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**A Descriptive Study of Reading Comprehension Difficulties at the
University of ‘Abess Laghrou’ at Khenchela: Case Study: First Year
Master Students’ of Computer Sciences.**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Master Degree in Didactics of Cultures and Foreign Languages**

May, 2018

STATEMENT

I hereby certify that this dissertation is entirely the results of my own investigation.

The various sources to which I am indebted are clearly indicated in the references, in the text or in the references.

The Candidate:

.....

The Director of Studies:

.....

DEDICATION

TO:

Whom serves as a symbol of intelligence and function of success...

Him, my master, my unimaginably dear father

Whom serves as an icon of beauty and example of tenderness...

Her, my inspiration, my adorable mother

The wings whom serve as signifier and signified...

My sibling, my shoulders, my support

Friends of knowledge...Readers of this work

I dedicate this work.

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Needless to say, special thanks are for the participants who have answered the questionnaire and the members of the board of examiners for taking the trouble to examine the present work.

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LIST OF ABBREVIATION:

ESP: English for Specific purpose

NA: Needs Analysis

L2: Second language

EFL: English as a Foreign Language

GE: General English

ABSTRACT:

The study relied on a qualitative and quantitative investigation designed to provide a particular depiction of the reading comprehension difficulties. The research hypothesis raised in this study, had been confirmed. The hypothesis confirmed that students who achieve good level in vocabulary were better in reading skill than those who did not.

The thesis consisted of an introductory chapter adopted to conduct the research, and the rest of the dissertation was divided into THREE main sections;

-The first chapter dealt with the literature review that related to the study. It was divided into two main sections;

SECTION ONE presented general information about the reading skills.

SECTION TWO with the reading comprehension.

-The third chapter attempted to explore students and teachers perspectives and opinions towards the issue under investigation. A questionnaire of eighteen (18) items was administered to the participants of computer sciences Master students of the university of Khenchela and a questionnaire of ten (10) items was distributed to the teachers during the academic year 2018-2019.

THE FINDINGS REVEALED THE FOLLOWING

-There should be more careful attention paid by the Ministry of Higher Education and Educational Planners to design modals of ESP courses and syllabus according to the needs of the specialty to motivate them.

-Teachers have to guide the students and give them the appropriate methods to motivate them to read more in order to obtain and acquire new terms that will help them to become good readers.

-There should be a program designed from the ministry that guide students to be skillful readers.

INTRODUCTION

INTRODUCTION

1. STATEMENT OF THE PROBLEM

During the researcher 'teacher training as an associate teacher last year (2017) in the "computing sciences" institute at "LAGHOUR ABBASS" University. Just like any other departments , it was noticed that the EFL teachers had a very limited knowledge with English as a scientific purpose.

This latter has resulted in some misfits in reading comprehension amongst the students of this above specialty.

In addition to that, the majority of the teaching staff relied on translation method as a mean to teach vocabulary and grammatical rules.

This problem is widely spread even amongst Master two students.

2. LIMITATIONS OF THE STUDY:

This dissertation has limitations to its research potential. The following observations were made:

- a.** One student refused to answer the questionnaire.
- b.** The limited number of teachers at the "Computer Sciences" department of Khenchela was insufficient. The need to extend the questionnaires to other departments was urgently required to provide more validity to the sample.
- c.** Time, finances and space were a big problem hindering the investigation.

3. DELIMITATIONS OF THE QUESTIONNAIRES:

- a.** The reason why there is a limited number of teachers taken on is because departments are commonly only taking one associate English teacher when workload dictates that at least two should be appointed.

- b. The results of this study might be implied to other departments only as indicatives rather than suggestive.
- c. Enlarging the scope of more individuals, notably teachers, is for an aim of cutting down interferences of invalidity, be it internal or external.
- d. In the same manner, one can say that, more views of informants from different fields of English teaching may actually contribute implications beneficial to implementation in any of these disciplines.

4. HYPOTHESES:

It is hypothesized that students who achieve a good level in vocabulary have better reading skills than those that don't read at all.

5. DESCRIPTION OF THE STUDENTS' QUESTIONNAIRE:

The questionnaire consisted of eighteen (18) questions. They were in the form of either "closed" questions requiring from the student to choose "yes" or "no" answers, or to "pick" up the suitable answer from the appropriate numerical questions.

6. ADMINISTRATION OF THE STUDENTS' QUESTIONNAIRE:

The sample investigated the total of thirty three (33) students of Master One LMD at the university of Khenchela. The participants of this questionnaire were surveyed in the meeting room after a meeting took place in the department of computer sciences.

7. DESCRIPTION OF THE TEACHERS' QUESTIONNAIRE:

The teachers' questionnaire consisted of ten(10) questions. These were either "closed" questions, which ask from the teacher to make a choice of "yes" or "no" answers, or to "pick up" the appropriate answer from a number of choices, or finally to answer "open" questions where the teachers are requested to give explanations.

8. ADMINISTRATION OF THE TEACHERS' QUESTIONNAIRE:

The questionnaire was administered to only eight English language teachers from the Departments of "Computer Sciences", Biology and Agronomy at the University of Khenchela.

9- THE DEPARTMENTS INVESTIGATED:

The study was conducted in three different departments:

- a. Computer Science department
- b. Biology and
- c. Agronomy.

CHAPTER ONE: THE READING SKILL

INTRODUCTION:

This chapter covers outstanding components comprising the field of the reading skill and English for Specific Purposes (ESP). Therefore, it proceeded from the definition of reading to its types, models and strategies of reading. Further, the theoretical section will be introducing literature on the reading skill, ESP and Needs Analyses.

1.1. DEFINITION OF ENGLISH FOR SPECIFIC PURPOSES (ESP):

English for Specific Purposes seems to be as the process of teaching and learning particular skills to obtain a specific goal (Day and Krzanowski, 2011, p. 5). To be precise, ESP can be seen as learning for occupational or educational career (Bracaj 2014, p. 41), it can be argued that learners seek language in order to reach their needs , but in training “there has to be a compromise where learners with sufficiently similar needs can be grouped together“ (Day and Krzanowski 2011, p. 6). Pauline Robinson (1989, p.398) concequently views ESP as a “goal oriented language learning”. This means that students are not learning English because it is an important language, but they are learning the language just like a tool to realize their personal aims. Hence, it is important to state that “the starting point for an ESP course or program is to decide the needs of the learners” (Bhatia, Anthony, Noguchi, 2011, p. 3). If students know what they are looking for, accordingly, they will facilitate for their teachers the process of helping them, in the way that they will achieve their own goals and predictions as well.

1.2. WHAT IS NEEDS ANALYSIS (NA)?

There was a great debate between authors to come up with a definition of the word “need”; it is not surprising to come through across a diversity of proposals regarding needs analysis (NA).

Kaufman (1995) considers needs as a gap then as a result. He defines NA as a means to determine these gaps, by putting sets of needs according to their priorities. Reviere et al. (1996) also see NA as a process of gathering and then analyzing data, aiming at finding the people's gaps and lacks compared to the general agreeable standards. This definition illustrates that the gaps between standards set and the absence or unacceptable presence of them throughout the deliberate and pre-determined set of measures is an essential starting point.

Stufflebeam et al. (1985) and McKillip (1987) perceive NA not as an end but as a means for deciding what to teach and which programme is appropriate and does it serve the needs of students or not. According to Stufflebeam et al (1985), NA helps to find how many needs are there and how it should be dealt with and find a solution to them by using the available materials and programs wisely. Whereas it is not the only goal of the NA to figure out the wants but rather to take specific procedures and make an end to the possible gaps and lacks in order to fulfill the wants .

1.3 THE DEFINITION OF READING:

Reading is mainly “a decoding process.” The text is like a message written by the author; the reader tries to analyze, understand and decode its meaning. Reading activity involves perception, recall, reasoning, evaluating, imagining, organizing, application and problem solving. The main aim of reading is mostly to understand the meaning. The effective reader does not only aim at understanding the text and its terms only; but more taking into consideration the mood ,tone feeling , and attitude as well (Dechant and Smith, 1977, P. 237). Gray (1967) argues that when readers read a piece of writing they comprehend it at three main levels: First, readers read the text but without taking the importance of the words and their deep meanings, the second level involves the outstanding understanding of the reader to the

author's meaning and recognizing them, and the third level is the one where the reader possesses personal arguments which impact his reaction to the text. The summary of the three levels will be as follows "Reading the lines, Reading between the lines and Reading beyond the lines". Reading aloud focusing on pronunciation rather than understanding the meanings of the text. The reader tries to read aloud in order to help the audience and allows them to share information with him. The goal behind reading loudly to the audience is to transmit a set of information to them, or to help them take part in such a good story that they do not already know or have, and to amuse them as well (Zintz and Maggaut, 1989, P. 425). Silent reading is meant to be "seen and comprehend process" rather than a "see, say and comprehend process". Silent reading is that kind of reading used by the reader in which he associates what he reads with his prior knowledge to better understanding.

1.4 TYPES OF READING:

a. INTENSIVE READING:

Intensive reading takes into consideration the texts given in the classroom which aims to develop the learner strategies in the reading process; in this context, Nuttal (1962, p. 23) argues that:

"The intensive reading lesson is intended primarily to train students in reading strategies. Nevertheless, the learners would like to choose reading of what they do divided in parts by themselves; then reading each specific part separately in order to understand it very well"

In palmer's view (1964) on intensive reading, the learners rely on using the dictionary to analyze, compare and translate the ambiguous terms while reading. Using a dictionary will help the learners to develop their language and also their learning process. This will make the speed of reading for the learner very slow, according to Harmer (2001). The Reading

comprehension task means that the reader should not stop at every single word and translate it or analyze it as well. (Harmer 2001), we could say that the learner is obliged to know where he has to stop; this means that he should not stand at every single point or idea and make an analysis of it; thus, he must understand the text then get its meaning relying on the content of the text.

b. EXTENSIVE READING:

We can say that outside the classroom, learners make efforts to increase their level in reading by using such materials like: newspapers, novels, books, magazines...etc.

“The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners”

Extensive readers read for the sake of pleasure. This type is named “joyful reading” by Rechar Day in 1998. Extensive reading contributes on increasing the knowledge of the reader and his vocabulary as well it also helps the reader to know how words are spelled.

In brief, students have to depend on themselves in gaining new knowledge when reading books outside classroom.

1.5. MODELS OF READING:

a. BOTTOM UP MODEL:

Stimulus driven model: It is the model in which the reader tries to identify and make an analyze to the linguistics information ; we have for instance terms , sentences. So, afterwards, it is very interesting to comprehend each part of the text separately by adding some of the prior knowledge to it (Ueta, 2005).

Dechanet (1991) argued that the bottom up models are those models which:

"Operate on the principle that the written text is hierarchically organized (I.e, on the grapho-
phonic, phonemic, syllabic, morphemic, word and sentence level).

b. TOP DOWN MODEL:

Top down model describes reading as a linear process that moves from the top down to bottom up stages (Ueta, 2005). Hedge (2000) claimed that top down models are used to portray the use of the preceding knowledge to grasp meanings from the text. Context -drive model is model where the reader have prediction about the content of the text and infer it by using the prior knowledge and experience to better comprehend the text.

c. THE INTERACTIVE MODEL:

The interactive model is the interaction between bottom-up and top-down processes in order to ensure the accurate and rapid processing of information. This model clarifies the readers usage of information that have been constructed from different sources at the same time while reading the text .

This model sees the reading process as an interaction between both the reader and the text at the same time.

1.6. SOME OF READING STRATEGIES:

In the reading skill, learners should follow certain strategies in order to facilitate for themselves the process of reading in general and understanding the material in particular. These strategies are useful and helpful for the students, especially poor learners; reading strategies also are those methods used by the reader to comprehend (Roe 2014p.84). Good readers have precise strategies and they know how to use them in an appropriate way (Aamotsbakken, Askeland, Bakke, Mortensen-Buan, & Skjelbred, 2012, p.13). The secret behind using reading strategies is the capability to apply various sorts of activities and reflections before, during, and after reading. To oversee reading, it will be crucial for

learning to take place (ibid.). Reading is not a process of decoding letters into words only, but it requires to give each word its meaning and then make a combination of these words and their meaning to the full text. It is very interesting for the reader to know how to attach the new text to his personal entire understanding. They are as follows: Pre-reading activities, Post-reading activities, predicting, skimming, scanning, inferring, guessing the meaning of new words, and summarizing). It is important to sum up these strategies.

a. PRE-READING ACTIVITIES:

These activities are mainly used before starting the reading process in the way that the reader is focused only on various fundamental ideas of the text, the paratext or the construction of the text and expressing certain aim for reading as well. Moreover, to activate the previous background of the reader and his expectation about the text. According to Bråten (2007), background is the main aspect that contributes in understanding the text, thus to develop the prior knowledge by recognizing new information. Methods of making students paying attention to the knowledge they have before perhaps key terms, writing mind-maps; or by having a discussion related to in question during the pre-reading activity, one may face new vocabulary, so it is very interesting to state both of new terms and sentences (Udir 2015)

b. POST-READING ACTIVITIES:

post reading activities is the efforts the reader does to comprehend and recognize what the text is about as writing mind-maps, grasp the main terms, sum up the content of the text, ask some question about the text or give answers to the text. Comparing the topic with some other same topics, by adding the new information to the one the knowledge the reader knows already or by adding his experiences because they are very important for example making discussion with each other about the topic or by making presentation so they will exchange information, then finally end up with evaluating the content of the text and its structure(Udir

2015). It is very important for the teacher to make sure of whether students are playing an active role in all of these steps of reading. Moreover students have a right to have a chance in order to think towards their learning (ibid). It is very important for the teacher to make sure of whether students are playing an active role in all of these steps of reading or not.

c. PREDICTING:

Magiliano (1993) stated that “Prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that means, they used pictures, headings and text as well as personal experience to make predictions before they begin to read”(pp, 35-53). Predicting is used while reading when the reader thinks about what is coming basing on the author at first then his previous knowledge. It means that learners depend on the text to determine what the text is going to be about. Readers here reject or prove their predictions by using arguments from the text (Test Wise Word Association, 2006).

d. SKIMMING:

It is used by readers to get “a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading”(Grellet,1999, pp, 2-25). For instance, the skillful reader should not read all the text or article in other words he / she must follow some techniques to skim:

- (1) Take a general look through the page.
- (2) Detect the principal titles and subtitles as well.
- (3) Read the topic sentence and the close sentence carefully.
- (4) Read the topic sentence and the conclusion sentence of each paragraph in order to take the main ideas of the most essential points (As Dinah Mack & Holly Epstein Ojalov, 2009 cited in The article of New York Times, 2014).

