recipients of information, but they are active information seekers and information rebuilders. Rumelhart (1977) proposed the interactive model in which letter features or data-driven sensory and non-sensory information come together in one place.

The interactive model is considered as the most imposed reading model because it unifies the bottom-up and the top-down models and reflect the interactive nature of reading (Kerl, 2009). In addition, this model illustrates how the various components of reading such as phonemic awareness, decoding, reading comprehension and background knowledge operate together in any reading activity.

In the interactive model the collection of information always starts at the highest levels (background knowledge/prediction). However, when the reader encounters difficulties in processing information at the higher cognitive level, he goes to the lower cognitive level (bottom-up model). He decodes linguistic components in order to process the data. This theory is largely reinforced by Samuels (1979) who explained that the model assumes that an individual will operate at the greatest level (comprehension) and then drop down to lower levels (word recognition) when the highest-level processing becomes unsuccessful .

1.1.6. Types of Reading

Reading is a complex activity; two types of reading have been used to develop the reading skills in recent years which are *intensive and extensive reading*.

1.1.6.1. Intensive Reading

According to Mart (2015), intensive reading allows readers to carry out a detailed analysis inside class, led by the teacher, in which vocabulary and grammar points are studied in short passages. On his part, Harmer (2007) asserted that" the term intensive reading refers to the detailed focus on the construction of reading texts which take place usually in classrooms" (p.99). This means that students may be asked to study a variety of texts, such as novels and poems, in order to find specific information in intensive reading. Intensive reading focuses on grammatical form, discourse makers, and structure of texts for better literal meaning, interactive ambiguity, and long retention (Browne, 1988). Browne (2000) added that the key to intensive reading is to give students more chances to be in contact with a text. In this way, the more familiar the reader is with the given text, the better it will facilitate understanding.

1.1.6.2. Extensive Reading

In extensive reading, learners need to read a certain number of passages or texts in order to gain a general view and a general understanding. Hedge (2000) asserted that the extensive reading includes the following, reading large quantities of short stories, novels, magazines. . etc. According to Osama (2017, p.48) " extensive reading can be conducted for all ages and levels. In others words, even slow readers can find a good opportunity to overcome the individual differences and to master a good process of reading that might be of their interests outside the classroom. Moreover, teachers should bear in mind that extensive reading develops the critical thinking of the students since

acquiring such knowledge enhances their abilities through thinking previous knowledge with new learning ".

The benefits of the extensive reading are discussed by some scholars. Grabe (1991) claimed that during the learning process of a language, learners should read extensively to develop the reader's vocabulary, grammar, and reading comprehension skills. In addition, reading extensively increases the readers' confidence and motivation resulting in readers' positive attitudes towards reading.

1.1.7. Stages of Reading

Reading is a fruitful skill which contains three stages. They are interrelated to each other; each stage completes the second one and considered necessary for the next one. These stages are: *pre-reading stage, the while reading stage and the post reading stage.* It starts from the easiest stage and it moves progressively to the difficult ones (Chall, 1983).

1.1.7.1. Pre-Reading Stage

Grabe (1991) reported that the role of the teachers in the pre-reading stage is to build and activate the learners' previous knowledge, prepare them for reading, introduce them to a specific text, and make them having a reading purpose through pre-reading tasks in which students could acquire new data and construct the meaning in the target reading text (Ajideh, 2006). In this context, Moreillon (2007) highlighted the role of background knowledge claiming that " background knowledge is what the reader brings to the reading event. Each reader's interpretation and each reading of the text are potentially unique" (p.19).

1.1.7.2. While Reading Stage

The while reading stage is the most active stage because it emphasizes the goal of comprehending the structure and the content, rather than the outcome of reading. In

this stage, readers make use and develop a variety of strategies to connect with the text. They are active and reflective readers who are supposed to combine the expertise and information they bring to the text with the new information included in the text. It can be stated that the while reading stage focuses on text structure and organization of the reading passage. The teacher also focuses on the text content, general and specific information of the text, the different functions of words, and the grammatical functions of sentences, (Nunnan, 1989).

1.1.7.3. Post Reading Stage

Post-reading stage can be defined as the stage in which teachers can check student's understanding of the text (An FC, 2011). It is an important stage since it is intended to assess and examine the students 'output as well as teachers' input.

According to McDonough (1995), in post reading review, students are able to use their prior knowledge acquired from the previous stages; they could also assess, synthesize, and analyze the written text. In addition, they can ask critical questions to construct the meaning of the text (Alyousef, 2006) i.e. they can have an overview about the text. William (1996) asserted that "post-reading stage enables students to reflect what has been read and to relate the text to the reader' own knowledge, interests, experience or views" (p.39). So, the post reading stage focuses on discussion giving the opportunity to the students to develop the other skills namely; speaking, writing, and listening that can be combined with the reading skill in an appropriate manner (Zamel, 1992).

1.2.1. Definition of Reading Strategies

Readers reflect their cognitive capacities during the reading process by employing various reading strategies. These strategies help readers overcome reading challenges and improve comprehension. Pearson and Colleagues (1992) defined

reading comprehension strategies as "a conscious and flexible plan by the reader to apply and adapt to a variety of texts and tasks" (as cited in Allen, 2003, p.321). While McNamara (2007) claimed that reading strategies are cognitive or behavioral actions that are formulated in specific contextual conditions. Also, Barnett (1989) defined reading strategies as the mental operations involved when readers approach a text purposefully to move to the meaning of what they are reading.

Reading strategies indicate how readers frame the task, in which they pay attention to textual clues, and how they understand what they are reading and the mental processes involved (cognitive or metacognitive) when comprehension breaks down (Block, 1996). Grabe and Stoller (2001) pointed out that the development of strategic readers is a requirement of academic reading instruction, and the use of strategies should be introduced, practiced, and discussed in every reading lesson. In this regard, numerous empirical studies have been conducted on reading strategies and their relationship to the successful and unsuccessful in second language reading (Careell, Pharis & Liberto, 1989).

Another definition proposed by Barnett (1988) considered reading strategies as "the mental operations involved when a reader approaches a text effectively and understands what is read" (p.150). In addition, Urquhart and Weir (1995) defined reading strategies as ''ways of getting round difficulties encountered while reading" (p.95).

Grabe and Stoller (2001) pointed out that the development of strategic readers is a requirement of academic reading instruction, and the use of strategies should be introduced, practiced and discussed in every reading lesson. In this regard, numerous empirical studies have been conducted on reading strategies and their relationship to successful and unsuccessful second language reading (Careell, Pharis&Liberto,1989).

Careell and her Colleagues (1989) highlighted the fact that research on reading strategies shows that less successful readers can improve their skills by being trained on strategies used by good readers. On the one hand, successful readers know their strategy use and why they use it (Green &Oxford, 1995); moreover, these readers are able to adapt their strategies to the language task and the readers' needs. Less successful readers, on the other hand, are unable to select appropriate strategies or decide how to connect them to form a useful "strategy chain" although they are able to identify their own strategies (Block, 1986). Overall improvements in reading comprehension depend on improvements in skills and strategies, and explicit training in strategies often yields gains (Nagy & Herman, 1987).

