



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English Language and Literature

MASTER THESIS

Letters and Foreign Languages
English Language and Literature
Sciences of the language

Submitted and Defended by:
BAHRI Ikram

The Relationship between Reading and Language Proficiency
A Case Study of First-Year Students of English at Mohamed Kheider
University of Biskra

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of
the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Ms.	MANSOURI Amina	MAA	Biskra	President
Mrs.	AICHAOUI Thaldja	MAA	Biskra	Supervisor
Pr.	CHELLI Saliha	MCA	Biskra	Examiner

Academic Year: 2021-2022

Declaration

I, **BAHRI Ikram** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

Certified:

Miss. **BAHRI Ikram**

Master student, Department of English

Signature:

Dedication

In the Name of ALLAH the Merciful

I would like to dedicate this work:

To The apple of my life my parents

And to the Bane of my existence my daughter Arwa

To all my siblings and extended family members

And whomever encouraged me to continue pursue my Degree

Thank You

Acknowledgements

I thank **ALLAH**, most Gracious, and most Compassionate for blessing me with the opportunity to fulfill this work.

I would like to express my deepest gratitude to my supervisor **Mrs. Thaldja AICHAOUI** who was beyond patient and caring.

I truly thank her for her understanding and valuable guidance.

I would like to thank the jury members **Ms. MANSOURI Amina** and **Pr. CHELLI Saliha** for their Insightful suggestions and contributions of time and effort to improve our work.

Abstract

This study will explore in-depth the relationship between reading and language mastery and the positive impact of reading skill on first year English students' language mastery development. The central goal of this research is to explain the role reading skills has in promoting the English language mastery. It attempts to investigate how reading can be used to improve the language skills including writing, speaking, listening, vocabulary, and grammar. To investigate this subject, a case study was conducted at the Department of English at the University of Mohamed Kheider Biskra. A questionnaire was distributed to twenty three (23) EFL first-year students in addition to an interview that was conducted with four (04) of teachers from the English department of the same University. The findings obtained from analyzing the accumulated data have supported the primary idea, which is reading skill can help EFL learners to improve their language proficiency. Teachers consider it as an important factor that facilitates teaching other skills such as grammar, vocabulary, listening, speaking and writing. Furthermore, the results also revealed that reading skill has an effect on the development of language proficiency, it enriches the learners' store of vocabulary and it highlights the relation to improving language mastery. At the end, the researcher suggested a set of recommendations.

Key words: vocabulary, reading skill, language proficiency, learner

List of Abbreviations

EFL: English as a Foreign Language.

%: Percentage.

Et al.: et alia (and others).

Q: question.

ESL: English as Second Language

List of Tables

Table 1.1: Receptive and Productive language skills.....	22
---	----

List of Figures

Figure 01: Period of Studying English Language.....	31
Figure 02: Students' Attitudes towards Reading.....	32
Figure 03: Students' Attitudes towards the Adequacy of the Teachers' Reading Materials.....	32
Figure 04: Students' Attitudes towards practicing Reading Skills.....	33
Figure 05: Types of Reading Difficulties.....	33
Figure 06: The Relation between Mastering Reading Skill and Language Academic Performance.....	34
Figure 07: Reading Effects on Language Learning.....	35
Figure 08: The Use of Reading as a Teaching Strategy.....	35
Figure 09: Students' Attitudes towards practicing Reading.....	36
Figure 10: The Major Challenges When Practicing Reading.....	37
Figure 11: The Influence of Reading on English Language Proficiency.....	38
Figure 12: Kind of Reading Materials.....	39
Figure 13: Frequency of Integrating Extensive Reading as Module.....	39
Figure 14: Period of Teaching English.....	42
Figure 15: Teachers' Attitudes towards the Importance of Reading	42
Figure 16: Kind of Difficulties.....	43
Figure 17: The Most Effective Reading Materials in Language Learning.....	46
Figure 18: The Use of Classroom Reading.....	46

Table of Contents

Declaration.....	II
Dedication.....	III
Acknowledgements.....	IV
Abstract.....	V
List of Abbreviations and Acronyms.....	VI
List of Tables.....	VII
List of Figures.....	VIII
Table of Contents.....	IX

General Introduction

1. Background of the Study.....	1
2. Significance of the Study.....	2
3. Aims of the Study.....	3
4. Research Questions.....	3
5. Research Hypothesis.....	3
6. Methodology of the Study.....	3
7. Limitations of the Study.....	4

Chapter One: The Reading Skill

Introduction.....	7
1.1. Definition of Reading.....	7
1.2. Reading Skills.....	8
1.3. Components of Reading.....	9
1.4. Types of Reading.....	10
1.5. Strategies of Reading Comprehension.....	14
1.6. Models of Reading.....	15
1.6.1. Top-down model.....	16
1.6.2. Bottom-up model.....	16
Conclusion.....	18

Chapter Two: Language Proficiency

Introduction.....	21
2.1. Language Proficiency Definition.....	21
2.2. Communicative Competence.....	21

2.3. Language Proficiency Domains.....	22
2.4. The Relationship between Reading Skill and Pragmatics.....	24
2.5. Characteristics of Good Learner.....	24
Conclusion.....	27

Chapter Three: Fieldwork and Data Analysis

Introduction.....	30
3.1. Students' Questionnaire	30
3.1.1. Description of students' questionnaire.....	30
3.1.2. Population and sampling.....	30
3.1.3. Aims of the students' questionnaire.....	31
3.1.4. Analysis of students' questionnaire.....	31
3.2. Teachers' Interview.....	41
3.2.1. Description of teachers' interview.....	41
3.2.2. Population and sampling.....	41
3.2.3. Aims of the teachers' interview.....	41
3.2.4. Analysis of teachers' interview.....	42
3.3. Discussion of the Main Findings.....	47
Conclusion.....	49
General Conclusion.....	52
Pedagogical Recommendations.....	54

References

Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Teachers' Interview

المخلص

General Introduction

Introduction

The excitement of encountering a new term and the journey to find its meaning whether it being looking for its meaning in the dictionary or figuring out from the context while reading gives the learner a better chance at remembering and eventually acquiring the term . Reading is deemed to be a vital element in the process of language learning. It is praised by many scholars as being one of the most suitable methods to acquire a language . Due to the complex process that reading generates in the mind of a second language learner that makes him or her to most likely remember what he or she learned. ELT relies on reading as a ESLT skill for beginner students as it provides a variety of knowledge sets that learners should acquire to enrich and develop their language proficiency. Good language learner will acknowledge these traits and seek to apply his reading skills to achieve language proficiency . A large number of scholars ralyed to investigate the effect reading has on the learners language acquisition , among them we can find Krashen and Kim who underwent a series of experemens and interviews to prove that reading indeed influence the process of language acquisition. Acoording to (Krashen, 1993) Readers who have greater vocabularies, perform better on grammar tests, write better and spell better. The link between aquring reading skills and how to develop language profeciency is more clear then ever hence effect reading skill has on language profeciency is so apparent.

1. Statement of the Problem

Reading is considered a vital part of life. It is critical to learning in school, at work, and in everyday life. Some scholars regard it as a life-long activity carried out for specific purposes because it lays the groundwork for future progress. One of the primary goals of the teaching-learning process is to encourage ELT students to read. Reading is a beneficial source for foreign language learning because it entails a variety of tasks that provide ELT

learners with numerous opportunities to expand their language knowledge and practice reading for language learning purposes. Nonetheless, reading is among the most important skills that EFL students must master. According to Goodman "Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses." (Goodman, 1970,p. 260). Goodman's definition of reading entails that it is a cognitive process, it demands that the reader is aware of the objective he wants to achieve hence the use of prior knowledge in a strategic manner.

