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An Investigation of EFL Students' Extensive
Reading Comprehension Strategies :
The Case of Master 2 Students at Mohamed Seddik BenYahia University, Jijel

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degree of Master in didactics of foreign languages

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Declaration

I hereby declare that the dissertation entitled “An investigation of EFL students’ extensive reading comprehension strategies,” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature Date

Mediha FENIER

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Dedication

In the name of God ,the most merciful,the most compassionate
I lovingly dedicate this work to the Queens of my Heart for their endless love,motivation
,and patience .To the most gentle souls in the World,my dear aunt and beloved
grandmother.

To my dear stepmother and beloved father for their encouragement ,love ,and support.

To my beloved family who were there for me whenever i needed help and provided me
with the motivation that i needed to carry on the present research.

to my stunning sisters:Nesrine ,Chahra,Samia ,Rawane ,Chaima.

My brothers:Samir,Omar,Aymen.

My sister's husband:nadir.

My cousin:Dalila.

My partner:Nedjwa.

To the sunshine of my life :Islem.

To all my Friends especially:Nada,Siham,Amira,Fatma Zohra ,Soumia,Fatima

Mediha

Dedication

All my praise is due to Allah, TheMost Merciful and Grateful

I dedicate this work:

To my parents for their support and encouragement.

To my lovely sisters and dear brothers.

To my partner Mediha.

To all my relatives.

Nedjwa

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Abstract

The present study investigated the extensive reading comprehension strategies Master two EFL learners employ when they read . A questionnaire is designed and administered to (150) Master two EFL students studying English at Mohammed Seddik Ben Yahia University of Jijel. The findings showed that Master two EFL students are aware of using reading comprehension strategies and the majority of them use the three reading strategies that were classified by Chamot and O'Malley (1990) including: cognitive, meta-cognitive and socio-affective strategies when reading. Furthermore, the results indicated that that cognitive reading strategies most frequently used by students are : using context clues,scanning,summarizing,translating and resourcing, the metacognitive reading strategies most frequently used are:attention-paying ,while the most socio-affective reading strategy frequently used is:anxiety-lowering. .

Keywords:Reading comprehension,Reading strategies,Cognitive reading strategies, Metacognitive reading strategies, Social/Affective reading strategies.

List of Abbreviations, and Symbols

EFL: English Foreign Language.

% :Percentage.

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General Introduction

a)Background of the Study:

Reading comprehension skill is a fundamental skill to obtain further academic learning success. To get further knowledge, college students are required to have critical and analytical competence in comprehending academic texts, in searching more academic information through various types of reading materials such as textbooks, journals, reports, or electronic messages ; however , not all students are good at comprehending the text being read. Most of them understand the informational of the text; in other words , they are good in decoding the text but struggling to comprehend what the underlying meaning and purpose beyond the text are. In this condition Perfetti (1985) asserts that ” the reason why some students struggle is due to the lack of reading comprehension strategies used as parts of background knowledge”(p.43).

A number of studies (Brown & El-Dinary, 1996; Fisher, Frey, & Williams, 2002) have maintained that reading strategy instruction contributes positive effects on students’ reading comprehension skill. Cognitive and metacognitive strategies have been indicated to contribute to helping students face their challenges in comprehending a text. There were several studies conducted on the topic of cognitive and metacognitive reading strategies and the students’ reading comprehension performance. Some of these studies examined the relationship between cognitive and metacognitive strategy use and reading comprehension employing multiple correlation analysis (e.g., Naeni & Rezaei, 2015; Phakiti, 2003; Purpura, 1997). These studies have shown that the use of cognitive and metacognitive strategies has a positive relationship to the students’ reading comprehension performance. Furthermore, some other studies examined the contribution of the reading strategies on the students’ reading comprehension performance (e.g., Al-Alwan, 2012; Kummin, 2010).

Barnett (1988) examined reading strategies used by university students of French, divided into two different groups: one group was taught reading strategies and the other was not. Results found that the former group showed a greater ability to read through and make use of context than the latter. Barnett concluded there was a correlation between strategy use and reading comprehension level. Another study was conducted by Zhang and Wu (2009) assessed meta-cognitive awareness and the frequency of reading strategies use of Chinese senior high school students. The results showed that high-proficiency group differed from the intermediate and low proficiency groups in terms of the frequency of employing these strategies.

However, Studies show that they do not pay attention to research into the social strategies used by students and this aspect remained neglected . research in this area appears to be still fragmentary or far from exhaustive, and thus it calls for more comprehensive investigation. At Mohamed Seddik BenYahia University, located in Algeria , the present study was one of the first to delve into the topic concerned. It conducted to investigate extensively the reading comprehension strategies .

b)Statement of the Problem

Reading comprehension is the heart and goal of reading . Readers need to develop their reading strategies in order to achieve their reading comprehension. According to Chamot & O'Malley (1990), "reading strategy is a term that concerns with activities, method, and process for developing the students' reading comprehension" (p.5). Harvey and Goudvis (2000) also stated that "to improve the students' reading comprehension, they expect to know what kind of strategies should be used" (p.14) . However, not all students are aware of using reading comprehension strategies to improve their comprehension ability and some of them do not use any reading strategy .

c) Research Questions

To investigate the problem raised above, the Department of English at the University of Mohamed Seddik BenYahia - Jijel, is selected as a context for conducting this research. This study is an attempt to answer the following question:

- 1.What kind of cognitive reading strategies are used by Master two EFL students at the University of Mohamed Seddik BenYahia,Jijel?
- 2.What kind of metacognitive reading strategies are used by Master two EFL students at the University of Mohamed Seddik BenYahia,Jijel?
- 3.What kind of socio-affective reading strategies are used by Master two EFL students at the University of Mohamed Seddik BenYahia,Jijel?

d)Research Methodology

The present research work is conducted in the Department of the English language at Mohamed Seddik BenYahia University, Jijel. The sampled population is 150 Master 2 EFL students. This study relies on one tool to gather data. This tool is a students' questionnaire. It is used to investigate EFL students' extensive reading comprehension strategies .

e)Significance of the Study

The present study sheds light on the extensive reading comprehension strategies used by Master 2 EFL students. The findings may make a contribution to the process of teaching and learning the English language by disclosing more extensive reading strategies that EFL students can use.The results of the study are expected to be used theoretically and practically:

-Theoretically, the results of this study is expected to be able to widen the skill of EFL learners knowledge in using reading comprehension strategies extensively in order to improve their reading comprehension and to be used as a reference to other researchers who want to study reading comprehension strategies more intensively.