We can say that skimming is the strategy which involves the readers to have a general idea of the text but quickly.

e. SCANNING:

Scanning used when the reader is reading very quickly looking for certain information or key terms or ideas. So, in both cases you are aware of what you are looking for so you are focusing to find specific answers. This is of course by moving your eyes very quickly searching to find specific terms or phrases (Wood, pp, 1-2). We may say that scanning is reading with speed to state and construct certain information (Test Wise Word Association, 2006).

f. GUESSING THE MEANING OF NEW WORDS:

During the reading process students face new terms that they do not know before. This makes them face a big problem especially in understanding the text. Clarck (1980, pp, 211-220) suggest that the best way to deal with this problem is “to guess the meaning of unfamiliar words from the context in order to save time, and to continue reading without interruption or referring to a dictionary”

It is important to depend on context to extract the right meaning of the words as it is a useful means to train and try to improve as well. These are some important things that can help students and offer time for them: (1) think about the meaning from the context (2) how the word is spelled (3) the preceding knowledge of the student about the subject of the text (E.O.I de Sabinaningo organization, 1993).

g. SUMMARIZING:

This strategy take place just after reading and understanding the text to restate the main ideas or the principal content of the text in an organized way, using their own style and focusing only on the basic ideas. Oxford (2006, p.717) defines “summarize as a short

description of the main ideas or points of something without any details”. Similarly, Reading Rockets Organization (2014) puts:

“Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their cognitive ability about what is read.”

Finally, these strategies have a big role and contribution to make students comprehend the text easily with fewer problems.

CONCLUSION:

The reading skill is considered to be one of the most important skills in the teaching and learning trend nowadays. Reading in ESP can be considered as an activity concerning learning, preparing and practicing a specific type of English language to be determined almost always in accordance to specialism. Reading strategies, then, play a major role in the students’ specialist areas of interest. One can draw out a conclusion that: In the reading skill, learners should follow certain strategies in order to facilitate for themselves the process of reading.

**CHAPTER TWO: READING COMPREHENSION
AND ESP**

INTRODUCTION:

The following chapter introduces themes pertaining to the research subject by clarifying the definitions of reading comprehension, types of comprehension, reading comprehension difficulties and improving reading comprehension as well as clarifying how to help students understand the reading materials. Furthermore, we dealt with good and poor readers followed by motivation and vocabulary. In addition, we will introduce the relation between vocabulary and reading comprehension as a last point.

2.1 WHAT IS READING COMPREHENSION?

Reading comprehension is the process where the reader interacts with the text; it is the function in which the reader and the text took place ;the reader here must be aware of what changes happened there in the text by focusing on the context ,it is considered as the link between the already knowledge acquired with the new one. This latter is considered as a mental model(Johnson-Laird, 1983) or as a *situation model* (Kintsch, 1998; Kintsch, & van Dijk, 1978) it is also meant to be as the most essential mean of getting knowledge from the text , The main characteristic of the word model is to make connection between the ideas and be aware of what has been learned before.

2.2 COMPREHENSION:

“Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (RAND Reading Study Group, 2001, p. 11).

However, through time and usual practice comprehension will surely increase (Alderson, 2000). This is why it is explained as the ‘product of reading’ it was also described as the main purpose of reading.

Scholars agree that when the reader interacts with the text; the comprehension then will be improved thought following certain levels. Gray suggests three levels that the reader face

while reading, they are as follow “Reading can be performed by reading ‘the lines’, ‘between the lines’, or beyond the lines” (Gray, 1960 in Alderson, 2000, p. 7).

That is to say that the reader can achieve the meaning of the text literally by making inferences or by analyzing the text critically, we can do this latter by deriving the main content of the text using the knowledge acquired before.

Research suggests that the great amount of vocabulary have a principal role in comprehension (Beck, Perfetti and McKeown, 1982). Therefore, Some experiments have been planned to decide the most important methods of how to teach vocabulary (Blachowicz and Fisher,2009; Nagy, 1988; Nation and Newton, 1997).

The results of these studies state that reading is the principal process that increase vocabulary; which means that vocabulary is directly acquired while reading through the context by encountering it firstly then memorizing it, because readers will always face new terms inside the text, thus some vocabulary research focuses on finding some basic ways to facilitate for the students to figure out the meanings of words depending on the context.

2.3. DIFFERENT TYPES OF COMPREHENSION:

Inferences are usually used in comprehension in both written and oral language while reading. Thus it is so important to two main distinctions about language usage written vs spoken, and academic vs informal language.

There are many significant differences between the language we use every day with our friends, family, and so on when communicating with each other and the language we use in school (Westby, 2012).

Conversations we use everyday are used only to share new information, personal issues and reach our daily life tasks. Whereas academic language, it is completely different from the informal one, because it contains complex grammatical structures, even words are quite

different we have also different text organization to express content which describes complex relationships (Zwiers, 2008).

2.4 READING COMPREHENSION DIFFICULTIES:

Researches on reading comprehension illustrate that EFL learners have problems when they read, it is mainly because they have a lack in comprehending vocabulary, they may have problems in words that have same lexical forms; some of these terms have the same pronunciation for instance we have boss and bus cut and cat as well, some other terms seem to be alike at the level of morphology as in receptive and deceptive. A reader can face these sorts of terms while reading and even if he knows them before but he mix between these terms and the appropriate meaning of each.

Another kind of difficulties common among EFL readers is that each one term has many meanings like the word "defect" which means something wrong or missing from somebody or something and; whereas, we have the same word but different in meaning. The main problem exist in each category is that readers know only one meaning and have no idea about the other meanings; of course this will lead them to fail in getting the sentence and what it talks about; it means that the sentence may mean something and the readers will understand it as something which is definitely wrong and leads him to miss interpretations of the meanings.

Another interesting category is represented; the proverbs and idioms, so the reader is going to translate the proverb or the idiom word by word i.e. he will translate it literally by this he will achieve the literal meaning only, but not the exact meaning. For example we have the idiom break a leg which means good luck; hence by literal translation reader will never obtain the meaning of the idiom.

Moreover, lack of vocabulary is the main problem that leads readers to face further problems in reading comprehension, because terminology are the most essential thing in having a successful reading. Whereas learners who have good level in vocabulary, will comprehend the material without facing any problem, it is as a result of their usual reading i.e. the habitual reading helps the reader to learn new vocabulary with a strong background knowledge which helps him to read any material without any difficulty.

2.5 IMPROVING READING COMPREHENSION:

Researchers and teachers agree upon that the purpose behind reading process is to end up reading texts with better comprehension of the materials. It is been stated that reading is focuses on the prior knowledge of the reader about the material, and the linguistics element of the text. Moreover, it was argued that meaning are not presented in a direct way thus the reader should be clever in inferring these meanings by focusing on their deep meanings by using the already existed knowledge which they know about the topic of text and its language. Likewise, it was argued that comprehension is the principal reason behind reaching a successful reading, If anyone wants to improve his reading comprehension he have to know all its main element, these latter are :

A.TEXTS:

Halliday and Hasan (1976:85) define it as: "A unit of language in use...the text is not defined by its quantity...a text is seen as a unit of meanings and the text has a structure and of course this is what characterizes it and makes it Different from the thing that is not a text." In ordre to facilitate the comprehension tasks; teachers should offer learners with texts that are related to their specialty and then helping them to apply the appropriate strategies that will serve them in inferring meaning.

Texts are not arbitrary sequences; but they are semantic unity which can be ordered throughout the cohesive devices, it can be divided as follow:

a. LEXICAL DEVICES:

Lexical content is considered as one main aspects of reading a text; it is very important one that should be taught to the learners in order to facilitate for them the process of getting the meaning of the material; and to help them to know what is the relationship existed between the parts of the text, this can be reached through vocabulary.

b. GRAMMATICAL DEVICES:

The text can be used as a mean to teach grammar; whereas the readers main goal is to comprehend the passage. Boosting the ingenuity of grammatical devices and contributes in mastering reading comprehension.

Halliday and Hasan 1976 describe the grammatical devices as follow: substitution, ellipsis, conjunctions and reference.

Reader should know how to divide the text into small parts in order to improve his reading comprehension. The secret behind improving reading comprehension is not reading the whole passage very fast, but it is by using the mental capacity to process ideas and terms.

2.6 HOW TO HELP STUDENTS UNDERSTAND THE READING MATERIALS:

Students need capacity to find out the most interest ideas, state any specific supporting ideas, use their intelligence in finding a suitable conclusion, and finding inferences. These abilities will helps them perfectly to expand their reading comprehension

1. Grasping main ideas because they are the principal of the piece of writing (Johnson, 1994; Seyler, 2004). They are the core of the passage (Chen & Fang, 1996). Students should determine the topic in order to understand what the course is talking about and at the same time comprehend what the writer wants to convey for the reader , then students attempt to construct the main ideas (Flemming, 1997; Skidell & Becker, 1992).
2. Supporting details. They support the main ideas by giving evidences, examples and clarifications. by these strategies students will surely read successfully (Johnson, 1994; Skidell & Becker, 1996).
3. Drawing conclusions is the

capability of making a judgment of certain texts rationally. Students require to be aware about the information used by the writer through the information of the text (Chen & Fang, 1996).

4. Identifying inferences Students here must be claver in understanding the hidden ideas and meanings expressed in the text by the writer, thus they have to deal with the content of the text consciously (Chen & Fang, 1996). We conclude saying that these strategies are very interesting in developing students' ability in reading comprehending of the texts.

2.7 GOOD AND POOR READERS:

Good and poor readers have a great related to reading comprehension. Both of them try to find the appropriate strategies that will help them to realize the meaning of the written material that have been read. In contrast to poor readers good readers tries to read with a sense of purpose. Teachers have to recognize and differentiate between good and poor readers during the process of teaching in the way that makes the poor readers motivated to improve their reading skill. Klinger (2000), claim that the great way to depict good readers is to say that: good readers are more intelligence in the way of choosing the suitable strategies good readers are generally considered to be as active readers.

They have a certain goal to rich during reading thus they take in to consideration the content of the text and does it working on to find their need or not.

- Good readers before they start reading ; they take a general look over the text focusing on the structure of the text and its parts that could serve their reading goals, only good readers can make a prediction of what is coming after.
- Good readers decide about what should be ridden and what should not to read ,what they have to read with full attention and what ideas must have second or more reading etc....
- Good readers construct, review and then ask themselves whether the meanings they make while they read are relevant and correct or not.

- Good readers are those who try each time to find the meaning of the terms and concepts as well which they do not know before.
- They try to compare the content of the material to their previous knowledge in order to comprehend the text.
- In contrast poor readers does not know which effective strategies they have to choose and follow in order to comprehend the text and remembering what they read before .
- In addition to that they are slower during reading and less accurate Even their motivation is quite low.
- They depend their learning on the text because they don't have enough background knowledge; thus they can't even connect the ideas they have in the material since they have a lack in both vocabulary and previous knowledge.

2.8. MOTIVATION:

Motivation is an essential concept in reading; some researchers state that motivation and engagement are the most essential thing in the capability of reading ; the reading skill (Roe 2014:38).Therefore, students should be motivated in order to become as versed readers with good reading instruction (Guthrie & Wigfield, 2000). To increase students' motivation, it is important to make sure about whether students make a connection of what they read to the reality (www4). Furthermore, it is necessary to offer materials that will contributes in motivating students ,particular reading instructions, and model of how to read different types of texts. Motivation effects on what a person does and how it is done. Thus, it provides and offers us the energy towards the process and effects on our engagement (Bråten 2007:75). Students who are well motivated can concentrate very well in reading because they spend more efforts than student who does not have any sort of motivation in reading skill , and they are really diligent and talent to have a challenge , that helps them to handle the reading

process, which leads them to read with high level better than those with low level of motivation (ibid).

2.9 VOCABULARY:

Vocabulary means words which are typically been used in a language. Children learn new words through their interaction with others and this may helps them to increase their vocabulary continuously while communicating with others; children as well acquire new terms by associating them with the context in order to construct the exact meaning of specific term; whereas several learners because they have riche a very good level in their oral skill they come to school with a very good level in oral , in other hand some of learners come to school with unsatisfied level of vocabulary (Gunderson, D'Silva, & Chen, 2010). The latter is a good example of English learners as in Malawi. However, this everyday vocabulary which children comes with in school is Unfortunately not the same compared with the one they do learn in school because it is considered as informal and it is not the same as the one that is thought to them in text book and expository texts used in schools. In such cases, McIntyre (2011), indicates that Each subject and areas has its own terms vocabulary and concepts; it differs from one field to another so that teachers should help students in the way in which they try to include the new difficult words to make students learn them unconsciously while reading the written text. According to Perfetti et al. (1996), Students knowledge of vocabulary that are connected to their specialty field will really helps them to be much better aware about what is the given text is about surely by linking each term with its own appropriate meaning in the text .

In such cases teachers should include so many activities that will encourage students to participate in knowing the meaning of the new given words and of course this would helps

them to learn the right pronunciation of words as well moreover teachers should take in to consideration which words should be taught in every course(Morrow et al., 2003). .

2.10 THE RELATION BETWEEN VOCABULARY AND READING

COMPREHENSION:

Researchers and educators claim that there is an existence of a strong relationship between both vocabulary knowledge and reading comprehension. So students who store more vocabulary terms in the minds are those who have a big chance to comprehend the text perfectly. The main mean that helps to gain reading fluency is called vocabulary knowledge it is important to clarify that reading has an essential role in increasing vocabulary knowledge and the vice versa. The main relation between vocabulary knowledge and success in reading comprehension tests has been clarify in many studies, like Grabe and Stoller (1997). While reading the students face familiar terms this latter helps them to carryon reading the given task without any problem, klingner (2007) in his words says that , vocabulary plays an interesting role in facilitating the process of reading comprehension we teach(math, science, history, biology and government) one of your significant responsibilities is that you have to teach your students key terms and concepts , in order to help your students to comprehend the academic language of their specialty easily.

To sum up, vocabulary and reading are interrelated to each other therefore learners may enhance their vocabulary throughout the usual reading.

CONCLUSION:

This chapter has started by defining what reading comprehension means. We introduced the different types of comprehension. Reading comprehension is considered as a process where readers interact with the text. The reader here must be aware of what changes happened in the text by focusing on the contact. That is to say, an ESP reading course design is an amalgamation of multiple ingredients.

CHAPTER THREE:
DATA ANALYSIS AND FINDINGS

INTRODUCTION:

This chapter clarifies the research design in terms of the aim, the description and administration of the questionnaire. As far as this research is concerned, it is felt that the most suitable method is the descriptive one. Bless and Higson-Smith (1995) stated that “when the researcher is concerned with determining the point view of a group of people towards a particular topic at a particular time, a descriptive research design will be utilized”. The matter fact of is that, the questionnaire is of great importance for collecting data. It enables the researcher to attain a more reliable and comprehensive picture. Therefore in this study, two questionnaires were used: The teachers’ Questionnaire purpose was to provide appropriate data to the research. On the other hand the students’ questionnaire was designed to contribute information about their reading comprehension.