Nunan's definition of reading supports Goodman's claim in which Nunan (1991,p.70) states: " Reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader's knowledge of content of the text". The process of reading revolves around awareness, the possessing and mastering of the four skills and the acquisition of a wide range of lexis which results in language proficiency development. Almost all of the study fulfilled in defining reading as a process, makes the link between reading skills and language proficiency more obvious. Hawkins (2004) definition of language proficiency as The ability to use language skills successfully and precisely, as well as master its mechanisms and is described in terms of the language functions that are required in particular situations ; further support this claim.

2. Significance of the study

This study shows how important it is to promote and teach reading skills to develop learners proficiency. It attempts to identify the importance of using different reading skills and strategies to foster ESL learner's proficiency by shedding light on the major role reading skill plays on the development of ESL learners language proficiency.

3. Aims of the study

The purpose of this study is to explore the relationship that exists between Language proficiency and the reading skill. Thus, the main objectives of this research are the following:

- The first objective is to look into the major effects of applying reading skills and its influence on the learner's development of language proficiency.
- To highlight and inform ESL learners of the different reading skills and try to give some recommendations for both students and teachers.

4. Research Questions

The following questions are the main ones that this study aims to answer:

- What is the relationship between reading and the learners language mastery?
- What are the best reading skills that have a direct effect on improving language proficiency?

5. Methodology

The research will be carried out at the Department of English of Mohamed Khaider University Biskra. It is aimed at first-year LMD students in this department as well as EFL teachers as research sample.

In this research we use the exploratory research approach. It will be adopted to explore and understand the importance of reading and its role to foster the learner's language mastery.

Interview has been chosen to describe the point of view of teachers and toward The Effects of Reading Skills on the Development of Language Proficiency.

Data collection tools

This study opts for:

Students' Questionnaire:

We need students' point of view toward The Effects of Reading Skills on the Development of Language Proficiency.

Teachers' Interview

We need teachers' perceptions and points of view on The Effects of Reading Skills on the Development of Language Proficiency, and this can be achieved through attending a coordinated interview with the English department teachers.

6.1. Population and sample

We suggest that first year students of English (Science of language) at Biskra University can be a suitable population of this study because they deal with reading. A sample of 40 to 50 participants will share their attitude towards The Effects of Reading Skills on the Development of Language Proficiency.

Chapter One

The Reading Skill

Chapter One: The Reading Skill

Introduction.....	7
1.1.Definitions of Reading.....	7
1.2.Reading Skills.....	8
1.3.Components of Reading.....	9
1.4.Types of Reading.....	10
1.5.Strategies of Reading Comprehension.....	14
1.6.Reading Models.....	15
1.6.1. Top-down model.....	16
1.6.2. Bottom-up model.....	16
Conclusion.....	18

Introduction

Reading is one of the most important skills for foreign language proficiency. To put it another way, reading skills are required for language acquisition and linguistic development. This chapter attempts to explain reading as a process and provides insight on its crucial components. It discusses reading as a process and includes certain themes that distinguish its various features and notions.

1.1. Definitions of Reading

Many scholars describe the meaning of reading in various ways, due to it being a complex process. McKay (2006, p.224) defined Reading as both a process and a result. It refers to the interaction between the reader and the text during the reading process. Reading comprehension, or internal creation of meaning, is the result of reading, where understanding has occurred. McKay definition has approached reading as an interactive cognitive process where meaning is extracted and analysed. While McKay defined reading as an interactive ; Grabe (2009, p.15) claimed Reading is a strategic process in that it necessitates an effort on the reader's behalf to predict text material, pick essential information, organize and mentally synthesize information, monitor understanding, correct comprehension breakdowns, and connect comprehension output to reader goals. Grabe's definition is a wholesome combination in which according to him reading triggers the readers' skills and knowledge in order to complete the task that is reading. The reader is supposed to implement their prior knowledge, decoding skills to deduce meaning of the text with what serves their reading motives.

According Caldwell (2008, p.4) who stated "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." Caldwell definition implies that reading is an

interactive cognitive process. It requires the reader to be alert, analysing the meaning of the text and the reason behind the choice of words.

Davies (1995, p .01) claimed that:

Reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to writer is not directly observable”

That is to say reading is beyond mastering the grammatical or phonological structure of a text, it is also the method by which the writer has chosen the words to express his idea and how they were linked to give meaning.

1.2. Reading Skills

The ability to read a composed piece of writing and processing it’s meaning at the same, is an important skill. EFL learners who are cognitively aware of their abilities usually seek to develop their reading skill, where they are able to incorporate the input; the written text, and generate an output. According to Dechant (1991, p.9) being competent at reading skill allows the individual to quickly assimilate a written work while reading. Dechant claim implies that the individual who masters the reading skill is able to decode a text, understands the meaning of words used the overall meaning of the text, the reason behind the choice of words and finally comprehend the report behind the writer’s intentions all at once.

1.3.Components of Reading

Scholars and foreign language teachers have always emphasized the importance of mastering reading. It considered as an essential pillar in the process of learning teaching a

second language. Language learners are encouraged to practice and master the reading skill to be fluent language learners. In order to achieve reading fluency students should acquire and follow the five reading components. The National Reading Panel has identified five important reading components:

1.3.1. Phonics

Phonics is defined as a system of rules that specify the relationship between letters in word spelling and spoken language sounds. Learners should be aware of the link that relates the sounds and the letters.

1.3.2. Phonemic Awareness

Phonemic awareness is the realization that spoken words are made up of discrete units of sound that blend together as they are uttered. Learners who pay attention to this component know how to manipulate words, syllables and how these words are pronounced.

1.3.3. Vocabulary

The words we need to know in order to communicate successfully are referred to as our vocabulary. Language learners should seek to enrich their vocabulary in order to communicate effectively. The more vocabulary the reader knew the faster he or she can go through reading.

1.3.4. Comprehension

Comprehension entails creating reasonable and correct meaning by connecting what is read to what the reader already knows and thinking about all of this information until it is comprehended. Comprehension is the result of a cognitive process where the student links uses his background knowledge to understand the text in hand.

1.3.5. Fluency

Fluency is the ability to read a text or passage accurately and quickly. The more the student reads the more fluent he or she gets. In order to achieve fluency the learner must apply all four reading components, as they go hand in hand to form a successful reader.

1.4.Types of Reading

Learning English relies heavily on the development of reading abilities. Various tests intended to get the certificate of competence in English include tasks to verify the formation of this talent. Typically, such tests examine for knowledge of the primary topic of what has been read, extraction of relevant information from the text, and a total grasp of what has been read.

There are several reading modes, each with its unique set of characteristics. Scanning, skimming eyes, extensive reading, and intensive reading are the four types of reading. Reading styles are also divided into active and passive categories based on the level of engagement. Therefore, according to TV, English club web site these modes are:

1.4.1. Scanning

This reading mode is solely for locating the information you need in the text. It does not imply total absorption in the text and a thorough understanding of the facts, nor does it imply grammatical construction analysis. In this mode, the text is often examined for the existence of unfamiliar terms, with the goal of making it easier to read the text completely once they have been translated. «Diagonal reading» is another name for this sort of reading.(English club,2018)

Therefore, Scanning's purpose is to identify and swoop down on certain data. Facts might be hidden in lengthy text paragraphs that have little to do with your topic or assertion. First, skim this content to see whether it contains the information you want.

Tables of contents, summaries, indexes, headers, and typographical clues should all be scanned. Skim through lists and tables to figure out how they're organized: alphabetical, chronological, or most-to-least, for example. If you think the content will be beneficial after skimming it, go ahead and scan it: Make sure you know what you're searching for. Choose a few important words or phrases to serve as search keywords. You'll become a real-life search engine.

1.4.2. Skimming

This reading mode is designed to learn about and comprehend whether or not the material is relevant to you (you are viewing a book in a store or a magazine on the shelf before buying it). The text is scanned rapidly in this example, although not as thoroughly as in the prior one. The purpose is to assess the material for complexity, appeal, and an overall plot, rather than looking for precise facts.