-Practically, the result of this study is hopefully supposed to give an overview of the reading comprehension strategies used by EFL learners and to encourage applying the reading comprehension strategies extensively to increase the students' comprehension ability in English reading achievement.

f)Organization of the Dissertation

The current study consists of two chapters; the first chapter constitutes a review of the literature related to EFL students' extensive reading comprehension strategies while the second is devoted to the field of work. The first chapter is divided into two sections. The first section is an overview of reading skill . The second section covers the reading strategies . The last chapter presents the population and sample besides the description , analysis, and discussion of the questionnaire . Eventually, the limitations of the study and some suggestions for further research are stated

Chapter One

Literature Review

Introduction

This chapter is an overview of issues related to reading and reading strategies. The chapter is divided into two sections. On one hand, the first section discusses the definitions provided by different scholars along with the types and process and the objectives of reading. Additionally, it outlines the definition of reading comprehension, its importance and its models, the second section begins with the definition of reading strategies. The section ended up with types of reading strategies.

Section One: Reading Skill

1.1. Definition of Reading

Reading is an important language skill in learning a foreign language. Giving a clear straightforward definition of reading is not an easy matter. Many theorists and researchers have attempted to define reading based upon different research purpose(s). The essence of reading has long been investigated, yet no single research could be exhaustive and comprehensive enough to include all aspects of the actual reading.

Gough and Hoover (1996) define 'reading' as a twofold process: decoding and comprehension. For Gough and Hoover (ibid.)

Decoding and comprehension are the two halves of reading for neither decoding in the absence of comprehension, nor comprehension in the absence of decoding, leads to any amount of reading. Literacy reading ability can be found only in the presence of both decoding and comprehension. (p.3)

Decoding is “the word recognition process that transforms print to words” (Kamhi and Catts, 2002,p.45), and comprehension means “understanding the message that the print conveys” (Nation, 2005,p. 41). The reading process starts with a visual activity being performed by the reader. First, the reader recognizes the language s/he is reading in. Then, the brain processes the information and gives it logical significance.

Word recognition is a prerequisite condition for effective reading to take place. Adams (1990) asserts that “decoding the words of the text separately is important to build an overall understanding of the text”(p.102). Hay and Spencer (1998) state that:

Word recognition is an essential component in the mastery of reading ... and considerable evidence suggests that the major difficulty confronting the beginning reader is the development of rapid, automatic word recognition skills Efficient readers use a variety of orthographic data to recognize word units, such as individual letters, letter clusters, morphemes, word stems, and word patterns.(p.222)

Word recognition leads to the process of activating and constructing meaning at the next level of reading: comprehension processes. Goodman(1967) as cited in Carrell and Eisterhold (1983), contends that “successful reading is not based only on simple decoding of script symbols”(p.33), but it is established on more solid grounds constituted of a number of reading comprehension strategies for extracting meaning from any type of text, including also context cues and linguistic forms. Furthermore, Smith(1994) claims that reading is much more than simply recognizing written symbols, and then matching them to corresponding sounds; “reading is a matter of making sense of written language rather than decoding print to sound”(Smith,1994,p.2). Besides emphasizing the concept of meaning and its role in reading. Smith (1994) also describes understanding as “a basis rather than

an outcome of successful reading”(p.4). He claims that ”readers will not be able to comprehend any passage if they do not bring to the activity their understanding of the world, experience and prior knowledge”(p.3).

Reading was also regarded from a psycholinguistic point of view. Goodman (1967) as cited in Carrell & Eisterhold (1983),”looks at reading as an activity in which the reader processes information and tries to make decisions that will be confirmed, disconfirmed or refined”(p.554). Consequently, reading is regarded as an interactive process that takes place between the reader’s mind and the printed text. In the light of this approach to reading, he defines reading as a “psycholinguistic guessing game” in which “the reader reconstructs , as best as he can , a message which has been endowed by a writer”. Accordingly, after being considered a passive activity for a long time, reading has become a process of deliberate thinking during which meaning is constructed through interactions between text and reader.

1.2. The Process of Reading

Understanding the process of reading is probably important to an understanding of its nature, but at the same time, it is evidently a difficult thing to do. Since reading is” a complex organization of patterns of high mental process” (Gates, 1949,p.3), its analysis requires the ability to describe “very many of the most intricate workings of the human mind (Huey, 1968,p.8). The process of reading simply refers to the activities that occur during the act of reading. Alderson (2000,p.3) affirms that “the process is what we mean by ‘reading proper: the interaction between a reader and the text”. As reading the text, the reader engages in different activities from decoding the printed symbols on the page to assigning meaning to those symbols and assuming the relationship between them. Furthermore, the reader is thinking about what she/he is reading, reflecting on her/his

views. Alderson (2000) has characterized the process as "being dynamic, variable and different for the same order on the same text at different times or with different purposes in reading" (p.4). Moreover, he views the process as normally silent, internal and private.

1.3.Types of Reading

Traditionally Reading is divided into two types: intensive and extensive:

1.3.1.Intensive Reading

Intensive reading is a reading activity that is usually done in the class and the reading materials are chosen by the teacher. Intensive reading refers to "careful reading (or translation) of shorter, more difficult foreign language texts with the goal to complete and detailed understanding" (Bamford & Day,2004, p. 99). However, according to Dixon (2016), "intensive reading is a detailed method where the students read with specific language tasks"(p.122).

1.3.2.Extensive Reading

Extensive reading is an approach to second language reading. Extensive reading is based on easy materials that mostly contain one to two unknown words per page for general understanding. According to Day and Bamford (2004), "Extensive Reading is an approach to language teaching in which students meet a lot easy of material in target language"(p.77). Students are free to choose what they want to read. If they get difficulty and the material is not interesting, they can change with the other reading materials based on their pleasure and their level. The reading material can be found in variant sources such as library and internet. And they can read book, novel, and articles.

Susser and Rob (1990) stated that" extensive reading is also called "pleasure reading, free voluntary reading and sustained silent reading"(p.200). The most important

point of extensive reading is generally reading large quantities of the materials with the aim of getting material understanding and obtaining pleasure from the text.

1.4.The Objective of Reading

There are many objectives in the reading activities. The objective of reading is closely connected to a person's motivation on reading. Some of them read for pleasure that is the reader read the book for the enjoyment or read for getting information that is to get the meaning or message from the book that author's write. Here some of the objective reading which are stated by the experts. Cadlin and Hall (2002,p.13) states that there are seven purposes of reading they are:

- a. To obtain information for some purpose or because we are curious about some topic .
- b. To obtain instruction on how to perform some task for our work or daily life (e.g, knowing how appliance works) .
- c. To act in a play, play a game, do a puzzle .
- d. To keep in touch with friends by correspondence or understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened (as reported in newspapers, magazine, reports) .
- g. For enjoyment or excitement

In conclusion, reading objectives mentioned above is to understand or to comprehend the reading passage from the text. A person may read in order to gain information or knowledge from the text or to critique a writer's ideas that they write. A person may also read for pleasure in order to enhance the knowledge of the language that being read for the enjoyment.