1.2.2. Classification of Reading Strategies

Reading strategies have been categorized by many researchers. Block (1986) classified reading strategies into *general comprehension strategies* and *local linguistic strategies*. On the one hand, the general comprehension strategies anticipate the content, integrate the format, interpret the text by using general knowledge, command on behaviors observed in comprehension, correct those behaviors and react to the given text. On the other hand, local linguistic strategies paraphrase, question the meaning of sentences, and solve vocabulary problems.

Meanwhile, Anderson (1991) proposed another classification of reading strategies. This classification includes five major groups: *supervising strategies, support strategies, paraphrase strategies, coherence strategies and text taking strategies*. Jimenes et al (1996) classified reading strategies into three groups. The first group called *text initiated strategies* and it includes the use of structures in text, *reading and summarizing*, while the second group is the *interactive strategies* which consist of *questioning, predicting, and inferencing*. The third group, however, is the reader

initiated strategies which concerned with the evaluation of the previous knowledge and visualization.

Moreover, Mokhtari and Richard (2000) suggested a classification of reading strategies called *MARSI* which refers to *Metacognitive Awareness of Reading Strategies Inventory*. The reading strategies in this classification are divided into three strategies which are *metacognitive, cognitive, and support strategies*. Based on MARSI's classification, Sheory and Mokhtari (2001, p.4) developed MARSI into a new version called *SORS (Survey Of Reading Strategies)* with three categories of reading defined them as follow :

Global strategies (GLOB) was Those intentional, carefully planned techniques by which learners monitor or manage their reading, such as having a purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures (13 items) .

Problem-solving strategies (PROB) are the actions and procedures that readers use while working directly with the text. These are localized, focused techniques when problems develop in understanding textual information; examples include adjusting once speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words and re-reading the text to improve comprehension (8 items).

Support strategies (SUP) are basic support mechanisms intended to aid the reader in comprehending the text such as using a dictionary, taking notes, underlying, or highlighting textual information (9 item)

1.2.3. Types of Reading Strategies

To facilitate reading comprehension, a list of reading strategies should be used such as; *skimming and scanning, SQ3R strategy, predicting, previewing, guessing words meaning, and making inferences*.

1.2.3.1. Previewing

Previewing refers to activities that provide a prior preview to reading so that the readers have the necessary background knowledge to understand the text. (Graves, 1985). He specified five components that must be included in the narrative text preview. First, it should start with some thoughts provoking questions that get students think and make a connection between the topic and students' prior experience. Second, a discussion question should be asked next to encourage students to actively participate in short discussions related to the topic of the story. Third, it should be a present of the introduction of the characters, scene, and plot description until the climax. Forth, asking several questions and reading instructions that motivate students to read the story. Finally, it should end with definitions of words that are difficult for students to understand. In conclusion, previewing facilitates the process of understanding narrative texts for students, and enhances their comprehension (Graves, 1984).

1.2.3.2 Predicting

Prediction defined as a general process used in the reading process (Gillet, 1981). In addition, Smith (1994) believed that prediction is regarded as the core and the foundation of reading comprehension. Nuttal (1996) on the other hand explained that if a reader understands a text, he can predict with a considerable chance of success, what will and what will not happen next. It asks readers to use patterns about how the story the work, the way the text is built, and the way people tend to think.

Furthermore, Hutchinson (1987) defined prediction as using existing knowledge of a pattern or system to predict what might happen in a new situation. Numerous studies have shown that good readers use their own experiences and background knowledge to make predictions and ideas when reading (Block, 2005). Moreover, this strategy also allows students to interact, thereby increasing student's interest and improving their comprehension of the text (Oczkus, 2003). Likewise, prediction is a strategy where readers use information from images, headlines to predict stories. Thus, the title of the text, for eg, can manipulate the memory of the text, allowing them to guess the content of the new text. during the reading process, successful readers can predict what will happen next, or what input the author will provide to support the discussion. Finally, readers continually evaluate these predictions and change the one that are not accepted by the readers (Gillet, 1994).

1.2.3.3. Skimming

Skimming means "glancing rapidly through a text to determine its gist" (Boudoinet al 1997,p.70). It involves searching for the main idea by reading the first and the last paragraphs. Grillet(1981) claimed that skimming is " quickly running once eyes over a text to get the gist of it" (p.4). So, skimming is a form of rapid reading for finding the general idea of a passage or a book. Students develop reasoning skills through systematic exercises that encourage them to anticipate the text. Thus, skimming helps students to find key words that allow them to infer the general meaning of the text in order to make the interpretation of the test faster. This means that by using skimming while reading, students can make the reading material easier as they can understand how the text is organized, and they can improve their understanding about the author's tone (as cited in Winarti2010,p.15).

1.2.3.4. Scanning

Scanning is another useful reading comprehension tool. Unlike skimming, when scanning you are only looking for specific detail or information. Grellet (1981) defined scanning as "quickly going through a text to find a particular piece of information" (p.4). This means that scanning involves a cursory glance at written material when you have a specific question or information to look for.

Readers mainly focus on finding specific ideas that suit their needs by quickly moving their eyes to paragraphs, looking for specific words or phrases. This idea was clearly stated by Scrivener(2005) when he said that "the way that a reader finds those detail involves processing the whole text, moving his/her eyes quickly over the whole page, searching for key words or clues from the textual layout" (p.185).

Likewise, Grellet (1981) argued that when scanning we keep our eyes curious about the entire text until we get what we are searching for, whether it is a name, a date, or a less specific information. So, in this type, the reader is already familiar with the content of the text, but he is only interested in specific pieces of data which makes him ignore any information that does not feet his/her needs.

1.2.3.5. SQ3R Strategy

The SQ3R is a reading strategy consisting of five steps: *survey, question, read, recite and review*. According to Robinson(1970), the SQ3Rstrategy is a reading strategy designed to help students improve their comprehension, memory, and their efficiency in reading. Robinson (1970) added that the SQ3R strategy is a higher level study skill that makes reading text easier to remember. Davis and Dave (2014) defined SQ3R as " a reading comprehension that can help students build a framework to understand a text. This method can be helpful to students because it helps them to develop a mental framework, and construct a structure in order to understand the text.

When using the SQ3R**,** students need to do a survey as the first step of the strategy (survey). This means that they browse the assigned page to get a general idea about the chapter, section, or article. In step two (question), students ask questions and they turn the surveyed titles and sub-titles into questions.

In the third step (read), students have the opportunity to read. This stage is considered as the most important one because the goal is to answer the stated questions after reading. At this step, students can also mark the text like highlighting unknown words, writing quickly relevant information from the text, and asking further questions for discussion after reading. The next step is called recite in which students gather their notes and organize their thoughts on paper. At this step, students themselves organize the information gathered in the previous section. Finally, students review the text by using all the information they have collected ; they also use the collected data to create something different, as an example, they make flashcards, maps, tables and charts, make a timeline or tell others what they think.

