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**Investigating the Role of the Teacher in Implementing Enthusiasm
Strategy to Enhance EFL Learners' Motivation to Read**

A Case Study of Second Year Students at Mohamed Kheider University of Biskra

A Dissertation presented to the Section of English Studies as a partial fulfillment for
the Master's Degree in Sciences of Language

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Dedication

All praises be to ALLAH, The Almighty, for His blessings.

I would like to seize this golden opportunity to express my special thanks to...

... My beloved parents and grandparents.

... My lovely siblings.

... My precious family.

... My cherished friends.

Once again, I express my deepest gratitude and my sincere acknowledgement for your prayers, affection, and encouragements.

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Abstract

The current descriptive thesis undertakes to investigate the paramount importance of teacher's enthusiasm in EFL classes, and its impact in boosting the level of motivation for reading of university learners. It, precisely, intends to determine the degree to which extent this pivotal condition is fundamental to motivate EFL learners in reading class. The specific objective of the study under investigation is to investigate the nature of the correlation that arises between the reading process and motivation factor, as teachers display enthusiasm in EFL classes. The methodological approach taken in this study is the descriptive method because it is the appropriate to validate or cancel the hypothesis. Data for the present study were collected using two research instruments, a questionnaire for 08 oral expression teachers and a survey to a sample of 40 students of second year LMD at M. K. U. of Biskra. Therefore, in light of the current results, it is becoming extremely significant to manifest enthusiasm in reading class, particularly, since learners show their increased interest for this condition, and they demonstrated that they need this element to engage in reading tasks.

Key words: Teacher's enthusiasm, EFL classes, motivation for reading, EFL learners, reading class.

List of Abbreviations and Acronyms

| | |
|-----------------|---------------------------------------|
| Dr.: | Doctor. |
| EFL: | English as a Foreign Language. |
| ELT: | English Language Teaching. |
| FL: | Foreign Language. |
| e.g.: | Example given. |
| et al.: | And others. |
| i.e.: | I explain. |
| L1: | First Language. |
| LMD: | Licence, Master, Doctorate. |
| (n.d.): | No Date. |
| (n.p.): | No page. |
| NVB: | Nonverbal Behavior. |
| NVC : | Nonverbal Communication. |
| p. : | Page. |
| Para.: | Paragraph. |
| s/he: | He /she. |
| M.K.U.: | Mohamed Kheider University of Biskra. |
| $\frac{1}{5}$: | One in five. |
| %: | Percentage. |

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General Introduction

Over the last decades, motivation has been the focal point of considerable amount of studies and research. Scholars assert that motivation is essential and crucial in the field of learning target languages. Under this circumstance, Dörnyei (1994) highlights that motivation is a significant determinant of learning either a second or foreign language. It has been noticed that as students go through the educational process, they seem to lose their enthusiasm, and their motivation fades away. The tangible fadeout of this psychological factor affects negatively learners' education, and more specifically, their enthusiasm and motivation to read in the target language. Based on what is contended by Benamara (2019), the ignorance of the role of reading in classrooms led EFL learners to suffer from the absence of interest to deal with various subjects, and learners' arguments fluctuates from lengthy passages, to teachers boring teaching practices or techniques.

This research project undertakes to shed light on this issue that most EFL learners suffer from, and to investigate *enthusiasm strategy* with a particular reference to the reading of materials in foreign language. It is within the scope of this research to raise stakeholders' awareness to the crucial role of implementing enthusiasm strategy in EFL classes to boost EFL tertiary learners' motivation to read.

1. Statement of the Problem

Reading is a part and parcel of the learning process. In the course of learning a second or a foreign language, reading is that vital skill that EFL learners immensely need. This skill substantially has a profound impact in developing learners' other language skills; therefore, they academically achieve better in the long run. Due to its significance, reading tasks should have the adequate standing in Algerian classes of English, in which most EFL

learners disregard this skill, since their motivation to read has become low and inclined to fade away. The implementation of this skill in EFL classrooms has been reduced, and the question that comes to mind is why this problem exists at all? This question is partly answered by Dusitnanond (2007), in which the scholar claims that the learning process has become "passive", and inclined to be "boring" either for the teacher or the learner. Moreover, the teachers' behavior inside classrooms has been considered highly important tool in motivating learners. Dörnyei and Crizèr contend that based on their findings of the survey conducted in 1998, in which participants assert that teachers' behavior is the most significant "motivational tool" (Dörnyei, 2001a). Although this strategy is significant, but it is the "most under-utilized" source of motivation (Dörnyei, 2001a).

2. Aims of the Study

The overall goal of this study is to investigate the nature of the correlation that arises between *the reading process* and *motivation factor*, as teachers implement enthusiasm strategy in EFL classes.

The subsequent points demonstrate that the specific aims of the current study, that tends

- 1- To describe the main problems and difficulties which encounter EFL learners' state of motivation for reading proficiency.
- 2- To provide teachers with the appropriate motivational strategy that enhances EFL learners' motivation for reading process.
- 3- To examine the efficiency of implementing enthusiasm strategy by teachers to improve the EFL learners' motivation for reading improvement.
- 4- To stimulate increasingly EFL learners' motivation to read proficiently.

3. Significance of the Study

This thesis will hopefully attempt to better understand enthusiasm strategy and its benefits for EFL class in Algeria. Simultaneously, this study will be beneficial for the EFL teachers, learners, as well as for the researcher.

1- For teachers, this study will represent a deeper insight about the appropriate strategy of motivating learners to read, and a clear image about the learners' exigency of motivation as a useful factor to reinforce their desire to read, proficiently.

2- For EFL learners, this research will urge them to take up reading to help them learn better English.

3- The current study will be, also, beneficial for the present researcher, which will provide her with the most practical strategy that helps learners be interested in the material that they undertake to read.

4. Research Questions

The subsequent questions are posed starting from what is acknowledged and what the researcher tends to investigate about this strategy and its implementation in EFL classes for the aim of motivating learners to read.

1- What is meant by "Enthusiasm" strategy?

2- Are EFL teachers at English branch aware of this strategy (Enthusiasm strategy)?

3- If they are, do they deliberately implement it to help learners be motivated to read and therefore achieve better?

4- To what extent does “Enthusiasm strategy” influence learners’ motivation for reading in English and through English?

5. Research Hypothesis

For the sake of finding answers to the abovementioned questions, the current researcher hypothesizes that

IF EFL teachers implement judiciously and regularly “Enthusiasm” strategy, learners’ motivation to read will significantly increase.

6. Methodology

6.1. Method

For the present study, it is appropriate to utilize the descriptive method (qualitative in nature), because it thought to be the appropriate method to conduct this study; moreover, it is used for the sake of increasing the credibility of the results. Furthermore, it tries to understand the problem under study, describe its components, and find out the "forces" that control it. In other words, descriptive method attempts to "provide a picture of the phenomenon as it naturally occurs" (Bickman & Rog, 1998, n.p.).

6.2. Population and Sample

For the present study, the researcher will take second year LMD students of the Section of English at Mohamed Kheider University of Biskra of the academic year 2019/2020 to be the target population of the current study. The researcher opted for second year LMD students because they are already acquainted with the difficulties they have in the level of reading proficiently.

The total number of second year students is 399 students, divided into 8 groups; in which the number of students in all groups fluctuates between 40 and 44. From the entire number of students, 40 students are selected as the sample of this study, that means around 10% of the total population. Moreover, eight (08) teachers of oral expression module are chosen as the sample of the present study to collect their opinions and attitudes about the subject under study.

6.3. Data Gathering Tools

In the current study, a survey is used to gather further information about learners' willingness to read in English language and through English. The researcher opted for the survey because it yields further information; as well as, it measures the change over time (Elizabeth, 2013). The other tool used in this study is a questionnaire, which will be submitted to oral expression teachers.

7. Structure of the Dissertation

This dissertation is divided into three (03) chapters: the first two chapters will touch on the literature review; whereas, the last chapter will be in form of the field work.

Chapter one discusses the roles of teachers inside classroom, and how they motivate learners through the manifestation of their enthusiasm. Also, it clarifies the way of being enthusiastic by expressing the appropriate nonverbal behavior, this is all about chapter one.

Chapter two (second chapter), it is divided into two sections. The first section is devoted mainly to the reading process (dictionary and conceptual definitions, types, the importance of reading, reading models, and learners' reading difficulties), while the second section is about reading motivation (definition of motivation for reading and motivated reader), it also

provides a description of EFL readers, and the correlation between teachers' enthusiasm and learners' level of motivation.

Chapter three includes the analysis of teachers' questionnaire and learners' survey; it, also, discusses the findings of the data gathered from the target population. Ultimately, the present researcher states recommendations for teachers and learners.

Chapter

One

Teacher's Role in
Implementing
Enthusiasm Strategy

Nothing great was ever achieved without
enthusiasm

-Ralph Waldo Emerson-

Chapter One: Teacher's Role in Implementing Enthusiasm Strategy

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Introduction

Within the teaching process and during all the phases of FL learning, effective teachers have been, arguably, the central concern of several investigations. Study after study has drawn that enthusiastic teachers have a pivotal role in arousing learners' state of motivation. And several lines of evidence suggest that teachers are the prime source of motivation for learners. Moreover, experts have reminded that teachers are supposed to show enthusiasm to boost learners' motivation so that learners prove to be more receptive. Precisely, to successfully understand how teachers' enthusiasm can effect learners' motivation, investigators have explained the mechanism of this factor; and they suggest that teachers can display enthusiasm by manifesting the appropriate nonverbal behavior such as facial expressions, the voice and gestures. Therefore, it seems to be a general agreement that teachers' enthusiasm is one of the highly important factors of effective teachers, that creates a tangible change, arouses learners' state of motivation and develops their language learning.

1.1. The Nature of the Notion of "Teacher(s)"

Teachers are the most influential factor in the teaching-learning process, and they are in position to increasingly influence the learners' developments and motivation to read. In the following section the notion of "teacher(s)" is thoroughly discussed.

1.1.1. Dictionary Definition of the "Teacher"

A large volume of literature has revealed that, historically, multiple definitions for the term *teacher* are offered in the dictionaries. The term is composed of a verb, i.e., to teach and a suffix "er" which refers to job holders. Simply stated a teacher is someone whose job is to teach. The term is generally understood to mean "someone whose job is to teach in a school or college" (Cambridge dictionaries online, 2019). Similarly, another definition has suggested that the teacher is "a person or thing that teaches something; especially: a person whose job is to teach students about certain subjects" (Merriam-Webster dictionary online, 2019). Collectively, these definitions outline a critical meaning for the teacher, the person who educates and imparts knowledge to students and learners in schools and institutions.

1.1.2. Conceptual Definition of the "Teacher"

A considerable amount of literature and a number of published academic papers have highlighted several definitions for the term *teacher*. Tarinje states "A teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge" (2018, p.57). Moreover, Harmer provides a compendious explanation. The author has been mainly interested and much more concerned with the various roles of teacher inside the classroom. The scholar Harmer states "Sometimes they say they are like actors because "we are always on the stage". Others think they are orchestral conductors "because we direct conversation and set the space and tone". Yet others feel like gardeners, "because we plant the seeds and watch them grow" (2001, p.56). Meaning that in the classroom, the

teacher plays many roles, that should be highlighted in the situation of boosting learners' motivation to be involved in language skills, such as reading assignment. In view of all that has been mentioned, scholars do assert that more than the occupation of offering knowledge for pupils and learners, a teacher plays numerous roles inside the classes.

Therefore, the primary question that comes to mind is -What are the different roles that good teachers assume in the classroom? -

1.2. Teacher's Roles Inside the Classroom

Many people would argue that the teacher's role inside the classroom is merely limited to that traditional role of preparing the lesson, providing knowledge, and educating learners; beside this, the teacher serves a wide range of roles for the purpose of supporting learners in the context of being hard workers and good readers, as well. Therefore, the teacher, in effective classroom, integrates holistic roles to create an encouraging learning space, that is needed to motivate learners in learning the language skills. Investigating these roles, a teacher can be a / an

1.2.1. Resource

It is viewed as the primary role of the teacher that is straightforwardly related to helping learners by adding information to develop their language skills. In his book of *The Practice of English Language Teaching*, Harmer demonstrates that the teacher, for EFL learners, is viewed as a "walking resource" (2001), meaning that the teacher is considered learners' main source of gaining knowledge. Moreover, the teacher can act as a resource by giving suggestions about the kind of books learners should read when implementing an extensive reading program (Renandya, 2012); i.e., in the classroom, learners read independently but the teacher's instruction of choosing remarkable books to be read in the reading sessions is

needed. For that matter, scholars believe that this role is fundamental in teaching-learning process since educators are in position of being learners' source of information.

1.2.2. Organizer

This role is regarded as one of the teacher's pivotal roles in the classroom. Moreover, for many specialists in the field this role is necessary prerequisite to create a progressive learning environment. Regardless of its significance, this role is not simple to manage; albeit, Amari (2019) claims that it can be achieved with effective planning. Furthermore, more recent attention has focused on the provision that through this fundamental role, the teacher is expected to organize environment and time, activities and materials, as well, for reading assignments by organizing groups according to learners' abilities, interests, and weaknesses. To date, it has been suggested that the success of the classroom activities depends basically on the good organization (Nola, n.d.). The scholar draws the conclusion that the good organization adds to maintaining progress in classroom activities. It should be noted that the results of numerous studies assert on the section of the significance of organization in classes, that is seen as a rudimentary element to maintain success in various learning activities (Stronge, Tucker & Hindman, 2004; Wannarka, n.d.).

1.2.3. Controller

The meaning of the word in essence is "a person who directs the action of something" (Merriam-Webster dictionary online, 2020); through this definition, it is understood that the controller teacher is the guide of any action inside the classroom. A large body of the literature emphasizes this role; precisely, in a similar definition, the scholar terms controller as teacher's main role of being the doer of everything between classroom walls, i.e., the teacher is in charge of transmitting knowledge, regulating and controlling learners' actions and reactions (Ranandya, n.d.), what they say and the way they say it (Nola, n.d.), and when they speak, and the language used by them (Harmer, 1991). In this sense, several lines of

evidence assert that the whole thing, inside the classroom, should be under the teacher's control.

1.2.4. Participant

Data from several sources have identified that while implementing classroom activities, the teacher can take part as a *participant*, with taking care to not being "over-dominant" (Harmer, 2001). Moreover, Nolla (n.d.) asserts "this role improves the atmosphere in the class" (para.6). Furthermore, when performing in particular activities, the participant teacher can identify what kind of obstacles learners encounter; as well as, s/he can motivate them to engage in classroom activities. Being a participant is another vital role inside classrooms that helps teachers to be a part of the learning activities and improves the classroom atmosphere.

1.2.5. Assessor

Conducting assessment is yet another fundamental role of the teacher. By assessing students, the teacher collects information on students' degree of intake, uptake, and output. In other words, the assessor teacher means that the teacher who examines the degree to which extent learners are performing in their courses. This assessment can be either formal or informal, through which a teacher can perceive whether learners are progressing or not.

1.2.6. Role model

It is considered one of the fundamental roles that motivate learners. A teacher as a role model means being the person who serves as a good example for learners. Experts contend that learners spend most of their time with teachers; therefore, a teacher becomes a role model. Under this circumstance, a teacher can do so through words and actions (The Many roles of the teacher, n.d.), i.e., through the demonstrated behavior, a teacher can influence

learners' development. More precisely, making learners good readers, for instance, by being aware of this specific influence, because

When teachers are aware of their impact on their students, they can use that to create lifelong readers and promote good reading habits amongst their students. Teachers can become good reading role models that students look up to, by showing their enthusiasm to reading and being a positive example of the importance of reading and that reading can be fun. (Amari, 2019, p.16)

The author places an emphasis on the power of teacher's behavior and enthusiasm to make reading assignment more enjoyable; therefore, learners' motivation to engage in reading assignment and create lifelong readers.

1.2.7. Motivator

Motivation is the prerequisite element and the basis of the achievement. Thus, the motivator teacher encourages learners and makes them enthusiastic about learning. In 2016, Pallentin and Rocchi write that the motivated teacher has a significant role in promoting a healthy teaching environment. This means that a motivator has a vital role in creating a successful environment. Over the past decade, major advances in the teaching realm have addressed the role of motivator that should be substantially highlighted. The attention has focused particularly on the positive effect of this role that is fundamental and substantial in motivating learners to read, and investigators have attempted to evaluate this impact. In this context, Amari claims "to motivate students to read, a teacher has to be a good example of a reader, students must see their teacher read and see his/her true passion for reading" (2019, p.17). Meaning that because the teacher is the role model for learners, s/he must show excitement toward the materials, so that learners become more interested and better readers.

1.3. Teaching Style

In the classroom settings, a teacher is required to proffer conditions for learners to be motivated to learn. For that matter, in light of the recent investigations in teaching realm, it has become extremely important to heighten the techniques and strategies teachers use in classes. In their work *Influence of Teacher on Students' Learning Motivation in Management Sciences Studies*, scholars have highlighted the thought that several techniques teachers can implement for the sake of motivating learners to learn. Scholars take into consideration this importance and they express "teachers should adopt different techniques to enhance the motivation level of student towards learning" (Tanveer, Shabbir, Ammar, Dolla & Islam, 2012, p.77), the scholars conclude that learners' state of motivation is determined by the strategy used by teachers in the learning settings. There is a growing body of literature that recognizes the importance of teachers' teaching style in the classroom; hence, a central question that comes to minds is whether the implemented strategy or technique effects learners' achievement. Under this circumstance, a number of authors have investigated the efficacy of what do teachers use as a strategy or a technique on learners' attainment. The postulated answer for the previous mentioned question is explained in several lines of evidence, and numerous specialists in the field (e.g. Rashid & Zaman, 2018; Tanveer et al., 2012, among others) have stated that what teachers implement in the classroom, whether a particular style of teaching or a certain technique, have a positive influence on learners' performance. Eventually, a teacher substantially influences learners' achievement through the applied strategy or technique. Therefore, the question that comes to mind is which motivational strategy do learners prefer?