3.1THE STUDENTS’ QUESTIONNAIRE:

a. ADMINISTRATION OF THE QUESTIONNAIRE:

The sample was composed a totality of 33 students of Master one over the total student population of 33, at Khenchela. The participants of this questionnaire study were from Khenchela University at the department of computer sciences. They were master one students. It is worth to mention that, the students included had EFL courses at all the years at university level. Are supposed to be more advanced and had already been introduced to English of their specialty three years ago, therefore reading is one of one of the main classroom practices.

A. DESCRIPTION OF THE QUESTIONNAIRE:

To confirm this study, the questionnaire is regarded as a practicable and applicable way of large scale data gathering. It was intended to describe the reading comprehension difficulties at Khenchela university, namely at computer sciences department.

The questionnaire consisted of 18 questions. They were in the form of “closed questions” requiring from the student to choose “yes” or “no” answers, or to pick up the suitable answer.

c. DATA ANALYSIS:

QUESTION 1: How do you consider your level in English?

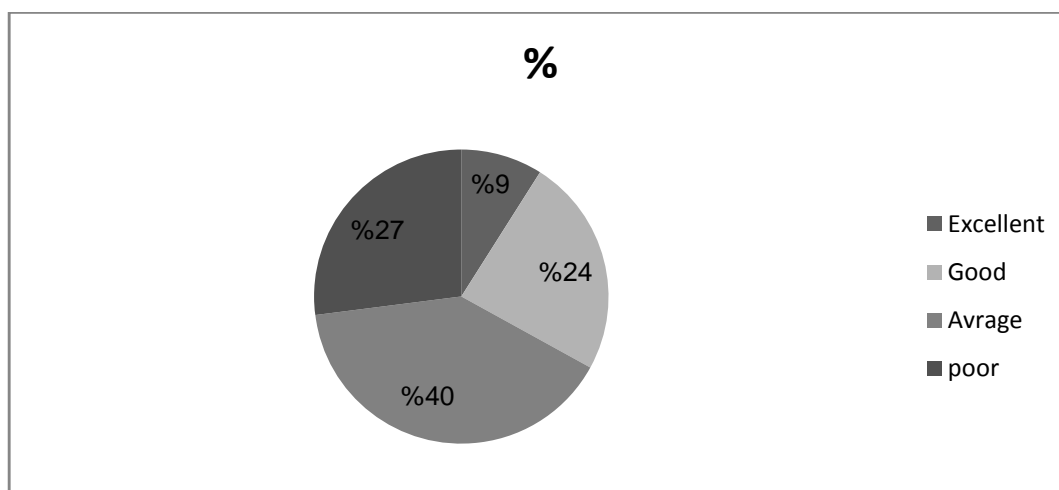


Figure 01: Students' Level in English

Option	Number of subjects	Percentage (%)
Excellent	3	9.09
Good	8	24.24
Average	13	39.39
Poor	9	27.27
Total	33	100

Table 01: Students' Level in English

Table and figure one (01) demonstrated that, nearly thirty nine percent (39.39%) saw themselves as average level students; whereas, nearly twenty seven percent (27.27%) ranked themselves as poor. Distinctly almost twenty four percent (24.24%) of the students tended to believe to have a good level; however, only nine percent (9.09%) of the participants thought they have an excellent level in English language learning.

Question 2: Do you consider English as an important language for you?

Option	Number of subjects	Percentage (%)
Yes	29	87.87
No	4	12.12
Don't know	0	0
Total	33	100

Table 02: Importance of English language to Students

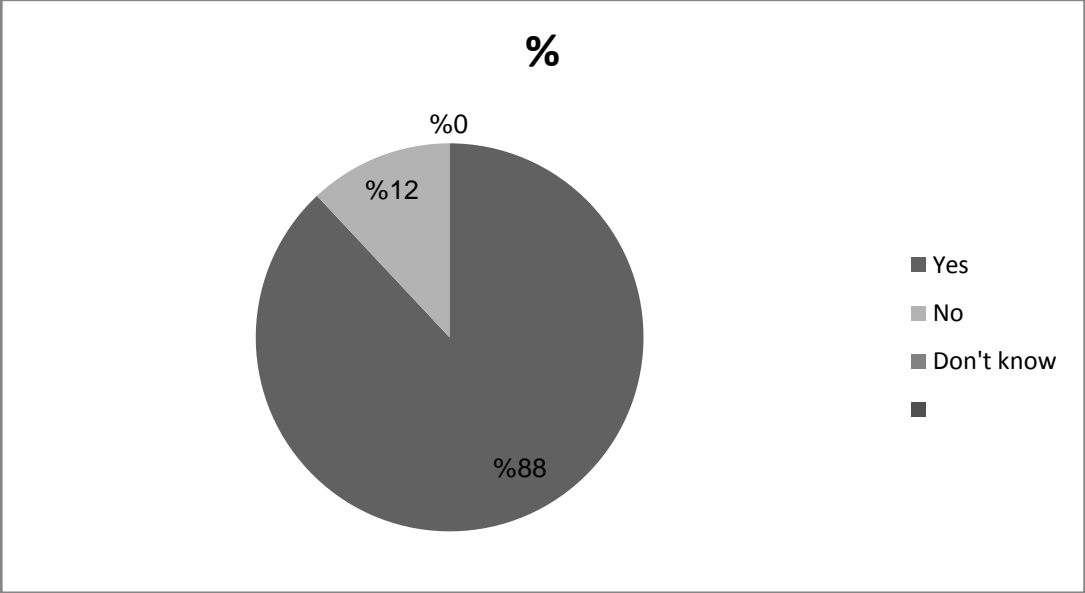


Figure 02: Importance of English language to Students

From table and figure two (02), it is clearly expressed that partly eighty seven percent (87.87%) of the students affirmed that they consider English as an important language; whereas, roughly twelve percent (12.12%) stated that English is not of importance.

It appears that most of the students do like English and regarded it as very much important.

Question 3: Do you think that one hour and a half minute enough?

Option	Number of subjects	Percentage (%)
Ok	6	18.18
Not ok	27	81.81
Total	33	100

Table 03: Time Allocated Per a week for English Session

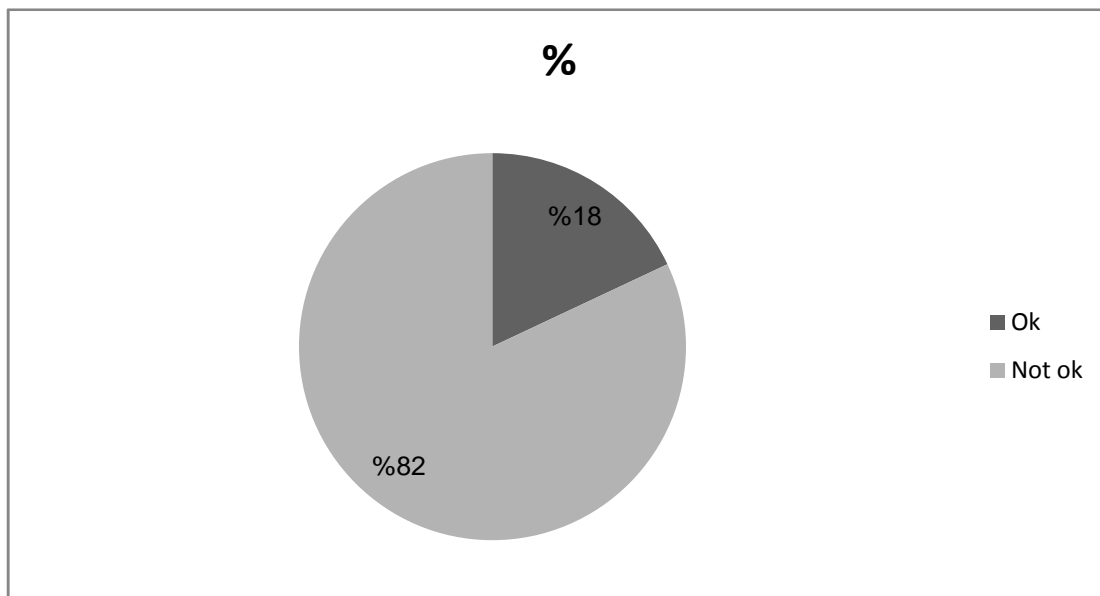


Figure 03: Time Allocated Per a week for English Session

Table and figure three (03) showed, nearly approximately eighty one percent (81.81%) of students were not satisfied about the teaching volume of hours, while a low number of students approximately eighteen percent (18.18%) are satisfied about the volume of hours provided for English learning.

Question 4: Are you facing difficulties in using English in your specialty?

Option	Number of subjects	Percentage (%)
Yes	20	60.60
No	13	39.39
Total	33	100

Table 04: Students’ Difficulties of Using English in Their Specialty

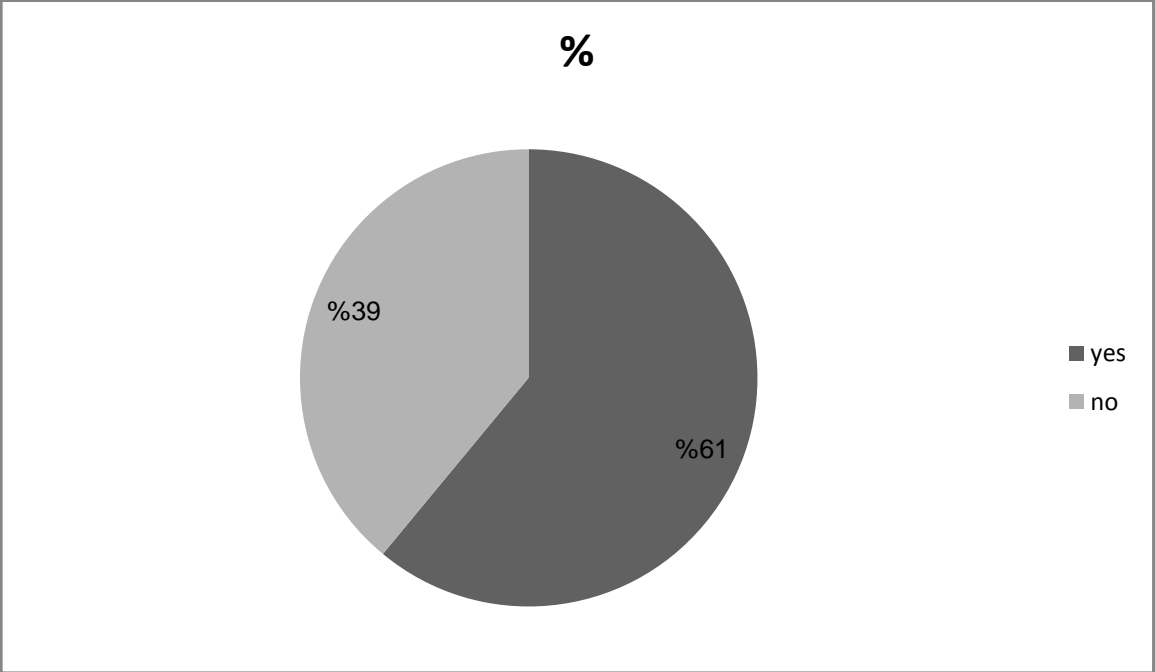


Figure 04: Students’ Difficulties of Using English in Their Specialty

Table and figure four (04) displayed that, just about sixty percent (60.60%) of the students were facing difficulties in English. Whereas, according to nearly thirty nine percent (39.39%) of the participant, didn’t have difficulties.

Question 5: Does your teacher of English teach you courses related to your speciality?

Option	Number of subjects	Percentage (%)
Yes	26	78.78
No	7	21.21
Total	33	100

Table 05: Courses Taught to Students'

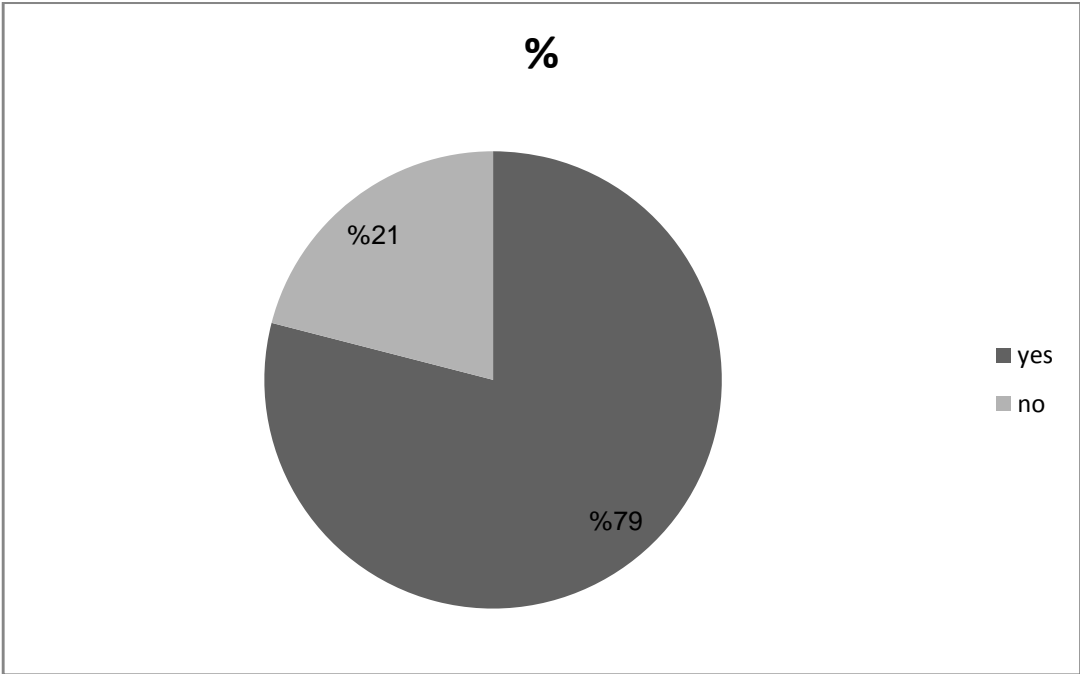


Figure 05: Courses Taught to Students'

Table and figure five (05) represented that almost seventy eight percent (78.78%) of the students said that their teacher provide them with courses that are related to their specialty. Whereas, roughly twenty one percent (21.21%) of the participant, stated the opposite.

Question 6: What type of lessons would you prefer to learn in classroom?