1.2.3.6. Making Inferences

Making inferences is an important and valuable strategy in the process of reading. According to Duffey (2009) "inferring is the ability to read between the lines or to get the meaning of an author applies but does not state directly" (p.122). This means that inferring is described as reading between the lines and beyond the text especially when authors do not provide full explanations of the topic and the aspects of a specific text. Making inferences rely on the clues and the background knowledge provided by the author to infer the conveyed meaning, because skillful readers rely on what the author wants to say. So, making inferences needs to be interrelated with the words in a sentence, and between sentences (Kristen et al.,2009).

Anderson and Pearson (1984 as cited in Bader,2007) claimed that when readers know how to make inferences, they develop their ability to construct the meaning that serves in the comprehension of the text. Moreover, readers engage with the text when they infer and they will be more aware about the author's purpose in which they reach the deepest meaning provided by the author.

1.2.3.7. Guessing Words Meaning

Guessing words meaning is defined as an important strategy in the absence of dictionaries or human assistance and it "entails guessing the meaning of target word based on interpretation of its immediate co-text with or without reference to knowledge of the world "(Haastup, 1989 cited in Parel, 2004,p.848).

Kanaltar (1995) observed that guessing words meaning of translation is the most important strategy. While Nassaji (2003) asserted that when reading in a second language, readers are influenced by not knowing enough words. So, the lack of words knowledge in reading texts may discourage second language students from reading, and teachers should teach students how to do with unknown words when they face them while reading texts.

According to Huckin and Block (1993), many dictionaries, particularly the small pocket-size, do not give enough accurate information to meet the demands of second language students. In addition, the use of bilingual dictionaries by nonnative readers often diverts their attention away from the text, and they can be misleading because direct counterparts of terms in various languages are not always possible to find (Cohen,1990).

Although the excessive use of dictionaries has some drawbacks in terms of reading, it may not be realistic to view the dictionary as a last resort for learning word meanings since it is a good idea to consult the dictionary to check the meanings of

words that are not understandable from context (Cohen, 1990); however, Grellet (1981) suggested that relying so largely on dictionaries, students never attempt to cope with a difficult passage on their own. She believed that readers should be encouraged to make educated guesses about the meanings of unknown words. Eskey (2002) agreed with Grellet (1981) believing that readers must learn to guess new words while continuing to read.

Conclusion

As a summary, this chapter covers two sections. The first section spots light on reading short stories in which it defines the short story, the elements of short story in addition to its types. The second section covers the reading skill, it includes its definition, the models of reading, its types and its stages .Moreover, this section contains also the definition of reading strategies, its classifications and their types. Every point was explained in detail from both sections to make a link between a short story and reading strategies

Chapter two: field of work

INTRODUCTION

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Introduction

After reviewing the related literature, this chapter presents the practical part of the present dissertation with the aim to investigate the reading strategies used by second year EFL students while reading short stories. It presents the research methodology used to collect data as well as the analysis and discussion of the results obtained along with some pedagogical recommendations.

2.1. Research Methodology

In this quantitative research, one research mean was used for collecting data which is a questionnaire, it is addressed to second year EFL students who are likely do have some information that can meet the research objectives .

2.1.1 Population and Sampling

According to Dornyei (2007) the population is the group of people whom the study is about, whereas the sample is a group of selected units taken from population (Gravetter , 2017). The population selected for this study is second year LMD English Language students at the Department of English, Mohamed Seddik Ben Yahia, Jijel University. A number of 40 students out of 250 was randomly chosen to be the sample of this study. The population was specifically selected by the researchers taking into account that it is at the level of second year that students are required to read short stories as part of the Literary Texts module syllabus.

2.1.2 Description of Students Questionnaire

The questionnaire is a written instrument which provides students with a series of questions that should be answered or selected from the existing answers (Brown, 2000). It is also a widely used instrument that prepares a relatively quick way of data collection from a large sample, it has its main function as a measurement tool (Oppenheim, 1992).

The questionnaire used for this study is divided into three sections. The first section entitled *"Students' Perceptions of their reading ability"* consists of four questions, and aims at gathering information about students' reading ability. The second section entitled *"Students Perceptions towards* Reading *Short Stories"* contains four questions , and is devoted to getting insights into students' perceptions towards reading short stories. Finally, the third section of the questionnaire, entitled *"Students' Use of Reading Strategies while Reading Short Stories"* aims at investigating the students' frequency use of reading strategies while reading short stories.

In addition to two general questions about reading strategies (Q9 &Q10), the third section makes use of *"The Survey of Reading Strategies"* Questionnaire (SORS) developed by Mokhtari and Sheorey (2002). The instrument is based on the *Metacognitive-Awareness-of-Reading-Strategies Inventory* (MARSI), which was originally developed by Mokhtari (1998–2000) as a tool for measuring native English speaking students' awareness and use of reading strategies while reading academic or school-related materials (Sheorey &Mokhtari 2001, p.435). The SORS, adopted for short stories for the aim of this study, is a 30-item questionnaire using a 5-point Likert Scale. A score of 5 meant that the student always used a strategy; 4 meant it was used most of the time; 3 meant sometimes using the strategy; 2 meant using the strategy occasionally; and 1 meant the student never used the strategy (Mokhtari & Sheorey, 2002, p.4). The SORS comprised three subscales: Global Reading Strategies or GLOB, Problem Solving Strategies or PROB, and Support Reading Strategies or SUP (see appendix 2).

2.2. Analysis of the Students Questionnaire:

Section one : Students' Perceptions of their Reading Ability.

Q1 : How would you rate your reading ability in English?

Table 1:*Students'Rate of their Reading Ability in English.*

Options	Numbers	Percentage
Good	17	42.5%
Average	23	57.5%
Poor	0	0%
Total	40	100%

This question aimed to know about the students' rate of their reading ability in English. As shown in the above table, more than half of the students (57.5%) rate their reading ability in English as average, seventeen students, however (42.5%) classify themselves as good readers, and none of them (0%) rate his/her reading ability in English as poor. Since they have been studying English for two years at university, EFL learners are supposed at to be familiar with the English language.

Q2: How difficult do you find reading in English?

Table2:*Students'Perceptions towards their Reading Difficulties in Reading*

Options	Numbers	Percentage
Difficult	3	7.5%
Average	27	67.5%
Easy	10	25%
Total	40	100%

The results presented in the above table reveal that the majority of the students (67.5%) rate their difficulty of reading as average, ten students (25%) reported that reading in English is easy, and only three students (7.5%) found reading in English difficult. The

results in that table may indicate that most of students are familiar with reading in English since they are English students and they have reading sessions in literary texts module.

Q3:Do you think that there are factors that affect your reading performance?