1.4. Learners' Desired Motivational Strategy

The instructor is a source of motivation; moreover, specialists in the field do confirm that the teacher is in position of being the developer of learners' interest to the subject matter

through what is implemented as a strategy or technique. Several lines of evidence, therefore, have been investigated to explore which teaching style learners prefer to be applied in the classroom. According to Rashid and Zaman " [...] students preferred learning style in kinesthetic, that is, they learn by physically participating in activities" (2018, p.02). The scholars clarify that learners become interested when physical teaching takes part in teaching-learning process. Under this circumstance, several studies have investigated the influence of *enthusiasm* through targeting "preservice teachers" with the following question- what are the features of an effective teacher? - the answer subsumes "enthusiasm for teaching", which is listed as the second most vital factor (Witcher & Onwuegbuzie, 2001, as cited in Keller, Neumann, & Fischer, 2013, p.01). Therefore, a teacher's behavior inside the classroom unquestionably influences learners' interest to become motivated about what is proffered.

1.5. Enthusiasm Strategy

The term *enthusiasm* has been one of the fundamental topics that scholars and experts in foreign language teaching are concerned with. Thus, they spot light on this notion to be under study and to examine its relation, effectiveness, and validation on learning process in general, and in motivating learners to engage in different classroom tasks, in particular. Therefore, numerous definitions for the term are proffered to the literature.

1.5.1. Dictionary Definition of Enthusiasm

Enthusiasm is a major area of interest in teaching-learning realm; thereby, recent developments have been explored to heighten the need for clarifying the meaning of the term. The meaning provided in the dictionaries proclaims that enthusiasm "is a feeling of energetic interest in a particular subject or activity and desire to be involved in it" (Cambridge dictionaries online, 2019). With this definition, one can understand that the

meaning of the word is the feeling of doing something with interest. Similarly, another definition is added to the literature of this term, which describes enthusiasm as the emotional state of being excited and interested in a particular thing (Macmillan dictionary blog, 2019). Therefore, the broader use of the term *enthusiasm* is oftentimes equated with interest and excitement and has been applied to situations where teachers create a pleasant atmosphere of learning.

1.5.2. Conceptual Definition of Enthusiasm

Experts in the field offer a range of precise definitions to the term enthusiasm. Slechta writes "Enthusiasm is the energy, the fuel, the blazing fire that brings about a successful result" (n.d., p.01). Another definition to the term is provided by Madhuri (2017) who maintains that eagerness is the genuine that incites fervor and movement in a classroom. With regard to the previous definitions provided by scholars, Kunter argues that enthusiasm "[...] represents a further dimension of motivation" (2013, p.276). Through the provided definitions, it can be argued that enthusiasm is considered the dynamic factor which enlightens the insight that *teacher's enthusiasm* is crucial and prerequisite necessary in EFL classrooms.

1.6. Definition of an Enthusiastic Teacher

In the field of language teaching, various definitions of an *enthusiastic teacher* are proffered. Moreover, further studies do suggest that enthusiasm is a significant element of an effective instructor and one of the most important factors for an effective learning class. In a broad term, teacher enthusiasm is comprehended as "a set of behaviors conveying energy and excitement" (keller et al., 2015, p.09). An enthusiastic teacher is, therefore, defined "as a person who has knowledge, skills and special training in teaching explaining and education" (Madhuri, 2018, p.187). An enthusiastic teacher is, therefore, the teacher who

has an expertise and a particular mode of transmitting the knowledge to learners for the sake of teaching them. In this sense, Slechta (n.d.) supports this view and highlights that the "critical determinant of success" is not a matter of knowledge of individuals, but it is a matter of "emotional intelligence" of those individuals in particular situations. Moreover, Frenzel and colleagues (2009) note that the excited educator serves as a "role model" for learners (as cited in Mahler, Graßschedl & Harms, 2017); i.e., in learning settings, the enthusiastic teacher is also a role model, for that matter, learners do the same and try to show their interest toward the subject matter. Furthermore, an accurate description is dispensed by Zhang (2014), the scholar proclaims that an enthusiastic teacher oftentimes "spices" the classroom atmosphere and adds a touch of excitement and interest. Thereby, a teacher' enthusiasm is substantially related to the revealed excitement and the manifested motivating behavior of a teacher in the classroom, that can lead to a significant performance in learners' level of readiness to learn.

1.7. Manifestation of Enthusiasm

Recent investigations on enthusiasm has been the focus of many scholars in motivational psychology. Through this investigation, researchers emphasize the way of acquiring knowledge that learners prefer. In this sense, Rashid and Zaman state " [...] students preferred learning style in kinesthetic, that is, they learn by physically participating an activities" (2018, p.02), i.e., the desired way to gain knowledge for learners is through bodily movements and postures parts, which conveys profound messages and develops the sense of terms (Butt, 2011). For that matter, Shrivastava (2012) draws the conclusion that the teacher is supposed to be aware of what "all he must do" to stimulate the sense of curiosity of learners towards the topic educated (p.65). Meaning that since the teacher is a role model for learners, displaying the appropriate behavior is a requisite element that takes place in effective

teaching. Thereby, the behavioral notion of enthusiasm is proffered to literature and education as one of the significant variables of effective teachers.

1.8. Enthusiasm as an Expressive Behavior

The view of displaying enthusiasm in classrooms and its influence has long been a question of great interest in the field. Extensive research has shown "good language teachers should have appropriate behaviours so that he/she can create a pleasant and supportive classroom atmosphere" (Salwa, 2014, p.547). Meaning that to stimulate learners for language learning and provide support, a teacher is supposed to display enthusiasm by expressing the suitable comportment. Further, the teacher's behavior is one of the most important conditions of an effective teacher and, therefore, teaching. A similar study has been reported by Baloğlu (2009) who clearly acknowledges that the prerequisite part that takes place in the operative education and learning is the "good behavior" (p.69). Under this circumstance, scholars such as Keller, Frenzel, Goetz and Hoy (2015) write that the term enthusiasm is offered in the literature whether as a behavioral or affective concept. The scholars point "enthusiasm encompasses more than enjoyment because it also includes behavioral elements" (p.12). Collectively, these studies outline an enlightening insight that the appropriate inspiring behavior can be manifested as an expressive behavior. For that matter, academics, in recent years, have doubled their share to investigate this view of enthusiasm the expressive behavior. The studies presented provide an evidence that the growing interest in the development of the learners' performance and motivation, as well, has prompted the need to make of teacher's behavior an active force in foreign language teaching. Standing on the importance of teacher's behavior, existing research recognizes the critical influence of teacher's expressed behavior on learners' performance. Experts like Rashid and Zaman contend

Teacher's behavior is the term used for the behavioral manifestation of the act of teaching, done for facilitating the learning by a student or a group of student[s]. It, therefore, encompasses all the verbal and nonverbal behaviors demonstrated by a teacher in an effort to impart education within an academic setting. It is seen that the teaching approach and techniques applied by different teachers, have different results for student performance. (2018, p.2)

The academics explain that a teacher manifests the verbal and the nonverbal behaviors for the sake of simplifying education to learners. Moreover, standing on the efficacy of educator's different teaching techniques or approaches applied, studies have revealed that different grades can be achieved by learners. Therefore, teachers display enthusiasm by expressing the appropriate behavior in the classroom for the sake of facilitating learners' language learning.

Thus far, several attempts have been made to clarify the nature of the demonstrated behavior, and the current literature suggests that the expressed behavior of the teacher subsumes both the verbal and the nonverbal behaviors; however, much of the researches made on the subject emphasis the influence of a teacher's nonverbal on learners' performance.

1.8.1. Teacher's Nonverbal Behavior

In the classroom setting, being an enthusiastic teacher means being aware of displaying the appropriate behavior. Under this circumstance, scholars (Buck & VanLear, 2002) list two (02) categories of behavior: the verbal behavior and the nonverbal behavior; and more attention has focused on the nonverbal behavior. For that matter, a large volume of published studies focuses on describing the impact of teacher's nonverbal behavior inside EFL classrooms.

1.8.2. Nature of NV Behavior

Nonverbal behavior, also known as NVB, is a key element in teaching realm. The term tends to be used to refer to acts of communication among humans that differ from speech (Thirumalai, 1987), i.e., humans can convey meaning by using various ways of communication with a minimal use of speech. Moreover, previously published studies contend that besides language, other sources of communication can convey meaning to others. Also, a recently published investigation claims that in teaching and learning process nonverbal behavior is a fundamental and has a "profound impact" in academic setting (Simončić, 2016, p.10); meaning that this latter deeply influences learners' learning, this is the possible explanation why this element is prerequisite in classrooms. Furthermore, experts in the field draw that nonverbal behavior helps in understanding the particular meaning conveyed in the received message (Kaluska, 2013), with the intention of simplifying materials to learners (Budiartika, Myartawan, & Agustini, 2018). Therefore, NVB is a valuable component of teaching and learning process used to enhance the interest of learners to the subject matter.

On the question of the various ways of communication, it has been suggested that humans' communication nonverbally is 93% (Kroehnert, 2006); for that matter, it is important to ask about how teachers can be nonverbally enthusiastic.

1.8.3. Enthusiasm and Nonverbal Behavior

When reviewing the literature, a number of studies correlate the teacher's enthusiasm with the nonverbal behaviors (Perry, 1985; Payne & Manning, 1986). Moreover, second language experts assert the thought that enthusiasm is a "culmination of expressive nonverbal behaviors" (Collins, 1978, as cited in Keller, Frenzel, Goetz, & Hoy, 2015, p.06). The scholars intend to clarify the nature of enthusiasm by expressing the thought that enthusiasm is the result of communicating nonverbally. By drawing on the concept of NVC,

Butt (2011) has been able to show that it actually encompasses the elements that help teachers to show enthusiasm and to reinforce words' meaning; which make learners, in turn, eager to obtain bodily messages of enthusiasm about what is taught (Miller, 1988), and to provide, therefore, a clear and a profound understanding. To better understand the mechanism of this element, experts DiLeo (1977) and Butt (2011) demonstrate the pivotal communication forms of language such as gestures, body movements, pitch or tone of voice, facial expressions, etc. Similarly, drawing on an extensive range of source, scholars contend that teachers can express enthusiasm, warmth, and displeasure through facial expression and gestures (Miller, 1988). Collectively, educators nonverbally express enthusiasm or any internal attitude through facial expressions, the voice, and gestures. Therefore, it is essential for EFL teachers to effectively communicate and appropriately display enthusiasm through nonverbal behaviors.

1.8.3.1. Facial Expressions

This element is definite in the communication process. Researchers believe that it is one of the significant forms of nonverbal communication (NVC) among people, and particularly teachers with learners. In that sense, Sathik and Jonathan (2013) write "Facial expressions are primary source of information, next to words, in determining an individual's internal feeling". That means that scholars consider this element a means by which teachers can express their excitement and interest. Moreover, in a similar work, Buja (2009) states, precisely, that the smile is a powerful tool that can foster learning process by creating a cordial environment. Furthermore, in response to Baja's question concerning facial expressions, learners answer "The fact that you smile all the time creates a friendly atmosphere and we don't feel afraid to answer your questions because we feel encouraged, even if we know that our answers are not the most correct ones." (Buja, 2009, p.137). Learners, also, contend "The way you smile and use your hands when you teach shows that

you love what you teach and that you try to make us understand it and like it as much as you do. " (Buja, 2009, p.137). Together, these studies confirm that teacher's expressed facial expression encourages learners to learn and creates, therefore, a positive influence on learners' learning. Hence, the teacher's expression of interest via facial expression can increasingly influence the learners' attention and interest in form of becoming motivated towards the subject.

1.8.3.2. Voice

Voice is another dominant element in teaching and learning process. For EFL teachers, it is crucial while reading or giving instructions, and its influence seems to make learners' response to the materials. Researchers in Cornell University conducted a study to show the positive correlation between revealing teacher's enthusiasm through the tone of the voice and learners' response. The teacher provides the same class with the same course, but with different tones of voice. In the first semester, the teacher uses the normal tone; while, in the second semester, the teacher uses an enthusiastic tone. The results revealed that, besides grading superiorly the instructor on evaluations, learners gained knowledge more than they did in the previous semester (Long, 1997). The revealed results assert that the voice of an enthusiastic teacher effects positively learners' perception and motivation and, therefore, better results can be obtained. Under this circumstance, second language experts assert that this view is extremely important and should be taken into account by EFL teachers. Moreover, Carlin and Payne write that the pitch is the significant part of voice to be controlled. The two scholars, precisely, clarify "Pitch refers to the highness and lowness of your voice. Think of pitch as notes on a musical scale. Just as a melody moves up and down the scale, speaking also uses variety in pitch to express meaning" (Carlin & Payne, 1995, p.77). Meaning that using different tones of voice to express the significance and meaning

of words. Therefore, it is clearly stated that teachers' voice is another pivotal element that can create a positive change in learners' motivation and engagement in learning.

1.8.3.3. Gestures

Another form of nonverbal communication is gestures, that are the body movements made, oftentimes, by hands and arms and other body parts (nonverbal communication, 2020). Teachers use it in EFL classes to simplify resources and to provide a deeper understanding to learners. Herrman states "By adding movements and gestures to academic language instruction, the learning will be more active, more engaging and more comprehensible" (2017), i.e., making learners involved and simplifying learning for them can be achieved through adding gestures and actions in the time of teaching a language. Moreover, Jensen (2005), as cited in Herrman (2017), points that many studies confirm the association between learners' responses to the use of gestures, that boosts their motivation, meaning that the teacher mimes the words to learners, to make it comprehensible. This fact is supposed by Nierenberg and Calero (1973), who state "Each gesture is like a word in a language" (p.07), i.e., as words arranged in a sentence to give a clear understanding, gestures, also, should express a comprehensible thought via hands and arms. The use of gestures by EFL teachers, therefore, can develop learners' imagination, interest, and motivation to learn the language and to engage in reading assignments; as well as, learners become higher and enhance in their language learning through time.

1.9. The Purposes of Using Nonverbal Behavior in EFL Classes

Evidence suggests that within the classroom setting numerous reasons and purposes of the teacher's expression of enthusiasm can be mentioned. Therefore, recently investigators have examined the different purposes of NVB. The specific objective of this main element

is systematically for effective communication; nevertheless, Barabar and Cagana state that the aim of which is

to decrease unnecessary teacher talking time, to arouse learners' participation, to build confidence, to decrease the fear of silence, to give clear instructions, to manage classroom efficiently, to develop listening skills, to develop students' performances in pairs and group activities, to develop intercultural competence, to avoid misunderstandings, to benefit the classroom atmosphere (2015, p.139)

Drawing upon this investigation, the researchers attempt to elucidate that NVB has emerged as a powerful platform in regulating learning and addressing the issue of being demotivated to learn. Mainly, the use of nonverbal behaviors is to strengthen meaning of words, to help learners build their self-confidence and, therefore, stimulate the participation in the classroom; moreover, it tends to arouse learners' motivation towards the subject proffered in response to what teachers tend to convey to their learners. That is, the NVB is of high importance inside EFL classes and has become a key instrument used for several purposes that are advantageous for teachers and learners as well.

1.10. The Impact of Teacher's Enthusiasm on Learners' Performance

Within the teaching realm, researchers consider enthusiasm the dynamic element that influences learners' performance; thereby, second language experts do confirm that teacher's enthusiasm is a key determinant that arouses learners' performance. In 2012, Tanveer et al. have published a paper, in which they have contended "Teachers' enthusiasm engages the students in participative learning" (p.83), that is, the eagerness of the instructor helps learners positively to engage in learning and become interested in the subject matter. One year later, a study has been conducted in Osmania University by Mehdipour and Dr. Balaramulu, the

investigation points to the existence of a significant relationship between the teacher's behavior and learners' achievement. Through the findings, scholars assert that the instructor and furthermore the instructor's behavior are key factors that affect learners (Mehdipour & Balaramulu, 2013). Besides this enlightening insight, findings do assert that whenever teachers manifest a "positive behavior" to learners, learners, in turn, reach a higher scholastic progress (Mehdipour & Balaramulu, 2013). A similar study has been conducted by Woolfolk and Brooks in (1983) draws that the nonverbal behavior increases learners' learning. Therefore, it seems to be a general agreement that teacher's enthusiasm stimulates positively learners' achievements, that is viewed as one of the teacher's staple diet roles that enhances learners' motivation and performance.

Conclusion

This chapter, as previously stated, has presented enthusiasm strategy as a crucial element in teaching-learning process; moreover, much of the current literature recognizes the importance of this strategy that has become a key instrument in boosting learners' motivation. Also, evidence suggests that teachers' enthusiasm is among the most important factors for effective teaching class. Therefore, this chapter provides further data about being an enthusiastic teacher by displaying the appropriate behavior and, more precisely, it focuses on the positive influence of the nonverbal behavior on learners' state of motivation in general, and on their motivation to read in the target language, in particular.

Chapter

Two

Reading and Reading

Motivation: A

General Overview

" Read! In the Name of your Lord,
Who has created (all that exists) "

(Surah Al-'Alaq 96: 1)

Chapter Two: Reading and Reading Motivation: A General Overview

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Introduction

Reading is a major area of interest in the teaching-learning process. Previous studies have reported that reading takes part in people's daily life. Moreover, it is considered the main component of language skills since it influences the other skills such as writing. The common belief is that reading is substantially correlated to the mental process; therefore, it has something to do with recognizing, the understanding, and the implication of words, i.e., it attains communication with the material that is either proffered or chosen. When going through the published works, reading has been viewed as the skill that feed learners' knowledge of the foreign language. Albeit extensive research has been able to draw such importance but for many learners, it is viewed as an immaterial skill. The reasons multiply from the lack of motivation to the reading difficulties learners encounter. For that matter, scholars point that motivation is prerequisite necessary to engage in reading tasks, and that reading is influenced by motivation. Therefore, in the literature, the majority of the published studies associate reading with motivation, the activating factor.

2.1. The Nature of Reading Process

Reading is a part and parcel of learning process. Data from several sources do confirm that this skill takes part in readers' brain, where they interpret and analyze the pieces of information. Moreover, many researchers consider that this skill is of high priority to develop other language skills, as they argue that it is a significant skill for EFL learners.

2.1.1. Dictionary Definition of Reading

In the teaching field, several attempts have been made to provide an accurate definition for the term *reading*. Thereby, widely varying definitions of the notion have been emerged. The simplest definitions are those proposed in dictionaries, which define reading as "the act of reading something" (Merriam- Webster dictionary online, 2020). Likewise, another definition describes *reading* as "the skill or activity of getting information from books" (Cambridge dictionary online, 2020). These definitions clearly indicate that reading is the action of getting, interpreting and analyzing data to supply with knowledge. Thereby, the term reading, according to dictionaries, is equated with getting knowledge and data from different sources of information.