1.5. Reading Comprehension

Comprehension is the main purpose of reading. There are three important aspects in reading comprehension such as the reader, the reading text, and the reading context (Zeynali&Mothlagh, 2015,p.21). According to Duke (2003), “comprehension is an action to produce meaning from reading passage using the combination of obtainable information, readers’ previous knowledge and experience, and their opinion.”(p.21). Ahmadi (2016) pointed out that “ readers’ background knowledge is activated to get comprehension”(p.6). Reading comprehension means the level of understanding in getting the message from reading texts.

Reading comprehension skills are needed in order to read,efficiently. Basically, these skills are based on the reading developments which consist of spoken reading and its reading fluency. According to Grabe (1997),”reading comprehension is seen as a process of reconstructing the message from reading passage into understandable spoken form. This skill is very valuable for most language learners, surely for EFL learners”(p.117).

However, in reading comprehension, learners tend to find problem about understanding the reading context. They read the text with limited language abilities; besides, the reading text has complicated language. According to Perfetti, Marroni, and Foltz (1996), “there are some difficulties in reading comprehension, such as limited vocabulary, the lack of adequate prior knowledge, the lack of reading interest, unsuccessful in remembering, short attention span, low semantic knowledge and language competence, and non-strategic reader”(p.87). Thus, without developing this reading skill, students must focus on decoding reading passages continuously, instead of acquiring the reading understanding.

1.5.1.The Importance of Reading Comprehension

Students need reading comprehension skills in order to be successful in both academic and personal life. In students' academic lives, reading comprehension is the basis for understanding all the academic content. The importance of reading comprehension increases significantly in all academic subjects as students go ahead through grades. In particular, students need reading comprehension skills to successfully accomplish the educational expectations at school and in the classroom. For example, students are expected to understand what they are reading from multiple sources in order to research topics in different academic areas.

Moreover, being able to understand what they are reading allows students to quickly locate pertinent information, exclude non-relevant information to the present topic, and identify the important information to focus on. Academic success also requires students to be able to understand, analyze, and apply information they gathered through reading. Also, students need reading comprehension skill to be able to understand and perform their academic assignments. However, “without having reading comprehension skills, students cannot accomplish all of that work ”(Clarke, Truelove, Hulme & Snowling, 2013,p97; Wong, 2011,p.143).

“Reading comprehension is also an essential skill that individuals need in order to be successful in their personal lives” (Blair, Rupley, & Nichols, 2007,p.432). For instance, “to be successful, individuals need to understand the basic text that appears in utility bills, housing contracts, career applications, and newsletters” (Hoeh, 2015,p.200). Also, “individuals need reading comprehension skills in order to be able to have and maintain a job and successfully engage in different daily activities ”(Hoeh, 2015,p.202; Mahdavi, & Tensfeldt, 2013,p.66). The need for reading comprehension significantly increases when

thinking about the negative consequences of not being able to read in critical situations. For instance, not being able to read and comprehend dosage directions on a bottle of medicine or caution on a container of dangerous chemicals can put individuals in a very dangerous situation that threatens their safety and lives . “If not being able to successfully read prevents students from graduating from school; they cannot easily find a job and live independently ”(Hoeh, 2015,p.60). “Even though they might find a job, the pay rate will be much less when compared to proficient readers ”(Brault, 2012,p130; National Center for Education Statistics, 2011).

“Another possible negative consequence of not being able to read is being socially exclusive ”(Bryner, 2008,p.34; Hoeh, 2015,p.77). In contrast, “individuals who can recognize what they are reading, can safely live their lives and continue to gain socially and intellectually” (Hoeh et al., 2015,p.66).

1.5.2. Reading Comprehension Models

There are three major reading comprehension models that play a significant role in managing and facilitating the comprehension process, as well as assisting readers to better understand a written passage and overcome their reading comprehension difficulties while engaging in the reading process. These models include the bottom-up model, the top-down model, and the interactive model. The three models differ from one another based on their concentration of the method that readers apply in order to obtain meaning from a written passage. For instance, the bottom-up model requires readers to decode each word in the text in order to gain meaning. In contrast, the top-down model emphasizes the role that both the reader’s background knowledge and previous experience about the given topic play in order to obtain meaning form a text.

However, the interactive model looks at the reading process as an activity that requires engaging in two interactions. “The first interaction occurs between the written text and the reader’s prior experiences about the topic, while the second interaction occurs between different kinds of reading strategies that the reader utilizes” (Ahmadi, Ismail, & Abdullah, 2013,p.237; Brunning, Shraw, & Ronning, 1999,p.144; Eskey, 2005,p.565; Grabe, 1991,p.380; Grabe, 2004,p.55). More explanations of these reading comprehension models will follow:

a- Bottom-up processing

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense to what is called —meaning.

b- Top-down processing

Top down, is a process in which the readers draw their own intelligence and experience to understand a text.

c- Interactive reading

Interactive reading is a combination of top-down and bottom up processing. It is almost always a primary ingredient in successful teaching methodology because both processes are important.

Section Two: Reading Strategies

2.1. Reading Strategies

To enhance comprehension, readers need to develop their reading strategies. According to Park (2010),” reading strategies are defined as proficiency activities and process that readers need to improve their comprehension through reading passages”(p.12). Garner (1987) defined reading strategy as “a careful process attempt by active reader, useful to correct cognitive errors and help reading comprehension”(p.70). Reading strategies have an important function in text comprehension. Students who are prepared with effective reading strategies are able to comprehend the text correctly and appropriately. Therefore, a good reader is defined as a strategic reader. They must know how to approach the text.

Reading strategies encompass the reader’s perception towards the reading task he has read, how he understands the reading text and what to do when finding a difficulty in reading the text. It can be predicted that most readers will face many problems if they ignore the using of 5 strategies in reading, since strategy use can help them to improve reading comprehension. Therefore, it is important to introduce the benefit of reading strategies in reading lesson. Chamot and O’Malley (1990) categorized reading strategies as cognitive, metacognitive, and social/affective.