Table 3:*Students'Responses about the Existence or the Absence of factors that Affect Students' Reading Performance.*

Options	Numbers	Percentage
Yes	31	77.5%
No	9	22.5%
Total	40	100%

According to the above table, the majority of students (77.5%) reported that there are factors that may affect their reading performance. While, only nine of them (22.5%) said that there are no factors affecting their reading performance. Basically, students are considered as beginners and they have either a weak or medium level, this is why they do not perform well, and they encounter problems.

Q4 :If yes, what factors affected your reading performance ?

Table 4: *Students' Factors that Affect their Reading Performance.*

Options	Numbers	Percentage
Lack of reading strategies	14	35%
Difficulty of the material	7	17.5%
Limited vocabulary	11	27.5%
Slow reading speed	5	12.5%
Lack of motivation	3	7.5%
Total	40	100%

The above question aimed at identifying the main factors that may affect students' reading performance. The results in the above table indicate that most of students (35%) struggle with reading because of the lack of reading strategies. Eleven students (27.5%), on the other part, reported that the limited vocabulary is the responsible factor that affect their reading performance, while seven students (17.5%) ticked the second option which is the difficulty of the material. Finally, only five students (12.5%) ticked slow reading speed, and three students (7.5%) selected the lack of motivation. The results may show that students are not aware about reading strategies since they have not been studied about them, and how they use them while reading.

Section Two: Students' Perception towards Reading Short Stories.

Q5: Do you read short stories?

Table 5: *Students' Intention towards Reading Short Stories.*

Options	Numbers	Percentage
Yes	31	77.5%
No	9	22.5%
Total	40	100%

This question is addressed to check whether second year EFL students read short stories or not. The results reveal that the majority of students (77.5%) read short stories. While, nine students (22.5%) do not. The reasons behind are either reading short stories is part of classroom assignments, or students' needs to practice extensive reading.

Q6:If yes, why do you read short stories?

Table 6: *The Students' Reasons behind Reading Short Stories.*

Options	Numbers	Percentage
Because it is included in the syllabus of the literary text module.	29	72.5%
To practice extensive reading	11	27.5%
Total	40	100%

The results in the above table indicate that most of students (72.5%) read short stories because it is included in the syllabus of the literary text module. While, eleven students (27.5%) read short stories in order to practice extensive reading. The results of table 6 indicate that students do have an extrinsic motivation towards reading.

Q7: What type of short story do you prefer?

Table 7:*The Students Preferable Type of Short stories.*

Options	Numbers	Percentage
Fables	13	32.5%
Fairytales	11	27.5%
Adventures	15	37.5%
Others	1	2.5%
Total	40	100%

Question number 7 aimed to investigate students' preferable type of short stories.

The results show that most of students (37.5%) prefer to read adventures, while thirteen students (32.5%) prefer to read fables. In addition, eleven students (27.5%) prefer to read fairytales, while only one student (2.5%) prefer to read other type of short

story which is mystery. They prefer these types of short stories because they are full of events that make their brains flow on art and creativity.

Q08 : How can reading short stories be helpful for you as a learner of foreign language ?

Table 08:*The Importance of Reading Short Stories.*

Options	Numbers	Percentage
Understanding and appreciating Literature	10	25%
Raising your cultural awareness	6	15%
Improving your language skills	15	37.5%
Developing your imagination and creativity	5	12.5%
All of them	4	10%
Total	40	100%

This question aimed at investigating students' perceptions towards the importance of reading short stories. The results show that (37.5%) of students read short stories to improve their language skills, ten students (25%) read short stories in order to understand and appreciate literature, six students (15%) read short stories to raise their cultural awareness. While, five students (12.5%) read short stories to develop their imagination and creativity, and only four students (10%) ticked the option all of them. These results may indicate that students read short stories to develop their reading capacities in order to be able to read fluently without committing mistakes while pronouncing words, in addition their vocabulary will be enhanced by acquiring new items.

Section Three: Students' Use of Reading Strategies

Q 09: Are you familiar with reading strategies? If yes, please give examples.

Table 09:*Students' Familiarity with Reading Strategies.*

Options	Numbers	Percentage
yes	19	47.5%
No	21	52.5%
Total	40	100%

The aim of this question is to investigate the students' familiarity with reading strategies. The results indicate that twenty-one students (52.5%) are not familiar with reading strategies, while nineteen students (47.5%) are familiar with reading strategies. Those who answered yes justified their answer stating that reading strategies are included in a module they studied before, and they gave examples such as previewing, skimming, and scanning.

Q10: Did you receive any kind of instruction on reading strategies? If "yes", please explain.

Table 10:*Students'Responses towards Receiving Reading Strategies Instructions.*

Options	Numbers	Percentage
Yes	9	22.5%
No	31	77.5%
Total	40	100%

The aim behind this question is to check whether students receive reading strategies instructions or not. From the obtained results, thirty one students (77.5%) reported that they do not receive reading strategies instructions. Hence, they are not aware about the use of the appropriate reading strategies that should be followed. While,

nine students (22.5%) stated that they receive reading strategies instructions from text analysis classes.

Q11: The following statements are about the strategies you use when reading short stories. Circle the number which applies to you using the following scale:1 = Never 2 = Occasionally 3 = Sometimes 4 = Usually 5 = Always

Table11 :*The Students' Use of Global Reading Strategies.*

Options	N	O	S	U	A	Total	Mean
Global Reading Strategies	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	
1. I have purpose in mind when I read.	10 (25)	7 (17.5)	9 (22.5)	6 (15)	8 (20)	40 (100)	**2.8**
2. I think about what i know to help understand what I read.	9 (22.5)	6 (15)	13 (32.5)	5 (12.5)	6 (15)	40 (100)	**2.7**
3. I preview the short story to see what it is about before reading it.	6 (15)	5 (12.5)	8 (20)	6 (15)	14 (35)	40 (100)	**3.3**
4. I think about whether the content of the short story fits my reading purpose.	11 (27.5)	7 (17.5)	12 (30)	3 (7.5)	7 (17.5)	40 (100)	**2.7**
5. I skim the short story first by noting characteristics like length and organization.	15 (37.5)	8 (20)	7 (17.5)	6 (15)	4 (10)	40 (40)	**2.3**

6. I decide what to read closely and what to ignore.	7 (17.5)	9 (22.5)	11 (27.5)	6 (15)	7 (17.5)	40 (100) **2.9**
7. I use tables, figures, and pictures in the short to increase my understanding.	6 (15)	10 (25)	16 (40)	2 (5)	5 (12.5)	40 (100) **2.6**
8. I use context clues to help me better understand what I am reading.	10 (25)	10 (25)	7 (17.5)	8 (20)	5 (12.5)	40 (100) **2.7**
9. I use typographical aids like bold face and italics to identify key information.	12 (30)	8 (20)	9 (22.5)	7 (17.5)	6 (15)	40 (100) **2.8**
10. I critically analyze and evaluate the information presented in the text.	12 (30)	5 (12.5)	9 (22.5)	7 (17.5)	7 (17.5)	40 (100) **2.8**
11. I check my understanding when I come across conflicting information.	10 (25)	8 (20)	12 (30)	7 (17.5)	3 (7.5)	40 (100) **2.6**
12. I try to guess what the material is about when I read.	6 (15)	9 (22.5)	9 (22.5)	11 (27.5)	5 (12.5)	40 (100) **3**
13. I check to see if my guesses about the short story are right or wrong.	11 (27.5)	6 (15)	12 (30)	4 (10)	7 (17.5)	40 (100) **2.7**
Overall Mean						**2.7**