Option	Number of subjects	Percentage (%)
General English courses	14	42.42
Courses that are related to your speciality	19	57.57
Total	33	100

Table 06: Preference of Students’ Learning Courses

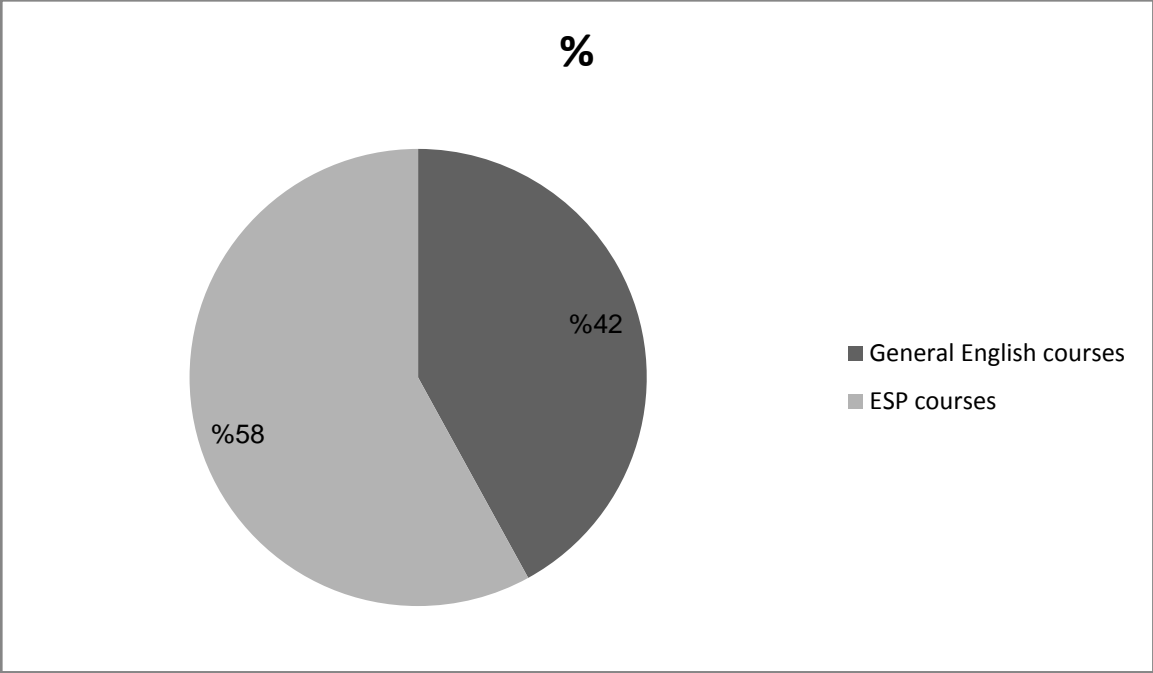


Figure 06: Preference of Students’ Learning Courses

From Table and figure six (06), it is clearly demonstrated that approximately fifty seven percent (57.57%) preferred to learn courses related to computer science; however, nearly forty two percent (42.42%) of the participants preferred to learn courses related to General English.

Question 7: Do you think that the courses are easy to understand?

Option	Number of subjects	Percentage (%)
Yes	18	54.54
No	15	45.45
Don't know	0	0
Total	33	100

Table 07: The Level of the Difficulty of Courses

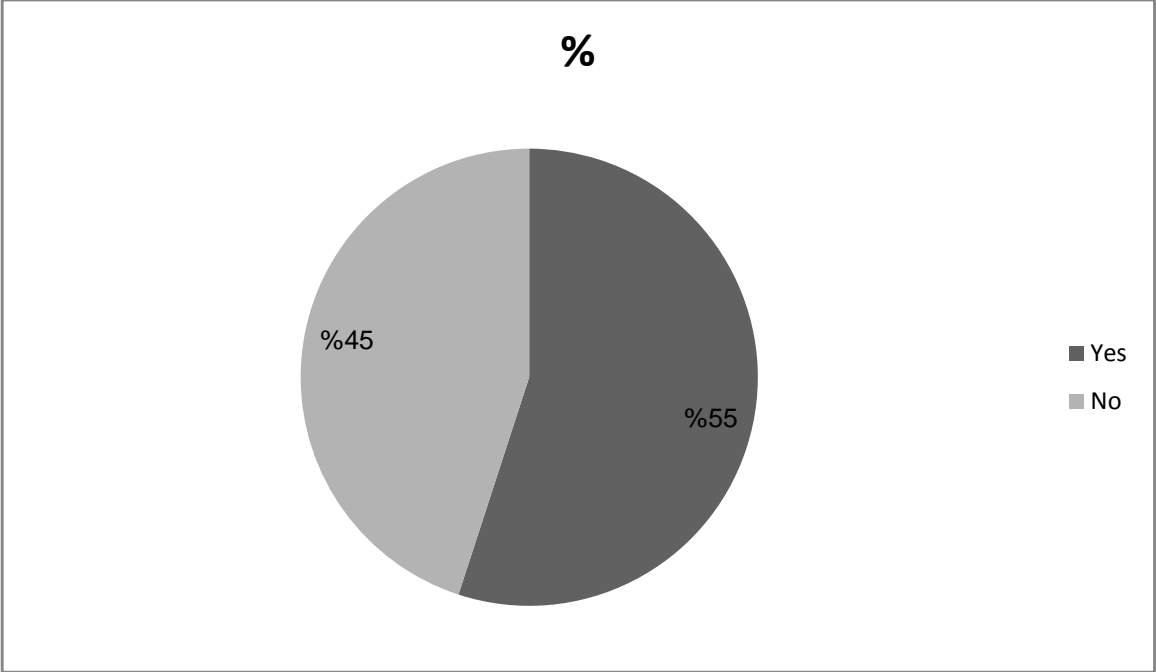


Figure 07: The Level of the Difficulty of Courses

Table seven and figure seven (07) presented that almost fifty four percent (54.54%) of the participant were able to understand the courses without difficulties, while nearly forty five percent (45.45%) of the students faced difficulties in understanding the courses.

Question 8: Do you think that the courses that are given by teacher meet your needs?

Option	Number of subjects	Percentage (%)
Yes	23	69.69
No	10	30.30
Total	33	100

Table 08: Students’ Meeting Needs

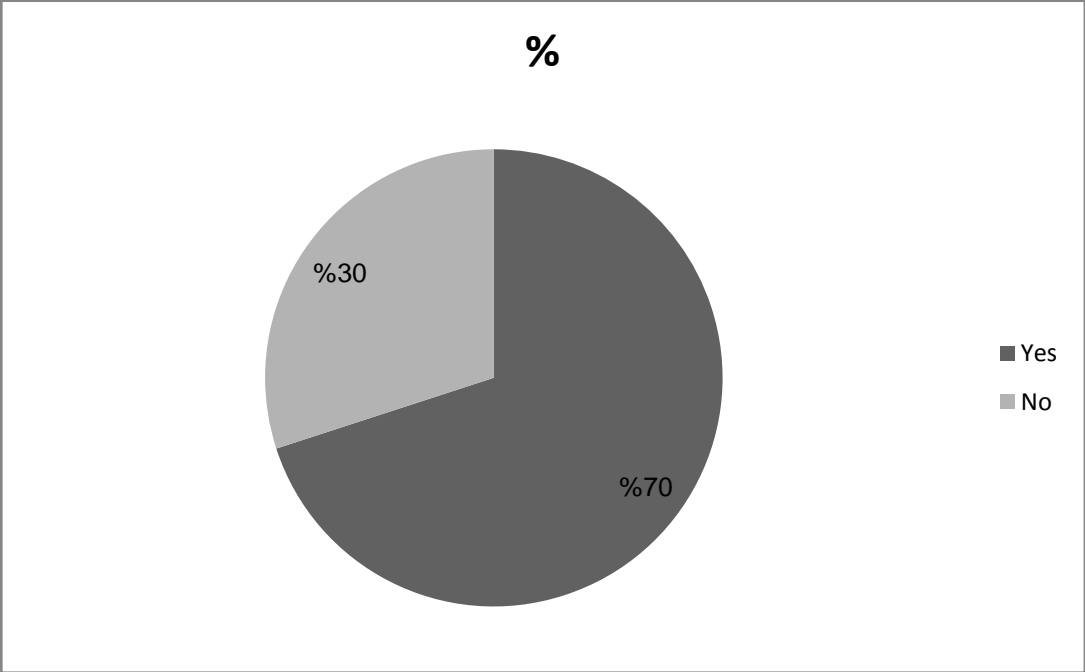


Figure 08: Students’ Meeting Needs

From the attained results in table and figure eight (08), it can be observed that nearly sixty nine percent (69.69%) argued that the designed courses satisfied their needs. On the other hand, just about thirty percent (30.30%) believed that the courses did not actually satisfy their needs.

Question 9: How much do you like to read?

Option	Number of subjects	Percentage (%)
A lot	6	18.18
A little	24	72.72
Not at all	03	9.09
Total	33	100

Table 09: Students' Preferences in Reading

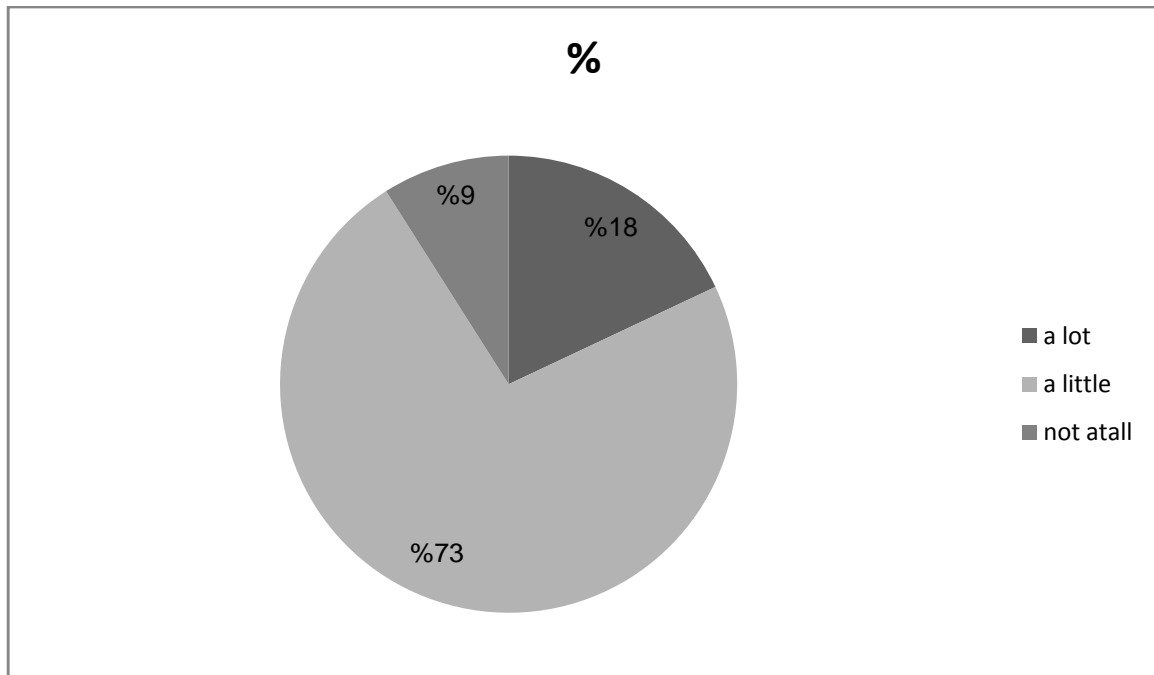


Figure 09: Students' Preferences in Reading

It is really noticeable in table and figure nine (09) that, a vast majority of participants with rate seventy two percent (72.72%) of the students answered that they did not give any importance to reading skill.

Question 10: Do you read any articles, books or magazines (in English)?

Option	Number of subjects	Percentage (%)
Yes	14	42.42
No	19	57.57
Total	33	100

Table 10: Students’ Reading Articles or Magazines in English

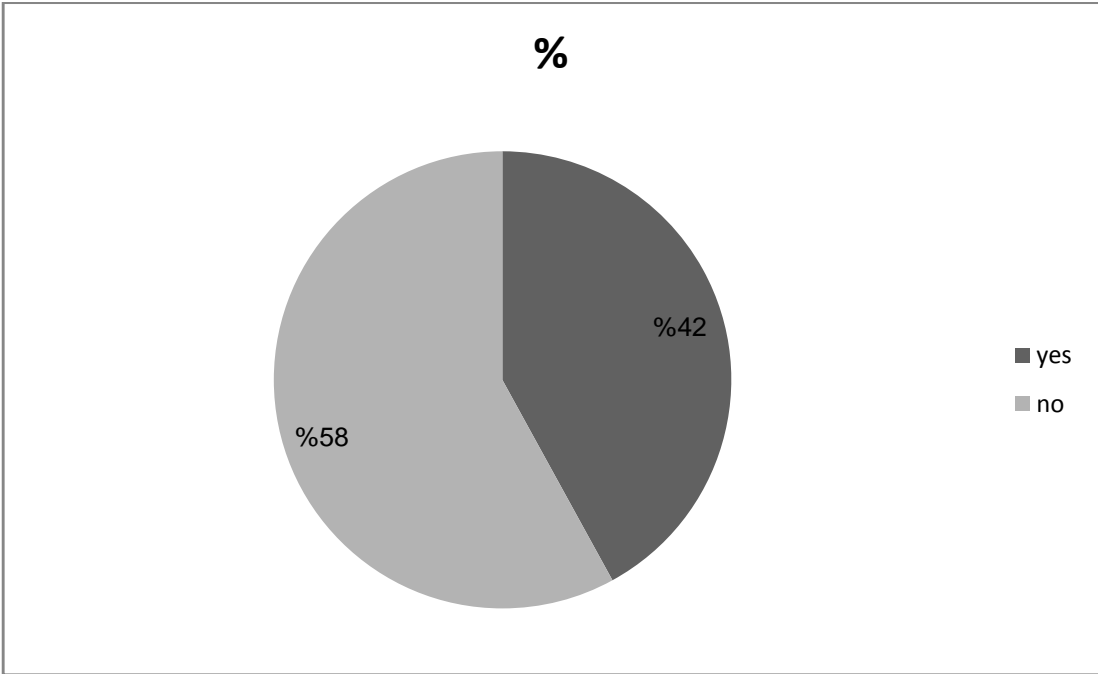


Figure 10: Students’ Reading Articles or Magazines in English

Table and figure ten (10) indicated that nearly fifty seven percent (57.57%) of the students did not enjoy reading, while almost forty two percent (42.42%) of them read articles, books and magazines in English.

Question 11: When you start reading in English texts, how do you read them?