2.1.1. Cognitive Reading Strategies

Anderson (1999) described “cognitive strategies as mental processes directly concerned with the processing of information in order to learn.” (p.20) . This study is concerned with cognitive reading strategies identified by Oxford (1990), and those proposed by O’Malley & Chamot (1990) which were also used as the theoretical foundation in the previous study conducted by Ozek & Civelek (2006). The types of

cognitive reading strategies used in this study are such as resourcing, repetition, grouping, deduction, imagery, getting the idea quickly, elaboration, inferencing, note-taking, and summarizing.

a-Resourcing

“Resourcing is using target language reference materials such as dictionaries, encyclopedias, or textbooks “(O'Malley & Chamot, 1990,p.99), this strategy is represented by the strategy of using dictionary for important words.

b- Repetition

“Repetition is repeating a chunk of language (a word or phrase) in the course of performing a language task” (O'Malley & Chamot, 1990,p.98). As Oxford (1990) states that in reading, “the strategy of repeating can be reading a passage more than once to understand it more completely”(p55).

c- Grouping

According to O'Malley & Chamot (1990),” grouping is classifying words, terminology, or concepts according to their attributes or meaning”(p.49). Oxford (1990) adds “that grouping strategy in reading involves classifying or reclassifying what is read into meaningful groups, thus reducing the number of unrelated elements”(p.73). In this study, this grouping strategy is represented by the strategy of classifying the words according to their grammatical categories.

d- Deduction

According to O'Malley & Chamot (1990), "deduction strategy is applying rules to understand or produce the second language or making up rules based on language analysis"(p.70).

e- Imagery

O'Malley & Chamot (1990) refers imagery to using visual images (either mental or actual) to understand or remember new information. Meanwhile, Oxford (1990) states that "this strategy as a good strategy to remember what has been read in the new language to create a mental image of it"(p.67).

f-Getting the Idea Quickly In this study

The strategy of getting the idea quickly involves skimming strategy and scanning strategy. As stated by Oxford (1990), "the strategy of getting the idea quickly constitutes with skimming strategy and scanning strategy"(p.51). Skimming involves searching for the main ideas the speaker wants to get across, while scanning means searching for specific details of interest to the learner.

g- Elaboration

Elaboration, according to O'Malley & Chamot (1990), "is relating new information to prior knowledge, relating different parts of new information to each other or making meaningful personal associations with the new information"(p.44). Meanwhile, Christie & Vukelich (2003) also state that "simply identifying all the words in a text does not ensure that comprehension will occur"(p.66). Readers must build meaning by linking text information to what they already know. In this study, this strategy is represented as thinking about previous knowledge on the topic of the text or associating to background's knowledge.

h- Inferencing

'' Inferencing strategy is using available information to guess the meaning of new items, predict outcomes, or fill in missing information ''(O'Malley&Chamot,1990,p.34). This strategy can be used as students attempt to comprehend the text. In this study, inferencing strategy is represented by the strategy of using the title to predict the content of the text and paying attention to words or phrases that show how text is organized.

i-Note-Taking

O'Malley & Chamot (1990) defines note-taking strategy as'' writing down key words and concepts in abbreviated verbal, graphic, or numerical form while listening or reading. Note-taking strategy is a good reading strategy''(p.40). As Cambrooke (2010) claims that it is a good idea to take notes from textbook.''Note-taking makes students active participants in their learning, helps them organize important concepts, remember information, and becomes one of their study aids''(p.22).

J- Summarizing

According to O'Malley & Chamot (1990),''summarizing is making a mental, oral, or written summary of new information gained through listening or reading. Summarizing can be a useful technique''(p.33). As Gulcat (2007) states that "the process of summarizing enables you to grasp the original text better, and the result shows the reader that you understand it as well. In addition to this, the knowledge you gained by summarizing makes it possible for you to analyze and critique the original text"(p.42).

2.1.2.Meta-Cognitive Reading Strategies

According to O'Malley & Chamot (1990),'' Metacognitive strategies are defined as executive skills to reach successful reading task which implicates planning, monitoring or

evaluating’”(p.200). The classification are applicable to almost every type of learning tasks, such as, planning, arranging, evaluating, organizing, managing, setting goals and target, and regulating or self-directing. These strategies facilitate the learner to arrange his own language learning successfully. Metacognitive strategies are directed attention, self-evaluation, self-management and self-monitoring and according to O'Malley & Chamot (1990,p.2001), they are established by:

a- Thinking about what has been known about the topic : linking the present topic with previous relevant ones.

b- Identifying a purpose for reading : determining task purposes so as to apply appropriate reading acts.

c- Paying attention : making a decision promptly of what to pay attention to, and what to ignore.

d- Self-evaluating : reflecting on what has been done and how it has been done (in the reading).

2.1.2.1. Classification of Metacognitive Reading Strategies

“Metacognitive strategies in reading refer to strategies designed to improve readers’ reading comprehension, enhance their understanding of awareness and control, and also to evaluate their comprehension achievement ”(Zhang & Sheepo, 2013,p.60). Many studies such as (Nash-Ditzel ,2010)revealed the positive effects of metacognitive reading strategies to the readers’ comprehension in reading. Students end to use some metacognitive strategies when they face reading difficulties in reading comprehension . Moreover, the use of metacognitive strategies is really important to develop students

reading comprehension. Chamot and O'Malley (1990,p.155) classified the metacognitive strategies in the following clusters of metacognition:

2.1.2.1.1.Planning Strategies

“Planning strategies are employed before reading. They activate the readers’ background knowledge, thus they can get prepared for reading” (Israel, 2007,p.77). “The readers may also grasp the overview of the text by previewing a title, illustrations, pictures, heading or sub heading and the text structure “(Almasi, 2003,p.80). Furthermore, planning is the thinking process to achieve the desired goal in organized way. There are four categories of these strategies which are Advance Organizer, Organizational Planning, Selective Attention and Self-Management.

2.1.2.1.2.Monitoring Strategies

Monitoring strategies are applied during reading.” These strategies include self questioning, looking for the key information, summarizing, vocabulary knowledge, checking understanding and finding out the important parts of the text” (Israel, 2007,p.91; Pressley, 2002,p.136). Thus, monitoring means the individual awareness of the text performance and their comprehension in reading. Monitoring strategies consist of two classifications, which are Comprehension Monitoring, and Production Monitoring.

2.1.2.1.3.Evaluating Strategies

Evaluating strategies occur after reading a text. “These strategies reflect the conclusion of the individual’s reading. Reflecting on what readers have just read is one of the examples of evaluating strategies” (Israel, 2007,p.87). There are three categories in evaluating strategies, which are Self-assessment, Self-evaluation, and Self-reflection.

All in all, there are three classifications of metacognitive reading strategies consisting of planning, monitoring, and evaluating strategies. Each of the strategies also has variety of sub-categories.

2.1.3.Social /affective Strategies :

According to O'Malley & Chamot (1990), "Social/affective strategies are related to social activities such as interaction with other people"(p.201).Asking for clarification and cooperation are the principal of these strategies. They can be applied to broad range of task.