2.1.2. Conceptual Definition of Reading

While a variety of definitions for the term *reading* have been suggested, it is of capital importance to mention that the numerous definitions provided to the term are from different perspectives. Starting with the definition of Grab (2009), who states that reading is a complicated "combination of processes" (p.14). Simultaneously, another definition defines reading, the receptive skill, as " the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. " (Reading motivation, n.d.). Collectively, the prearranged definitions contend that reading is the process that takes part inside the reader's brain to get meaning from the passage or the text. Moreover, this mental process that is in control of maintaining the meaning conveyed in words. Furthermore, an accurate

description is provided by Sandhu (n.d.), who proclaims that reading is the procedure that discusses the meaning between texts and readers. Meaning that the reader tries to catch the subtle meaning through this pivotal skill, which, in turn, improves learners' understanding of proffered materials. Therefore, reading is a prerequisite necessary basic skill for learning process, that develops learners' supplementary language skills; as well, this receptive skill is one of the four skills that is required to develop learners' language learning.

2.2. Types of Reading

Commonly, reading academic texts can be classified into two (02) main types: intensive reading and extensive reading. The former is frequently used in EFL classrooms; while, the last one is used by learners to advocate themselves to the next level of reading. Moreover, each mentioned type has specific purposes that are entirely different from each other.

2.2.1. Intensive Reading

This type is the most fundamental type of reading. It is used mainly in foreign language programs under the teacher's orientation to check the degree of learners' comprehension (individual understanding of the structure). This type is the most mutual type, and for the most part, it is the only form used (extensive reading, n.d.) when learning a second/foreign language. Ongoing academic works contend that intensive reading means to read with predetermined aims and goals. In this sense, many researchers state these rudimentary goals as follows: to understand the text, to learn language features, and to get the required data from the text. Moreover, intensive reading has always a purpose differs from pleasure, unlike extensive reading. Furthermore, this type (intensive reading) is characterized as such:

- a) Intensive reading is usually a classroom based since the aims are set by teacher, and often related to assessment.

- b) The reader involved in looking on the text, i.e., a reader cannot go beyond the boundaries of the text.
- c) The focus is on linguistic and semantic details, i.e., the focus is on learners' surface structure details: grammar, discourse markers, ...
- d) It is, also, used to develop language skills and features, rather than improving them.

2.2.2. Extensive Reading

Extensive reading is another type of reading in second/foreign language. When learners read extensively meaning that they read for pleasure. In comparison to intensive reading, extensive reading involves reading enormous numbers of resources (MacLeod, n.d.), that consequently enhances learners' progression to the next level of mastering the target language. Moreover, it focuses on learners' interests, i.e., the reader has the opportunity to select the material that seems interesting and remarkable. Furthermore, through extensive reading, a reader is not compelled by finding a certain information, or even answering a specific question related to the text. Recent work by Day and Bamford in 2002 (as cited in Extensive reading in ELT, 2018) has established a list that enumerates the ten (10) principles for teaching extensive reading, these principles are listed as follows:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.

9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.

Therefore, extensive reading is the type of reading that is needed in case of enhancing EFL learners' motivation to read.

2.3. Importance of Reading

It is clear that reading task has become one of the essential activities of human's daily life. Besides that, reading takes part during all the phases of learning process. For that matter, a number of works published to enlighten the importance of reading, the essential skill, for success. Under this circumstance, Smith states "Of all the skills students learn, reading is arguably one of the most important learning skills. Today, especially in the developed world, it is considered a fundamental skill required for success. " (1994, p.26). More precisely, Smith draws the conclusion that reading is required in all the levels of learning in general, as it is considered the most important skill for EFL learners. Standing on the importance of reading task in EFL classes, scholars assert that the most time of learning process should be devoted to this pivotal skill. Therefore, scholars and experts in the field assert that reading is the centered skill in learning any target language. This receptive skill gives the reader the opportunity to preserve and to develop minds and to enhance memories, according to scientists. This fact is supported by the study that Fisher Center for Alzheimer's Research Foundation did in 2014, they contended that the intellectually exciting tasks such as reading can keep minds and memories intact (Trombetta, 2017). Simultaneously, the task of reading indirectly boosts the reader's concentration. Moreover, novice readers are most probably aware of the degree to which extent this skill is important in improving their vocabulary size. Ongoing studies do confirm " [...] many connections have been made between reading and vocabulary size, as well as other academic skills. " (extensive reading, n.d.); meaning that

there is a strong connection between reading skill and acquiring vocabulary or mastering the other language skills. Under this circumstance, Mouaki (2015) highlights the thought that EFL learners unconsciously acquire vocabulary through reading; this means that readers can learn new words through the learners' exposure to additional words in written materials (Nagy, Herman, & Anderson, 1985; Sternberg, 1987, as cited in Duff, Tomblin, & Catts, 2015). Furthermore, a new study in 2018 by Sharma suggests that conversations in books strengthen learners' formation of sentences; meaning that learners rarely encounter difficulties over the language in term of vocabulary and language command. Therefore, learners can increase their educational level through reading, the direct tool of academic success (Patel & Jain, 2008), and educators should put attention on this skill and take on its full significance.

2.4. Reading Models

Recent developments in teaching reading have heightened the need to investigate the models of reading that learners follow to engage with the text. Thereby, this shows a need to be explicit about exactly what is meant by the term *reading model*. The term has come to be used to refer to "theory of what is going on in the reader's eyes and mind during reading and comprehending (or miscomprehending) a text" (Davies, 1995, p.59). The author clearly explains what occurs at the level of the reader's eyes and mind, then the way of comprehending the text. In this sense, several worksheets have been published to show that in language classes reading can take three different models, according to scientists. These are: bottom-up, top-down, and interactive models.

2.4.1. Top-Down Model

Top-down is another core model of reading. It is also known as "whole to part reading" (Boothe & Walter, 1999). Recent work by experts in the field has established that in this

model reading is driven by the sense (Boothe & Walter, 1999), meaning that the top-down model focuses on the meaning of the text. Moreover, this model is mostly the supreme used by teachers and educators. The possible explanation for this extrapolative analysis is due to the different theories exist in the literature which do contend that the main concern of this model is "to get students to become active readers" (Freidman, 2019), meaning that being an active reader is the central focus of this reading model. Recent study, however, avows that top-down model is the "traditional model of teaching reading" (Freidman, 2019, para. 02); thereby, various models of reading such as –Bottom-Up and Interactive models- are established in the teaching reading realm for the sake of improving reading inside EFL classes.

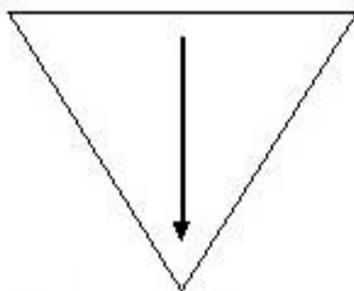


Figure 01. Top-Down Model (Murtagh, 1989)

2.4.2. Bottom-Up Model

In contrast to the previously mentioned model, *Bottom-Up* is the contradictory model of reading. A considerable amount of studies has been published about this model. Thereby, for experts, bottom-up is the fundamental model of reading in EFL classrooms. The existing body of research suggests that this model is also presented to the literature as ‘part to whole model’ (Boothe & Walter, 1999). It is called so because readers form the meaning from interpreting letters and words of the text (Suraprajit, 2019), meaning that the readers start with analyzing the different language patters to come up with the meaning. Much of the

current literature highlights the pivotal role of this model in enhancing learners' ability to intensely comprehend the text (Oxford University Press ELT, 2016). Moreover, several studies do assert that this model aims to help readers to comprehend the proffered material (Oxford University Press ELT, 2016). Therefore, bottom-up model of reading process is one of the significant reading models used by learners to come up with the meaning and to enhance their ability of comprehension.

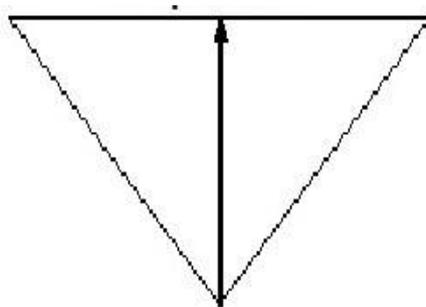


Figure 02. Bottom-Up Model (Murtagh, 1989)

Taken together, findings suggest an insight for further model of reading. For that matter, a number of studies and researches have postulated a convergence between top-down model and bottom-up model. Thus, the *Interactive reading model* is the supplementary model that correlates between the two (02) previous mentioned models.

2.4.3. Interactive Model

Interactive reading is another type of reading models. It is the model that diagnoses the interaction of the previous mentioned models. To better understand the mechanism of this model, several lines of evidence are interpreted by Anthony (2018) do confirm that this model simultaneously associates the bottom-up and top-down models of reading. To support Anthony's study, a similar case reported by McCormik (1988) who clearly supports this analysis. The researcher demonstrates that this model tries to combine between the "strong points" of the other two (02) previously cited models of reading (as cited in Boothe & Walter,

1999, para. 01). Means that the *interactive model* attempts to focus on the valid perception of the other models. To better understand the mechanism of this model, Roldan and Torres (2016) highlight the idea that in an attempt to understand the text, the reader combines syntax (word structure) and what s/he already knows (background knowledge). During the reading process, readers encounter several difficulties that may prevent their performance, and this model is, therefore, presented to encourage learners to use what they already know to gain and learn what they do not know.

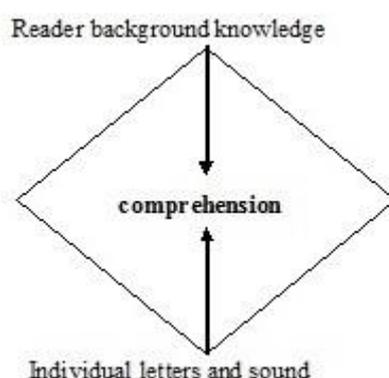


Figure 03. Interactive Model (Murtagh, 1989)

2.5. EFL Learners' Reading Difficulties

In an attempt to enlighten the idea of the difficulties that encounter EFL learners in reading, numerous works and researches are under investigation. What scholars seem to assert is that about $\frac{1}{5}$ people have difficulties with reading (Why students struggle with reading, 2019), that can be considered as the source of other real problems. The possible attainment theorized that most difficulties that encounter EFL learners occur due several reasons. Moreover, the obstacles, whatever its reason, prevent learners' overall progress, i.e., the barriers immensely affect the learners' desire to read, to achieve better, and to improve their academic level. In his book of *Understanding Reading*, Smith addresses "Unfortunately, for many children with reading difficulties, learning to read is the most

frustrating activities they will ever face. All too often, the barriers they face overshadow their desire to read, without proper guidance, they never overcome them. " (1994, p.26); that is to say, learning to read is, also, one of the difficulties that encounter EFL learners, and with time, it affects their desire to take part in reading task; as well as, the role of the controller teacher is considered a mandatory part to arouse learners' drive to read. In a similar study conducted by Hulme and Snowling (2013) shows that the difficulties in reading readiness have a substantially negative consequence. The second most important reason that should be mentioned is the difficulty found at the level of the English language, as the target language. The results of a new study conducted by Pangestika (2018) highlights that English, the foreign language, differs from the mother language, so the level of English proficiency will be for many EFL learners restricted, in comparison to the mother language. Also, a number of similar studies assert that English for EFL learners is difficult. Starting with the study conducted by Mouaki (2015), who cites in her dissertation that English language is in some way difficult to be understood by EFL learners; thus, learners will encounter difficulties with reading, the cognitive skill. In the same way, Buschick and colleagues (Shipton, Winner, & Wise, 2007) come to the conclusion "Language is an issue because too many students are coming in below grade level with limited English proficiency" (p.16). The educators assert that according to the learners' evaluation in the level of English language skills. Another prevalent problem that immensely prevents learners to be good readers is the age to start learning the English language, as well the period in doing this. Grab and Stoller (2011) document

[...] students begin learn their first language in 4-5 years orally and read (formally) at age six. It can be said that students have much time to learn how to read their first language in formal or informal context. Meanwhile, foreign language students will have difficulty

in foreign language reading, it because they do not have enough knowledge of foreign language when they begin to read. (as cited in Pangestika, 2018, p.09)

The researchers contend that the process of acquiring L1 starts in an early age; thereby, learners have plenty of time to master reading in the mother tongue; while, learning a foreign language can be difficult due to the gap found in learning the skills of English language (as the target language) for EFL learners, i.e., the period to acquire any language has a sufficient influence in mastering the target language skills. For scholars, this problem has serious results on the process of acquiring the language. The lack of the comprehension is one of the negative results that negatively effect on learners and learning process. The predefined problem occurs because learners are not able to communicate with the material, according to Kebkoub (2013). Thus, learners who have difficulties to understand the language seem to be less skilled readers. Accordingly, experts consider reading the essential skill in learning any language; hence, learners who have difficulties in reading most probably will experience other troubles in the level of language proficiency. Ongoing studies do assert "And since it is such an important skill, reading difficulties can cause trouble in other areas of learning, including writing, spelling, fluency, and comprehension. " (Why students struggle with reading, 2019). Meaning that, the negative dimension of reading difficulties can even affect other parts of learning. Another main reason of reading difficulty is being demotivated to read. Study after study points that the lack of motivation is one of the researched difficulties that encounter EFL learners. Mouaki (2015) even asserts that reading, for several learners, is an immaterial skill, unless it is intended for classroom tasks. Another study clarifies similar outcomes is conducted by Buschick et al., the professors contend "Unfortunately too many students view reading as a boring or a waste of time. " (2007, p.06). This problem that most EFL learners suffer from is automatized by experts as the lack of motivation, the key

condition that generates learning, in general and enables learners to engage in reading, in particular. Furthermore, because the lack of motivation significantly influences learners in many dimensions, Buschick et al. (2007) identified "In a recent study, conducted by Uhler, many students lacked interest in reading which directly effected their reading growth. " (p.37). The teachers, clearly, state that the lack of interest among learners can hinder learners' progression in reading skill, and besides achieving low reading grades, learners utterly will feel demotivated. Therefore, EFL learners encounter numerous difficulties in the level of reading in foreign language. It is arguably due to several reasons that range from the difficulty of the language to the lack of motivation to be engaged in reading tasks. And for instructors, it is important to know that struggling readers precisely need an appropriate guidance and a special monitoring to diagnose and to develop these difficulties that occur at the level of reading, the core language skill.

2.6. Reading Motivation

Ongoing researches do confirm that learners' motivation is an essential element, with a great influence to inspire even struggling readers. And as reading is the basis of learning process, it is often times related to reading motivation to further improve reading, and achieve better grades.

2.6.1. Definition of Motivation for Reading

In teaching language realm, numerous definitions for the term *motivation for reading* are provided. One of which suggests "Reading motivation is the motivational derive to read, an area of interest in the field of education. " (Reading motivation, n.d.). Motivation, the key element, is the concern of many researchers and experts in the field; as well as, it is a significant factor in reading and for readers. Moreover, many specialists in the field draw the conclusion "reading motivation correlates with students' amount of reading" (Guthrie,

Van Meter, McCann, Wigfield, Bennett, Poundstone, Rice, Faibisch, Hunt, & Mitchell, 1996). Drawing on an extensive range of sources, experts in the field precisely define that there is an unambiguous relationship between the learners' inspiration to read and their predefined goals and beliefs. The academics state that readers administer their objectives, values, and beliefs with their drive to read (Guthrie & Wigfield, 2000; Carney, 2016). These studies clearly indicate that the reader becomes motivated when the topic, and the results of reading process fit the reader's desired aims and personal beliefs. More precisely, reading and a reader's personal aims go hand in hand since the motivation is the reader's internal force that supports the wants and desire. Furthermore, for the reason that reading is the skill that requires curiosity of the reader, academics correlate reading with motivation to attain higher reading grades and to inspire reading in EFL classes. Overall, there seems to be some evidences to indicate that motivation for reading, according to researchers, is the required element that is substantially necessary for foreign language learners to generate their desire to be engaged in reading process and, then, come to be successful motivated readers.

2.6.2. Definition of Motivated Reader

In the field of language learning, a large and growing body of literature, since the mid-1990s, pays particular attention on the 'motivated reader' as known also as 'engaged reader'. Supplementary studies highlight that motivation is the key factor that stimulates learners, a motivated reader is therefore defined as "engaged, curious, and anxious to talk about what they are reading. They are able to read from several texts at the same time, look forward to new challenges and value text choice and time to engage with print" (Marinak, Malloy, & Gambrell, 2010, p.503). Specialist in the field, such as Guthrie, Wigfield, and Perencevich (2004) contend that the motivated reader is intrinsically motivated. Moreover, researchers propose that a motivated reader has a positive attitude toward reading; as well as, they assert that the engaged reader is encouraged to experience different tasks as such: the material

selected and the time to be involved in reading task. This view is supported by Takaloo and Ahmadi (2017) who write that engaged readers recognize how to precisely use and form strategies to enhance their education through reading. Meaning that, learners are conscious about the role of reading in language learning, in general, and in developing their learning, in particular. In view of all that has been mentioned so far, one may suppose that readers' motivation is related to their consciousness and inquisitiveness, as well, their readiness to be a part of reading inside and outside the classroom.

2.7. Description of EFL Readers

Reading has long been a question of great interest in a broad range of fields. Recent trends in learning realm, hence, have seen a growing interest concerning what distinguishes good readers on poor readers.

2.7.1. Good Readers

Many recent studies have addressed the criteria of good readers. Prior to the work of Cullinan (2000), good readers read for pleasure, i.e., they are. Similarly, scholars (e.g. Babiaková, Kasáčová, Cabanová, 2018) have reported that good readers "describe reading as a common and frequent way of spending their spare time, they like this activity" (p.1720). The studies presented thus far provide evidence that good readers enjoy in reading different sources, and they like to read in their free time. Seen from academics' perspective, good readers are independent readers. Moreover, data from several studies do assert that good readers use different reading strategies to analyze words' meaning (Cullinan, 2000), meaning that they inferring meaning is their own concern. Another main criterion has been demonstrated by experts discusses good readers' motivation, Babiaková et al. (2018) do assert that when discoursing materials that they are reading, they inherently show their

motivation. Thereby, good readers are independent readers, who appreciate reading and they are interested to increasingly reinforce their reading ability.