Option	Number of subjects	Percentage (%)
Easily	11	33.33
Fairly easy	14	42.42
With difficulties	8	24.24
Total	33	100

Table 11: The Level of difficulty of the Students’ While Reading English Texts’

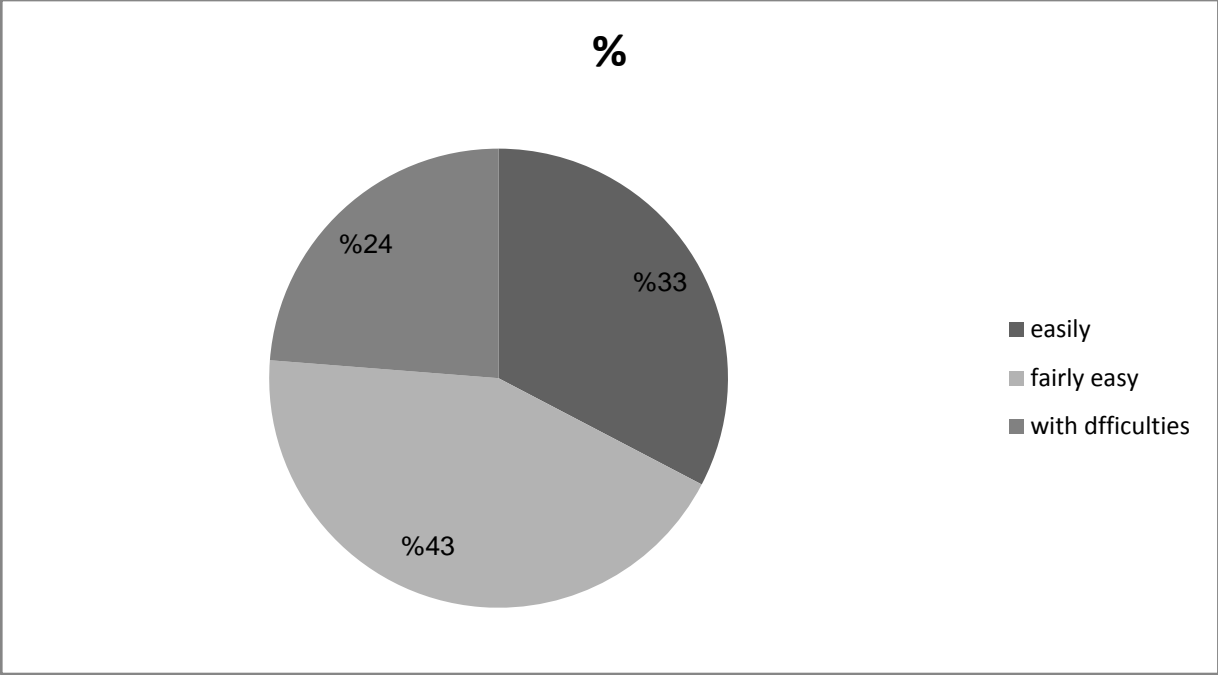


Figure 11: The Level of difficulty of the Students’ While Reading English Texts’

Table and figure eleven (11) displayed that approximately forty two percent (42.42%) of the students said that they read English texts without difficulty, while roughly thirty three percent (33.33%) of the students read English texts easily. However, almost twenty four (24.24%) of them faced difficulties while reading.

Question 12: Does your teacher of English provides you with some specific strategies to help you to improve your reading skill?

Option	Number of subjects	Percentage (%)
Yes	19	57.57
No	14	42.42
Total	33	100

Table 12: Providing Students’ with Specific Strategies to Improve Reading Skill

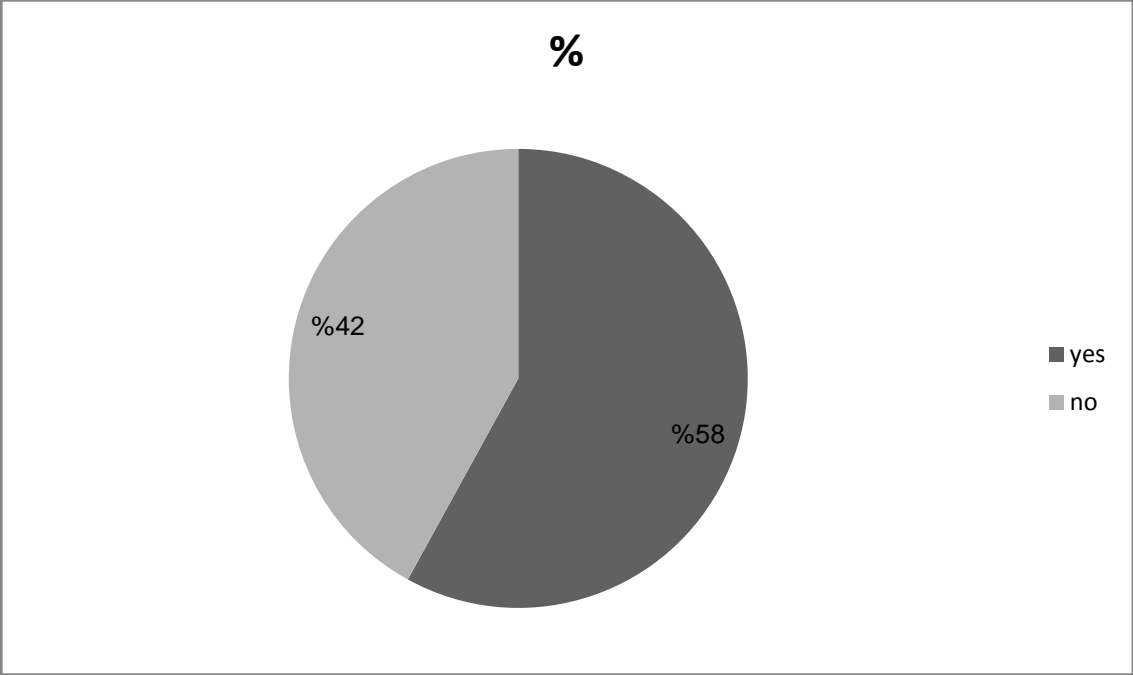


Figure 12: Providing Students’ with Specific Strategies to Improve Reading Skill

Table and figure twelve(12), produced that just about fifty seven percent (57.57%) of the students confirmed that their teachers offered them with some strategies during reading; whereas, almost forty two percent (42.42%) stated that they did not receive any strategies from their teachers to help them in reading.

Question 13: When you read a text do you use a dictionary to translate the difficult words?

Option	Number of subjects	Percentage (%)
Yes	11	33.33
No	6	18.18
Sometimes	15	45.45
Rarely	1	3.03
Never	0	0
Total	33	100

Table 13: Using of Dictionary to Translate Difficult Words

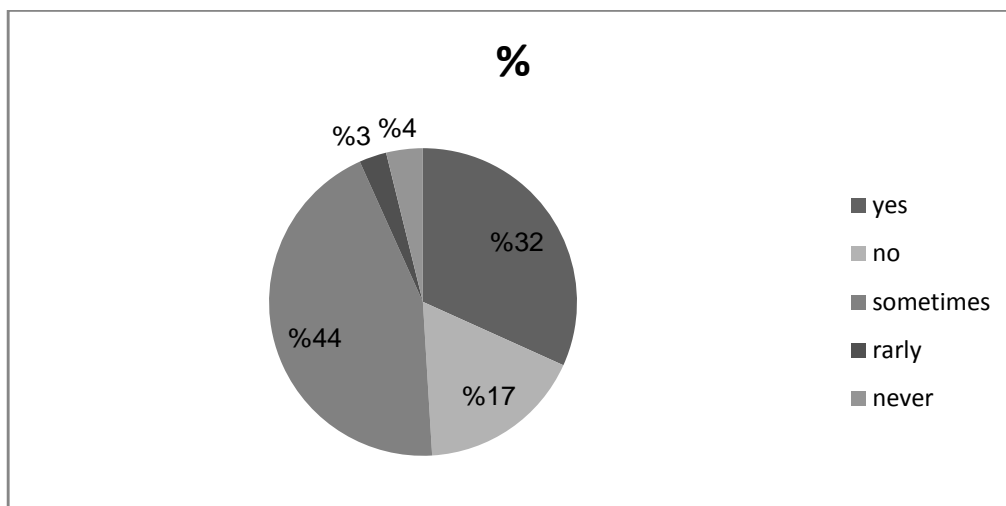


Figure 13: Using of Dictionary to Translate Difficult Words

Table and figure thirteen (13) expressed that, approximately forty five percent (45.45%) stated that they translated difficult words depending on the dictionary; however, nearly as thirty three percent (33.33%) of the students informed that they relayed on the dictionary when they face complicated words, whereas only eighteen percent (18.18%) of the students stated that they do not use it at all.

Question 14: Do you learn new vocabulary in each course?

Option	Number of subjects	Percentage (%)
Yes	28	84.84
No	5	15.15
Total	33	100

Table 14: Students’ Learning New Vocabulary During Courses

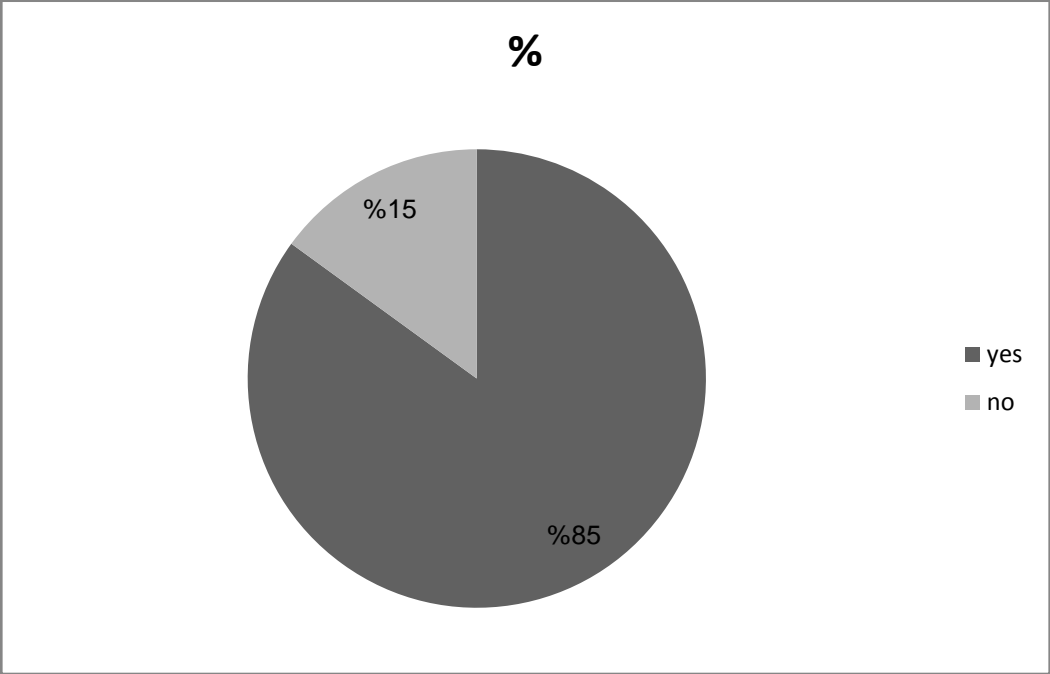


Figure 14: Students’ Learning New Vocabulary During Courses

Table and figure fourteen (14) demonstrated that almost eighty fore percent (84.84%) of the students stated that they learned new words in every course.

Question15: Do you think that vocabulary is important in order to improve your reading skill?

Option	Number of subjects	Percentage (%)
Yes	32	96.96
No	1	3.03
Total	33	100

Table 15: The Importance of Vocabulary in Improving the Reading Skill

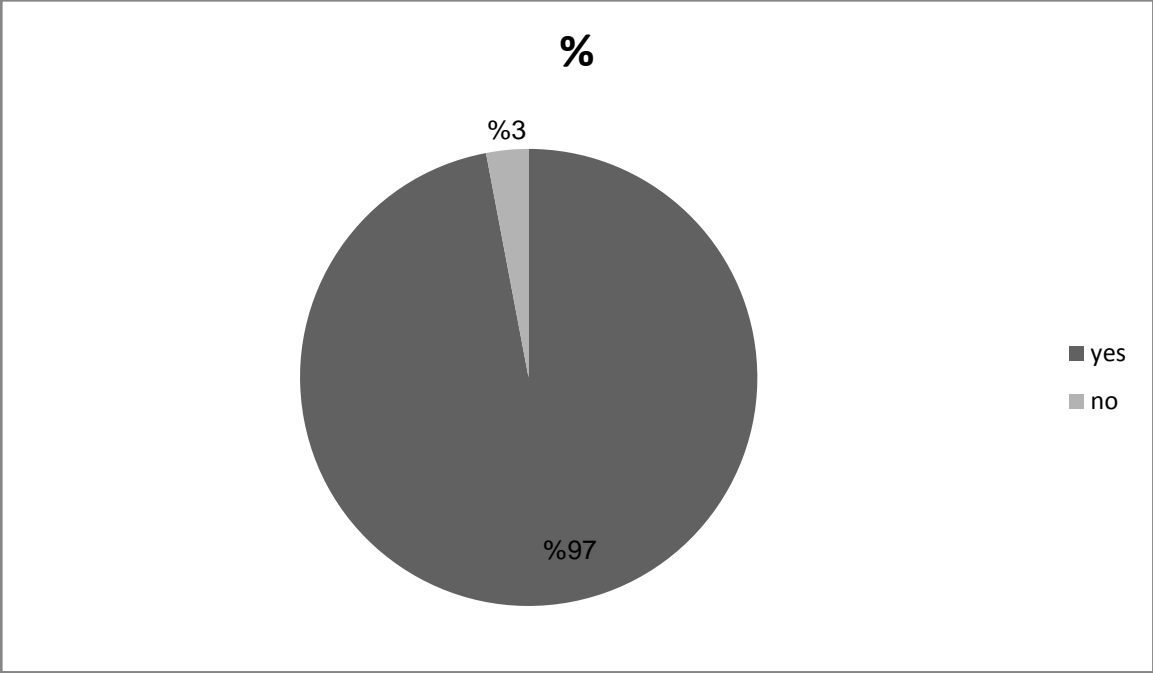


Figure 15: The Importance of Vocabulary in Improving the Reading Skill

Table and figure fifteen (15) presented that, a vast majority of the students, ninety six percent (96.96%) believed that vocabulary was much of importance for improving their reading skill.

Question 16: Do you think that intensive vocabulary learning helps you read and understand the scientific text easily?