Conclusion

Reading is an interaction between the reader and the text. Comprehension skill to EFL students is not easy to acquire .Learners' reading strategies are needed because they are very effective for developing students' comprehension skill.

Chapter Two : Field Work

Introduction

This chapter represents the field work of the current study which investigated the extensive reading comprehension strategies for master two EFL students at the department of English university of Mohammed Seddik Ben Yahia. This practical part consists of a presentation and description of the tools used for data collection as well as analysis and interpretation of results.

3.1.Methodology of Research

This research work is an investigation of EFL students' extensive reading comprehension strategies. To conduct this study and provide an answer to the research questions, a research plan has been conducted. This plan includes the research design, the instruments, and the sample population to be investigated.

3.1.1. Research Design

In conducting any research, the investigator should follow a research design. The research design is "the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data" (Khotari, 2004, p. 31). Furthermore, it aims at providing valid and accurate answers to research questions.

The present study follows a descriptive method that is designed to determine the facts of a situation by providing as many details and descriptions as possible. Additionally, it makes no predictions but simply reports what has been found (Cohen, Manion & Morrison, 2007,p.20). Such a study will be used to identify, analyze, and describe the extensive reading comprehension strategies that are used by EFL students. Thus, the raw

data collected have been analyzed quantitatively for further understanding of the research problem and ensure the validity of the findings.

3.1.2. Research Population and Sample

The population is the total group of people whom the study is about meanwhile sampling is the subgroup of the population the researcher wants to conduct his study on. Dornyei (2007) defined sampling as being "the group of participants or informants whom the researcher actually examines in his empirical investigation"(p.96).The present research was conducted in the form of a case study. To carry out this study, data were collected from one source. The samples are Master two EFL students from the University of Mohamed Seddik BenYahia,Jijel.

3.1.2.1.Learners' Profile

The informants representing the sample of the study are Master two EFL students at Mohamed Seddik BenYahia Universty of Jijel . One hundred and fifty of them were selected randomly to participate in responding to the questionnaire.

3.1.3.Research Procedure

The main research instrument used in this study is the questionnaire. Brown (2001) defined the questionnaire as "Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p. 6). The aim beyond choosing the questionnaire as a research tool is that it helps to gather data from a large sample of the population in a short time as Dornyei (2007) asserted: "the popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely

capable of gathering a large amount of information quickly in a form that is readily accessible” (p. 101).

The main objective of the questionnaire is to investigate the extensive reading comprehension strategies that master two EFL students apply in reading comprehension.

3.1.3.1. Students' Questionnaire

The questionnaire was administered to master two EFL students at Mohammed Seddik Ben Yahia university of Jijel. The total number of informants is one hundred and fifty . It was designed to fit the purpose of the study. The strategies, which was adapted in this questionnaire. The questions were written in English. The questionnaire was utilized in this study to examine students' use of reading strategies. questionnaire consisted of 22 items with a 5-point Likert scale ranging from 1 to 5. The description of the scales was as follows: Always = 5 ; Often= 4 ; Sometimes=3 ; Rarely=2 ; Never=1.

There are 3 sub – categories of this questionnaires:

Cognitive reading strategies, Metacognitive reading strategies and Social/Affective reading strategies. There are fourteen strategies included in the cognitive reading strategies , the Metacognitive reading strategies are four strategies included, while the socio-affective strategies are four strategies included.

3.2. Analysis and Results of the Students' Questionnaire

3.2.1. Students' Responses

I- When you read English materials (textbooks and other learning materials), what would you typically prefer to do

Statement 1: I first skim the text, then go back and read carefully.

Table 3.1

The frequency of students' use of skimming strategy

Options	Percentage
Always	10%
Often	26,7%
Sometimes	13,3%
Rarely	0 %
Never	50%
Total	100%

This statement was about the learners' using skimming frequency. As obtained from students' answers, the majority (50%) said that they never skim the text , and (26,7%) reported that they often skim. While few of them (13,3%) claimed that they sometimes used skimming technique, (0%) they rarely read and 10% said that they always skim .

Statement 2 : I use context clues for better understanding.

Table 3.2

The frequency of students' use of context clues

Options	Percentage
Always	59%
Often	5,2%
Sometimes	25,8%
Rarely	2%
Never	8%
Total	100%

According to the results of the table, the majority (59%) of the students stated that they always use the strategy, while (25,8%) said that they use it sometimes. The minority (5,2% & 2%) said that they often and rarely, while eight percent said that they never use it.

Statement 3: I try to infer what is said, but not clearly stated in the text.

Table 3.3

The frequency of students' use of deductive-reasoning

Options	Percentage
Always	8%
Often	29,9%
Sometimes	30,1%
Rarely	17%
Never	55%
Total	100%

As shown in the table, the majority of the students (55%) stated that they never use this strategy, while the minority (8%) said that they always use it. 30,1% of the students stated that they use it sometimes, 29,9% of the students said that they often use the deductive reasoning, while 17% are rarely use it.

Statement 4: I stop to periodically summarize what I've already read to make sure it makes sense.

Table 3.4

The frequency of students' use of summarizing technique

Options	Percentage
Always	53%
Often	17,8%
Sometimes	22,2%
Rarely	32%
Never	25%
Total	100%

This question aimed to reveal the frequency of the use of summarizing strategy by students. According to the table, the majority of the informants' answers are positive (53%), they said they always use summarizing technique. On the other hand, only 17,8% claimed that they often stop to periodically summarize what they have already read to make sure it makes sense. The results also indicate that (22,2%) of students stop sometimes to periodically summarize, 32% of students are rarely using this strategy and 25% of students said that they never summarize.

Statement 5: I read quickly to get specific piece of information that I want.

Table 3.5

The frequency of students' use of scanning technique

Options	Percentage
Always	75%
Often	3%
Sometimes	2%
Rarely	10%
Never	10%
Total	100%

This statement aims to know the frequency of using the scanning strategy. Through the results, it was found that more than fifty percent (75%) said that they always use this technique, 10% said that they rarely use it, and the same percentage (10%) said they never used it, while the minority (3%) and (2%) said that they sometimes and often use it.

Statement 6 :I try to make sense of new expressions by segmental analysis

Table 3.6

The frequency of students' use of analyzing

Options	Percentage
Always	19,9%
Often	12,1%
Sometimes	12%
Rarely	1%
Never	55%
Total	100%

This question aimed to reveal the frequency of the use of analyzing strategy by students. According to the table, the majority of the informants (55%) said that they never try to make sense of new expression by segmental analysis. On the other hand, only 19,9% claimed that they often analyze . The results also indicates that (12,1%) of students often try to make sense of new expression ,12% of students sometimes use this strategy and 1% of students said that they rarely analyze.