2.7.2. Poor Readers

Much of the current literature on reading process focuses particularly on the criteria of poor readers. Historically, the term has been used to describe that poor readers are those who read only for classroom tasks (Cullinan, 2000), to finish homework (Babiaková et al., 2018), and to avoid low marks (Turner, 2017), i.e., they do not read for pleasure. Investigators, in previous studies, have discussed that disregarding reading errors is also another criterion (Cullinan, 2000), which carry serious reading difficulties that has a negative influence on learners' desire to read. Therefore, experts (e.g. Cullinan, 2000) have proposed that poor readers need a specific help to engage in reading assignment, meaning that the support of the enthusiastic teacher is needed to boost learners' willingness for the task.

2.8. Teacher's Enthusiasm and Learners' Motivation to Read

Almost every paper that has been written on teachers includes a section relating to their influence on learners. Data from several studies do assert that teachers' enthusiasm is a key element to boost learners' motivation to read. Therefore, many questions about the power of teacher's enthusiasm- in EFL classrooms- on learners' motivation to engage in reading assignment are under investigation. In this sense, Mahler et al. (2017) maintain that to be an effective teacher means to have other criteria besides having knowledge. Likewise Salwa (2014) sees "A good teacher should have balance in technical knowledge, pedagogical skills, interpersonal skills, and personal qualities as well." (p.547), the scholars intends to clarify that the good and effective teacher should have supplementary attributes besides being knowledgeable such as having the ability to complete the various tasks, having the expertise, being able to communicate efficiently with learners, and having certain characteristics of

the effective teacher, as well. In 1998, a study has been conducted about the motivational means that motivate learners, the study results revealed that the teacher's behavior in the classroom is the most essential means to motivate learners (Dörnyei, 2001a). In a similar work, Strong and Xu (2015) holds the view "Among various teacher variables, enthusiasm was the most powerful unique predictor of students' intrinsic motivation and vitality". Collectively, these studies outline an evidence that teachers should display enthusiasm in EFL classes, which boosts the motivation of learners and inspire their desire to learn. Moreover, since teachers are in position to motivate learners, appreciably, learners, in turn, express their opinion that they prefer stimulating teachers (Youbi, 2019) i.e., learners have a preference to teachers who support and encourage them. More precisely, the current literature on teachers' enthusiasm pays a particular attention to the significant impact of this important driving force on boosting learners' motivation to read. Madhuri (2017) point out "Enthusiasm is an ingredient in the teaching of reading [...] It is so important that the whole educational process would be hopelessly crippled without it. " (p.03). The scholars confirm that enthusiasm is the principle determining factor to teach reading; otherwise, the lack of this element prevents learning process and learners, therefore, will almost certainly become uninspired to engage in reading assignment. The scholars, also, have reported that enthusiasm "is spirit that can breathe new life into books previously declared dead by the students. " (Madhuri, 2017, p.03), meaning that displaying enthusiasm raises the position of reading among learners, and further it raises their interest to be a part of this classroom assignment, and can even create lifelong readers. Therefore, it has been shown from this review that enthusiasm is crucial and even considered a fundamental feature in teaching reading. Also, for many experts, enthusiasm is the source of learners' exertion, that is viewed as teachers' intensity used to inspire learners to engage in reading assignment.

Conclusion

Although reading is a prerequisite skill for FL learning, EFL learners do not realize its importance in activating their brains and reaching their knowledge. The ignorance comes as a result of several reasons, one of which is the difficulties learners encounter at the level of understanding when reading in the target language, that may dampen learners' motivation and prevent their language learning. Under this circumstance, scholars have considered that motivation is instrumental in reading task, and they have argued that learners need to be motivated to improve reading intensity; for that matter, much studies in the field have focused on the influence of teachers' enthusiasm, that is recognized the central feature that creates a positive change and inspires learners' willingness to read. Therefore, several academic papers have correlated reading with enthusiasm, the fundamental factor in teaching reading effectively, after numerous studies that have revealed that teachers' enthusiasm is the prime source of learners' motivation, and the stimulating dynamic that positively influences learners' willingness to read.

Chapter Three: The Fieldwork

Introduction

The current study traces the correlation between teachers' enthusiasm and EFL learners' motivation to engage in reading task. And this chapter presents the population and the sample, and the instruments; as it is particularly devoted to data analysis and description of the findings. The investigation was in form of a descriptive study to explore the subsurface problem previously stated (statement of the problem), and to either confirm or revoke the surmised hypothesis.

1. Population and Sample

For this study, it was decided that the sample of the present research is second year LMD students of the Section of English at Mohamed Kheider University of Biskra of the academic year 2019/2020 to be the target population of the current study. Aiming second year LMD students is because they are conscious of the significance of reading that is of interest language skill. Moreover, second year LMD students are already acquainted with the difficulties they have in the level of reading proficiently.

The partakers of the current investigation were a sample of 40 students of second year who recruited for this study; as well as, eight (08) oral expression teachers of the same branch.

2. Instruments

The descriptive method was particularly chosen to conduct the current study. And, it was decided that data being gathered via two significant forms of data collection, a questionnaire and a survey. The former was emailed to eight (08) oral expression teachers of the section of English at M.K.U. of Biskra; as well the survey that was posted to get responses from second year LMD students of the same branch. The two instruments were used to evaluate the effectiveness of teachers' enthusiasm on learners' motivation to read.

3. Analyzing Data

3.1. Teachers' Questionnaire

Section One: Background Information

01/ Are you a female or a male?

| | | Number | Percentage |
|-------|--------|--------|------------|
| Sex | Female | 06 | 75% |
| | Male | 02 | 25% |
| Total | | 08 | 100% |

Table 01. Teachers' sex

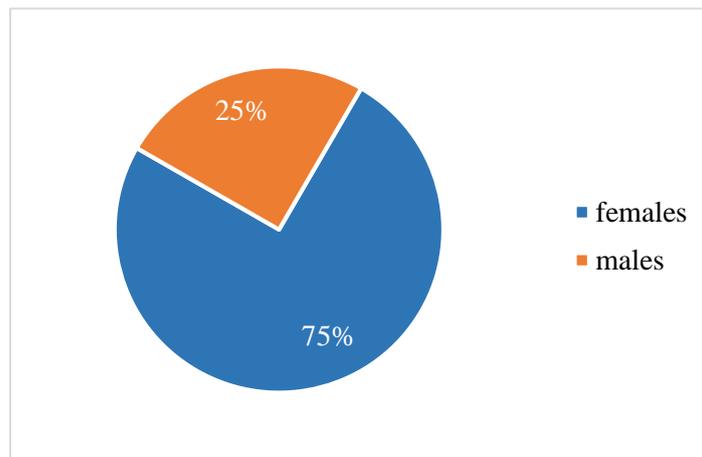


Figure 04. Teachers' sex

It can be seen from the data in table 01 that the majority of the study population are female teachers, which confirms the general assumption that females are prosperous and interested in language teaching in general, and in teaching English language in particular. Moreover, the table shows that the number of the participant females is 06 (75%), while the number of the males is 02 (25%).

02/ By the end of the academic year, how many years will you have been teaching reading?

| | | Number | Percentage |
|----------------|-------------------------------------|--------|------------|
| Options | This is my first year | 01 | 12.5% |
| | From 02 years up to 03 years | 01 | 12.5% |
| | From 04 years up to 05 years | 01 | 12.5% |
| | More than 05 years | 05 | 62.5% |
| Total | | 08 | 100% |

Table 02. Teachers' number of year in teaching reading

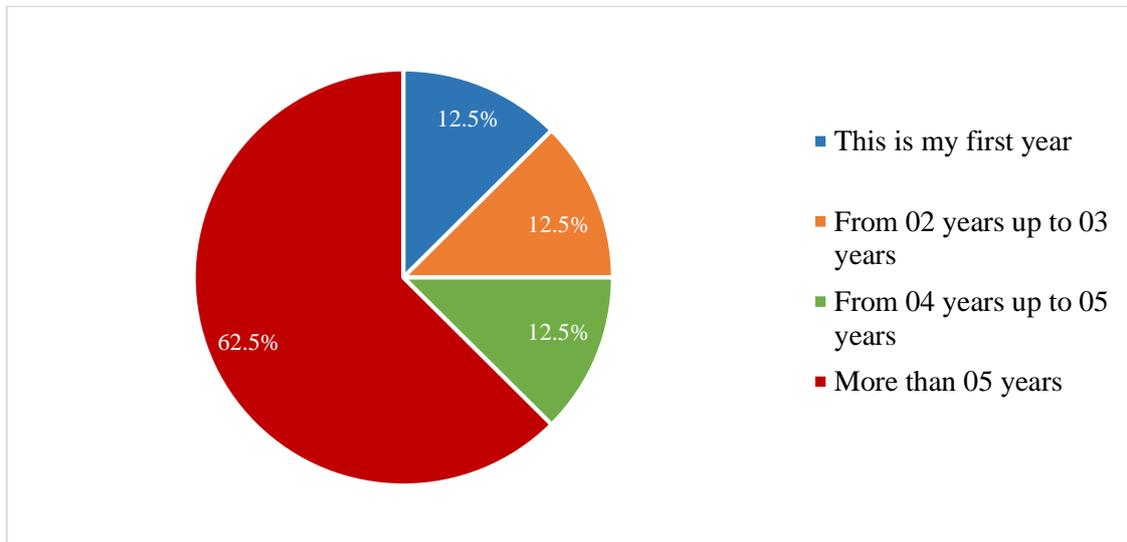


Figure 05. Teachers' number of year in teaching reading

As can be seen from the table (above), that over half of those who answered this question 62.5% of teachers reported that they have an experience of more than 05 years in teaching reading, and 12.5 % of the participants only have an average period in teaching reading (from 04 years up to 05 years). The same rate (12.5%) represents teachers who have an experience between 02 and 03 years in teaching reading. Also, 12.5 % of the participant teachers indicate that this is the first year in teaching reading.

Section Two: Teachers' Opinion Poll

03/ Concerning the language skills, in your opinion which skill is important to develop EFL learners' foreign language learning?

| | | Number | Percentage |
|-----------------|-----------|--------|------------|
| Language Skills | Reading | 02 | 25% |
| | Speaking | 01 | 12.5% |
| | Writing | 04 | 50% |
| | Listening | 01 | 12.5% |
| Total | | 08 | 100% |

Table 03. Teachers' opinion about the skill that develops EFL learners' foreign language learning

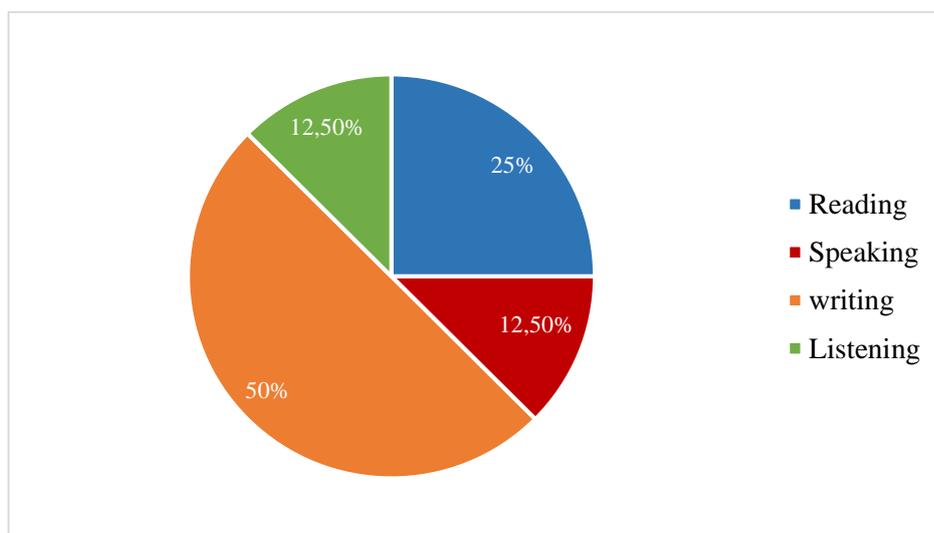


Figure 06. Teachers' opinion about the important skill to develop EFL learners' foreign language learning

In this question, participant teachers supposed to express their view about the important skill that improves learners' language learning. It is apparent from the table above that half of the partakers (50%) commented that writing is the pivotal skill that enhances learners'

progression, followed by reading skill with a rate of 25% of the whole contributors. Then, listening and speaking skills are classified in the third class with a percentage of 12.5% only.

04/ In your opinion, is it necessary for EFL learners to learn reading?

Whatever your answer, please say why?

| | | Number | Percentage |
|---------|-----|--------|------------|
| Options | Yes | 08 | 100% |
| | No | 0 | 0% |
| Total | | 08 | 100% |

Table 04. Teachers' consideration whether reading is fundamental for EFL learners

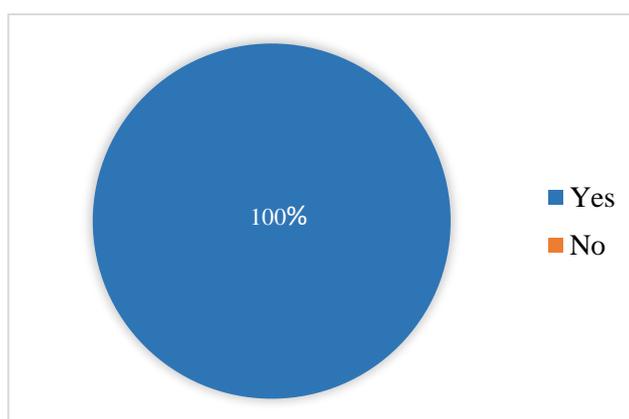


Figure 07. Teachers' consideration whether reading is fundamental for EFL learners

Respondents were asked to indicate whether reading is necessary for EFL learners to learn reading. In response to this question, all the questionnaire partakers (100%) selected the option "yes", and none of them selected "No" option. The participant teachers demonstrated that reading is definitely a fundamental skill.

Concerning this part of the question, teachers were asked to justify their answers. The participant teachers reported that reading is an important skill, as it is of high priority to develop the target language leaning. And they vindicated their opinions as follows

Of course, it is important because it helps them to develop their vocabulary knowledge as it provides them with more information about a variety of topics.

Reading is a basic skill among human beings.

It enriches both their language and knowledge.

Yes, but the mastery of all skills are important. It remains that reading is a basic skill especially for academic purposes.

A condition sine qua non for language learning. Reading includes all skills.

05/ In reading class, the teacher displays the role of ...

| | | Number | Percentage |
|------------------------|-------------------|---------------|-------------------|
| Teachers' roles | Assessor | 00 | 0% |
| | Motivator | 00 | 0% |
| | Organizer | 00 | 0% |
| | Controller | 00 | 0% |
| | All | 08% | 100% |
| Total | | 08% | 100% |

Table 05. Teachers' roles in reading class

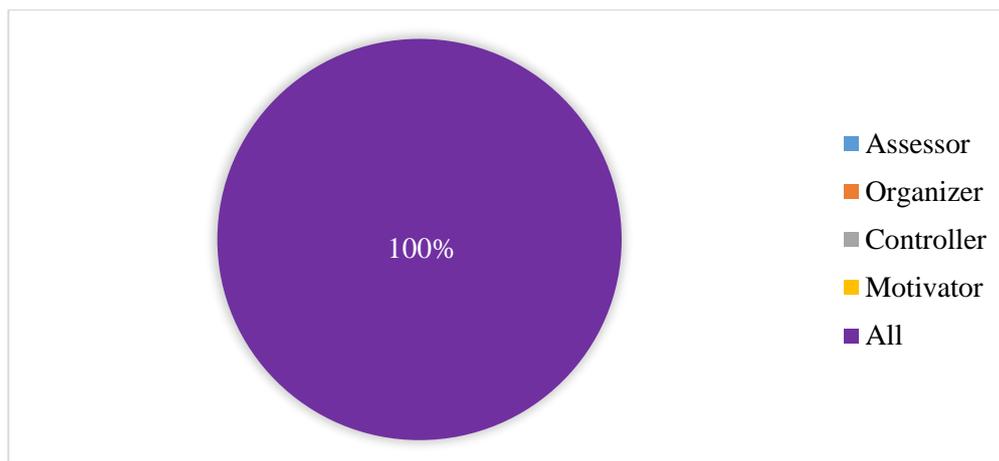


Figure 08. Teachers' roles in reading class

This question required respondents to give information about the roles of the teacher in effective reading class. It can be seen from the data in the table that all respondents (100%) appeared to agree on the "all" option. It is apparent from this table that teachers serve all the roles in classes, i.e., teachers integrate holistic roles, and simultaneously they can be an assessor, a motivator, an organizer, and a controller, etc...

Section Three: Teaching Reading

06/ In reading class, the selected material is of ...

| | | Number | Percentage |
|----------------|-------------------------|---------------|-------------------|
| Options | Your choice | 08 | 100% |
| | Learners' choice | 00 | 0% |
| Total | | 08 | 100% |

Table 06. The choice of the selected material

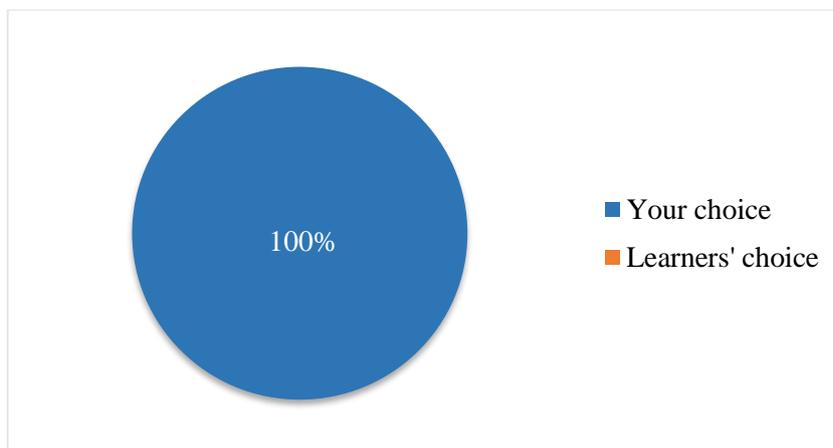


Figure 09. The choice of the selected material

In this question, questionnaire partakers were questioned to clarify whether the selection of the materials to be read is of their choice or their learners' choice. The results obtained revealed that the participants on the whole (100%) expressed that the selection of materials is their choice, and none of the teachers opted for the other option "Learners' choice".