Option	Number of subjects	Percentage (%)
Yes	29	87.87
No	4	12.12
Don't know	0	0
Total	33	100

Table 16: Reading and Understanding Easily the Scientific Text by Intensive Reading

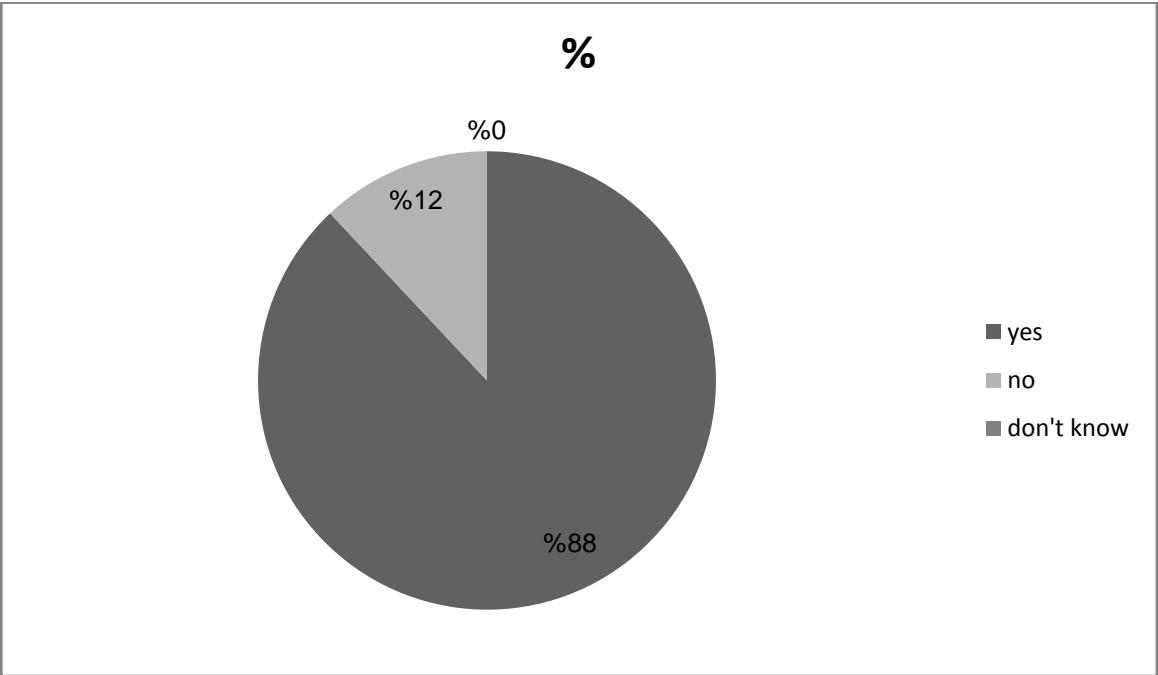


Figure 16: Reading and Understanding Easily the Scientific Text by Intensive Reading

Table and figure sixteen (16) showed that, almost eighty seven percent (87.87%) confirmed that vocabulary have a big role in comprehending the scientific text.

Question 17: Do you think that reading comprehension is important for you?

Option	Number of subjects	Percentage (%)
Yes	31	93.93
No	2	6.06
Total	33	100

Table 17: Importance of Reading Comprehension

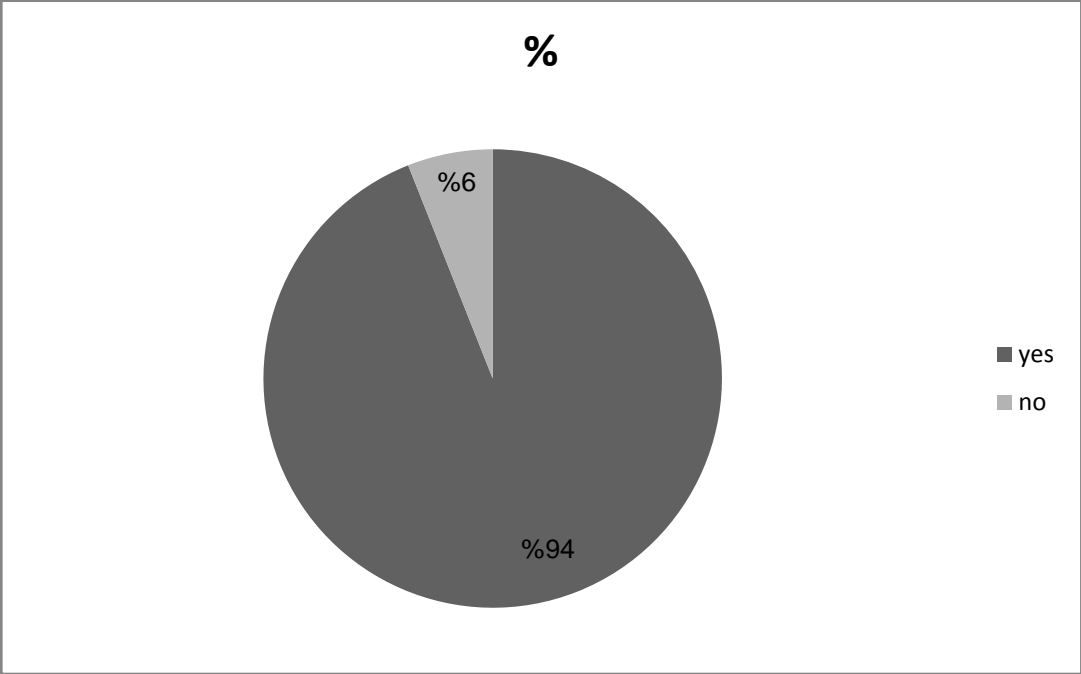


Figure 17: Importance of Reading Comprehension

Table and figure thirteen (13) displayed that, a vast majority, ninety three percent (93.93%) of the students confirmed that reading comprehension is so important.

Question 18: To what extent do you believe that your level in reading comprehension to the written article of English is?

Option	Number of subjects	Percentage (%)
Excellent	1	3.03
Good	10	30.30
Average	15	45.45
Poor	7	21.21
Total	33	100

Table 18: Students’ Level in Reading Comprehension

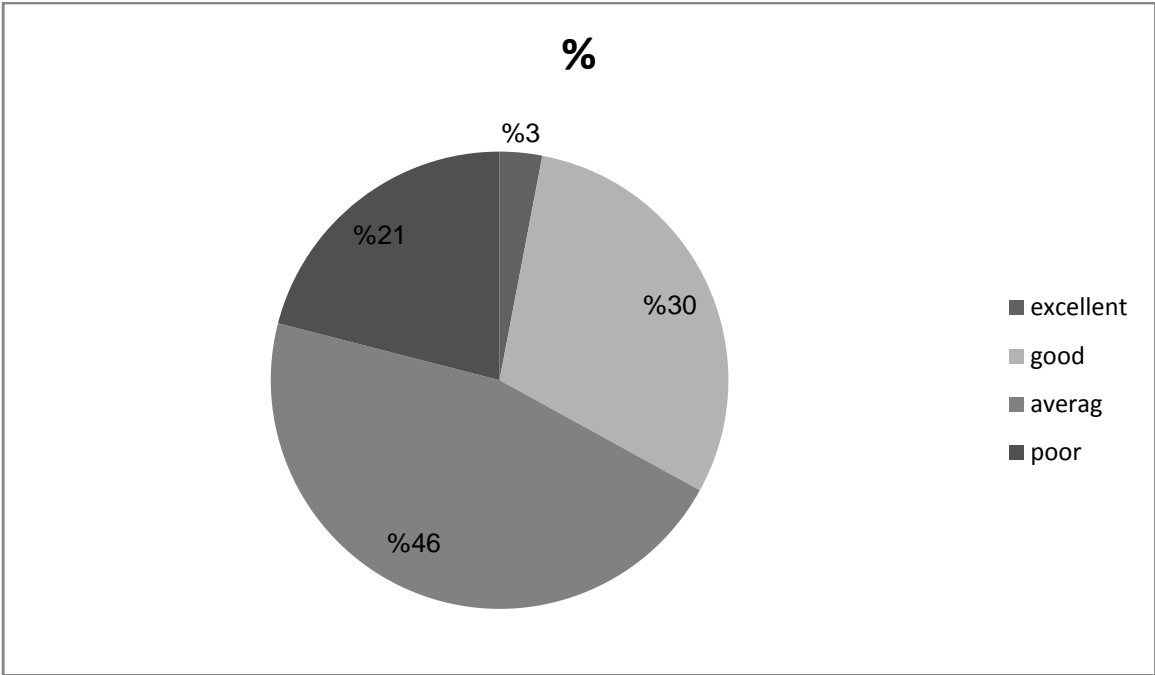


Figure 18: Students’ Level in Reading Comprehension

Table and figure eighteen (18) indicated that, nearly forty five percent (45.45%) of the students saw themselves as average level students; whereas, almost thirty three percent (30.30%) of the students believed to have a good level, distinctly twenty one percent (21.21%) ranked themselves as poor.

3.2 THE TEACHERS' QUESTIONNAIRE:

a. ADMINISTRATION OF THE TEACHERS' QUESTIONNAIRE:

The questionnaire is administered to 08 English language teachers from the Departments of Computer Sciences, Biology and Agronomy, University of Khenchela. The chief reason a group of teachers from different departments were taken in for the study was that it is often the case that English training to students of a special field in a given department occurs to be assigned to one teacher or two at most. Therefore, though a study of this nature is in the total held under the age is of Computer Sciences specialism participants in the main, enlarging scope for having more individuals, notably teachers, is for an aim of cutting down interferences of invalidity, be it internal or external. In the same meaner, one can say that, yet not quite ambitiously, the results of this kind quested from information gathered out of members representing wide views of informants from different fields of English teaching may actually contribute implications beneficial to implementation in any of these disciplines.

b. DESCRIPTION OF THE TEACHERS' QUESTIONNAIRE:

The teachers' questionnaire consists of ten (10) questions. These questions are either closed questions, which ask from the teacher to make a choice of "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or opened questions where the teachers are requested to give explanations.

c. DATA ANALYSES:

Question 1: Do you encourage your students to read in the class?

Option	Number of subject	Percentage (%)
Yes	6	75
NO	2	25
Total	8	100

Table 19: Teachers' Encouragement to their Students.

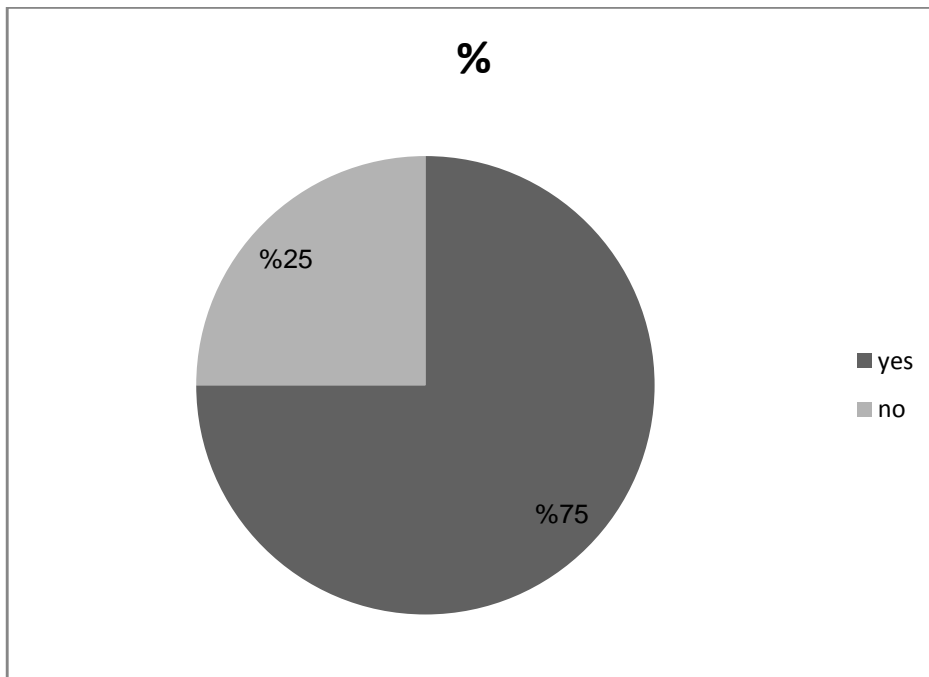


Figure 19: Teachers' Encouragement to their Students.

The results showed in table and figure nineteen (19) indicated that, nearly seventy five percent (75%) of the teachers insured that they did promote their students in order to read; however, only twenty five percent (25%) of teachers did not.

Question 2: Do you think that students will improve their reading skill by learning new vocabulary?

Option	Number of subject	Percentage (%)
Yes	7	87.5
No	0	0
Do not know	1	12.5
Total	8	100

Table20: Teachers’ Opinion About their Students Learning Vocabulary.

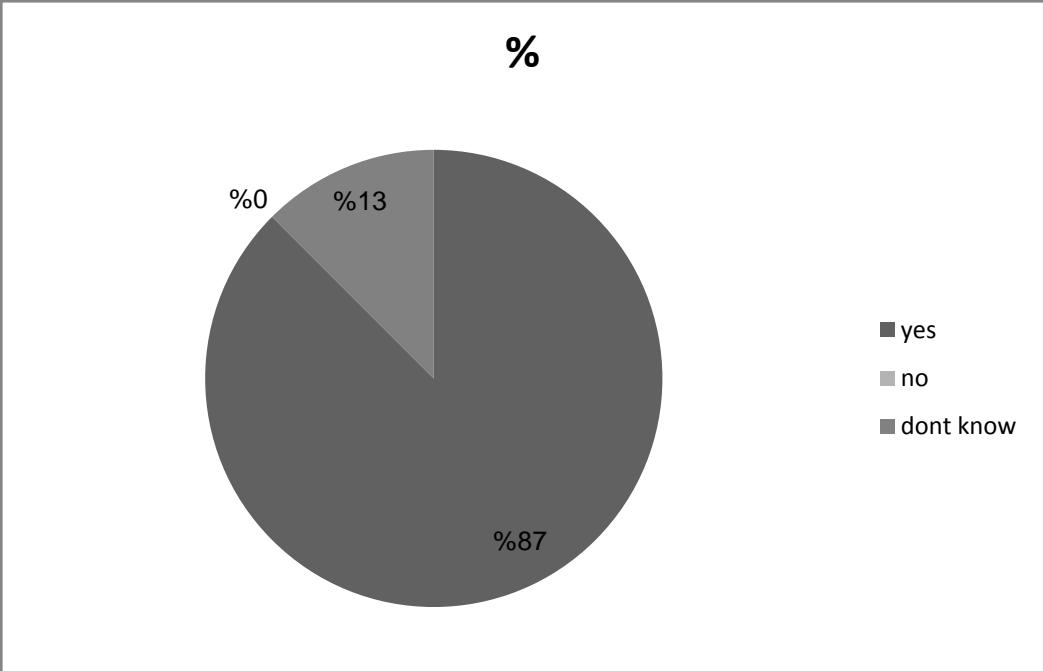


Figure20: Teachers’ Views about their Students Learning Vocabulary.

From the attained results in table and figure twenty (20), approximately eighty seven percent (87.5%) of the teachers claimed that by teaching new terms students will surely become skillful in reading; however, roughly twelve percent (12.5%) of them emphasized that they really didn't know if vocabulary helps students to improve their reading skill or not.

Question 3: Do you provide your students with new vocabulary terms in each lesson?

Option	Number of subject	Percentage (%)
Yes	5	62.5
No	3	37.5
Total	8	100

Table 21: Teaching Vocabulary to Students.