In that basis, and according to (Butte College, n.d.) web site Skimming can help you save hours of time spent reading. However, it is not always the best method of reading. It's a great way to get a taste of a more in-depth reading or to go through a lengthy selection. However, skimming may cause you to miss essential information or ignore the subtler shades of meaning, necessitating quick reading or even study reading. Skimming is a good way to get a quick overview of your textbook chapters or to prepare for an exam. When conducting preliminary research for a paper, for example, use skimming to determine whether you need to read anything at all. Skimming may tell you a lot about the material's main idea and tone, as well as how similar or different it is from other materials. Skimming can help you save hours of time spent reading. However, knowing if you need to read it at all is not always the easiest.

Skimming requires the reader to be prepared to go quickly through the pages. You will not read every word; instead, you will focus on typographical clues like headers,

boldface and italic text, indenting, and bulleted and numbered lists. You'll be on the lookout for essential words and phrases, people and places' names, dates, nouns, and unusual vocabulary. Follow these steps in general:

To learn the key divisions of ideas, see the table of contents or the chapter overview.

Just skim through the main headings in each chapter for a few words. Read the titles of the graphs and tables.

Read the full first paragraph, then simply the first and last sentences of each subsequent paragraph. Read simply the first few words of each sentence or the key concept in each paragraph.

Stop and read the sentences that contain keywords in boldface or italics quickly.

When you think you've uncovered anything important, take a moment to read the complete text to double-check. Then continue in the same direction. Avoid the urge to take a break to read information that you don't require.

When chapter summaries are offered, read them.

1.4.3. Extensive reading

Extensive reading is intended to familiarize the reader with new material. People read art or scientific books in this way without being distracted by new, unfamiliar terms if their meaning can be deduced from context.

This style of reading necessitates a mastery of the whole image as well as the acquisition of novel, unfamiliar information. It will be required for you to generate and convey an opinion about what you read or how you responded to the quest.

Additionally, When pupils are immersed in a book, magazine, or newspaper, extensive reading can be defined as casual reading done for enjoyment or to get a general understanding of a topic. Students in this technique read large books and consult a variety

of additional study materials solely for the pleasure of reading and to get a better knowledge of the idea. As a result, in order to increase their reading fluency and speed, readers seek out novels that are simple, intriguing, and entertaining. The material is straightforward, with only a few unfamiliar words. The individual can choose any book or information he or she wants on any topic that interests them. Furthermore, there will be no follow-up discussion in class for what they have read. (Surbhi, 2020)

1.4.4. Intensive reading

Intensive reading is a reading approach that entails a close examination of a text with the goal of deciphering its literary or linguistic meaning. Because the book contains specific learning goals and tasks, readers are expected to read it carefully and attentively. In essence, it is the in-depth reading of a relatively brief bit of reading material in order to obtain a comprehensive understanding of it. Its goal is to find the solutions to reading comprehension questions. Furthermore, it can be utilized for skimming and scanning, as well as the concatenation of sentences. It entails deconstructing sentences and looking over each word, phrase, and collocation that is not understood with the goal of extracting as much of the text's essence and meaning as possible, as well as learning the grammar and syntactic rules (Surbhi, 2020).

1.5. Strategies of Reading Comprehension

Reading a text may sometimes be a challenge for untrained readers; for this particular reason Numerous studies have provided a plethora of reading strategies in an effort to guide readers in overcoming the hurdles that they face when reading.

1.5.1. The Bridging Inferences

It is critical that readers are able to use the bridging inferences comprehension strategy to relate information from different segments of the text. Magliano and Millis

(2003) stated that the bridging inferences strategy is ‘the process of generating bridging inferences plays an integral role in helping the reader build a global representation of the text’ (as cited in McNamara, 2007, p.479). In addition, Beck, McKeown, Sinatra and Loxterman (1991) define the inference strategy as ‘the ability to link concepts and ideas is especially important when one considers that many texts do not explicitly link related information’ (as cited in McNamara, 2007, p.478-479). The bridging inferences comprehension strategy has shown to be beneficial because it allows readers to make connections between information scattered throughout the text that is not always clearly expressed, it is the overall context which is the main focus of this strategy and how the learner should focus on the overall structure not the parts.

1.5.2. Visualization

Visualization requires readers to use their imaginations in order to fully comprehend the reading material. The visualization method strategy has demonstrated its effectiveness on the participants' memory and understanding, making the research done in the domain of images promising. (Center, Freeman, Robertson & Outhred, 1999, McCallum & Moore, 1999, Oakhill & Patel, 1991, as cited in McNamara, 2007, p. 484) This method is regarded to be effective for weak readers in the perspective that producing images relating to what they are reading will eventually help them assimilate and comprehend the text in-depth.

1.5.3. Prediction

Prediction suggests drawing on existing knowledge of a subject covered in the reading material and integrating it with the new information presented there. Laing and Kamhi (2002) stated that ‘a predictive inference directs the reader’s attention by speculating about events or actions that may occur based on what the reader already knows’ (as cited in Woolley, 2011, p. 108)

1.5.4. Comprehension Monitoring

Comprehension monitoring strategies are very important and play a significant part on how the reader's understand what was read. They are defined as "allow us to monitor or keep tabs on our learning. They help us monitor our progress in mastering the material and allow us to evaluate the effectiveness of the strategies that we use to gain that mastery" (Blerkam, 2009, p.109) comprehension monitoring strategies have a significant impact because they let readers assess and control their comprehension.

1.6. Reading Models

For many pupils in school, reading proficiently in a foreign language is one of the most difficult exercises. Without a doubt, this is a crucial skill that enables learners to thrive in their academic pursuits and in their everyday lives (Dechant, 1991).The following models of reading are to adopt when interacting with various types of texts.

1.6.1. Top down model

The top down reading approach is founded on the idea that understanding and success are centered on the brain and reader. The reader, not the print, brings comprehension to the reader, according to this method. In other words, a reader's experiences aid him or her in reading, decoding, and comprehending literature. Readers are asked to construct meaning from text in top-down models; this knowledge is built from the whole (text) to the portion (words). This approach does not emphasize phonics or decoding, but rather gives students the opportunity to read and comprehend "actual" novels. Finally, to figure out unknown words, the top-down strategy makes use of grammar and text hints.(study.com, 2021).

1.6.2. Bottom up model

A different approach is the bottom up method. Bottom up focuses on direct instruction of phonics, such as identifying features of letters, like curves and straight lines, to recognize them. From there students will begin combining letters to read and write words. They then become familiar with spelling patterns and learn to read sentences, paragraphs and longer texts.

The bottom up model uses phonics as its core, believing readers first process and understand sounds in speech and move on to understand letters, then words, then longer sentences. Eventually, they build comprehension skills as they grow as readers.(study.com, 2021)

1.6.3. Interactive read-aloud Model

An interactive read-aloud is a literacy activity in which children actively participate in listening to and discussing the book throughout the read-aloud. In contrast to the traditional read-aloud, in which children sit silently while the teacher reads the full text before engaging in discussion (if any), the interactive read-aloud encourages dialogue from beginning to end. The teacher may read a page, a few pages, or several chapters aloud (depending on the text and the learner's age) and then pause to discuss key ideas, illustrations, or other text features that aid comprehension, note interesting details, make connections to other texts, or confirm or disprove predictions

The Read-Aloud Novels and CDs bundle includes books that are ideal for group discussions. Illustration, rhyme, and repetition are all used in these stories. It's fine for kids to interrupt reading to share their thoughts, especially if they're looking at an illustrated text or a picture book. While teachers are concentrating on the print, pupils' eyes and minds are free to wander as they pay attention to both oral and written language. It is not

uncommon for youngsters to notice minute features in pictures or to consider an illustration in such a way that the intended meaning of the text is fine-tuned, enhanced, or skews.