Statement 7 :I try to elaborate new information with known information in mind.

Table 3.7

The frequency of students' use of elaborating

Options	Percentage
Always	4,5%
Often	20%
Sometimes	6%
Rarely	5,5%
Never	64%
Total	100%

As shown in the table, the majority of the students (64%) stated that they never try to elaborate new information with known information in mind , while (20%) of students said that this strategy often use it.6% of the students stated that they use it sometimes, 5,5% of the students said that they rarely use, while the minority (4,5%) always use it.

Statement 8: I try to picture or visualize information to help me remember what I read.

Table 3.8

The frequency of students' imagery-using

Options	Percentage
Always	10%
Often	11%
Sometimes	3%
Rarely	11%
Never	65%
Total	100%

This statement aims to know the frequency of using the visualizing strategy. Through the results, it was found that more than fifty percent (65%) said that they never use this technique, 11% said that they rarely use it, and the same percentage (11%) said they often use it, 10 % of students said that they always try to picture or visualize information to help them remember what they read. while the minority (3%) said that they sometimes use it .

Statement 9 :When I read, I guess the meaning of unknown words or phrases in context.

Table 3.9

The frequency of students' use of guessing technique

Options	Percentage
Always	11%
Often	9%
Sometimes	3,8%
Rarely	13,2%
Never	63%
Total	100%

As shown in the table above, (63%) of the respondents claimed that they never guess the meaning of unknown words or phrases in context. (13,2%) of the students stated that they rarely use such strategy. While, (11%) of them said that they always use guessing technique .The results also indicate that (9%) of the respondentssaid that they often use this stratgy and the minority (3,8%) claimed that they sometimes use it.

Statement 10: I underline/highlight information in the text to help me remember it better.

Table 3.10

The frequency of students' use of highlighting

Options	Percentage
Always	9%
Often	11%
Sometimes	10,9%
Rarely	14,1%
Never	55%
Total	100%

This statement aims to know the frequency of using the highlighting strategy. Through the results, it was found that more than fifty percent (55%) said that they never use this technique, 14,1% said that they rarely use it, and 11% said they often use it, 10,9 % of students said that they sometimes try to underline/highlight information in the text to help them remember it better . while the minority (9%) said that they always use it .

Statement 11: When the text becomes difficult, I re-read it to increase my understanding.

Table 3.11

The frequency of students' use of rereading technique

Options	Percentage
Always	23%
Often	17%
Sometimes	3,3%
Rarely	25,7%
Never	31%
Total	100%

This statement was about the learners' using rereading frequency. As obtained from students' answers, the majority (31%) said that they never reread the text , and (25,7%) reported that they rarely reread . While few of them (23%) claimed that they always use rereading technique, 17% of students claimed that they often reread to increase their understanding . And the minority(3,3%)of students s that they always use this technique .

Statement 12: I take notes of what I have read.

Table 3.12

The frequency of students' use of note-taking

Options	Percentage
Always	7,8%
Often	8,2%
Sometimes	55%
Rarely	22 %
Never	10%
Total	100%

As shown in the table, the majority of the students (55%) stated that they sometimes take notes , while (8,2%) of students said that they often use this strategy .22% of the students stated that they use it rarely, 7,8% of the students said that they always use it, while 10% of students said that they never use it.

Statement 13: When reading, I translate from English into my native language.

Table 3.13

The frequency of students' use of translating technique

Options	Percentage
Always	90%
Often	3%
Sometimes	2%
Rarely	4%
Never	1%
Total	100%

As shown in the table, the majority of the students (90%) stated that they always translate from English into their native language when they read , while (3%) of students said that they often use this strategy .2% of the students stated that they use it sometimes, 4% of the students said that they rarely use it, while the minority (1%) never use it.

Statement 14: I use reference materials such as glossaries/dictionaries to understand the text better.

Table 3.14

The frequency of students' use of resourcing strategy

Options	Percentage
Always	80%
Often	5%
Sometimes	3,9%
Rarely	9,1%
Never	2%
Total	100%

As shown in the table, the majority of the students (80%) stated that they use reference materials when they read , while (9,1%) of students said that they rarely use this strategy .5% of the students stated that they often use it, 3,9% of the students said that they sometimes use it, while the minority (2%) never use it.

Statement 15: Before I read, I think about what I have already known about the topic.

Table 3.15

The frequency of students' use of relevant-thinking

Options	Percentage
Always	1%
Often	4,6%
Sometimes	15%
Rarely	43,2%
Never	36,2%
Total	100%

As shown in the table, the majority of the students (43,2%) stated that they rarely think about what they have already known about the topic before they read , while (36,2%) of students said that they never use this strategy .15% of the students stated that they sometimes use it, 4,6% of the students said that they sometimes use it, while the minority (1%) always use it.

Statement 16: I have a purpose in mind when I read.

Table 3.16

The frequency of students' use purpose-identifying

Options	Percentage
Always	22%
Often	45%
Sometimes	23%
Rarely	5,1%
Never	4,9%
Total	100%

This statement was about the learners' using purpose-identifying frequency. As obtained from students' answers, the majority (45%) said that they often have a purpose in mind when they read, and (22%) reported that they always have a purpose . While few of them (23%) claimed that they sometimes use this technique. 5,1% of students claimed that they rarely use this technique to increase their understanding . And the minority(4,9%)of students said that they never use this technique .

Statement 17: When reading, I try to stay focused on text and skip unimportant parts.

Table 3.17

The frequency of students' use of attention-paying strategy

Options	Percentage
Always	44%
Often	10%
Sometimes	12%
Rarely	20%
Never	14%
Total	100%

As shown in the table, the majority of the students (44%) stated that they have already try to stay focused on text and skip unimportant parts, while (20%) of students said that they rarely use this strategy .12% of the students stated that they sometimes use it, 14% of the students said that they never use it, while the minority (10%) said that they often use it.

Statement 18: After I read, I check if my guesses about text are right or wrong.

Table 3.18

The frequency of students' use of self-evaluating technique

Options	Percentage
Always	1%
Often	29%
Sometimes	15,6%
Rarely	20,4%
Never	34%
Total	100%

As shown in the table, the majority of the students (34%) stated that they never check if their guesses about text are right or wrong , while 20 ,4% of students said that they rarely use this strategy .29% of the students stated that they often use it, 15,6% of the students said that they sometimes use it, while the minority (1%) said that they always use it.

Statement:19 I work with my classmates to solve reading problems.