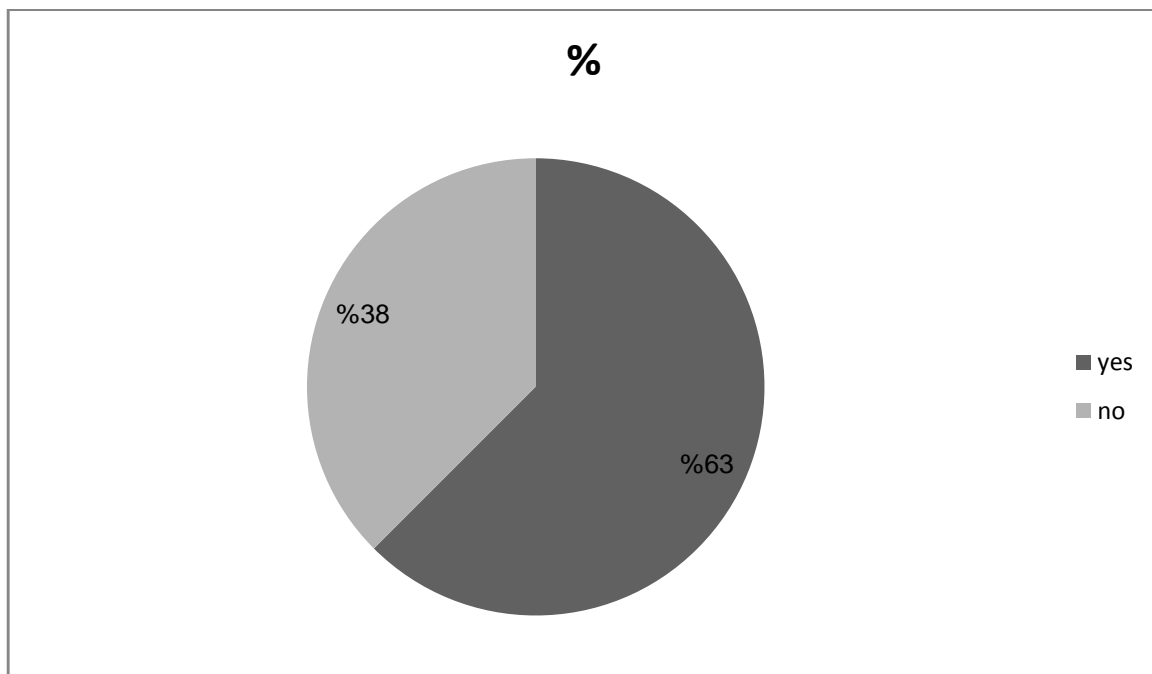


Figure21: Teaching Vocabulary to Students.

Predominantly, nearly sixty two percent (62.5%), in table and figure twenty one (21) of teachers, stated that they gave to their students new terms in each course; while almost thirty seven percent (37.5%) of teachers stated that they really didn't seem willing to offer any new vocabulary to the students.

Question.4: When your students face some difficulties in understanding new words how do you help them?

Option	Number of subject	Percentage (%)
explain the word	3	37.5
Refer them to a dictionary	5	62.5
Or refer them to their friends	0	0
Total	8	100

Table 22: Teacher’s Approaches of Helping Student

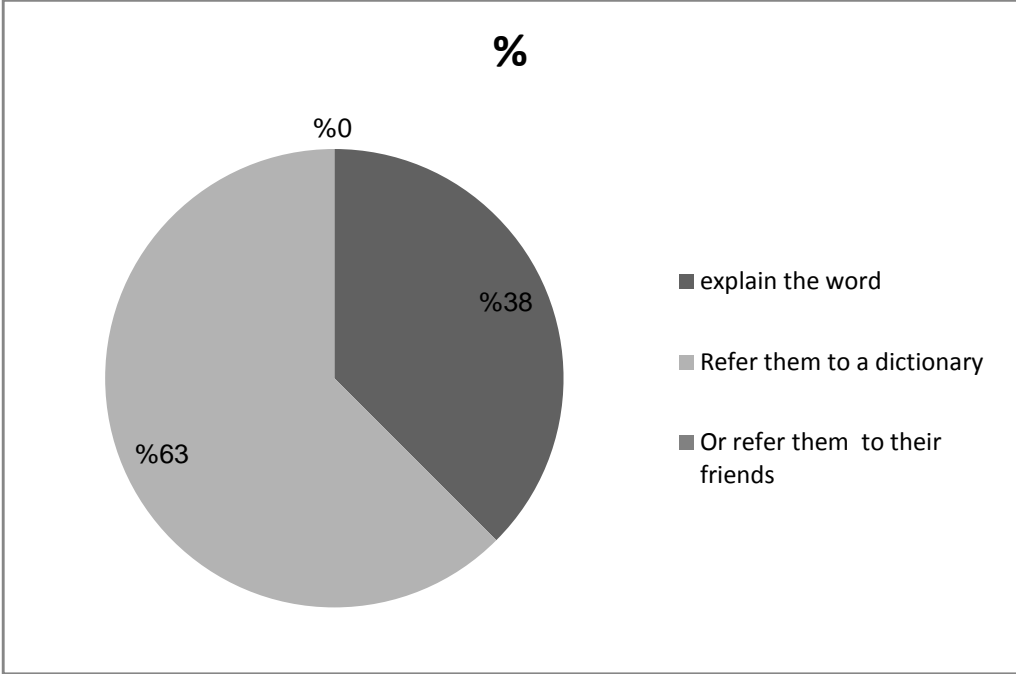


Figure22: Teacher’s Approaches of Helping Students

From table and figure twenty two (22), it was clearly demonstrated that nearly sixty two percent (62.5%) of teachers complained that they did not explain the new word they refer the students to use the dictionary in order to know the meaning of the term. On the other hand, nearly thirty seven percent (37.5%) of the teachers stated that they explained the difficult words to their students.

Question 5: In your opinion what is the reason that makes students have a problem in reading?

Option	Number of subject	Percentage (%)
Lack of reading	3	37.5
Lack of learning new vocabulary	5	62.5
If other causes please would you	0	0
Total	8	100

Table 23: Teacher’s View Towards Reasons that Make Students have Problems in Reading.

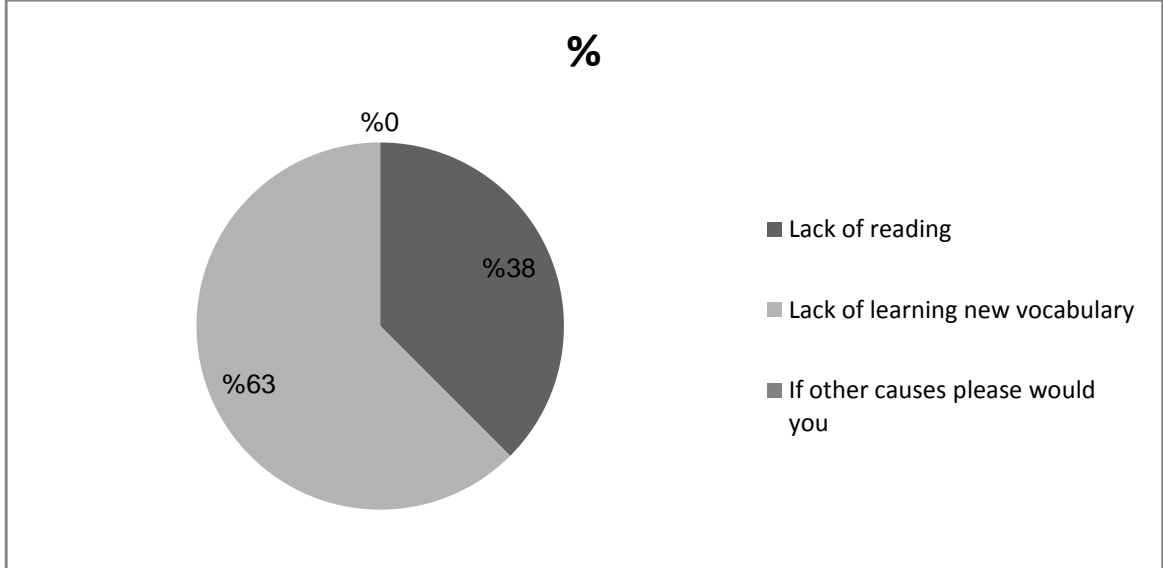


Figure23: Teacher’s Views Towards Reasons that Makes Students have Problems in Reading.

Table and figure twenty three (23) showed that, nearly sixty two percent (62.5%) of teachers emphasized that it was because students did not learn new vocabulary; whereas, almost thirty seven percent (37.5%) of teachers said that the reason that made the students face a big problem in reading, is because of their lack of reading.

Question 6: If English was not an additional language in your curriculum, do you think that the students will be more interested?

Option	Number of subject	Percentage (%)
Yes	7	87.5
No	1	12.5
Total	8	100

Table 24: Teachers’ Views About English as not Being an Additional Language.

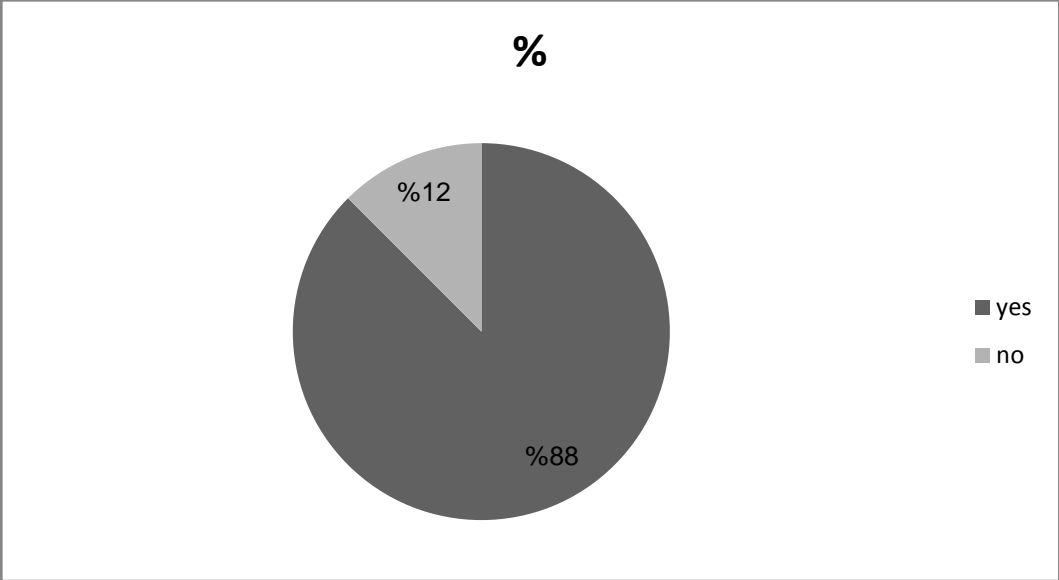


Figure24: Teachers’ Views about English as not Being an Additional Language.

From table and figure twenty four (24), it was clearly represented that approximately eighty seven percent (87.5%) of teachers complained that students will be interested if English was not an additional language course; whereas, almost twenty percent (12.5%) of the teachers said no.

Question 7: Are the designed courses attractive to the students?

Option	Number of subject	Percentage (%)
Yes	7	87.5
No	1	12.5
Total	8	100

Table 25: Teachers’ Views About the Designed Courses Towards Students’ Needs

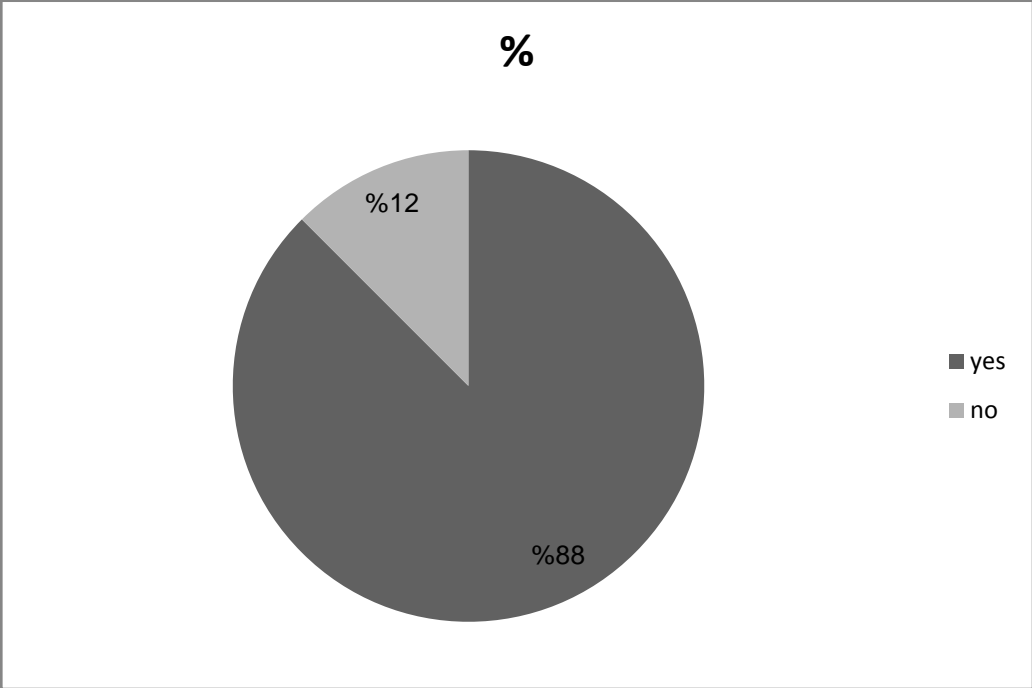


Figure25: Teachers’ Views about the Designed Courses

As clearly showed in table and figure twenty five (25), nearly a rate of eighty seven percent (87.5%) of the teachers argued that the courses were attractive to their students; however, almost twelve percent (12.5%) of them stated that the courses were not really attractive to the students.

Question 8: Which type of lessons do you think are interesting to your students?

Option	Number of subject	Percentage (%)
Courses related to General English	2	25
Courses related to ESP	6	75
Total	8	100

Table 26: Interesting Courses to Students.

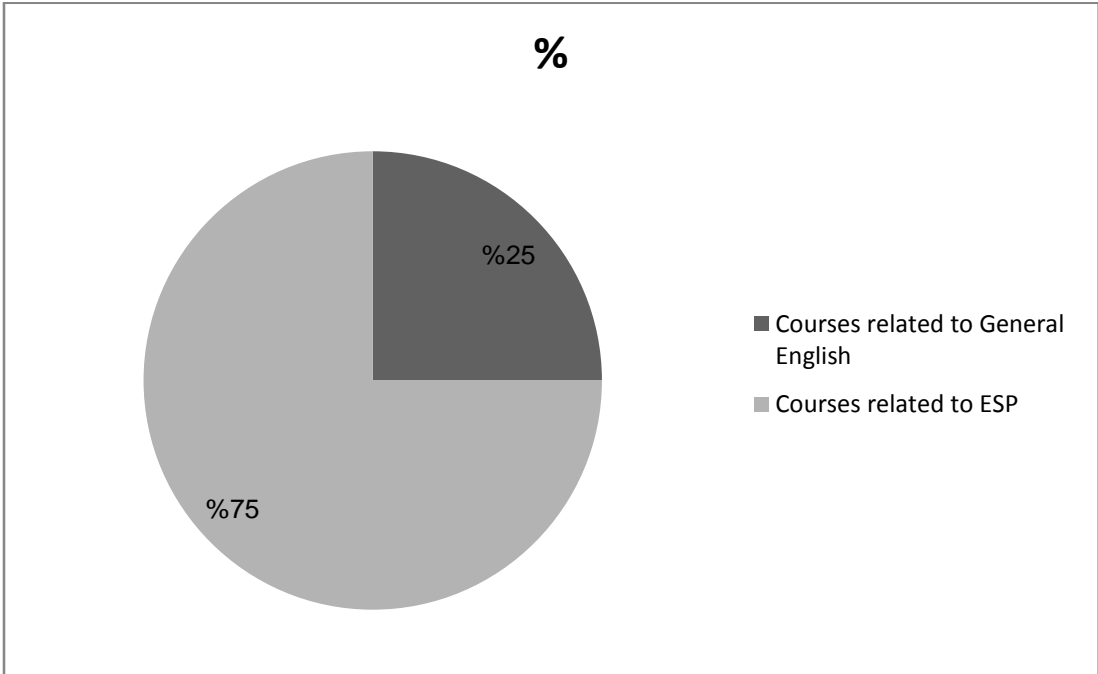


Figure 26: Interesting Courses to Students.