For children to connect with illustrations, the Classic Read-Aloud Book and CDs combo is ideal. This, of course, helps to increase understanding and encourages great discussions! But most importantly it improves their language to be more of a proficient learners. The time necessary for an interactive read-aloud is longer than for a regular read-aloud because students are actively engaged in meaning building across the text...but the extra time on the clock is well worth it!. (Early Learning Company, 2020)

As a result, these reading models play a strong role in the enhancement of the readers' understanding of the written materials and in engaging them in the target language in order to achieve a much higher objective which is to reach language proficiency.

1.6.4. Interactive model

All bottom-up and top-down processes are assumed to interact in the interactive model. According to, the term interactive can be taken in two ways. Hedge(2000) While the reader tries to make sense of the material, a relationship is formed between the reader and the text. The reader is fully engaged in an active process of meaning construction in which he mixes information from the text.as well as his or her prior knowledge and experiences. In the words of Hedge (2000) “reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author” (p. 188)

The interplay between the different types of knowledge a reader uses to make sense of a text is the second interpretation of the term interactive. At least six different categories of knowledge exist.

Hedge (2000) mentions syntactic knowledge, morphological knowledge, general world knowledge, sociocultural knowledge, and topic knowledge are all examples of morphological knowledge. As well syntactic and semantic knowledge are two of them. Morphology, on the other hand, has to do with the language itself. Additionally, it assists the reader in decoding a text's language they are both linguistic, and they're referred to as systemic knowledge. Similarly, there are various types of the reader's ability to work with the language is aided by knowledge. In order to provide meaning to the text, you must first understand it. They are referred to as schematic knowledge.

Conclusion

In this Chapter we attempted to provide some knowledge regarding reading as a process and sought to clarify the various concepts that comprise its identity. Reading is a complicated cognitive process that entails deliberate interactions between the reader and the text in order to establish meaning. There are many approaches and methods dedicated to teaching reading, ESL learners must be observant to the various reading strategies.

Chapter two
Language
Proficiency

Chapter Two: Language Proficiency

Introduction.....	21
2.1. Language Proficiency Definition.....	21
2.2. Communicative Competence.....	21
2.3. Language Proficiency Domains.....	22
2.4. The Relationship between Reading Skill and Pragmatics.....	24
2.5. Characteristics of Good Learner.....	24
Conclusion.....	27

Introduction

One of The most important aspects in foreign language teaching is producing autonomous and proficient learners. For that, language proficiency became the main interest when designing the language program because it targets the four skills that the teacher uses in order to acquire the language and sometimes uses the language to achieve and master one of these skills which is in our case the reading skill.

2.1. Language Proficiency Definition

Language proficiency has multiple meanings. For Richard, Platt and Platt (1992,as cited in Gharbavi & Mousavi,2012) defined it as to which degree is the learner able to well use the four skills for instance writing, reading and understanding the language. And to which degree has the learner grasped the target language also to which extent has the learner mastered the language appropriately. Moreover, the concept of language proficiency is defined as the individual's skill and ability in language use to achieve a certain purpose, also it can be measured through the application of proficiency test. (Richard, Platt and platt,1992,as cited in Gharbavi & Mousavi,2012).

In that regard, being proficient in English language insinuates that this individual is well aware of which skill to use of reading, writing, speaking and listening to accomplish a specific goal. Additionally, the mastery of the language requires a well-controlled usage of the four skills together with the grammatical attributes in achieve language autonomy and most importantly language proficiency.

2.2.Communicative Competence

Communicative competence is needed in interpreting cultural aspects existing in social actions, values, beliefs, complexities of discourse, and the history of each nation, which is, in our case, Algerian history. Furthermore, being able to use language is needed for expressing or reacting to social situations or to present our thoughts and values in a

linguistic form. (Tarvin). According to that, Hymes (1971) highlighted that “communicative competence is a vast term includes not only linguistic knowledge of a set of sociolinguistic codes and rules for using them. Communicative competence, he declares “competence is understood to be dependent on two things (tacit) knowledge and (ability for) use” (p.16).

2.3. Language Proficiency Domains

According to open text online site web and on the basis of former studies; listening, speaking, reading, and writing are the four language domains. Despite their interconnectedness, these four domains can develop at various rates and independently of one another. These four domains can be divided into two categories: receptive and productive skills, as well as oral and written communication. The four language are depicted in Figure as a matrix

	Receptive	Productive
Oral	Listening	Speaking
Written	Reading	Writing

Table 01: Receptive and Productive language skills

2.3.1. Receptive language

Refers to the information someone receives through listening or reading activities. Listening: English learners process, understand, and respond to spoken language from a variety of speakers in a variety of circumstances for a variety of targets. Listening, on the other hand, is not a passive ability; it entails an active search for meaning. Written words, symbols and other visual clues included in texts are processed, interpreted and evaluated by English learners in order to transmit meaning.

Students' levels of literacy in their original languages may impede or facilitate learning to read in a second language. Students who have strong reading foundations in their first languages bring literacy skills to the process of learning to read in English that can usually be transferred.

2.3.2. Productive language

Refers to the information produced to convey meaning. The very nature of productive language implies an audience, although not always an immediate audience, as in the case of writing a book or an e-mail.

Speaking, English learners have been using oral communication in a wide range of social, cultural, and academic contexts for a variety of purposes and audiences. Only a few examples involve contextual roles for getting and keeping the floor, turn taking and how youngsters speak with adults.

Writing. English learners use a variety of forms of written communication for a variety of purposes and audiences. Drawing, symbols, and/or language are some of the ways to express meaning. Writing styles and usages of ELLs may be influenced by their native cultures.

2.4. The Relationship between Reading Skill and Pragmatics

Reading is a complex process, so does the process of drawing meaning from a particular text. The factors readers must rely on to extract meaning and comprehend the perspective which the writer intends to convey; suggest that the reader has to use Schematic Knowledge. Cook (1989, p.69) defined Schematic Knowledge as: "...mental representations of typical situations...used in discourse processing to predict the contents of the particular situations which the discourse describes". Cook's definition of

the Schematic Knowledge entails that readers must come with Schematic background that serve as a guide to which they can specify the meaning behind the lines they read. Readers who read while acknowledging their Schematic Knowledge are more likely to draw on their previous cognitive representations in discourse interpretation and predict the content meaning. Cook (1989, p. 69) claims " the mind stimulated by key words or phrases in the text or by the context activates a knowledge schema." The more the language learner reads the more information will be accumulated, this knowledge will gradually serve as a cognitive trigger to which he/she will rely on to draw meaning as cook previously stated.

2.5. Characteristics of a Good Learner

According to Harmer if you have the correct mindset, you don't need to be an academic prodigy to be a great learner. There are simple traits that you may focus on and enhance, and these will support your success in both your education and general life goals.

Harmer (1989)states "Neil Naiman and his colleagues included a tolerance of ambiguity as a feature of good learning, together with factors such as positive task orientation (being prepared to approach tasks in a positive fashion), ego involvement (where success is important for a student's self-image), high aspirations, goal orientation and perseverance (Naiman et al 1978)." (p. 86).

Additionally, Harmer mentioned many former scholars whom tried to define what a good learner is, each one according to its cultural background and principles focusing on self reliant and promoting language autonomy to reach the most important characteristics that define a good language learner. Harmer mentions a test in his book in which he classifies a number of gradually important criteria towards second language learning. Among these traits we find: willing and accurate guesser, willing to make mistakes

,practices as often as possible ,enjoys grammar exercises and has good academic skills concerning listening and speaking, reading and writing in addition to many more traits that Harmer believes that it shapes the needs of the learner to reach language mastery further more to language proficiency (Harmer,1989).

In that regard and in favor of Harmer's point of view, the educational web site of ABE (Advancing Business Education) being a good language learner requires the acquisition of the following criteria:

- **Commitment**

Your chance to influence your future is through study. Make a complete commitment to it and put in your best effort to achieve your goals.

- **Self-discipline**

Setting a study plan and following it is necessary for being a good student, especially when there are other things you'd rather be doing. Find a short-term source of inspiration since friendly rivalry with your siblings or peers may be more stimulating than long-term ambitions. Whenever you find your motivation slipping, use whatever it is that gets you to knuckle down.