Regarding the Global Reading Strategies, the first statement was set to know whether students have a purpose in mind when they read. Table 11 shows that (25%) of students picked *'never'* option, (22.5%) picked *'sometimes'* option, and (20%) chose *'always'* option, while, (17.5%) picked *'occasionally'* option, and only (15%) of students chose *'usually'* option. These results reveal that a high number of students do not set a purpose in mind when they read, because they are not aware of reading purposes. The second statement was designed to check whether students retrieve their previous knowledge or not. It aimed at investigating how often they think about what they know to help them understand what they read. The results in the above table show that (32.5%) of students selected *'sometimes'* item, (22.5%) picked *'never'* option, while the items *'occasionally'* and ' always got (15%),and(12.5%) of students picked *'usually'* item. This may indicate that students are aware of the use of this strategy and make cues about the background knowledge to understand short stories. Students put a purpose in mind before they start reading to reach that purpose and make a successful step in every reading session, while they think about what they read for a well understanding of ambiguous ideas.

Statement number three aimed at exploring the students' use of the previewing strategy before reading a short story. It is addressed for students to investigate how often they preview the text before reading it to see what it is about. As shown in table 11, (35%) of students chose *'always'* option and (20%) picked *'sometimes'* option, while the options *'never'* and *'usually'* got (15%); moreover, (12.5%) of students selected *'occasionally'* option. This may indicate that students always prefer to preview the short story to see what it is about before reading it. Statement four aimed at investigating if students think about whether the content of the short story fits their reading purpose. (30%) of students picked *'sometimes'* option, (27.5%) chose *'never'* option, while the

options *'occasionally'* and *'always*' received an equal distribution of percentages (17.5%), and (7.5%) of students opted for *'usually'* option. This means that students sometimes use the previous strategy to read the important information in order to have a general over view about the short story to see what it is about.

The fifth statement aimed to investigate how often students use the skimming technique. Results in Table 11 indicate that (37.5%) of students picked *'never'* option, (20%) selected *'occasionally'* option, (17.5%) of students opted for *'sometimes'* option, (15%) selected *'usually'* option, and (10%) chose *'always'* option. Hence, this may mean that students are not aware about the skimming strategy in getting the main idea before starting reading a short story. The sixth statement aimed to investigate students' decisions of what to read closely and what to ignore. The results show that (27.5%) of students picked *'sometimes'* option, (22.5%) of students selected *'occasionally'* option, while the two options of *'never'* and *'always'* got (17.5%) whereas only (15%) of students selected *'usually'* option. Thus, students are not aware about the skimming strategy because they lose their concentration, and they decide what to read and what to ignore because they believe that not every single word in the short story should be read to focus only on the important ideas.

Statements number seven and eight attempted to know about the students' awareness of the use of tables, figures, pictures on the one hand, and context clues, on the other hand to increase their understanding. Starting with statement seven, results show that (40%) of students picked *'sometimes'* option, (25%) selected *'occasionally'* option, (15%) chose *'never'* option, while (12.5%) of students selected *'always'* option, and only (5%) of them opted for *'usually'* option. This may reveal that students pay attention to with the use of tables, and figures to increase their understanding of the short story. Concerning the results of the eighth statement, both options *'never'* and

'occasionally' were equal (25%), (20%) of students opted for the option *'usually'*, while (17.5%) chose *'sometimes'* option, and (12.5%) selected *'always'* option. Students use tables, figures, and pictures while reading to facilitate their reading, while they use context clues as guiders for them as readers to better understand.

The ninth statement aimed to know about students' use of typographical aids like boldface and italics to identify key information. The results show that (30%) of students opted for *'never'* item, (22.5%) selected *'sometimes'* item, (20%) chose *'occasionally'* item, while both of *'usually'* and *'always'* items had closed percentages (17.5% and 15%). The tenth statement aimed to investigate the students' critical analysis and evaluation of the presented information in the text. The yielded results reveal that (30%) of students picked *'never'* item, (22.5%) of them selected 'sometimes' option, while the options *'usually'* and *'always'* got (17.5%), and (12.5%) chose *'occasionally'* option. These findings indicate that students do not evaluate and analyze the presented information in the text. Statement number eleven aimed at investigating to which extent students check their understanding when they come across conflicting information. As demonstrated in table 11, (30%) of students opted for *'sometimes'* option, (25%) chose *'never'* option, (20%) selected *'occasionally'* option while (17.5%) selected *'usually'* option, and the rest of the students (7.5%) opted for *'always'* option. Students do not use the first two strategies because they lose them their concentration, and students read for entertainment only in most of times. While they check understanding when they across conflicting information to make link between ideas and understand better.

Statement twelve and thirteen aimed at exploring the students' efforts to guess what the material is about when they read and then to check if their guesses were right. On the one hand, the results of the first statement were as follows: twenty six (27.5%)

of students opted for *'usually'* option, both of *'occasionally'* and *'sometimes'* received

an equal distribution of percentages (22.5%), and (15%) picked *'never'* option, while

the rest of the students (12.5%) selected *'always'* option. On the other hand, the results

of statement thirteen indicate that (30%) of students selected *'sometimes'* item, (27.5%)

opted for *'never'* item, (17.5%) selected *'always'* item, and (15%) chose *'occasionally'*,

while (10%) of students opted for *'usually'*. The results indicate that students guess the

materials' content because they try to monitor their own comprehension while reading.

They check whether their guesses are right or wrong to evaluate what they already know

and compare their previous knowledge to what they read.

Table12 :*The students' Use of Support Reading Strategy.*

Options	N	O	S	U	A	Total	Mean
Support Reading Strategies	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	
1. I take notes while reading to help me understand what I read.	10 (25)	8 (20)	12 (30)	7 (17.5)	3 (7.5)	40 (100)	**2.6**
2. When short story becomes difficult, I read aloud to help me understand what I read.	20 (50)	2 (5)	5 (12.5)	7 (17.5)	6 (15)	40 (100)	**2.4**
3. When reading, I translate from English into my native language.	13 (32.5)	6 (15)	11 (27.5)	3 (7.5)	7 (17.5)	40 (100)	**2.6**
4. When reading, I think about information in both English and my mother tongue.	10 (25)	9 (22.5)	11 (27.5)	6 (15)	4 (10)	40 (100)	**2.6**