Table 3.19

The frequency of students' use of cooperating technique

Options	Percentage
Always	22%
Often	11,3%
Sometimes	12,7%
Rarely	14%
Never	40%
Total	100%

As shown in the table, the majority of the students (34%) stated that they check if my guesses about text are right or wrong , while 20 ,4% of students said that they rarely use this strategy .29% of the students stated that they often use it, 15,6% of the students said that they never use it, while the minority (1%) said that they sometimes use it.

Statement 20: I ask my teacher to paraphrase/explain something that is not clear or does not make sense to me.

Table 3.20

The frequency of students' use of assistance-seeking

Options	Percentage
Always	20%
Often	10,1%
Sometimes	30%
Rarely	17,9%
Never	22%
Total	100%

As shown in the table, the majority of the students (30%) stated that they ask their teacher to paraphrase/explain something that is not clear or does not make sense to them, while (20%) of students said that they always use this strategy .17,9% of the students stated that they rarely use it, 22% of the students said that they never use it, while the minority (10,1%) always use it.

Statement 21: I try to relax whenever I feel anxious about reading texts.

Table 3.21

The frequency of students' use of anxiety-lowering

Options	Percentage
Always	51%
Often	5%
Sometimes	4,3%
Rarely	20%
Never	19,7%
Total	100%

As shown in the table, the majority of the students (51%) stated that they always try to relax whenever they feel anxious about reading texts , while 20 % of students said that they rarely use this strategy .19,7% of the students stated that they never use it, 5% of the students said that they never use it, while the minority (4,3%) said that they sometimes use it.

Statement 22: I talk to my friends about my attitudes and feelings concerning reading materials in English.

Table 3.22

The frequency of students' use of feeling-sharing

Options	Percentage
Always	2%
Often	7%
Sometimes	1%
Rarely	20%
Never	70%
Total	100%

As shown in the table, the majority of the students (70%) stated that they never talk to their friends about their attitudes and feelings concerning reading materials in English, while 20 % of students said that they rarely use this strategy .7% of the students stated that they often use it, 2% of the students said that they always use it, while the minority (1%) said that they sometimes use it.

3.2.2. Interpretation and Discussion of the Results

This part is a discussion about the major results from the study based on the literature review and relevant research in Chapter One and from other relevant sources. The research questions of this study were: What kind of cognitive reading comprehension strategies are used by Master two EFL students at the University of Mohamed Seddik BenYahia, Jijel?; What kind of metacognitive reading comprehension strategies are used by Master two EFL students at the University of Mohamed Seddik BenYahia, Jijel? And what

kind of affective and social reading comprehension strategies are used by Master two EFL students at the University of Mohamed Seddik BenYahia,Jijel?.

The data obtained from the study indicated that the subjects participating in this study were more or less aware of what they were doing while reading using English reading strategies with different frequency. Most of the strategies used during the reading comprehension process were particular to each student; in other words, each individual read differently and used different combinations of strategies. In addition, the reading strategies utilized by the reader are unique to each reader.

As obtained from the data , all the concerned strategies were to some extent in use. Although the number of strategies reaching the high level was only 7 out of 22, and only 10 strategies of (1), (3),(6),(7),(8),(9),(10),(14),(18),and(22) were found at the low level whereas most of the students said that they never use those strategies. But the low-level strategies might indicate a negative correlation between these strategies and the reader's language proficiency, i.e. proficient L2 readers universally tend to rarely and never use those strategies such as skimming during the process of reading texts because it would probably slow down their speed of reading.Regarding the 3 categories, as seen in the data, the cognitive and social categories got the high level.

The findings of the study revealed that most of the subjects always used the category of cognitive reading strategies when they encountered reading difficulties by using context clues, using reference materials (e.g. a dictionary) to help them to understand what they are reading, scanning,summarizing, and translating English to their native language.It seemed that these findings were consistent with Garner's perspective on the above issue. Garner (1987) defined reading strategy as "a careful process attempt by active reader, useful to correct cognitive errors and help reading comprehension"(p.70). In other

words, when the readers monitor their reading process carefully, they take immediate steps to develop an in-depth understanding of what they are reading. In addition, the metacognitive reading strategies that are always used by students are : pay-attention.

In this study, the students' use of some strategies were low, Most of them say that they never use:skimming,deductive reasoning,analyzing,alaborating,imagery-using,guessing,cooperating,feeling-sharing and hilighting when they face a difficulty in reading when they read the difficult text.. The possible implication of all this is that, though less proficient learners obviously need to focus on acquiring vocabulary to become better readers, effective reading strategy use also helps. CelceMurcia and Olshtain (2000) stated that'' EFL students could guess the meaning of words accurately only when the context provided them with immediate clues for guessing''(p.32). If the context clues are not recognized by them because of their low level of foreign language proficiency, they might lead to misinterpret the meaning of words and consequently misunderstand the text. These mean that when the students read the difficult texts, with their low proficiency level of English, they can only use the dictionary or other materials to help them understand the text word by word and sentence by sentence.

In addition, the results obtained from the study showed that the most the participants employed various reading strategies when they read. It is supported the findings from the relevant study conducted by Anderson (2003), in order to examine the differences in reading strategy usage while reading academic materials between native speakers and non-native speakers of English . The results showed that the EFL students using a greater number of support reading strategies such as taking notes while reading, underlining or circling information to help remembering, translating from English into native language. Moreover, it was further explained that this finding should not be surprising because learners of English were expected to need more support strategies to

understand texts. On the other hand, the results above can be interpreted that the participants used the social/affective reading strategies to comprehend the text . As Cohen (1990) stated that'' the successful readers always used the combination of cognitive strategies and metacognitive to construct the meaning and comprehend the text''(p.32).

With reference to the data obtained to the questionnaires, another high percentage that was “When reading, I translate from English into my native language.” It indicated that students have difficulty in understanding vocabulary. Students used a cognitive reading strategy when they read the texts.

Regarding the result of the lowest percentage obtained from the strategy of elaborating ,guessing, skimming It seemed that on percentage, some students who paid less attention to this strategy may not realize its benefit. This result can be interpreted that the subjects had familiar with the reading strategies. The subjects used to translate the texts word by word and sentence by sentence, moreover, they transferred the information into their native language (Arabic).

3.3.Limitations

- As a result of circumstantial restrictions, only one tool of research has been possible to be used.

3.4. Recommendations and Suggestions

In the light of the conclusive findings of this study, some suggestions and recommendations has been advanced:

- findings reinforce the importance of teaching RCS explicitly to provide the students better understanding of how to use them in their learning of reading comprehension. In addition, this study has implications for teachers as it could help them to create a

supportive classroom atmosphere for students to provide RCS such as creating activities that invite students to fully engage in learning.

- The student should be aware about the reading comprehension strategies which influence their comprehension performance in studying and try to use them inside and outside the classroom .
- For further research, it is recommended to use a test to support the current data.