- **Self-awareness**

Learn about yourself, when and how you learn best, and the types of review that aid in memory. Once you've determined the study method that is most effective for you, incorporate it into your daily routine. Additionally, be conscious of your shortcomings so that you can pinpoint the areas in which you need to improve.

- **Excellent listening skills**

Master the skill of solely focusing on what other people are saying. It's harder than it seems. When you practice, it does get easier and will help you retain more of the information you hear in class. Thoughts can wander when someone else is speaking.

- **Focus**

It will also help you retain what you are learning if you can learn to tune out all other distractions and give your subject your full focus. Turn off and hide your phone when you are studying because it is the enemy of concentration

- **Determination & resilience**

There are difficulties now and again. In the event that an evaluation doesn't go well, talk to your tutor and consult former exams to see what went wrong. Possess the fortitude to get back up after failing, then utilize that tenacity to ensure success.

- **Curiosity**

don't limit yourself to reading your study guide. Get to know your subject well by reading business news, listening to podcasts, participating in class discussions (both in-person and online), and observing how the concepts you learn in class are applied in practice. This will lay the groundwork for you to have a deeper understanding that will benefit you not only in examinations but also throughout your career.

- **Passion & enthusiasm**

Love your studies, appreciate the value of knowledge, cultivate a passion for studying, and amazement will permeate every aspect of your life.

Conclusion

This chapter focused on the fundamentals of language proficiency. It presented distinct definitions of language proficiency and illustrated its potential uses with regard to EFL learning. It also discussed the relationship between reading skill and pragmatics and the relationship between reading skill and language proficiency.

Chapter Three

Fieldwork and Data

Analysis

Chapter Three: Fieldwork and Data Analysis

Introduction.....	30
3.1. Students' Questionnaire	30
3.1.1. Description of students' questionnaire.....	30
3.1.2. Population and sampling.....	30
3.1.3. Aims of the students' questionnaire.....	31
3.1.4. Analysis of students' questionnaire.....	31
3.2. Teachers' Interview.....	41
3.2.1. Description of teachers' interview.....	41
3.2.2. Population and sampling.....	41
3.2.3. Aims of the teachers' interview.....	41
3.2.4. Analysis of teachers' interview.....	42
3.3. Discussion of the Main Findings.....	47
Conclusion.....	49

Introduction

The current chapter is devoted to the practical work of the study, in which the results accumulated from the students' questionnaire and the teachers' interview. The former was dedicated for the students in order to measure the reading challenges of the learners and their interest towards integrating reading skill as module in English department to improve their language skills. While the latter is devoted for teachers, which generally seeks to investigate their interest and different perspectives towards reading skill. Then, the data obtained will be described and analyzed and lastly, a set of selected recommendations were suggested about the impact of reading skill on language Proficiency.

3.1. Students' Questionnaire

3.1.1. The Description of the Students' Questionnaire

The questionnaire consists of thirteen (13) questions; it is divided into two sections. The first section that has (1) question aims to collect information about the students' years of learning English. The second section deals with collecting their perceptions about the influence of Reading Skill on the Development of Language Proficiency and their attitudes towards the importance of reading to improve their English language Proficiency. Additionally, further questions were set to collect the points of view of these students towards the suggestion; if their department sets an extensive reading module.

3.1.2. Population and Sample

The questionnaire is conducted with first year University Students of Biskra. There was a random selection of (23) students, regardless their age, gender and social status. Due to the time shortage, the researcher opted for an online questionnaire, in form of "Google form".

3.1.3. Aim of the Students' Questionnaire

Through following the descriptive method, a semi structured questionnaire has been conducted for the sake of investigating the importance of reading skill in English language performance and collecting the data required for the research, as well as to see how English language learners at Biskra University consider the use of reading skill as module to enhance their language proficiency. The questionnaire aims at studying the different behaviors of the learners towards the use of reading skill in EFL learning classrooms.

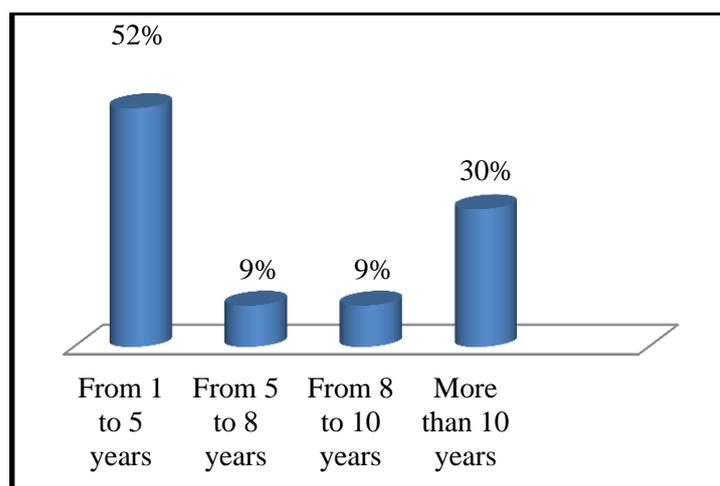
3.1.4. Analysis of Students Questionnaire

Answers of the students' questionnaire (first year) were analyzed and interpreted in order to obtain the necessary results about the role of reading skill in improving learners' language proficiency.

Section One: General Information

Item 1. How many years have you studying English

Figure 01: Period of Studying English Language



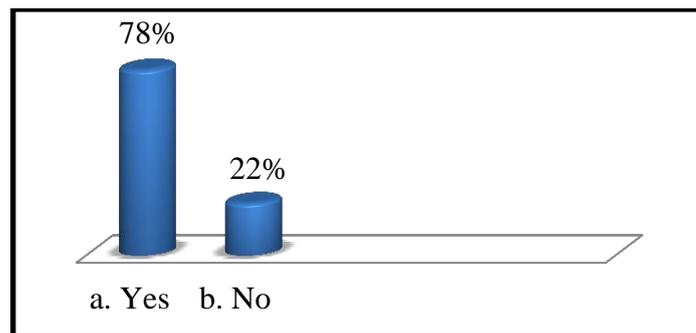
The figure above demonstrates that the majority of participants studied English language for one year to five years, which form the average of (52%); however, (30%) of them declared that English was their subject in school for more than 10 years. On the other

hand, the remaining percentage goes for: “from 5 to 8 years” and “from 8 to 10 years”, with percentage of (9%).

Section Two: Reading Skill

Item 2. Do you like reading?

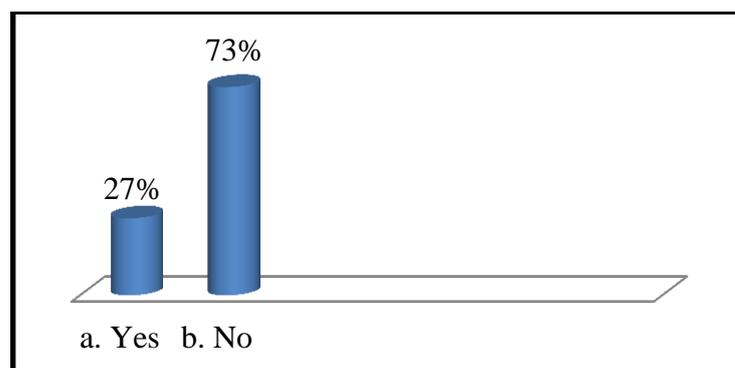
Figure 02: Students’ Attitudes towards Reading



The purpose of this question is to know about the students’ attitudes towards reading. According to the participants’ responses, (78%) showed their interest in reading; whereas, only (22%) of the participants advocated that they dislike reading. This indicates that a considerable number of students are aware enough of the reading’s importance especially nowadays with the development of the world we live in.

Item 3. Do you think the reading instruction and materials used by your teacher in the classroom are adequate?