5. I underline or circle information in the short story to help me remember it.	5 (12.5)	5 (12.5)	6 (15)	5 (12.5)	19 (47.5)	40 (100)	**3.7**
6. I use reference materials such as dictionaries to help me understand what I read.	20 (50)	6 (15)	6 (15)	4 (10)	4 (10)	40 (100)	**2.1**
7. I paraphrase (restate ideas in my own words) to better understand what I read.	14 (35)	6 (15)	10 (25)	4 (10)	6 (15)	40 (100)	**2.5**
8. I go back and forth in the short story to find relationships among ideas in it.	10 (25)	9 (22.5)	9 (22.5)	6 (15)	6 (15)	40 (100)	**2.7**
9. I ask myself questions I like to have answered in the short story.	3 (7.5)	4 (10)	8 (20)	5 (12.5)	20 (50)	40 (100)	**3.8**
Overall mean							**2.7**

Concerning the support reading strategies, the first statement aimed at investigating the students' use of taking notes method while reading to help them understand what they read. Table 12 shows that (30%) of students chose *'sometimes'* option, (25%) from the whole percentage selected *'never'* option, (20%) of them chose *'occasionally',* and (17.5%) represent *'usually'* option. (7.5%) refers to *'always'* option. The results may indicate that a high number of students take notes for better understanding. The second statement aimed to explore how often students read aloud to help them understand what they read when text becomes difficult. The results indicate that (50%) of students selected *'never'* option, (17.5%) of them opted for *'usually'* option, (15%) chose *'always'* option, (12.5%) of students opted for *'sometimes'*

option, and (5%) of the rest represent *'occasionally'* option. Students take notes while reading to focus on the most important words rather than the useless ones. These findings may indicate that students are not aware about the reading aloud strategy because it makes them confused.

The third statement aimed at exploring the students' use of translation when reading. According to the yielded results, (32.5%) of students from the whole population picked *'never'* item, (27.5%) of them selected *'sometimes'* item, (17.5%) chose *'always'* item, while (15%) selected *'occasionally'* item, and the rest (7.5%) opted for *'usually'* item. The previous results indicate that students are not aware about the translation strategy, and they do not translate from English into their native language. The fourth statement aimed to investigate the students' thinking in both English and their mother tongue. The results reveal that (27.5%) of students selected *'sometimes'* option, (25%) of them picked *'never'* option, (22.5%) from the whole population selected *'occasionally'* option, while, (15%) chose *'usually'* option, and (10%) from the rest of the population represents *'always'* option. This may indicate that a high number of students sometimes think about the presented information in both English and their mother tongue because this may help them develop and express their ideas in English language.

The fifth statement was designed to explore how often students underline or circle information in the text to help them remember it. The results show that (47.5%) of students selected *'always'* item, (15%) selected *'sometimes'* item, and the three items *'never'*, *'occasionally'*, and *'sometimes'* got the same percentage (12.5%). This may indicate that students use this strategy because they can remember the key words easier .The sixth statement aimed to indicate to which extent students use reference materials such as dictionaries in reading. The yielded results show that (50%) of students from

the whole population selected *'never'* option, (15%) of them chose '*occasionally*' and *'sometimes'* options, both of two options :'usually' and *'always'* got (10%). This may indicate that some students do not use reference materials such as dictionaries because it is known that short stories contain easy words that can be understood by all readers.

The seventh statement was designed to know how often students use the paraphrasing strategy. The obtained results show that (35%) of students picked *'never'* item, (25%) of them selected '*sometimes*' item, while both items *'occasionally'* and *'always'* got (15%) and (10%) of students chose '*usually*' item. These percentages are close to each other which may indicate that students do not highly use the paraphrasing material because they want to focus on important information and restate specific events of the short story. The eighth statement aimed at discovering how often students go back in the text to find relationships among ideas in it. The statement addressed that the three options '*neve*r', '*occasionally*' and '*sometimes*' have (22.5%), while the other two options '*usually*' and '*always*' have equal percentages (15%). These results may show that students occasionally go back and forth in the text to find relationships among ideas because they think that they lose their concentration. Statement number nine aimed at discovering how often do students ask themselves questions they like to have answered in the text. The yielded results illustrate that (50%) of students selected 'always' option, (20%) picked '*sometimes*' option, (12.5%) opted for '*usually*' option, (10%) selected *'occasionally*', and (7.5%) chose '*never*' option. These findings reveal that some students ask themselves questions they like to be answered because this helps them involve in the short story and think deeply about its events.

Table 13:*Students' Use of Problem-solving Reading Strategies.*

Options	N	O	S	U	A	Total	**Mean**
Problem-solving Reading Strategies	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	
1. I read slowly but carefully to be sure I understand what I'm reading.	10 (25)	9 (22.5)	9 (22.5)	2 (5)	10 (25)	40 (100)	**2.8**
2. I try to get back on track when I lose concentration.	8 (20)	10 (25)	10 (25)	4 (10)	8 (20)	40 (100)	**2.8**
3. I adjust my reading speed according to what I'm reading.	10 (25)	10 (25)	10 (25)	4 (10)	6 (15)	40 (100)	**2.6**
4. When short story becomes difficult, I pay closer attention to what I'm reading.	10 (25)	8 (20)	13 (32.5)	6 (15)	3 (7.5)	40 (100)	**2.6**
5. I stop from time to time and think about what I'm reading.	11 (27.5)	5 (12.5)	10 (25)	8 (20)	6 (15)	40 (100)	**2.8**
6. I try to picture or visualize information to help remember what I read.	6 (15)	6 (15)	15 (37.5)	6 (15)	7 (17.5)	40 (100)	**3.0**
7. When short story becomes difficult, I re-read to increase my understanding.	5 (12.5)	9 (22.5)	12 (30)	7 (17.5)	7 (17.5)	40 (100)	**3.0**
8. I try to guess the meaning of unknown words or phrases.	11 (27.5)	4 (10)	8 (20)	6 (15)	11 (27.5)	40 (100)	**3.0**
Overall Mean							**2.8**

Considering the kind of problem-solving reading strategies. The first statement aimed at investigating the students' use of careful reading. The two options '*never*' and '*always*' got (25%), whereas two other options '*occasionally*' and '*sometimes*' are equal as well with a percentage of (22.5%), the rest (5%) represents '*usually*' option. So, it is shown that some students read carefully to be sure they understand what they are reading because reading slowly enhances their concentration. The second statement aimed at exploring the students' attempt to go back on track when they lose concentration. (25%) of students selected both of '*occasionally*' and '*sometimes*' items, (20%) of them opted for both '*never*' and '*always*', while, (10%) selected '*usually*' option. These findings reveal that students occasionally tend to re-read when losing concentration because they do not the same dimension. The third statement is addressed to investigate to which extent students adjust their reading speed according to what they are reading. (25%) of students selected the three options '*never*', '*occasionally*', and '*sometimes*', while, (15%) opted 'always' option, and (10%) of students chose '*usually*' option. This may indicate that students occasionally adjust their reading speed while reading since they read quickly to ignore useless ideas while they read slowly when they come across important ideas.