From table and figure twenty six (26), it is clearly noticed that most of the teachers agreed that the most interesting English courses to learners of scientific specialism are those courses that are related to ESP than to GE.

Question 9: Your experience in English language teaching at the scientific departments encourages you to:

Option	Number of subject	Percentage (%)
Teach ESP	2	25
Teach general English	6	75
Total	8	100

Table 27: Teachers’ Experience of the Courses in English Language Teaching at the Scientific Courses.

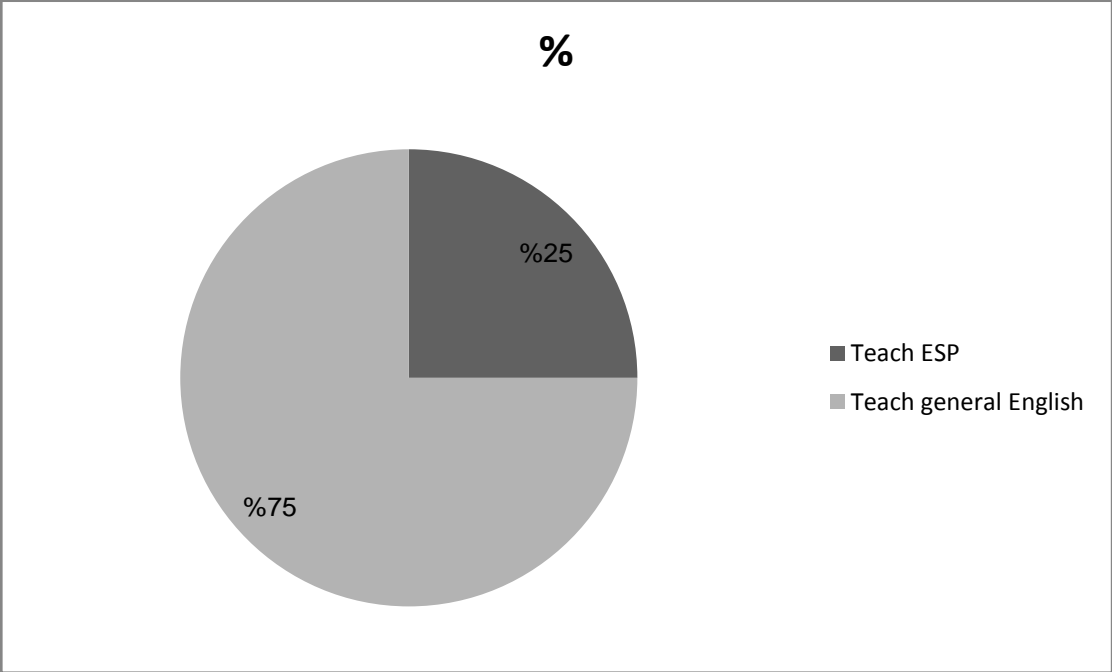


Figure 27: Teachers’ Experience of the Courses in English Language Teaching at the Scientific Courses.

The results indicated in table and figure twenty seven (27) indicated that almost seventy five percent (75%) of the teachers are experienced in teaching General English; however, the experience in English language teaching at the scientific departments encouraged only twenty five percent (25%) of teachers to teach ESP courses.

Question 10: Do the designed courses serve the students' needs?

Option	Number of subject	Percentage (%)
Yes	5	62.5
No	3	37.5
Total	8	100

Table 28: Teachers' Views about the Designed Courses.

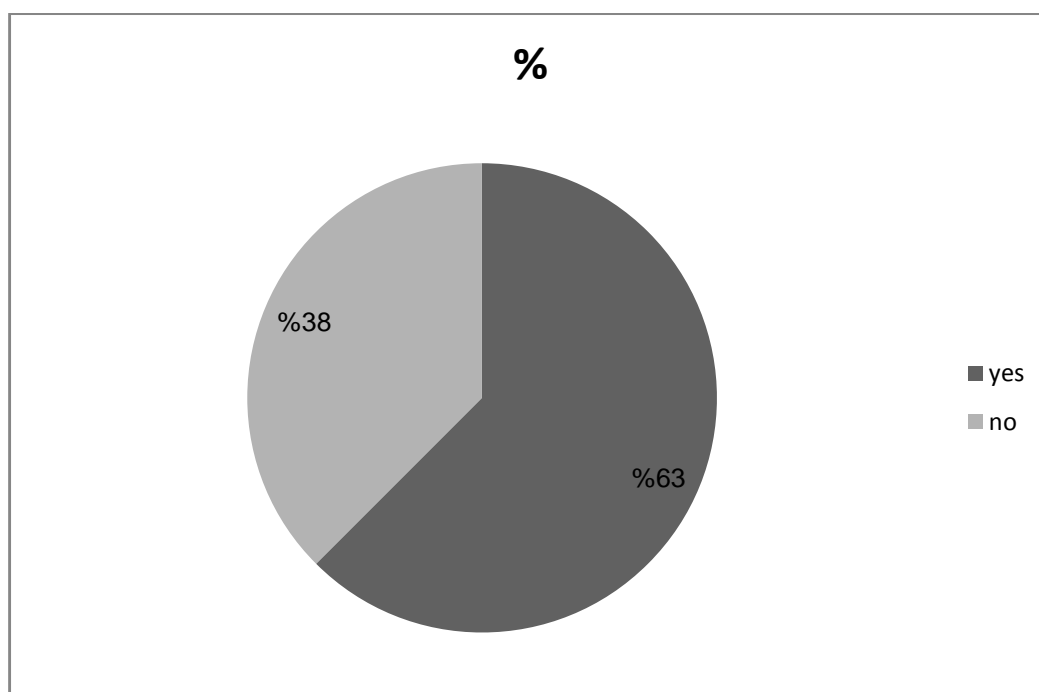


Figure 28: Teachers' views about the Designed Courses

As table and figure twenty eight (28) displayed, nearly a percentage of sixty two percent (62.5%) of teachers informed that the courses served the students' needs; whereas, approximately thirty seven percent (37.5%) of them stated that the courses didn't serve the students' needs.

CONCLUSION:

In this chapter we offered the analysis of the data collected from the diverse stages of the research with regard to the theoretical and the practical aspects and the literature review presented in chapter one and chapter two. The achieved data came from the questionnaires administered to Computer Sciences students and teachers from a different specialism of ESP.

This chapter as well provided a section for suggestions and recommendations.

FINDINGS:

THE FINDINGS REVEALED THAT:

- There should be a careful attention paid by the administration to design the ESP courses according to the specialty in order to serve the students' needs and also to make them more motivated.
- Teachers have to guide the students and give them the appropriate methods to motivate them to read more critically in order to obtain and acquire new vocabulary terms that will help them to become good readers.
- There should be a national syllabus designed by the ministry that guide students to be skillful readers in order to foster their ability to read critically, without difficulties scientific related materials.
- One hour and a half per week is not enough to teach ESP courses, because learners will never basically attain a strong level by the end of the year.
- Courses related to reading strategies should be included in the syllabus.

GENERAL CONCLUSION:

The skillfulness to read academic texts is considered one of the most important skills that university students need to acquire. Even though a large part of time at university is spent working with other concerns in the field of learning, a significant amount of ESP students fight with reading comprehension texts. This study aimed at finding out the comprehension difficulties that first year Master of computer sciences students come across when reading in their academic learning area, and describing the range of reading strategies they use in order to overcome their difficulties and whether the current state of teaching English for specific purposes (ESP), meet their needs in reading comprehension.

Certainly, for designing ESP curricula, curriculum designers are out to understand the linguistic and non linguistic needs of learners. The consciousness of these two aspects would permit curriculum designers and program coordinators as well as ESP teachers to make clear-cut decisions on what to incorporate in the syllabus and how that content is supposed to be taught. Students in ESP courses are, more often than not, adults who willingly commit themselves to a specific courses to be learned in particular settings. These adults have well distinct the professional objectives and are extremely motivated to learning, which prompts them to firmly and actively contribute in ESP courses. Their contribution does not occur only to take classes but to willingly be part of the designing of the curriculum, which in turn formulates the syllabus and ESP course more student-centered and designed to the satisfaction of the learners' linguistic and academic needs.

For this aim, we set up the following hypothesis: Students who achieve good level in vocabulary are better in reading skill then those who do not. Reading problems in English may be due to the fact that they mainly engage in bottom-up strategies by passively decoding the text rather than in top-down or reader by actively participating in the act of reading;

students' reading difficulties and problems are due to their poor vocabulary in English and are related to lack of strategic approach to handle unfamiliar words.

Preceding to the analysis and testing of the hypothesis, a review of the related literature was given. We started with reading skills, namely, reading strategies, modals of reading, types of reading, and ESP as well Needs Analysis. Our aim was to put down some background information relevant to the practical details of the present study. Our next step consisted in discussing the descriptive design of the present study by describing the data collection procedure used in the study: students' questionnaire and teachers' questionnaire in order to test the hypothesis. On the basis of their test results, the hypothesis have been confirmed that students who achieve good level in vocabulary are better in reading skill than those who do not.

The present study has focused on the comprehension difficulties and strategies employed by university students reading academic texts in English for Specific Purposes.

SUGGESTIONS AND RECOMMENDATIONS:

SUGGESTIONS:

On the light of the results obtained, It is suggested the following for further research

- 1.** The researcher wishes to invite more research in the ESP stream concerning especially issues relate to learners' reading performance and assist them in developing their reading abilities were proposed.
- 2.** The present study has focused on the comprehension difficulties and strategies employed by university students reading academic texts in English for Specific Purposes.
- 3.** Future research can be conducted by taking larger samples from larger populations, evaluating English language proficiency level of students which will determine text selection for reading, means, a larger-scale study with more participants,
- 4.** More test and questionnaire items would provide more data; hence a more reliable result and determine whether the findings of the study could be extended to readers at different levels of language proficiency who read texts of different genre.
- 5.** a suggestion about collecting more comprehensive data, particularly in recourse to use various means other than those used at the present study.
- 6.** Further research is called to make larger allowances of the theme of the subject at hand for replication in a way of measuring up the extent of validity and reliability, not to mention how far of applicability the results obtained can hold true.

RECOMMENDATIONS:

It is recommended the following:

- 1.** The content of the syllabus should surely be related to the specialty, it means that the content of the course should be directly serving the needs of the ESP students.
- 2.** University' teachers have to pay attention to the level of the students by teaching them according to their needs not only focusing on the outstanding ones.
- 3.** Students need a helpful syllabus design on the subject of their level and the branch as well, they are in need to be taught a very specific courses which may help them in their future careers.
- 4.** Reading strategies, reading comprehension courses are a "must" to develop careers' prospects for computer science students at Khenchela University.

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STUDENTS' QUESTIONNAIRE

Dear students,

You are kindly invited to fill in this questionnaire which serves as a tool to find out whether you face difficulties on reading comprehension and if you meet your current state and potential needs of learning English for specific purposes (ESP) or not. The results of this questionnaire will help us to find out the results of our investigation.

Your answers are of great interest for the validity of the undertaken research. Therefore, we need your full interest and attention.

1. How do you consider your level in English?

- a. **Excellent**
- b. **Good**
- c. **Average**
- d. **Poor**

2. Do you consider English as an important language for you?

- a. **Yes**
- b. **No**
- c. **Don't know**

3. Do you think that one hour and a half minute enough?

- a. **Ok**
- b. **Not ok**

4. Are you facing difficulties in using English in your specialty?

a. Yes

b. No

5. Does your teacher of English teach you courses related to your speciality?

a. Yes

b. No

6. What type of lessons would you prefer to learn in classroom?

a. English courses

b. Courses that are related to your speciality

7. Do you think that the courses are easy to understand?

a. Yes

b. No

c. Don't know

8. Do you think that the courses that are given by teacher meet your needs?

a. Yes

b. No

c.

9. How much do you like to read?

a. A lot

b. A little

c. Not at all

10. Do you read any articles, books or magazines (in English)?

a. Yes

b. No

11. When you start reading in English texts how do you read them?

a. Easily

b. Fairly easy

c. With difficulties

12. Does your teacher of English provides you with some specific strategies to help you to improve your reading skill?

a. Yes

b. no

13. When you read a text do you use a dictionary to translate the difficult words?

a. Yes

b. No

c. Sometime

d. Rarely

e. Never

14. Do you learn new vocabulary in each course?

a. Yes

b. No

15. Do you think that vocabulary is important in order to improve your reading skill?

a. Yes

b. No

16. Do you think that intensive vocabulary learning helps you read and understand the scientific text easily?

a. Yes

b. No

c. Don't know

Q 17. Do you think that reading comprehension is important for you?

a. Yes

b. No

18. To what extent do you believe that your level in reading comprehension to the written article of English is?

a. Excellent

b. Good

c. Average

d. Poor

TEACHERS' QUESTIONNAIRE

Dear colleague

The purpose of this questionnaire is to find out the current state of teaching English for special purposes (ESP) at Khenchela University, students meets their current and potential needs or not.

The results of this questionnaire will help us to find out the results of our investigation.

As you are among the people who are directly involved in and influence the process of ESP teaching and learning, your opinion is highly appreciated!

1. Do you encourage your students to read in the class?

a. Yes

b. No

2. Do you think that students will improve their reading skill by learning new vocabulary?

a. Yes

b. No

c. Don't know

3. Do you provide your students with new vocabulary terms in each lesson?

a. Yes

b. No

4. When your students face some difficulties in understanding new words how do you help them?

- a. Explain the word
- b. Refer them to a dictionary
- c. Or refer them to their friends

5. In your opinion what is the reason that makes students have a problem in reading?

- a. Lack of reading
- b. Lack of learning new vocabulary
- c. If other causes please would you

6. If English was not an additional language in your curriculum, do you think that the students will be more interested?

- a. Yes
- b. No

7. Are the designed courses attractive to the students?

- a. Yes
- b. No

8. Which type of lessons do you think are interesting to your students?

- a. Courses related to General English
- b. Courses related to ESP

9. Your experience in English language teaching at the scientific departments encourages you to:

a. Teach ESP

b. Teach general English

10. Do the designed courses serve the students' needs?

a. Yes

b. No