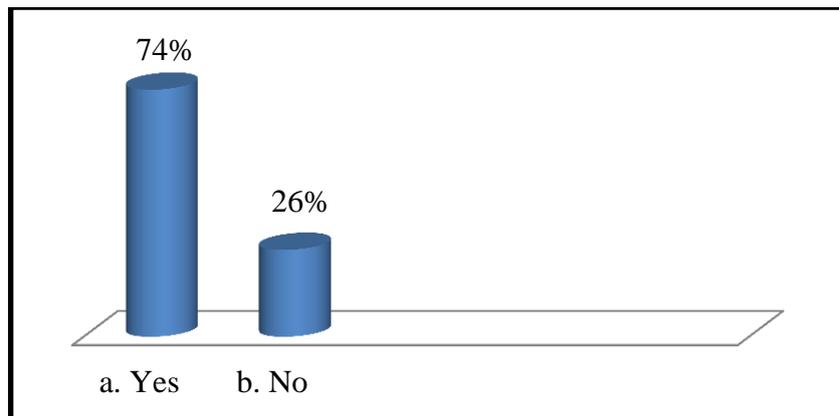
Figure 03: Students’ Attitudes towards the Adequacy of the Teachers’ Reading Materials



The aim of the question is to know the students' point of view about the teachers' methods. It can be seen that the majority of participants have answered "No", which means that reading instruction and materials used by their teacher are not adequate; however, (27%) of them declared the opposite.

Item 4. Have ever studied or practiced reading skills?

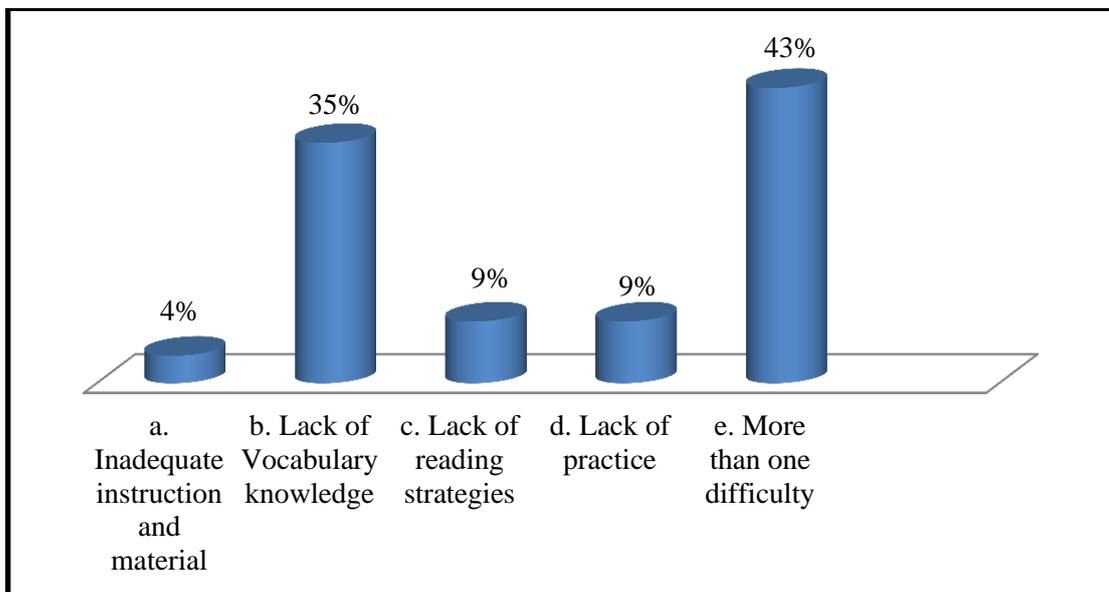
Figure 04: Students' Attitudes towards practicing Reading Skills



The above figure shows that a considerable number of participants (74%) practiced reading skills; unlike (26%) of the sample opted for "no" option.

Item 5. What sort of reading difficulties do you usually encounter?

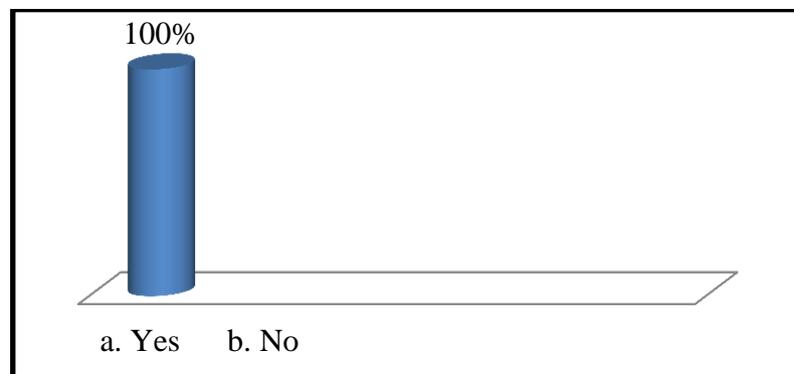
Figure 05: Types of Reading Difficulties



The displayed results reveal that all of the participants have picked one of the provided options in the questionnaire. (35%) of the students regard the lack of vocabulary knowledge as the key cause that glitch their reading process; whereas some others consider the lack of practice as a reading difficulty, which represent the average of (9%). More than one difficulty when reading has caught the attention of (43%) of the participants to pick them as a reason for their reading obstacles. As far as the other reasons concerned, (4%) of the participants regard the inadequate instruction and material bring more difficulty to the student when reading; however, the remaining percentage of (9%) goes for lack of reading strategies option.

Item 6. Do you believe that mastering the reading skill can help you improve your language academic performances?

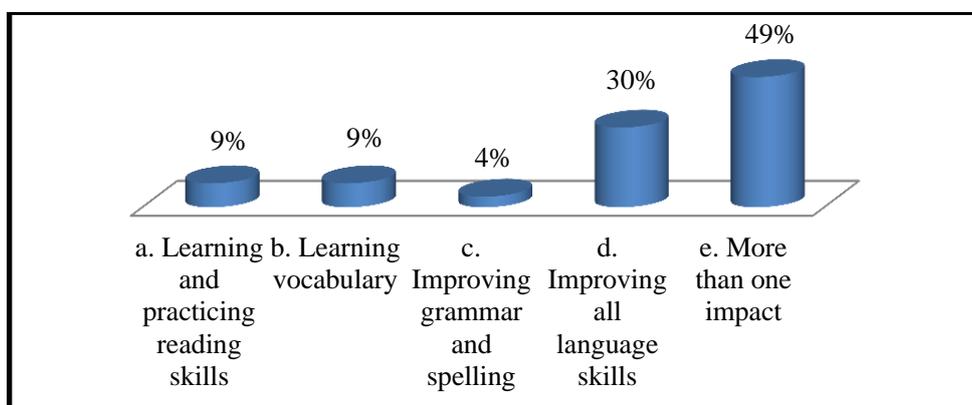
Figure 06: The Relation between Mastering Reading Skill and Language Academic Performance



This part measures the role of mastering the reading skill in improving the students' language academic performance. According to the results, all the respondents believe that language performance can be enhanced and improved only if the student masters the reading skill; however, none of them opted for “no” option.

Item 7. What impact does reading in the classroom have on your language learning?