07/ Your learners' ability in reading is ...

| | | Number | Percentage |
|----------------|---|---------------|-------------------|
| Options | Much lower than average ability | 03 | 37.5% |
| | Average ability | 05 | 62.5% |
| | Much higher than the average ability | 00 | 0% |
| Total | | 08 | 100% |

Table 07. Teachers' consideration of their learners' reading ability

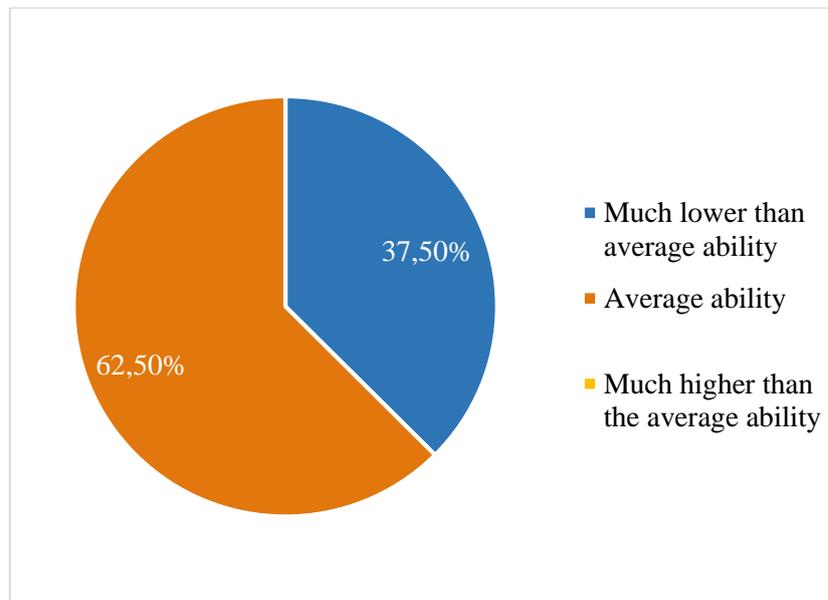


Figure 10. Teachers' consideration of their learners' reading ability

It can be seen from the data in table 07 that the majority of the participants in the study (63%) reported that their learners have an average ability in reading. While 37% of the partakers opted for the option "much lower than average ability", and none of the teachers (0%) selected "much higher than the average ability". Therefore, teachers are supposed to encourage their learners to read to develop their reading abilities.

08/ In reading class, what are the reading difficulties that encounter most of your learners?

In response to this question, a number of issues were identified. Over half of the participants reported that the lack of vocabulary is the main difficulty that prevents most EFL learners in reading, while the other reported difficulties fluctuated between the lack of interest among learners, the style, and shyness, etc....

Commenting on the difficulties, the participants stated the following responses

Shyness and fear of making mistakes in front of their peers (hesitation, mispronunciation, etc.).

Many, especially vocabulary, ideas, styles, genres, etc.

vocabulary, laziness.

vocabulary and culture bound language forms.

Lack of interest, student 's poor linguistic skills.

09/ According to your experience how could you deal with such situations?

In this question, various perspectives were expressed concerning the way to deal with the abovementioned difficulties, but the majority contended on the thought of encouraging learners. The partakers precisely indicated the following

I usually encourage them to practice reading inside and outside the classroom so that to overcome such problems and advise them to read and take their mistakes as a starting point towards better performances.

Motivating them, and showing their importance.

Rely on authentic material and extensive practice.

By motivating them, clarifying the meaning, sometimes by threatening them to be punished by marks.

Motivate learners to read for reading, then introduce various registers for passionate technical reading, by showing them the relevance of reading for language learning.

10/ Generally, are your learners interested in reading in English language?

| | | Number | Percentage |
|----------------|------------|---------------|-------------------|
| Options | Yes | 06 | 75% |
| | No | 02 | 25% |
| Total | | 08 | 100% |

Table 08. Teachers' consideration of learners' reading readiness

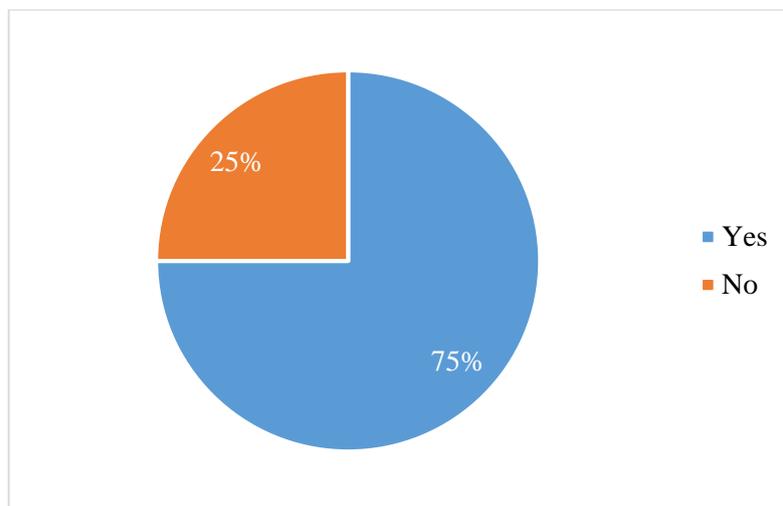


Figure 11. Teachers' consideration of learners' reading readiness

This question investigates teachers whether their learners are interested in reading in English language. As table 08 shows, the most interesting aspect is that the majority of participants in this study (75%) selected "yes" option. Moreover, the table reveals that of the whole participants, 25% stated that learners are not interested in reading in the target language.

If "No" is the selected answer, is it on account of ...

| | | Number | Percentage |
|----------------|--|---------------|-------------------|
| Options | The difficulties they encounter | 01 | 50% |
| | The lack of motivation | 01 | 50% |
| | The selected materials | 00 | 0% |
| Total | | 02 | 100% |

Table 09. Teachers' consideration of the difficulties that prevents learners' reading readiness

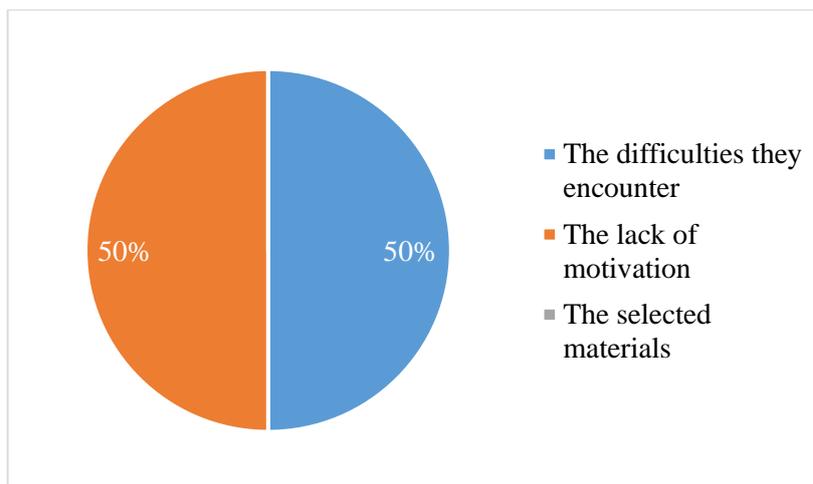


Figure 12. Teachers' consideration of the difficulties that prevents learners' reading readiness

The rate that selected "no" option were required to answer on this consequent question, its core aim is to know what makes learners uninterested in reading. The two (02) participants differently expressed the reasons, and an equal rate (50% for each) was selected for the options "The difficulties they encounter" and "The lack of motivation", and not a single person (0%) opted for "The selected materials" possibility.

11/ Do you conceive that the lack of motivation among EFL learners prevents their language learning?

| | | Number | Percentage |
|---------|-----|--------|------------|
| Options | Yes | 08 | 100% |
| | No | 00 | 0% |
| Total | | 08 | 100% |

Table 10. Teachers' consideration whether the lack of motivation prevents learners' language learning

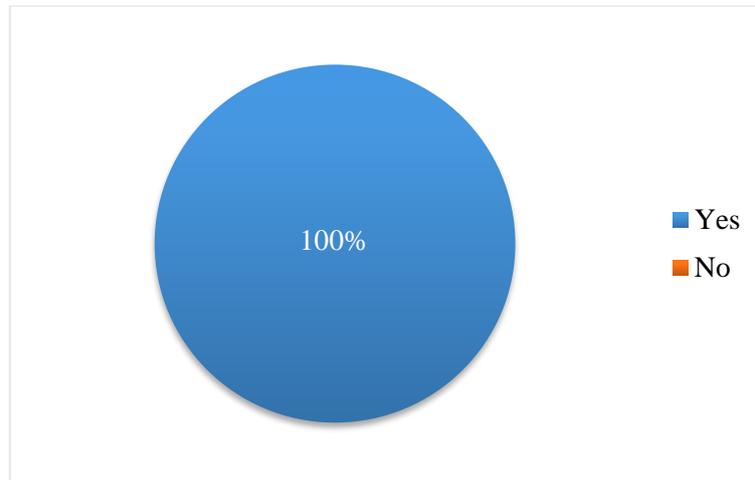


Figure 13. Teachers’ consideration whether the lack of motivation prevents learners’ language learning

For this question, respondents were asked to state whether lacking motivation among learner has a negative influence. All the contributors (100%) indicated that the lack of interest and motivation prevents learners’ language learning, and none of them disagreed with the statement and expressed another thought or suggestion.

Section Four: Teachers’ Enthusiasm and Reading

12/ In your consideration, what is enthusiasm?

A variety of perspectives were expressed in response to this question. Mainly, the majority of teachers demonstrated that enthusiasm is related to engagement and interest, the following statements are the teachers’ expressed various thoughts to the notion enthusiasm

Enthusiasm is the way you as a teacher use to attract your students' attention and getting their interest in the selected topics to be read and discussed in class.

Student's Active engagement & participation in classroom activities.

It is an internal energy that is usually transformed into an achievement.

Engagement.

13/ How could you express enthusiasm in the classroom?

This question is relatively related to the previous one; hence, according to their understanding to the notion, teachers are supposed to clarify how they express their enthusiasm in classes. The next statements are the way that teachers indicated to be their ways of displaying enthusiasm

Enthusiasm in the classroom could be expressed through facial expressions, the teacher's tone, and clarification of what's unfamiliar via gestures. (Of course, each teacher has his/her own way to express enthusiasm).

In many ways. Willingness, personality, preparation etc...

Changing the voice tone according to the situation, name and motivate students to read, facial expressions and body language.

As the proverb says " actions speak louder than words" which means it is expressed via work.

My oral explanation and displaying significance.

Feeling passionate and showing it in reading.

14/ According to your experience, do you think that expressing enthusiasm nonverbally (through facial expressions, voice, and gestures) encourages learners to engage in reading task?

| | | Number | Percentage |
|----------------|------------|---------------|-------------------|
| Options | Yes | 08 | 100% |
| | No | 00 | 0% |
| Total | | 08 | 100% |

Table 11. Teachers' expression of their enthusiasm nonverbally

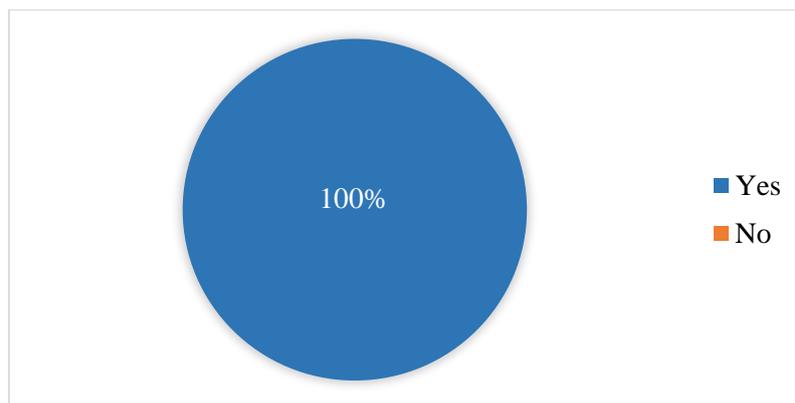


Figure 14. Teachers’ expression of their enthusiasm nonverbally

Teachers, in this question, were supposed to state their view whether the expression of their enthusiasm nonverbally via their facial expressions, voice and gestures has a positive influence and encourages learners to take part in reading tasks. The results, as shown in table 11, indicate that the whole members (100%) considered that the expression of their enthusiasm nonverbally encourages learners to engage in reading tasks.

15/ For each, please state how often do you apply the following in your classroom.

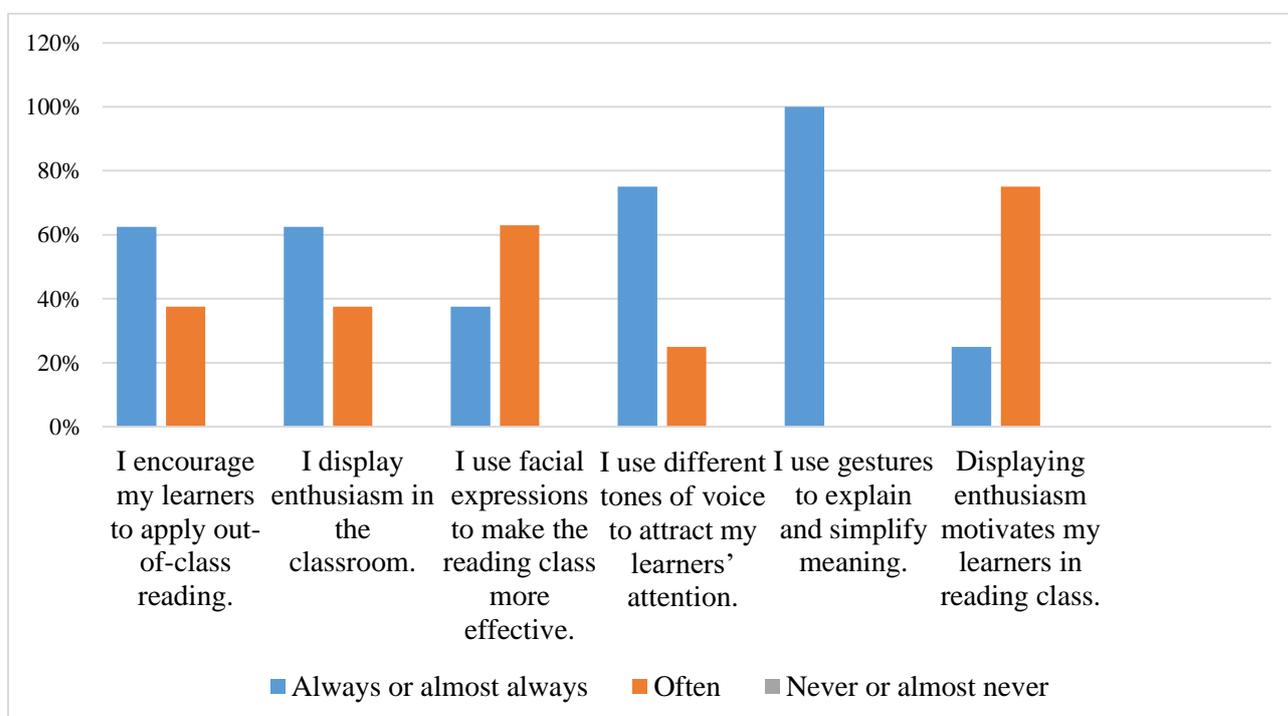


Figure 15. Teachers’ motivating actions in the classroom

The figure 15 presents a histogram of teachers' motivating actions in the classroom. It provides the summary statistics of all the statements and its frequency. While, the following tables illuminates statements separately.

In order to be able to determine how often do teachers apply the stated actions, the next tables provide the frequency of each action separately.

| I encourage my learners to apply out-of-class reading. | Always or almost always | Often | Never or almost never | Total |
|---|--------------------------------|--------------|------------------------------|--------------|
| Number | 05 | 03 | 00 | 08 |
| Percentage | 62.5% | 37.5% | 0% | 100% |

Table 12. Teachers' encouragements to learners

As illustrated in table above, 62.5% of the whole percentage stated that they always or almost always encourage their learners, whereas "often" option is selected by 37.5% of the participants, and none of the teachers selected "never or almost never" option.

| I display enthusiasm in the classroom. | Always or almost always | Often | Never or almost never | Total |
|---|--------------------------------|--------------|------------------------------|--------------|
| Number | 05 | 03 | 00 | 08 |
| Percentage | 62.5% | 37.5% | 0% | 100% |

Table 13. Teachers' expression of enthusiasm

The table provides the statistics of the frequency of teachers' expression of enthusiasm. Over half (62.5%) of teachers who contributed in the study expressed that they always or almost always they express enthusiasm in the classes. While, a minority of participants (37.5%) indicated that they often do that and display their enthusiasm in the classes. The table also draws that none of the partakers appeared to be unenthusiastic in the classroom.

| I use facial expressions to make the reading class more effective. | Always or almost always | Often | Never or almost never | Total |
|---|--------------------------------|--------------|------------------------------|--------------|
| Number | 03 | 05 | 00 | 08 |
| Percentage | 37.5% | 62.5% | 0% | 100% |

Table 14. Teachers' use of facial expressions

For this statement, respondents were asked to indicate how often they use facial expressions in the classroom. Of the whole participants, only a rate of 37.5% who stated that they always use facial expressions to create a positive learning atmosphere and make the reading class more effective. But the majority of the teachers (62.5%) indicated that they often do that; however, no person selected the other option.

| I use different tones of voice to attract my learners' attention. | Always or almost always | Often | Never or almost never | Total |
|--|--------------------------------|--------------|------------------------------|--------------|
| Number | 06 | 02 | 00 | 08 |
| Percentage | 75% | 25% | 0% | 100% |

Table 15. Teachers' use of different tones of voice

Concerning this statement, teachers voiced that they use different tones of voice. Particularly, 75% of the whole teachers expressed that they always or even almost always use this focal element, while, only 25% of them use various tones of voice in order to attract learners' attention.

| I use gestures to explain and simplify meaning. | Always or almost always | Often | Never or almost never | Total |
|--|--------------------------------|--------------|------------------------------|--------------|
| Number | 08 | 00 | 00 | 08 |
| Percentage | 100% | 0% | 0% | 100% |

Table 16. Teachers' use of gestures

The table 16 presents the rate of teachers who use gestures to explain thoughts. The results revealed that all the participants (100%) use gestures to simplify meaning and make the ideas more comprehensible. However, no person opted for the "often" or "never or almost never" options.

| Displaying enthusiasm motivates my learners in reading class. | Always or almost always | Often | Never or almost never | Total |
|--|--------------------------------|--------------|------------------------------|--------------|
| Number | 02 | 06 | 00 | 08 |
| Percentage | 25% | 75% | 0% | 100% |

Table 17. Teachers' enthusiasm to motivate learners

In response to this statement, the majority (75%) of those who contributed in this questionnaire felt that their enthusiasm and expressing enthusiasm often motivate their learners in reading class. However, only a percentage of (25%) who stated that their enthusiasm always or almost always motivate learners.