Conclusion

The present chapter has been designed to include and describe the empirical phase of this study. It described the research design and the research instruments that were the basis of the study. Moreover, it was dedicated to the analysis of the data gathered by the students' questionnaire and to interpret the responses, views, and opinions. The researcher also provided some suggestions and recommendations to enhance EFL learners' extensive reading comprehension strategies.

General conclusion

This study was conducted to investigate the extensive reading comprehension strategies that EFL students at Mohamed Seddik BenYahia university use while reading English texts . The participants of this study were 150 Master two EFL students at. The data of the study was obtained from the questionnaire. The latter was directly distributed to all of the subjects and all of them were returned. The collected data from the responses were then computed and analyzed. It is concluded that there are only seven strategies of reading comprehension that Master two students used frequently at the University of Mohammed Seddik Ben Yahia while reading . These strategies varied between cognitive , metacognitive ,social and affective strategies

We chose a specific number of strategies that are known to be effective according to the available research. The finding shows that most of the cognitive strategies were rarely applied by the participants. There were five strategies which were always used: using context clues,summarizing,scanning,translating and resoucing. The finding also reveals that just one of the metacognitive strategies was applied by most of the participants which is attention-paying. However, there was one socio-affective strategy that was used always which is anxiety-lowering.

The study has provided evidence that most of the participants had awareness of using variety of cognitive,metacognitive,social ans affective reading strategies to promote the comprehension ability. Moreover, there are lot of strategies that were not applied by the participants. The results of the study hopefully can help lecturers in determining the students' strength and weaknesses in terms of strategies use; thus the lecturer might give the students instruction to employ new strategies directly or explicitly. Moreover, students are not just passive receivers of information, but they are active makers of meaning.

Successful readers try to apply numerous skills to grasp meaning from the texts. Readers should be involved in the reading process by using different strategies to monitor their meaning.

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Appendix

Dear Students, You are invited to participate in this questionnaire . It is only for gathering information about extensive reading strategies used by Master two EFL students at Mohamed Seddik BenYahia University,Jijel . There is no right answer for this questionnaire . Please respond to each of the statements provided in the questionnaire truthfully, applicable to your case. The responses are used for research purpose only .

Directions: When you read English materials (textbooks and other learning materials), what would you typically prefer to do ? There are 5 options and tick \surd for your case to each statement.

5=ALWAYS, 4=USUALLY, 3=SOMETIMES, 2=RARELY, 1=NEVER.

	Statements	5	4	3	2	1
01	I first skim the text, then go back and read carefully.					
02	I use other clues, e.g. titles/headings, introduction, transitions, etc. for better understanding.					
03	I try to infer what is said, but not clearly stated in the text.					
04	I stop to periodically summarize what I've already read to make sure it makes sense.					
05	I read quickly to get specific piece of information that I want.					
06	I try to make sense of new expressions by					

	segmental analysis.					
07	I try to elaborate new information with known information in mind.					
08	I try to picture or visualize information to help me remember what I read.					
09	When I read, I guess the meaning of unknown words or phrases in context.					
10	I underline/highlight information in the text to help me remember it better.					
11	When the text becomes difficult, I re-read it to increase my understanding.					
12	I take notes of what I have read.					
13	When reading, I translate from English into my native language.					
14	I use reference materials such as glossaries/dictionaries to understand the text better.					
15	Before I read, I think about what I have already known about the topic.					
16	I have a purpose in mind when I read.					
17	When reading, I try to stay focused on text and skip unimportant parts.					
18	After I read, I check if my guesses about text are right or wrong					
19	I work with my classmates to solve reading					

	problems.					
20	I ask my teacher to paraphrase/explain something that is not clear or does not make sense to me.					
21	I try to relax whenever I feel anxious about reading texts.					
22	I talk to my friends about my attitudes and feelings concerning academic reading materials in English.					

Thank you for cooperation.

Resumé

La présente étude a examiné les stratégies étendues de compréhension de la lecture que les apprenants du Master 2 EFL emploient lorsqu'ils lisent. Un questionnaire est conçu et administré à (150) étudiants en Master 2 EFL étudiant l'anglais à l'Université Mohammed Seddik Ben Yahia de Jijel. Les résultats ont montré que les étudiants de Master 2 EFL sont conscients de l'utilisation de stratégies de compréhension en lecture et la majorité d'entre eux utilisent les trois stratégies de lecture qui ont été classées par Chamot et O'Malley (1990) comprenant : les stratégies cognitives, métacognitives et socio-affectives quand en train de lire. De plus, les résultats ont indiqué que les stratégies de lecture cognitive les plus fréquemment utilisées par les élèves sont : utiliser des indices contextuels, balayer, résumer, traduire et se ressourcer, les stratégies de lecture métacognitives les plus fréquemment utilisées sont : fréquemment utilisé est : anxiolytique.

Mots-clés : compréhension de la lecture, stratégies de lecture, stratégies de lecture cognitives, stratégies de lecture métacognitives, stratégies de lecture sociales/affectives.

المخلص

بحثت الدراسة الحالية في استراتيجيات الفهم القرائي الشاملة التي يستخدمها متعلمي اللغة الإنجليزية كلغة أجنبية عند القراءة. تم تصميم استبيان وإدارته لـ (150) طالب من طلاب السنة الثانية ماستر يدرسون اللغة الإنجليزية في جامعة محمد الصديق بن يحيى في جيجل. أظهرت النتائج أن طلاب السنة الثانية ماستر لغة إنجليزية كلغة أجنبية على دراية باستخدام استراتيجيات فهم القراءة وأن غالبيتهم يستخدمون استراتيجيات القراءة الثلاث التي تم تصنيفها بواسطة شاموت واوملاي سنة 1990 بما في ذلك: الاستراتيجيات المعرفية ، وما وراء المعرفية ، والاستراتيجيات الاجتماعية العاطفية. علاوة على ذلك ، أشارت النتائج إلى أن استراتيجيات القراءة المعرفية الأكثر استخدامًا من قبل الطلاب هي: استخدام أدلة السياق ، والمسح ، والتلخيص ، والترجمة ، وتوفير الموارد ، واستراتيجيات القراءة وراء المعرفية الأكثر استخدامًا هي: الاهتمام ، في حين أن استراتيجية القراءة الأكثر فاعلية من الناحية الاجتماعية كثيرًا ما تستخدم هو: خفض القلق

الكلمات المفتاحية: فهم القراءة ، استراتيجيات القراءة ، استراتيجيات القراءة المعرفية ، استراتيجيات القراءة ما وراء المعرفية ، استراتيجيات القراءة الاجتماعية / العاطفية .