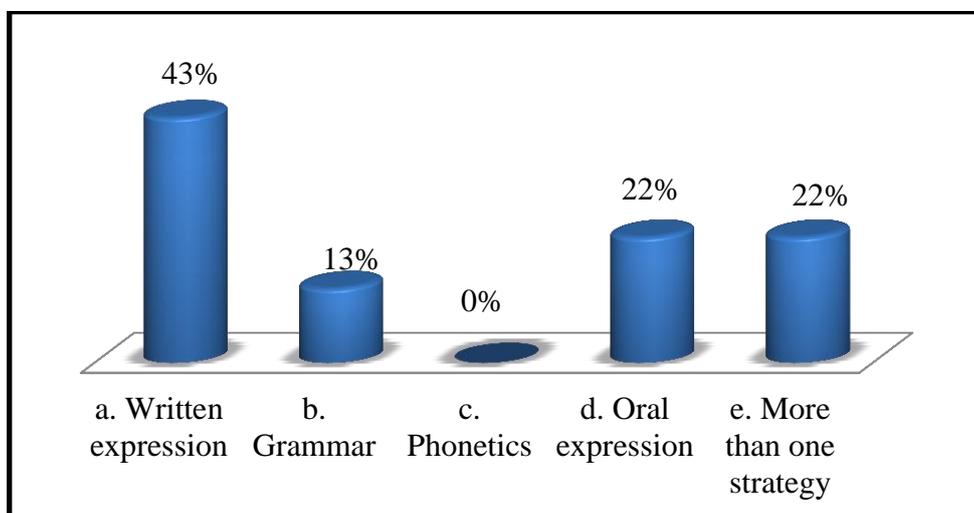
Figure 07: Reading Effects on Language Learning



The displayed results in the above figure present the impact of reading on language learning. Less than half of participants declared that reading skill improves grammar and spelling, improves all language skills and learning vocabulary. These options represent the percentages of: (4%), (30%) and (9%) respectively. The others who opted for “more than one impact” form the average of (49%) out of the sample; while the remaining participants claimed that reading affects learning and practicing reading skills in the classroom, in which they present the average of (9%).

Item 8. Do your tutors use reading as a teaching strategy in the following modules?

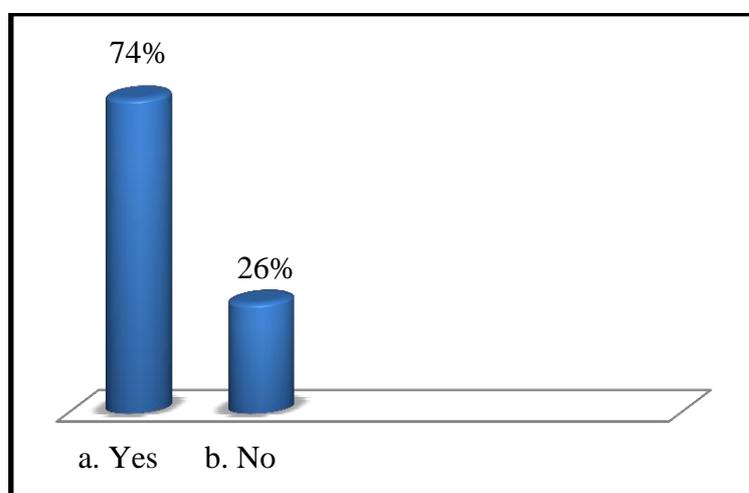
Figure 08: The Use of Reading as a Teaching Strategy



The presented data shows that (43%) of the tutors use reading as a teaching strategy in written expression; while those who are exposed to reading as a teaching method in Grammar module outline (13%) out of the whole sample. The minority of participants argued that their tutors include reading in the oral expression module, with percentage of (22%); however, the same rate goes for “more than one module” option.

Item 9. Have you ever practiced reading

Figure 09: Students’ Attitudes towards practicing Reading



Statistically speaking, the difference between the participants who practice reading and the others who do not are quite tremendous. The former represents the percentage of (74%), while the latter represents (26%) of the sample.

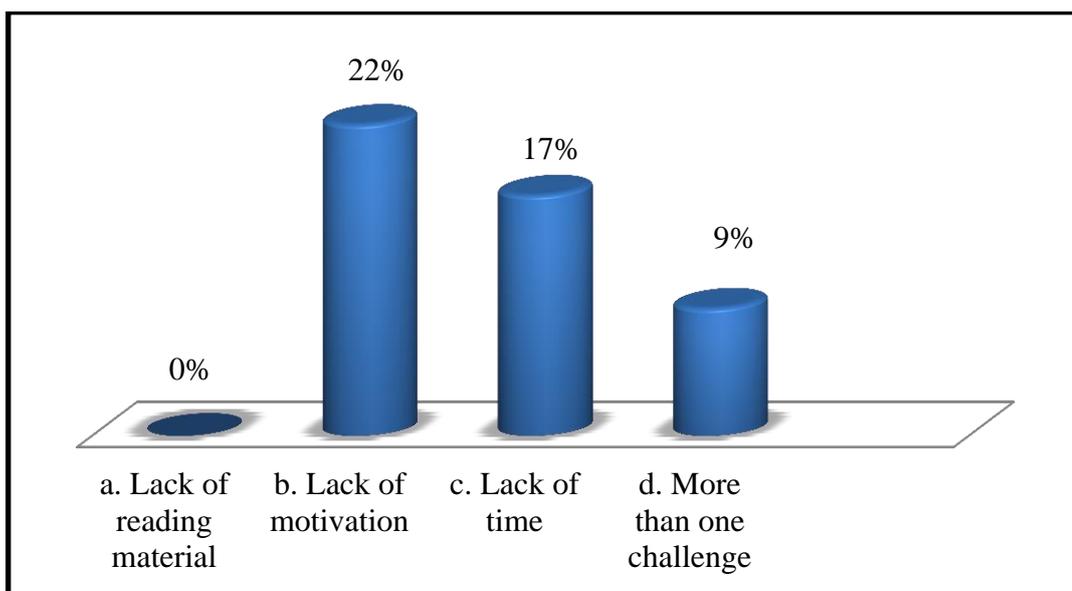
- **If yes, state the number of books you have read**

This question sought to identify the number of books the respondents’ have read. One of the students declared to read over 100 books, who represent the highest number among his/her peers. The majority of respondents said that their reading average ranges from 23 to 30 books. However, the rest of students spent enough time reading from 2 books to 10 books. A different answer was provided by participants that s/he prefers to read articles and essays rather than books. This means that the majority of them are

voracious readers. This means that the majority of them are voracious readers and they are aware of the reading importance.

- **If no, What are the major challenges that prevent you from practicing reading?**

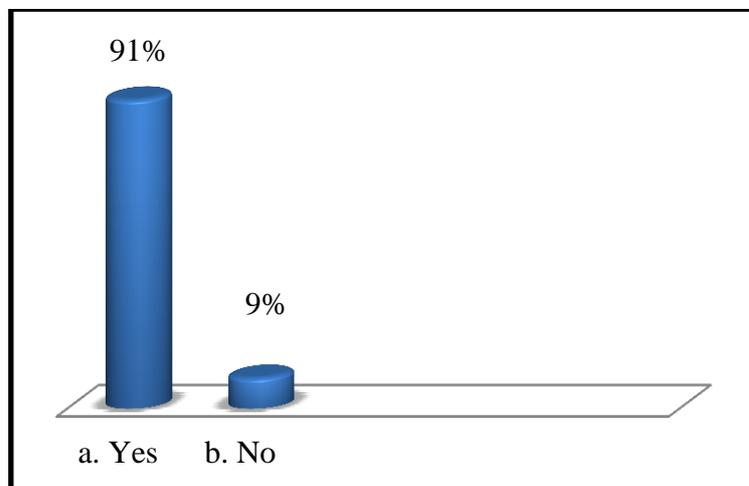
Figure 10: The Major Challenges When Practicing Reading



The above figure indicates the responses of the participants towards the major challenges when practicing reading. The findings illustrated that (22%) of the participants suffer from the lack of motivation which prevents them from practicing reading; when students are unmotivated, they will not be interested in reading; while, (17%) of the participants claimed that they have problems related to lack of time. On the other hand, a quantity of participants (9%) opted for more than one challenge option. As for lack of reading material, none of the students (0%) faces such kind of problems.