16/ In effective reading class, do you think that your enthusiasm positively influences learners' motivation?

How?

| | | Number | Percentage |
|---------|-----|--------|------------|
| Options | Yes | 08 | 100% |
| | No | 00 | 0% |
| Total | | 08 | 100% |

Table 18. Teachers' consideration whether their enthusiasm positively influences learners' motivation

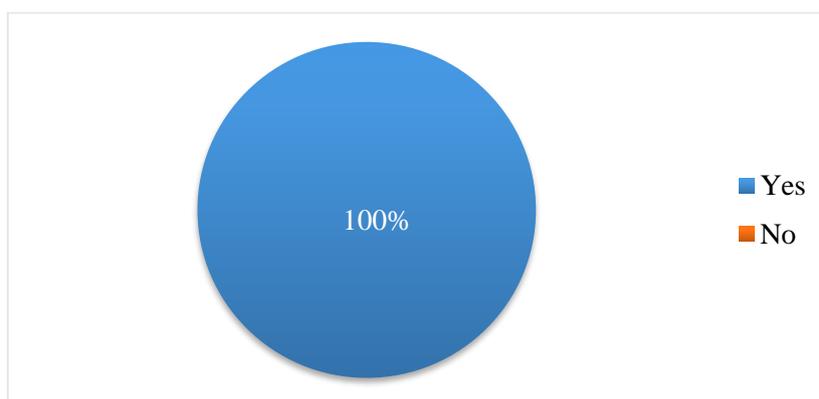


Figure 16. Teachers' consideration whether their enthusiasm positively influences learners' motivation

It is apparent that from the results obtained in the table (above), all the teachers (100%) selected the "yes" option, and not any of them opted for the option "no". This means that teachers consider that their enthusiasm and interest is fundamental and even has a positive influence on learners' state of motivation, i.e., they consider that their enthusiasm is the determining factor that arouses learners' interest and motivation.

The question also asked the contributors to illuminate their views, and give information on; for that matter, different concerns are stated as follows

Once the teacher shows enthusiasm in class, it would help in attracting the students' attention and motivate them to read and get involved in the reading comprehension tasks implicitly.

Students get encouraged to participate more in class and gain more interest and knowledge about the different reading activities.

Teacher's enthusiasm creates some healthy and supportive learning atmosphere that motivates students to do their best.

They see the teacher as role model for that they are affected.

By being the good example to follow.

3.2. Learners' Survey

Section One: General Information

01- Are you a male or female?

| | | Number | Percentage |
|-------|---------|--------|------------|
| Sex | Females | 32 | 80% |
| | Males | 08 | 20% |
| Total | | 40 | 100% |

Table 19. Learners' Sex

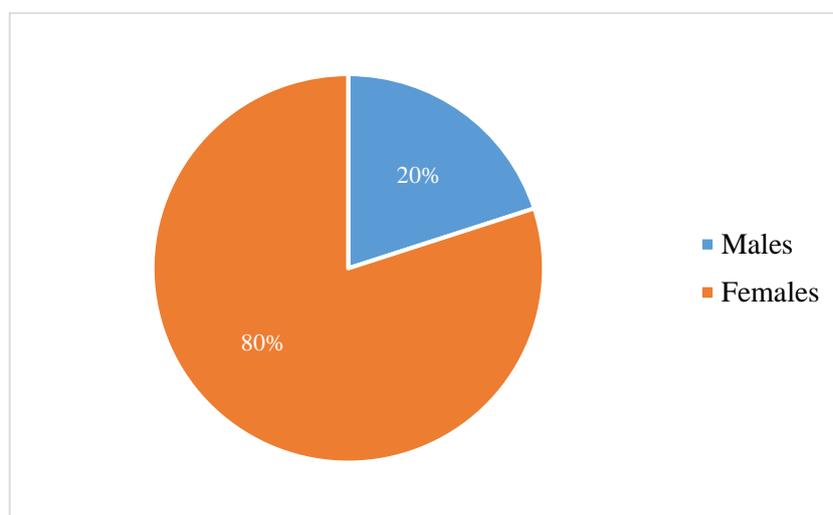


Figure 17. Learners' Sex

It is apparent from this table that the majority of those who responded to this question are females, with a percentage of (80%); while the percentage of males is (20%). From the table above it is obvious that female university students outnumber male students, since females are superior in learning languages and they even participate better than males.

02- How old were you when you started learning English? ... years.

| | | Number | Percentage |
|----------------|--------------------------------|--------|------------|
| Options | Ten (10) years old | 04 | 10% |
| | Eleven (11) years old | 11 | 27.5% |
| | Twelve (12) years old | 12 | 30% |
| | Thirteen (13) years old | 12 | 30% |
| | Young enough | 01 | 2.5% |
| Total | | 40 | 100% |

Table 20. Learners' age when they started learning English

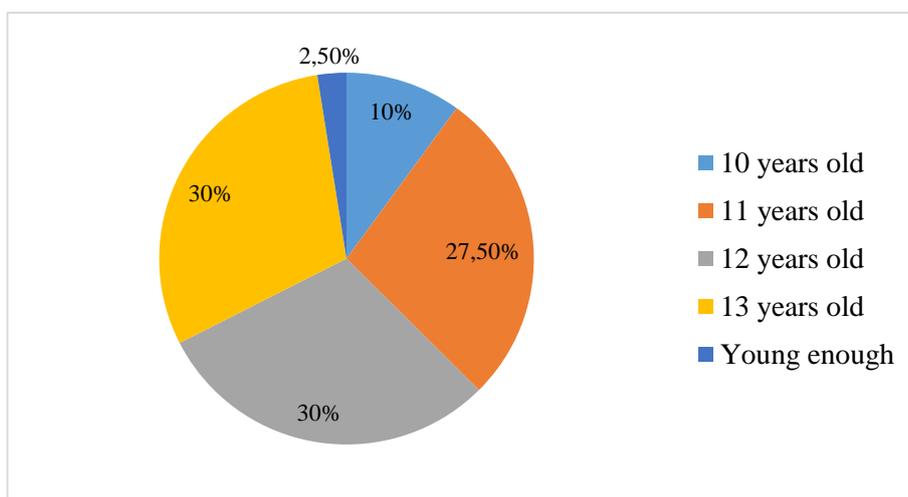


Figure 18. Learners' age when they started learning English

The table above illustrates the age distribution of learners when they started learning English language. What stands out in the table is that the majority of learners (60%) started their learning of the target language in age of twelve (12) and thirteen (13) years old. Followed

by learners, who were eleven (11) years old, with a rate of 27.5%. The table, also, shows that 10% of the target sample were aged ten (10) years old, and only one learner of the survey partakers (2.5%) stated that she was young enough in due time. This discrepancy could be attributed to the reiterated years in learners' learning phases.

03- Your level in English language is...

| | | Number | Percentage |
|----------------|----------------|--------|------------|
| Options | Poor | 00 | 0% |
| | Average | 16 | 40% |
| | Good | 24 | 60% |
| Total | | 40 | 100% |

Table 21. Learners' consideration of their language proficiency

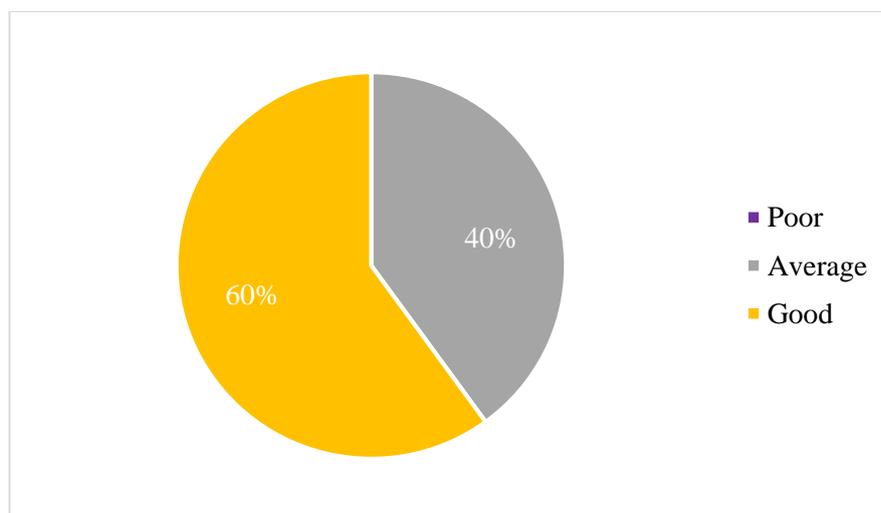


Figure 19. Learners' consideration of their language proficiency

This question intended to determine learners' consideration of their level in English language. 60% of those who were surveyed indicated that their level in English language is good. While, 40% reported that consider that their level is average, and no person demonstrated that his/her level is poor.

Section Two: Learners and Reading

04- Please, rank the following language skills in order of importance from 01 to 04 where 01 is most important to you and 04 is least important to you.

| Language skills | | Most important for me (01) | 02 | 03 | Least important for me (04) | Total |
|-----------------|------------|----------------------------|-------|-------|-----------------------------|-------|
| Writing | Number | 19 | 12 | 07 | 02 | 40 |
| | Percentage | 47.5% | 30% | 17.5% | 5% | 100% |
| Speaking | Number | 31 | 07 | 00 | 02 | 40 |
| | Percentage | 77.5% | 17.5% | 0% | 5% | 100% |
| Reading | Number | 12 | 11 | 13 | 4 | 40 |
| | Percentage | 30% | 27.5% | 32.5% | 10% | 100% |
| Listening | Number | 13 | 10 | 06 | 11 | 40 |
| | Percentage | 32.5% | 25% | 15% | 27.5% | 100% |

Table 22. Learners' perception of the importance of language skills for them

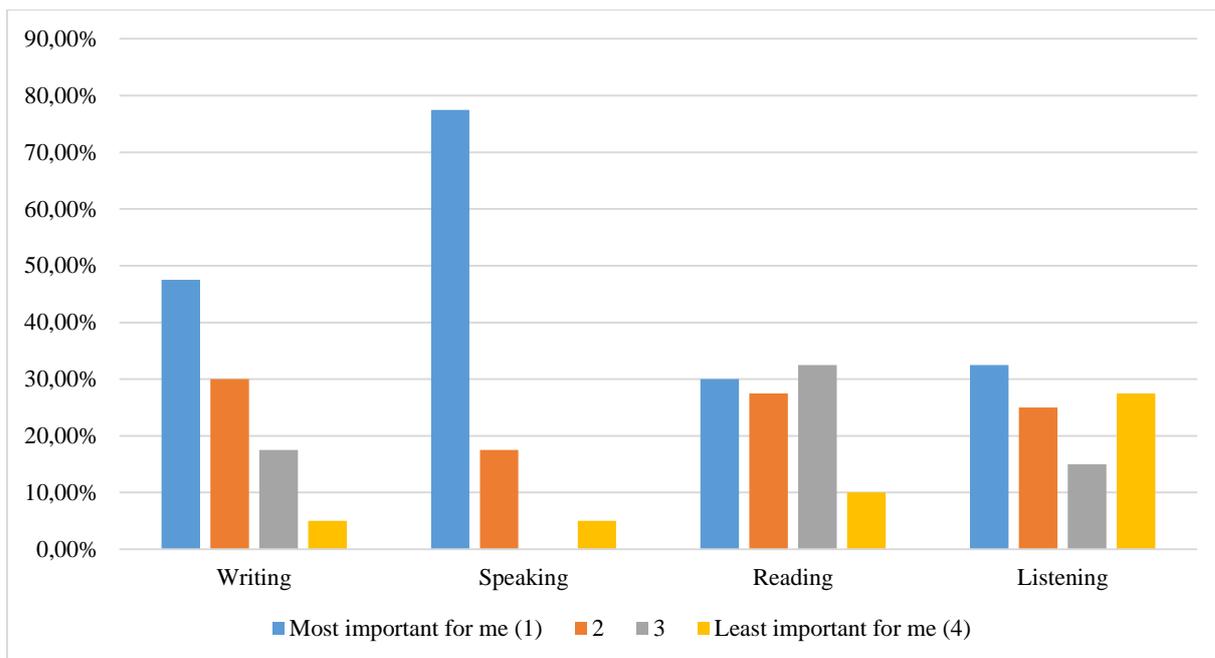


Figure 20. Learners' perception of the importance of language skills for them

This question requires learners to state the extent of importance of language skills for them. Starting by writing skill, 47.5% of learners said that writing is most important for me, and 5% said that it is least important for them. And the rest were in between, in which 30% expressed that it comes in status place, and 17.5% said that it is in the third status.

The next language skill is speaking. For 77.5% it is the most important skill, while 18% learners said that it comes in the second position, and 5% of the survey participants expressed that it is the least important skill.

The table shows that reading is the most important skill for 30% of the learners who take part in the survey, while other learners (28%) stated that it comes in the second status. And for 32.5% of participants, reading comes in the third position for them. However, a rate of 10% of learners expressed that reading is the least important skill for them, and it is the rate of learners to whom reading is hard or those who are not motivated to read.

The table, also, clarifies that listening is the most important skill for 32.5% of learners, and it comes in the second position for 25% of the partakers in the study. And 15% of the learners stated that listening comes in the third status, while a rate of 28% learners said that it is the least important skill for them.

05- In your opinion, reading in English language is..... for me.

| | | Number | Percentage |
|----------------|----------------|--------|------------|
| Options | Hard | 02 | 05% |
| | Average | 23 | 57.5% |
| | Ease | 15 | 37.5% |
| Total | | 40 | 100% |

Table 23. Learners' perception of reading in English

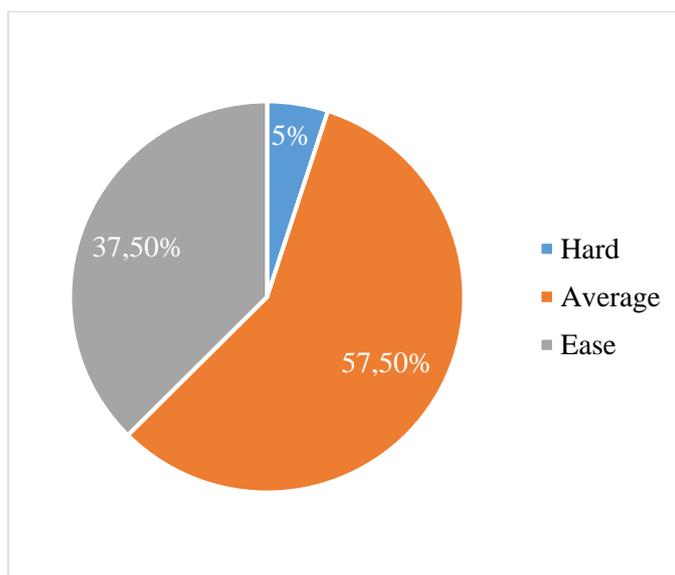


Figure 21. Learners' perception of reading in English

The foremost objective of this question is to see from learners' perspective to which extent reading is hard for them. In response to this question, most of those surveyed (57.5%) indicated that reading in English language, in their consideration, is not so easy (average).

Approximately 38% of the survey partakers stated that reading is easy, while others (5%) considered it as a hard task to undertake.

In case "Hard" is your answer, is it on account of ...

| | | Number | Percentage |
|----------------|--|--------|------------|
| Options | The restricted language proficiency | 01 | 50% |
| | The difficulty of understanding texts | 01 | 50% |
| | The selected material | 00 | 0% |
| Total | | 02 | 100% |

Table 24. Why reading is hard

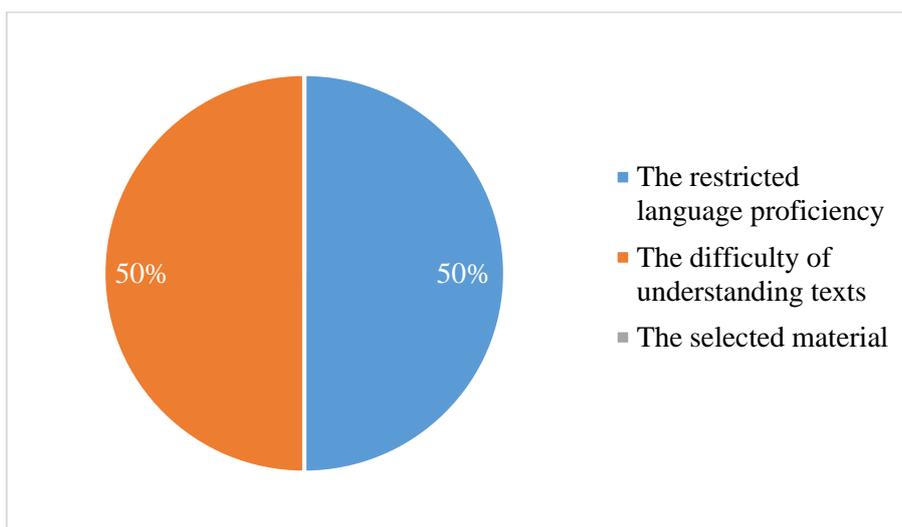


Figure 22. Why reading is hard

As can be seen from the table that "the restricted language proficiency" and "the difficulty of understanding texts" are opted to be the common reasons that prevents readers and make reading hard for them. The same rate of 50% is the percentage for each item, means that each learner selected the difficult that s/he considered as the problem that prevents him/her. These possible sources make learners consider reading as a hard task and prevent their language proficiency.