The forth statement aimed to discover how often students pay attention to what they are reading when text becomes difficult. (32.5%) of students picked '*sometimes*' item, (25%) of them selected 'never' item, (20%) of students chose '*occasionally*' item while, (15%) opted for '*usually*' item, and (7.5%) selected 'always' item. These findings illustrates that some students are aware to pay attention to what they are reading due to the fact that this helps them concentrate more with the short story they are reading. Statement number five aimed to indicate how often students stop from time to time and think about what they are reading. The yielded findings show that (27.5%) of the whole

number of students picked '*never*', (25%) of them selected '*sometime*s' option, (20%) chose '*usually*' option, and (15%) of students opted for '*always*', while (12.5%) selected '*occasionally*' option. The results are very close to each other and the pause reading strategy is not commonly used by students since it makes them confused. The sixth statement aimed to explore how often students picture or visualize information to help remember what they read. The obtained results show that (37.5%) of students picked '*sometimes'* option and (17%) of them selected '*always*' option, while (15%) represent the three options of '*never', 'occasionally', and 'usually'*. These findings reveal that students sometimes picture and visualize the presented information in order to remember what they are reading and to be actively engaged with the events of the short story.

The seventh statement aimed to explore to what extent students re-read the text when it becomes difficult. The results show that (30%) of students selected '*sometimes*' option, (22.5%) opted for '*occasionally*' option, whereas the two options of '*usually*' and '*always*' have equal percentages (17.5%), and only (12.5%) opted for '*never*'. The results illustrate that students sometimes re-read the text to enhance their understanding whenever the text becomes difficult in order to develop a deep understanding of the short story and make connections to the events. The statement number eight aimed to discover how often students guess the meaning of unknown words and phrases. The findings indicate that two options :'*never*' and '*always*' received an equal distribution of percentages (27.5%), (20%) picked sometimes option, while (15%) selected '*usually'* option, and only (10%) opted for '*occasionally*'. The obtained results indicate that some students use the guessing words meaning in order to understand the whole content of the given short story.

2.3. Discussion of the Results

The results of the administered questionnaire provide the necessary information to discuss the whole results and answer the research questions : Do second year students of English make use of reading strategies when reading short stories ? What are the most used reading strategies among second year students when reading short stories ? What are the least used reading strategies among second year students when reading short stories ?

The first section of the questionnaire consists of four general questions to collect some data about the students 'perceptions towards their reading ability. First of all, this section reveals that students have an average rate of reading in English, and the lack of reading strategies may affect their reading performance. So that the results indicate that the majority of students were affected by a lack of reading strategies.

The second section contains four questions about the students' perceptions towards reading short stories. The findings illustrate that the majority of students read short stories because it is included in the syllabus of the literary text module, and that their preferred type of short stories is adventures short stories, and that the purpose of reading short stories is to improve their reading skills.

The third section comprises two questions in addition to a reading inventory (SORS) (see appendix 1) which consists of thirty items. In order to calculate students use of reading strategies, the mean for each strategy was calculated , then the results were interpreted following the rubric score suggested by Sheorey and Mokhtari (2001,p.4).

Mean of **3.5** or higher means high

Mean of **2.5** to **3. 4** moderate

Mean of **2.4** or lower is low

According to the results of the two first questions, a high number of students reported that they are not familiar with reading strategies ; moreover, most of them said that they did not receive any kind of instruction on reading strategies although the component of reading strategies is included in study skills syllabus (first year), according to the teacher of the module.

Considering the type of Global Reading Strategies, the students reported a moderate use (sometimes) of global reading strategies such as strategy3 (M=3.3) and strategy 12 (M=3). In addition, a low use of reading strategies was registered in strategy 5(M=2.3). The results reveal that students have moderate use of the global reading strategies except for one strategy (5) in which they occasionally use it.

As far as the support strategies, the students reported a high use of support reading strategies like strategy 5 (M=3.7), and strategy 9 (M=3.8) which means that students are usually use these support reading strategies in reading short stories. The findings also indicate that students have a low use of the support reading strategy 2 (M=2.4), and strategy 6 (M=2.1).

Regarding problem-solving reading strategies, students 'answers show that they have a moderate use of problem-solving reading strategies with all the eight strategies like strategies 6, 7, 8 (M=3).

All in all, the previous results show that students have a moderate use of the reading strategies. In global strategies, previewing and guessing materials content are the most used reading strategies, while skimming is the least used one. In supportive strategies, asking questions, underlining and circling information are the most used reading strategies, while the use of reference materials is the least used one.

In problem solving strategies, guessing words meaning, picturing and visualizing information, and re-reading are the most used ones while reading speed strategy is considered as the least used one.

2.4. Pedagogical Recommendations

Based on the findings presented in chapter two, the following recommendations are suggested in order to raise EFL students awareness about the use of reading strategies at the department of English, Mohamed Seddik Ben Yahia, Jijel University.

2.4.1. The Implementation of Reading Sessions in Classroom

The findings of the study revealed that *"literary texts"* module at the Department of English is the only module in which the students can practice their reading skill. Only two sessions are devoted to teaching of this module, which seems not enough for the students to practice reading. Implementing reading sessions can be a good opportunity for teachers to raise students' awareness about the existence of reading strategies and for the students to make use these strategies.

2.4.2. The Teachers' Encouragement to Practice Extensive Reading

In addition to read short stories included in the syllabus of literary text, teachers should encourage their students to practice extensive reading outside classroom. The more they are exposed to short stories, the more they will use reading strategies.

2.5. Limitations of the Study

Like any research work, the current work was confronted with certain obstacles that need to be recognized. One of the limitations encountered was the time constraint.

If more time was available, another instrument could have been used. Another problem was the student's refusal to answer the submitted questionnaire. As far as data collection is concerned many difficulties were encountered such as the lack of the available resources related to the topic of the dissertation.

Conclusion

This chapter covered the field work of the current study. It was concerned with the methodological framework which includes the research methodology, the description of the questionnaire, the analysis, and the discussion of the results. It ended with providing some pedagogical recommendations, in addition to highlight the limitations of this study. The yielded results from the present study led to the conclusion that second year EFL students have a moderate use of reading strategies (global, Support, Problem-solving reading strategies).

General Conclusion

In conclusion, reading plays a crucial role in raising students' level. It is a vital skill that students need in both inside and outside classroom. Therefore, reading literary genres such as short stories is beneficial. Hence, the use of effective reading strategies while reading short stories enhances students' acquisition of vocabulary, and raising their comprehension. The present study is a trial to cast light on reading strategies while reading short stories.

Through this study, it was emphasized that if second year students make use of effective reading strategies while reading short stories, they will be able to reach comprehension easily. To confirm the previous hypothesis, an instrument was used in the research which is the students' questionnaire. It was designed to identify which reading strategies students use to reach their reading purpose.

All in all, according to the findings of the questionnaire, there are different reading strategies used by students. The results reveal that they use previewing, guessing the materials' content in the global reading strategies, while they use asking questions, underlying and circling information. Additionally, picturing and visualizing information, and re-reading strategies as the most used. This leads to say that the hypothesis of the current study is confirmed.