06- How often do you read without being asked?

| Options | Never | Rarely | Often | Always /almost always | Total |
|------------|-------|--------|-------|-----------------------|-------|
| Number | 06 | 23 | 06 | 05 | 40 |
| Percentage | 15% | 57.5% | 15% | 12.5% | 100% |

Table 25. Learners' reading frequency

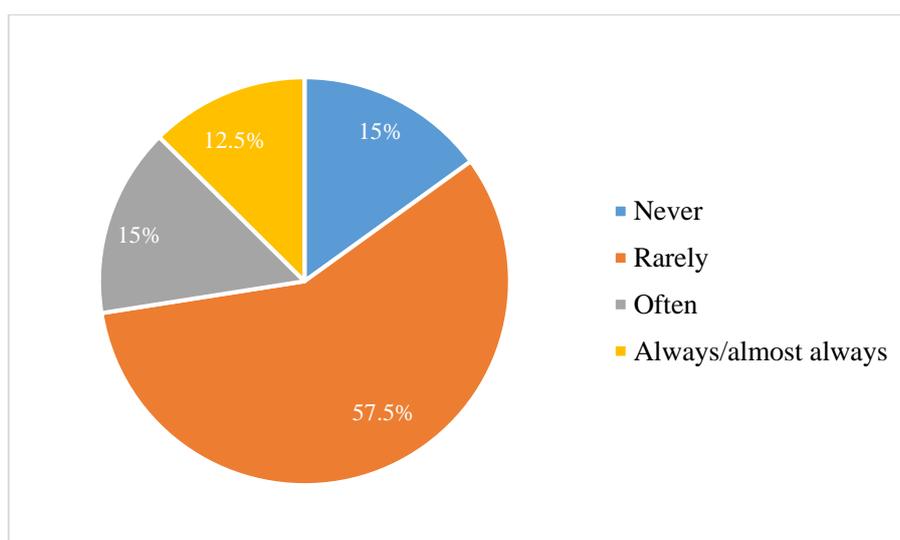


Figure 23. Learners' reading frequency

The table provides an insight of the frequency of reading among EFL learners. The results revealed unexpected outcome. Surprisingly, only a minority of respondents (12.5% of the participants) expressed that they always/ almost always read in the target language. The majority (57.5%) of survey partakers, however, stated that they rarely read without being asked, i.e., they read only for classroom assignment. In between these rates, an equal percentage (15% for each item) was the response of learners who equally opted for the options "often" and "rarely", means that the same rate revealed for the two stated options.

Learners who selected "often" and "rarely" as their answers, they were required to answer on the following part.

In case 'Rarely' or 'Never', is it because...

| | | Number | Percentage |
|----------------|--------------------------------------|---------------|-------------------|
| Options | You are not motivated to read | 21 | 72.5% |
| | You do not like reading | 08 | 27.5% |
| Total | | 29 | 100% |

Table 26. Reasons why learners do not read

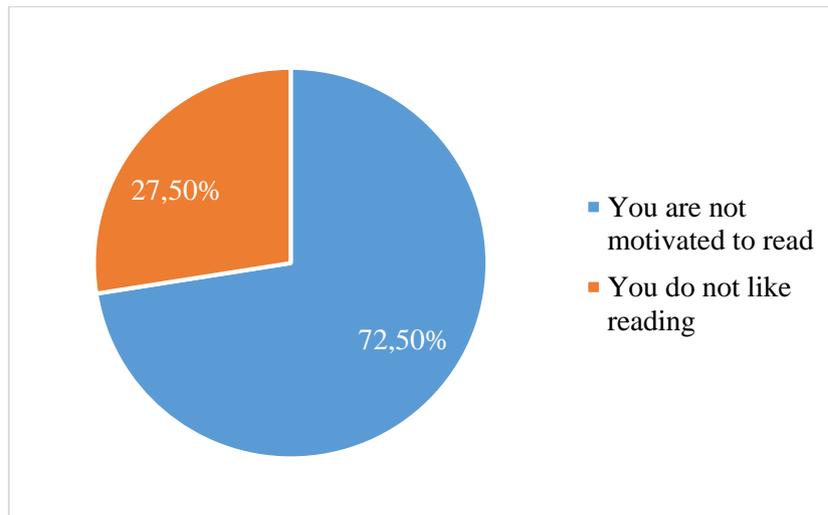


Figure 24. Reasons why learners do not read

In the current part of the question 06, learners clarified what are the reasons behind the ignorance of this pivotal skill. The table shows that almost two-thirds of the participants (72.5%) who never/almost never read expressed that the lack of motivation is the main source of this problem, whereas, others demonstrated that because they do not like reading.

07- You read because ...

| | | Number | Percentage |
|---------|----------------------|--------|------------|
| Options | You have to | 23 | 57.5% |
| | Reading is enjoyable | 17 | 42.5% |
| Total | | 40 | 100% |

Table 27. Learners' reasons behind reading

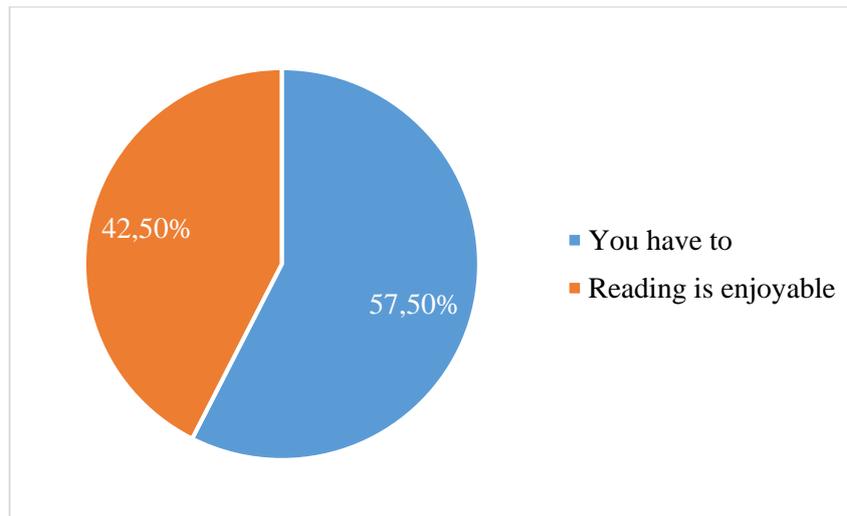


Figure 25. Learners' reasons behind reading

The table demonstrates learners' responses to this questions, and the results revealed that over half of those surveyed (57.5%) reported that they read only because they are obliged, i.e., reading for them is for classroom tasks. However, a rate of 42.5% expressed their feeling that reading is enjoyable. And it should be stated that most of those learners previously stated that they read without being asked.

08- In your consideration you are a ...

| | | Number | Percentage |
|---------|-------------|--------|------------|
| Options | Good reader | 24 | 60% |
| | Poor reader | 16 | 40% |
| Total | | 40 | 100% |

Table 28. Learners' consideration whether they are good or poor readers

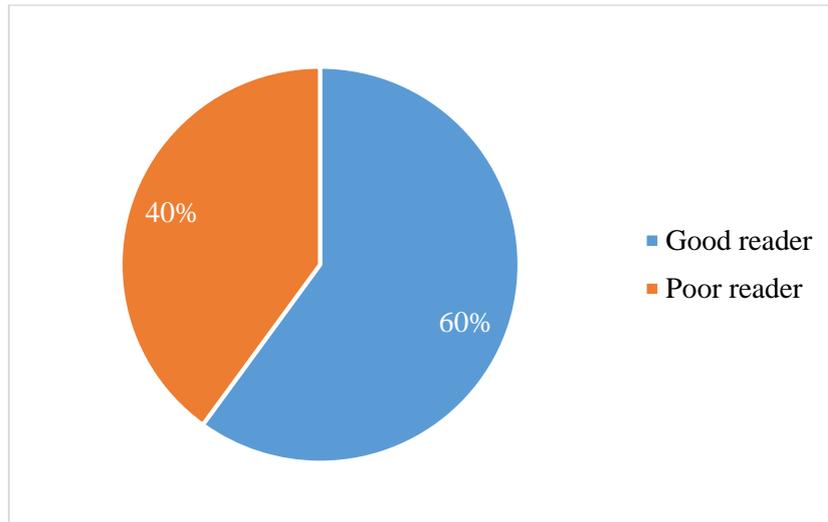


Figure 26. Learners' consideration whether they are good or poor readers

The table illustrates learners' responses who were asked to indicate how they consider themselves whether good or poor readers. The majority (60%) stated that they are good readers, and the others (40%) indicated that they are poor readers since they read only if they have to and they never read without being asked.

09- Is it important for you to become a better reader?

| | | Number | Percentage |
|---------|-----|--------|------------|
| Options | Yes | 38 | 95% |
| | No | 02 | 5% |
| Total | | 40 | 100% |

Table 29. Learners' opinion whether being a better reader is significant for them

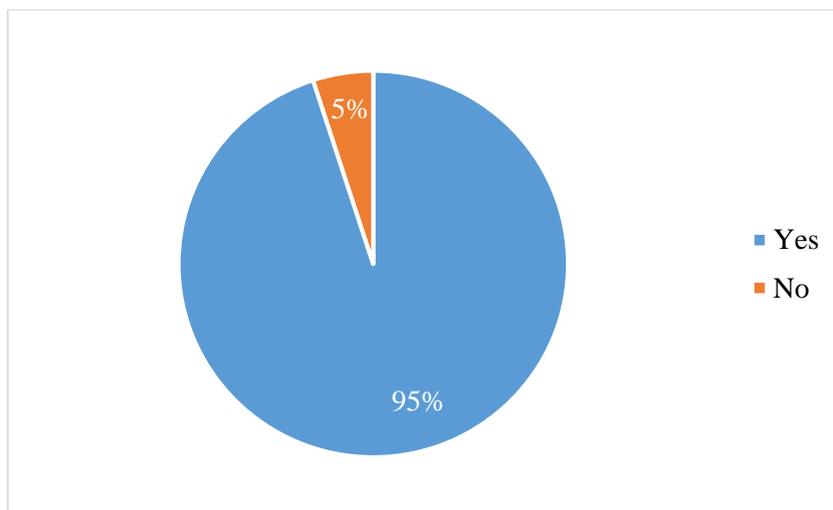


Figure 27. Learners’ opinion whether being a better reader is significant for them

In this question, surveyed learners were required to state if it is important for them to be better readers. Interestingly, most learners (95%) expressed their thought that being a better reader in of interest, even if they do not read unless it is obliged. However, only 5% (02 learners) of the study participants indicated that being a better reader is not of their interest. A possible explanation for this is that the difficulties that encounter learners while reading.

Section Three: Teacher’s Enthusiasm and Reading

10- In reading class, which of the following things does your teacher use to display enthusiasm? (you can select more than one answer)

| | | Number | Percentage |
|----------------|--|---------------|-------------------|
| Options | Different tones of voice | 20 | 50% |
| | Funny texts | 08 | 8% |
| | The use of gestures (arms, hands,...) | 26 | 65% |
| | The use of humors | 17 | 42.5% |
| | Different facial expressions (smile,...) | 26 | 65% |

Table 30. Learners’ view of teachers’ actions to display enthusiasm

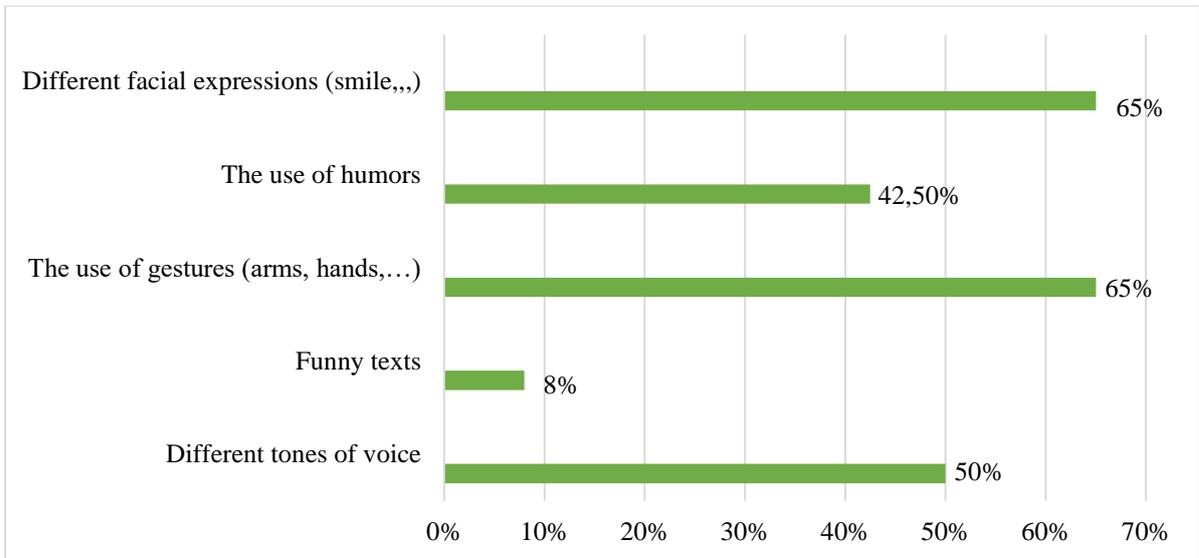


Figure 28. Learners' view of teachers' actions to display enthusiasm

In this question learners were asked to state their views about teachers' actions to display enthusiasm. The results obtained from learners' accounts are shown in table 26. According to the table, teachers regularly use some actions more than others to show enthusiasm, according to learners. The elements that teachers rely on are facial expressions (65%), gestures (65%), and different tones of voice (50%). Followed by funny text option with a rate of 42.5% and finally, the use of funny texts that only 8% of the partakers who selected this option.

11- How often does your teacher uses the following (an enthusiastic voice, different facial expressions, and gestures) to display enthusiasm in reading class?

| Options | Never | Rarely | Often | Always /almost always | Total |
|------------|-------|--------|-------|--------------------------|-------|
| Number | 03 | 12 | 22 | 03 | 40 |
| Percentage | 7.5% | 30% | 55% | 7.5% | 100% |

Table 31. Frequency of teachers' displayed enthusiasm

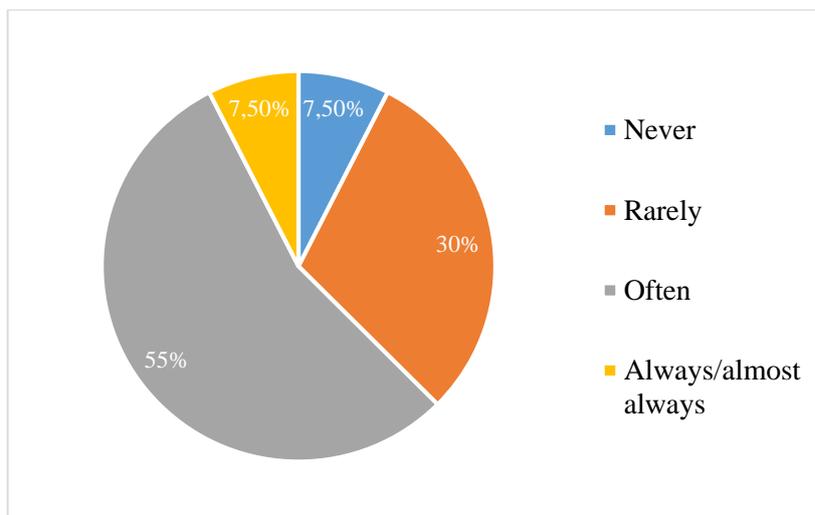


Figure 29. Frequency of teachers' displayed enthusiasm

The results obtained from the table revealed that 55% of the surveyed participants stated that teachers often display enthusiasm; however, other learners (30%) said that their teachers rarely show their enthusiasm. Moreover, it is shown in the table that only a small number of respondents (03 learners) indicated that teachers always/almost always show enthusiasm, while only three (03) learners stated that teachers never display enthusiasm.

12- Does it motivate you to engage in reading task?

| | | Number | Percentage |
|---------|----------|--------|------------|
| Options | Never | 03 | 7.5% |
| | A little | 18 | 45% |
| | A lot | 19 | 47.5% |
| Total | | 40 | 100% |

Table 32. Learners' consideration of the impact of teachers' enthusiasm on their motivation to read

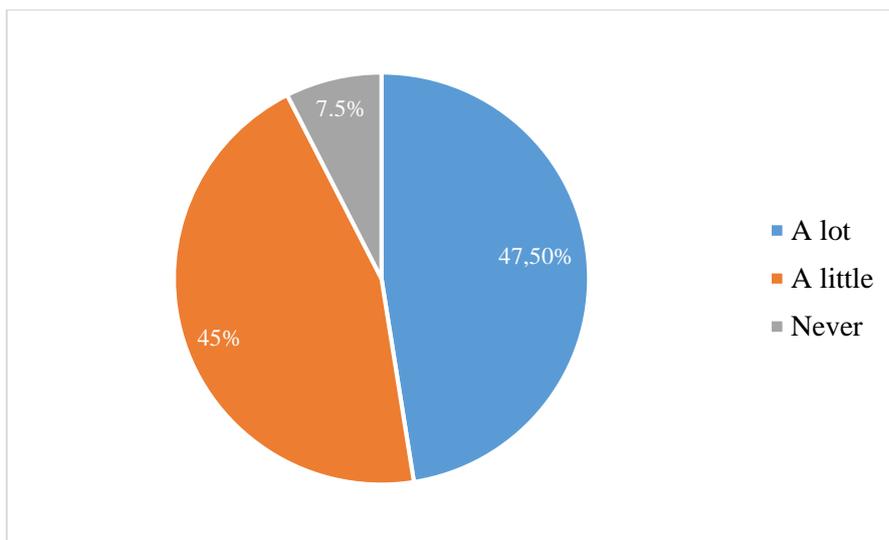


Figure 30. Learners' consideration of the impact of teachers' enthusiasm on their motivation to read

It is apparent from this table that of the whole participants, 47.5% expressed that teachers' enthusiasm motivates them; also, 45% of the surveyed learners selected the "a little" option, i.e., this element does not motivate them a lot. And only 7.5% of the partakers in the study stated that enthusiasm of teachers has no effect on their motivation to engage in reading task.

13- Please, for each statement say how much do you agree or disagree.

| The Statement | | Strongly Disagree | Disagree | Agree | Strongly Agree | Total |
|---|------------|-------------------|----------|-------|----------------|-------|
| I read only to find answers that I need. | Number | 05 | 13 | 17 | 05 | 40 |
| | Percentage | 12.5% | 32.5% | 42.5% | 12.5% | 100% |
| Reading is the fundamental skill that enhances my level in learning English language. | Number | 04 | 05 | 17 | 14 | 40 |
| | Percentage | 10% | 12.5% | 42.5% | 35% | 100% |

| | | | | | | |
|--|------------|-------|------|-------|-------|------|
| For effective reading class, the teacher should display enthusiasm. | Number | 04 | 00 | 18 | 18 | 40 |
| | Percentage | 10% | 0% | 45% | 45% | 100% |
| I become interested when my teacher displays enthusiasm during reading assignment. | Number | 05 | 01 | 21 | 13 | 40 |
| | Percentage | 12.5% | 2.5% | 52.5% | 32.5% | 100% |
| My teacher's behavior boosts my motivation. | Number | 03 | 03 | 21 | 13 | 40 |
| | Percentage | 7.5% | 7.5% | 52.5% | 32.5% | 100% |
| My teacher's facial expressions create a cordial environment. | Number | 03 | 02 | 23 | 12 | 40 |
| | Percentage | 7.5% | 5% | 57.5% | 30% | 100% |
| My teacher's enthusiastic tones of voice rises my concentration. | Number | 03 | 02 | 22 | 13 | 40 |
| | Percentage | 7.5% | 5% | 55% | 32.5% | 100% |
| The use of gestures in the classroom helps me in engaging in the reading tasks. | Number | 04 | 01 | 25 | 10 | 40 |
| | Percentage | 10% | 2.5% | 62.5% | 25% | 100% |

Table 33. Learners' extent of agreement

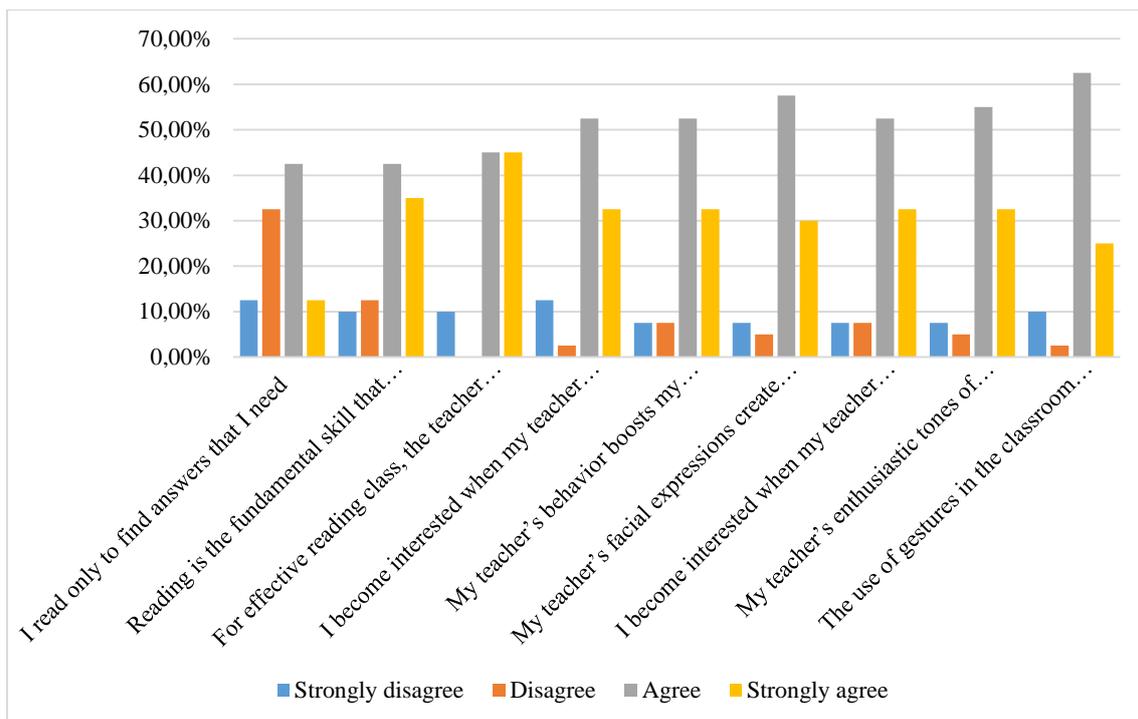


Figure 31. Learners' extent of agreement

It is apparent from this table that most learners (55% between agree and strongly agree) stated that they read only to find answers that they need, while the rest (45%) are learners who expressed that they either disagree or strongly disagree with this thought.

The table shows that the majority of learners (77.5%) is the rate of learners who agree and the rate of learners who strongly agree that reading is the fundamental skill that enhances their level in English language, whereas other learners (22.5%) stated that they either disagree or even they strongly disagree with the stated statement.

The table also provides that 90% of the respondents reported that they agree and other stated they strongly agree with the thought that teachers' enthusiasm is essential for effective reading class. However, only 10% expressed that they strongly disagree, and they consider that teachers' enthusiasm is not a significant element to have an effective classroom reading.

According to the table, 85% (rate of learners who agree and learners who strongly agree) of the surveyed learners stated that they become interested when the teacher display enthusiasm; however, 15% expressed their disagreement with the thought.

The table illustrates, also, that 85% of learners expressed that teachers' expressed behavior boosts their motivation, while 15% stated the behavior of teachers has no effect on their motivation.

The results obtained from the table show that a rate of 87.5% of learners expressed that they agree and even strongly agree that teachers' facial expressions creates a cordial environment, while only 12.5% of participants stated their disagreement, i.e., they consider that teachers' facial expressions have no effect on the environment.

From the table, it is clear that the majority of learners (87.5%) stated their agreement and they affirmed that the various tone of voice that enthusiastic teachers use raise their concentration. On the other hand, 12.5% of learners consider that teachers' enthusiastic tones of voice have no effect on their concentration.

Further data obtained from the table assert that the majority of participants in the study (87.5%) confirmed that gestures substantially help them to engage and take part in reading tasks. However, 12.5% expressed that they do not take part in reading task because teachers use gestures.

14- Do you think that your teacher's enthusiasm positively influences your motivation to read?

How?

| | | Number | Percentage |
|---------|-----|--------|------------|
| Options | Yes | 38 | 95% |
| | No | 02 | 5% |
| Total | | 40 | 100% |

Table 34. Learners’ opinion whether teachers’ enthusiasm arouses their motivation to read

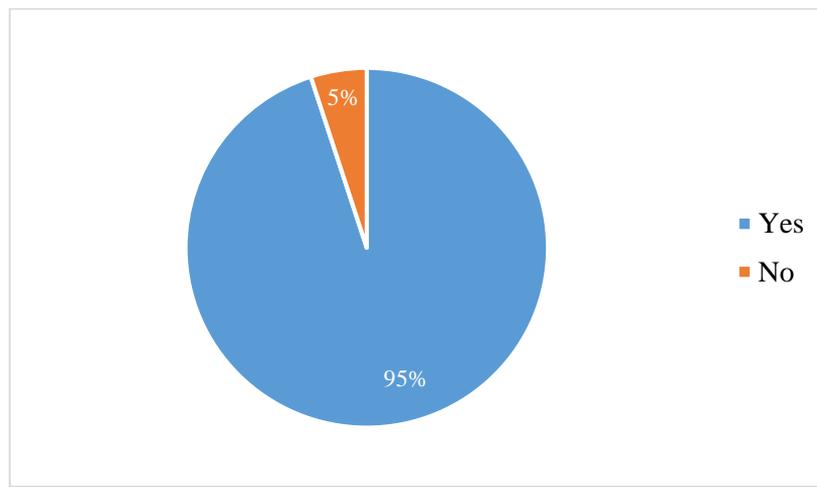


Figure 32. Learners’ opinion whether teachers’ enthusiasm arouses their motivation to read

Of the 40 participants who completed the survey, 95% indicated that teachers’ enthusiasm positively influences their willingness to read and take part in reading session. They even stated that this dynamic element raises their concentration and helps them to engage in the task. The rest (5%), however, opted for the option “no”, i.e. teachers’ enthusiasm has not any impact on their motivation.

The other part of the question required respondents to justify their answers and to give their points of view about the influence of their teachers’ enthusiasm on their motivation to read. Learners stated their opinion and they expressed whether this element stimulates or does not

stimulate them to engage in the task. Therefore, the statements below are the justifications that survey partakers provided

Teachers' enthusiasm helps learners get rid of boredom that comes with reading which in return increases their motivation to read.

Because it creates an enjoyable class.

Motivates me to read.

It raises my concentration and helps me to engage in the task.

I am always triggered by the teacher's type of behaving and how he treats students, I feel more motivated, energetic and mind focused when the teacher uses some body gestures, humor, and facial expressions. It shows that students are highly triggered by the teacher's enthusiasm.

I think that when we are in the class, we become a mirror to the professor. If he is positive, then we are positive and have high energy, but if he is angry and not enthusiastic about that class, then this reflects on us.

It helps to understand the texts.

His/her enthusiasm creates a motivating environment in and out of the class.

The teacher affects in a way or another the learner's motivation to learn, thus, if he is enthusiastic this will reflect on the learner's performance.

There is also a negative comment concerning the impact of this focal element. One participant commented "Not really", meaning that teachers' enthusiasm does not encourage them to read or to motivated.

4. Discussing Findings

There is an urgent need to address reading problems since this skill substantially affects other language skills. The analysis of the survey and the questionnaire have proven that learners overlook this skill. And many of the survey participants affirmed that reading in English is hard for them and they need a contributing factor to be engaged to read. This factor is demonstrated, according to learners' answers, in form of the enthusiasm of teachers. Moreover, teachers contended that one of the main obstacles that prevents EFL learners to take part in reading is the lack of motivation, and most teachers expressed that they do not always show their enthusiasm. Furthermore, results obtained from the survey revealed that enthusiasm is viewed the most rapidly element that stimulates learners, and the stated behavior affects learners since instructors are role models for learners. Therefore, it is becoming extremely important for teachers to display their enthusiasm in EFL classes to strongly motivate learners to read.

Conclusion

The current chapter investigates the influence of teachers' enthusiasm on learners' state of motivation to engage in reading tasks. This fieldwork has provided a deeper insight about the correlation between the variables. Overall, the results obtained via a questionnaire and a survey revealed that teachers' enthusiasm is crucial for learners to be motivated and to progressively improve, therefore, their reading abilities since the majority of the participants in the study affirmed that this focal element encourages them to take part in reading assignments. Moreover, further data reveal that to successfully teach reading, teachers should show primarily their enthusiasm; otherwise, the lack of this element negatively influences learners' willingness to read and it, therefore, prevents the learning process. Overall, this study strengthens the idea that enthusiasm is the factor that raises the status of reading among EFL learners.

General Conclusion

This dissertation seeks to explore the impact of teachers' enthusiasm on EFL learners' level of motivation to read. Scholars confirm that *enthusiasm* is the principle determining factor for EFL learners to progressively achieve better. For that matter, the present researcher postulated that

IF EFL teachers implement judiciously and regularly enthusiasm strategy, learners' motivation to read will significantly increase.

The overall structure of the following investigation takes the form of three chapters, chapter one and chapter two generate a fresh insight about the two variables, and chapter three is concerned with the methodology used for this study.

The first chapter of this investigation examines the role of teachers in implementing enthusiasm strategy. Data in this chapter are sequenced and gradually presented, at which the researcher offered the nature of the notion of teachers, and the roles that they serve in the classroom; then, the researcher discussed the teaching style. Another significant element that was deliberated was learners' preferred motivational strategy, which drew an overview about the strategy presented in the remaining part of the chapter. This part introduced a deeper insight about the strategy, how teachers display enthusiasm, and the way they express enthusiasm nonverbally. It, also, offered the purpose of using NVB in EFL classes, and how it impacts on learners' progression and performance.

The second chapter was concerned with reading, the fundamental skill. The first section focused on reading, the significant language skill by providing various definitions for the term, its main types, its importance in learning process, and the difficulties that encounter EFL learners. Then, the following section dealt with motivation for reading and motivated reader, by offering numerous definitions; then, it provided a description of EFL learners.

The last element discussed in this chapter addressed the correlation between teacher's enthusiasm and learners' motivation to read.

The next chapter presented the analysis of the results gathered from respondents via questionnaire and survey. The study was conducted in the form of a descriptive study to substantially illuminate the correlation between teacher's enthusiasm and learners' motivation to read, and to clarify that teachers' enthusiasm is of interest for effective reading class. This study, therefore, investigated the influence of teacher's enthusiasm in raising EFL learners' interest to be a part of reading assignment.

The most obvious finding to emerge from this study is that a positive correlation was found between teachers' enthusiasm and learners' motivation to be a part of reading task; moreover, the investigation clarified that due to its positive impact and continuous developing progress, teachers' enthusiasm must be considered as a focal factor for effective language teaching, in general, and to arouse learners' motivation to take part in reading, in particular.

Recommendations

Starting from the results obtained and data gathered, the present researcher stated the following recommendations for teacher and learners to be taken in consideration.

Recommendations for Teachers

- 1- Teachers practically should display their enthusiasm, the factor of intensity, in classes to encourage learners to engage in reading tasks.
- 2- Teachers should take in their consideration that their behavior affects learners; for that matter, instructors are supposed to show the appropriate behavior to regulate learning and to address the issue of being demotivated to read.

3- Teachers should remind learners with the importance of reading skill and encourage learners to read outside classes to progressively develop their abilities.

Recommendations for Learners

1- Learners should not overlook reading skill, the main component of language skills, that influences other language skills.

2- Learners should not read only for classroom assignment or because they are obliged, but they are supposed to read to feed their knowledge, therefore, they immensely acquire more vocabularies.

3- Learners should take in consideration that reading is the significant skill that improves their level in the target language.

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Appendixes

Appendix A

Teachers' Questionnaire

The following questionnaire is a part and parcel of an academic investigation. It is about the power of teacher's enthusiasm and its influence on learners' motivation to read. Therefore, it attempts to gather information from your perspective about the positive influence of your enthusiasm on your learners' motivation to read. You are hereby kindly requested to enlighten the researcher with your answers.

Section One: Background Information

01/ Are you a female or a male?

Female

Male

02/ By the end of the academic year, how many years will you have been teaching reading?

This is my first year

From 02 years up to 03 years

From 04 years up to 05 years

More than 05 years

Section Two: Teachers' Opinion Poll

03/ Concerning the language skills, in your opinion which skill is important to develop EFL learners' foreign language learning?

Reading

Speaking

Writing

Listening

04/ In your opinion, is it necessary for EFL learners to learn reading?

Yes

No

Whatever your answer, please say why?

.....

.....

.....

05/ In reading class, the teacher displays the role of ...

Assessor

Motivator

Organizer

Controller

All

Section Three: Teaching Reading

06/ In reading class, the selected material is of ...

Your choice

Learners' choice

07/ Your learners' ability in reading is ...

Much lower than average ability

Average ability

Much higher than the average ability

08/ In reading class, what are the reading difficulties that encounter most of your learners?

.....
.....
.....

09/ According to your experience how could you deal with such situations?

.....
.....
.....

10/ Generally, are your learners interested in reading in English language?

Yes

No

If "No" is the selected answer, is it on account of ...



The difficulties they encounter

The lack of motivation

The selected materials

11/ Do you conceive that the lack of motivation among EFL learners prevents their language learning?

Yes

No

Section Four: Teachers' Enthusiasm and Reading

12/ In your consideration, what is enthusiasm?

.....

.....
.....
13/ How could you express enthusiasm in the classroom?

.....
.....
.....

14/ According to your experience, do you think that expressing enthusiasm nonverbally (through facial expressions, voice, and gestures) encourages learners to engage in reading task?

Yes

No

15/ For each, please state how often do you apply the following in your classroom.

| The Action | Always or almost always | Often | Never or almost never |
|--|--------------------------------|--------------|------------------------------|
| I encourage my learners to apply out-of-class reading. | | | |
| I display enthusiasm in the classroom. | | | |
| I use facial expressions to make the reading class more effective. | | | |
| I use different tones of voice to attract my learners' attention. | | | |
| I use gestures to explain and simplify meaning. | | | |

| | | | |
|--|--|--|--|
| Displaying enthusiasm motivates my learners in reading class. | | | |
|--|--|--|--|

16/ In effective reading class, do you think that your enthusiasm positively influences learners' motivation?

Yes

No

How?.....

May ALLAH bless you ...

and I truly thank you for your collaboration.

Appendix B

Students' Survey

Dear students,

In light of the current research, this survey is shared among second year LMD students of M.K.U. of Biskra. The researcher will survey your opinions and considerations about reading skill, and the influence of your teacher's enthusiasm on your motivation to engage in reading assignment.

The survey will require about fifteen (15) minutes to complete, and you will have the chance to voice your considerations. The insights will be truly helpful in this investigation, and I look forward to hear your imminent answers.

I truly thank you for answering the survey and wishing you every success.

Section One: General Information

01- Are you a male or female?

Male

Female

02- How old were you when you started learning English?____ years.

03- Your level in English language is...

Poor

Average

Good

You are not motivated to read

You do not like reading

07- You read because ...

You have to

Reading is enjoyable

08- In your consideration you are a ...

Good reader

Poor reader

09- Is it important for you to become a better reader?

Yes

No

Section Three: Teacher's Enthusiasm and Reading

10- In reading class, which of the following things does your teacher use to display enthusiasm? (you can select more than one answer)

Different tones of voice

Funny texts

The use of gestures (arms, hands,...)

The use of humors

Different facial expressions (smile,...)

11- How often does your teacher uses the following (an enthusiastic voice, different facial expressions, and gestures) to display enthusiasm in reading class?

Never

Rarely

Often

Always /almost always

12- Does it motivate you to engage in reading task?

Never

A little

A lot

13- Please, for each statement say how much do you agree or disagree.

| The Statement | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-------------------|----------|-------|----------------|
| I read only to find answers that I need. | | | | |
| Reading is the fundamental skill that enhances my level in learning English language. | | | | |
| For effective reading class, the teacher should display enthusiasm. | | | | |
| I become interested when my teacher displays enthusiasm during reading assignment. | | | | |
| My teacher's behavior boosts my motivation. | | | | |
| My teacher's facial expressions create a cordial environment. | | | | |
| My teacher's enthusiastic tones of voice rises my concentration. | | | | |
| The use of gestures in the classroom helps me in engaging in the reading tasks. | | | | |

14- Do you think that your teacher's enthusiasm positively influences your motivation to read?

Yes

No

How?.....

May ALLAH bless you...