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Appendices

Appendix 01:The Survey Of Reading Strategies (SORS)

11. The following statements are about the strategies you use **when reading short stories**. Circle the number which applies to you using the following scale:

1 = Never   2 = Occasionally   3 = Sometimes   4 = Usually   5 = Always

Statements	Scales				
	1	**2**	**3**	**4**	**5**
1. I have a purpose in mind when I read .					
2. I take notes while reading to help me understand what I read .					
3. I think about what I know to help me understand what I read .					
4. I preview the text to see what it is about before reading it .					
5. When text becomes difficult , I read aloud to help me understand what I read .					
6. When reading, I translate from English into my native language					
7. I think about whether the content of the text fits my reading purpose .					
8. I read slowly but carefully to be sure I understand what I am reading.					
9. When reading, I think about information in both English and my mother tongue.					
10. I skim the text first by noting characteristics like length and organization .					
11. I try to get back on track when I lose concentration .					
12. I underline or circle information in the text to help me remember it .					
13. I adjust my reading speed according to what I am reading .					
14. I decide what to read closely and what to ignore .					
15. I use reference materials such as dictionaries to help me understand what I read.					
16. When text becomes difficult, I pay closer attention to what I am reading .					
17. I use tables, figures, and pictures in text to increase my understanding .					
18. I stop from time to time and think about what I am reading .					
19. I use context clues to help me better understand what I am reading .					
20. I paraphrase (restate ideas in my own words) to better understand what I read .					
21. I try to picture or visualize information to help remember what I read .					
22. I use typographical aids like bold face and italics to identify key information.					
23. I critically analyze and evaluate the information presented in the text .					

24. I go back and forth in the text to find relationships among ideas in it .					
25. I check my understanding when I come across conflicting information .					
26. I try to guess what the material is about when I read .					
27. When text becomes difficult , I re-read to increase my understanding .					
28. I ask myself questions I like to have answered in the text .					
29. I check to see if my guesses about the text are right or wrong .					
30. I try to guess the meaning of unknown words or phrases .					

Appendix 02: The Survey Of Reading Strategies (adapted for Short Stories)

11. The following statements are about the strategies you use **when reading short stories**. Circle the number which applies to you using the following scale:

1 = Never   2 = Occasionally   3 = Sometimes   4 = Usually   5 = Always

Statements	Scales				
	1	**2**	**3**	**4**	**5**
1. I have a purpose in mind when I read .					
2. I take notes while reading to help me understand what I read .					
3. I think about what I know to help me understand what I read .					
4. I preview the short story to see what it is about before reading it .					
5. When short story becomes difficult , I read aloud to help me understand what I read .					
6. When reading, I translate from English into my native language					
7. I think about whether the content of the short story fits my reading purpose.					
8. I read slowly but carefully to be sure I understand what I am reading.					
9. When reading, I think about information in both English and my mother tongue.					
10. I skim the short story first by noting characteristics like length and organization .					
11. I try to get back on track when I lose concentration .					
12. I underline or circle information in the short story to help me remember it .					
13. I adjust my reading speed according to what I am reading .					
14. I decide what to read closely and what to ignore .					
15. I use reference materials such as dictionaries to help me understand what I read.					
16. When short story becomes difficult, I pay closer attention to what I am reading .					
17. I use tables, figures, and pictures in short story to increase my understanding .					
18. I stop from time to time and think about what I am reading .					
19. I use con short story clues to help me better understand what I am reading .					
20. I paraphrase (restate ideas in my own words) to better understand what I read .					
21. I try to picture or visualize information to help remember what I read .					
22. I use typographical aids like bold face and italics to identify key information.					
23. I critically analyze and evaluate the information presented in the short story .					
24. I go back and forth in the short story to find relationships among ideas in it.					

25. I check my understanding when I come across conflicting information .					
26. I try to guess what the material is about when I read .					
27. When short story becomes difficult , I re-read to increase my understanding.					
28. I ask myself questions I like to have answered in the short story .					
29. I check to see if my guesses about the short story are right or wrong .					
30. I try to guess the meaning of unknown words or phrases .					

12. Please, add any further comments or suggestions.

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Résumé:

   La présente étude est une tentative d'identifier les stratégies de lecture utilisées par les étudiants de deuxième année dans le département de langue anglaise à l'université de Jijel lors de la lecture de nouvelles. Nous supposons dans cette étude que les étudiants de deuxième année d'anglais ne varient pas leur utilisation en terme de stratégie de lecture pour lire les nouvelles. Afin de répondre aux questions de recherche, un outil de collecte de données a été utilisé, à savoir un questionnaire. Le questionnaire a été administré à un échantillon de (40) étudiants de deuxième année sur (250) étudiants du département d'anglais de l'Université de Jijel. Il visait à identifier les stratégies de lecture utilisées par les étudiants de deuxième année d'anglais pendant leur lecture des nouvelles. Les résultats de cette recherche indiquent que les étudiants de deuxième année ont une utilisation modérée des trois types de stratégies de lecture. Ils utilisent la stratégie de prévisualisation et de devinette du contenu dans les stratégies de lecture globale. Ils utilisent également les questions posées, la stratégie d'information sous-jacente et la stratégie d'information indirecte dans les stratégies de lecture de soutien. De plus, la relecture, la signification des mots de devinette et les stratégies d'imagerie et de visualisation de l'information sont utilisées dans les stratégies de résolution de problèmes.

الملخص:

الدراسة الحالية هي محاولة لتحديد استراتيجيات القراءة التي يستخدمها طلاب السنة الثانية في قسم اللغة الإنجليزية بجامعة جيجل عند قراءة القصص القصيرة. وقد افترض أنه إذا استعمل طلاب السنة الثانية لغة إنجليزية الإستراتيجيات الفعالة عند قراءة القصص القصيرة، فسيكونون قادرين على الوصول إلى الفهم بسهولة. ومن أجل الإجابة على أسئلة البحث، استُخدمت أداة لجمع البيانات هي الاستبيان. تم إعطاء الاستبيان لعينة من (40) طالبًا في السنة الثانية من أصل (250) طالبًا في قسم اللغة الإنجليزية بجامعة جيجل. ويهدف إلى تحديد استراتيجيات القراءة التي يستخدمها طلاب السنة الثانية لغة إنجليزية أثناء قراءة القصص القصيرة. أشارت نتائج هذا البحث إلى أن طلاب السنة الثانية يستخدمون بشكل معتدل الأنواع الثلاثة لاستراتيجيات القراءة. إنهم يستخدمون استراتيجية محتوى المعاينة والتخمين في استراتيجيات القراءة العالمية. كما أنهم يستخدمون الأسئلة المطروحة، والاستراتيجية الإعلامية الأساسية والدائرة في استراتيجيات القراءة الداعمة. علاوة على ذلك، يتم استخدام إعادة القراءة، ومعنى الكلمات التخمينية، إضافة إلى تصوير وتصور المعلومات في استراتيجيات حل المشكلات.