Item 10. Do you think that reading can develop your proficiency in the English language skills

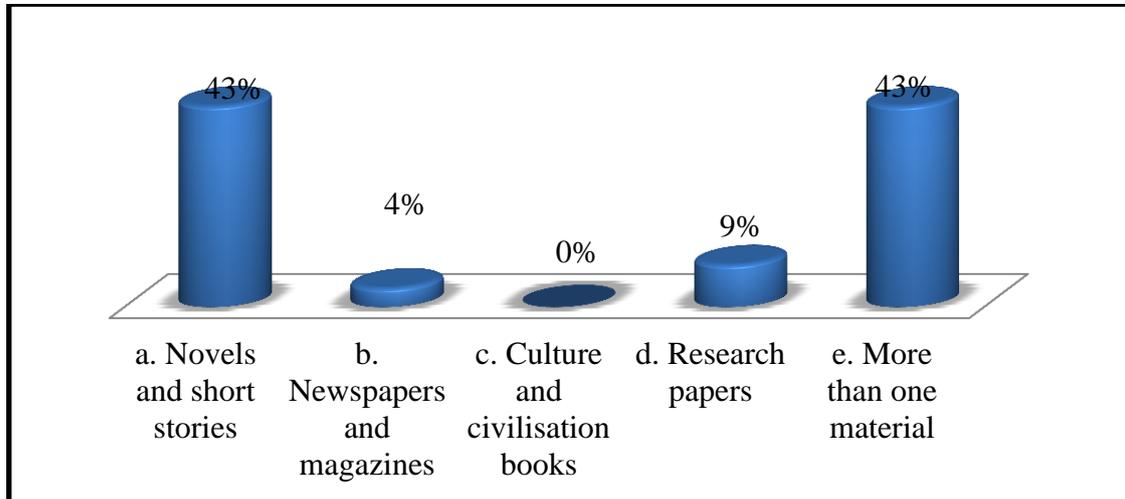
Figure 11: The Influence of Reading on English Language Proficiency



In their answers to this question, the respondents revealed that reading can develop proficiency in English language skills, in which they represent the average of (91%); while the remaining participants (9%) answered the opposite. In order to know the reason behind the students' choices, they were asked to explain why. For those who picked "yes" option declared that reading is one of the most effective ways to improve lexical, phonetic skills, and spelling. Other participants, on the other hand, added that in order to be fluent, one should continually reads and by reading, s/he can correct spelling and pronunciation mistakes, as well as know how to form ideas. Meanwhile, two of the participants said that a good reader is a good writer, i.e., reading improves grammar, imagination and enrich their cultural background about the target language. This means that the majority of students are aware of the reading role in developing English language skills. Besides, it is important to mention that none of participants who selected "no" option did not provide any justifications.

Item 11. What kind of reading materials help you better improve your language proficiency

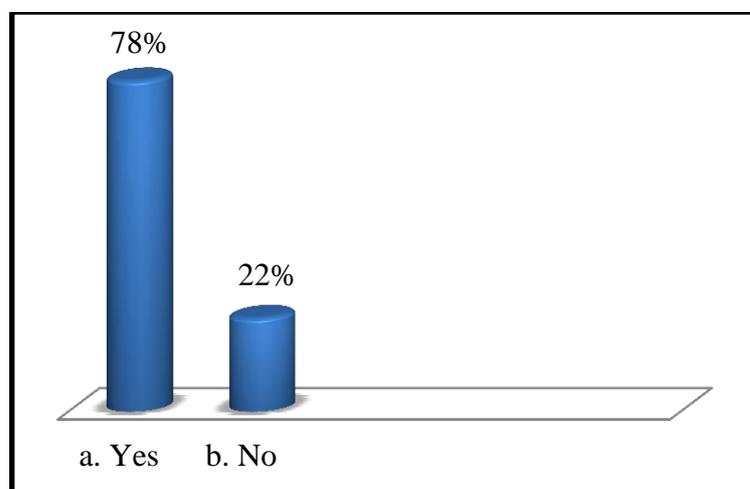
Figure 12: Kind of Reading Materials



The figure above reveals that (43%) of the participants opt for novels and short stories as a reading material in order to improve their language proficiency. Sum of (4%) selected newspapers and magazines, sum of (9%) pointed out that through reading research papers, their different language skills will be ameliorated and sum of (43%) picked more than one reading material.

Item 12. Would you agree if your department sets an extensive reading module

Figure 13: Frequency of Integrating Extensive Reading as Module



This question is sought to know the frequency towards extensive reading module. A considerable number of participants showed positive attitude towards the provided opinion. According to the students' responses, (78%) agree if their department sets extensive reading module, because students need to practice reading more. Students will be able to learn have rich vocabulary knowledge, improve their mental health and acquire the English language properly. Not only that, participants also added that reading can expose them to different cultures and gives them sense of fun and motivation as one participant said and we quote "I would be so happy if they take such a decision". Meanwhile, sum of the participants argued that making extensive reading as module can encourage lazy students to participate and show their real ability in the classroom as one of them said "I will be obliged to read more books that I didn't have time to earlier".

However, (22%) refused the idea, because, according to them, making reading mandatory will only discourage students and will kill the passion for it, as one participant outlined "I read for pleasure and for learning, if it is going to be an extensive reading module, I can't guarantee that I will read with the same patience". The remaining participants added that English language has so many reading sides and adding this module is unnecessary.

Item 13. How would you like your teachers design the course to help you master extensive reading

This question aims at identifying the students' point of view towards their teachers' design of the course to help them master extensive reading. To start with, designing such kind of course depends on the appropriate reading materials and proper reading techniques, such as: audio visual materials. Teachers should provide their learners with short and interested materials, and then discuss the ideas by asking and answering questions. On the other hand, teachers need to design courses in form of learner-centered and provide

learners with the enough time in order to grasp the benefits of the book appropriately. Moreover, according to participants answers, reading materials should be related to the students' interest so that all learners get the opportunity to participate and collaborate, beside, teachers should not force their students to read long novels. However, it is important to mention that two participants declared that they have no idea on the given question.

3.2. Teachers' Interview

In addition to the questionnaire for students, a semi structured interview was conducted for the sake of collecting more data about the subject matter. The interview was administered online to teachers of English department of Biskra University. Four teachers, who have long experience in teaching, were randomly selected in order to receive satisfactory and valid answers.

3.2.1. Description of the teachers' interview

The interview consists of (8) questions. The latter include both open-ended and close ended questions, which set to regard the teachers' experience with integrating reading as module in EFL syllabus. The questions are designed to get more insights about the use of reading skill in improving learners' language proficiency.

3.2.2. Population and sampling

The interview was submitted to four teachers who teach English language at Biskra University. They were randomly selected with different teaching experience. All teachers were helpful answering the interview.

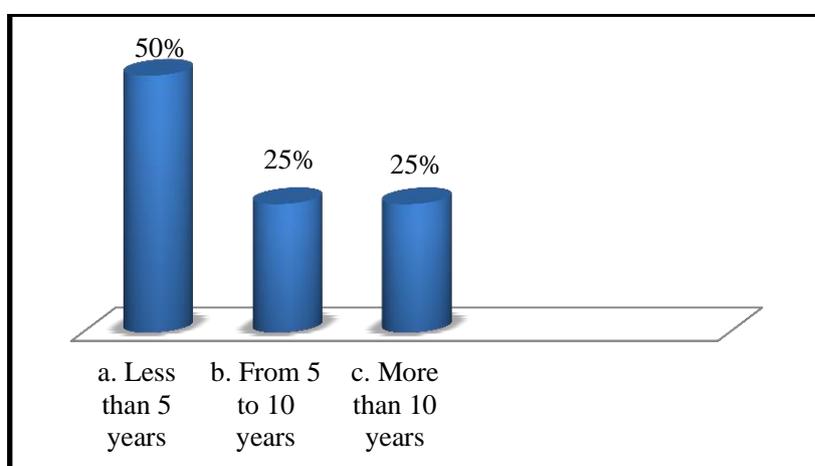
3.2.3. Aims of the teachers' interview

Teachers' interview seeks to look into the major effects of applying reading skill and its influence on the learners' development of language proficiency. It attempts to illustrate the teachers' point of view about the investigated subject.

3.2.4. Analysis of the teachers' interview

Item 1. How long have you been teaching English?

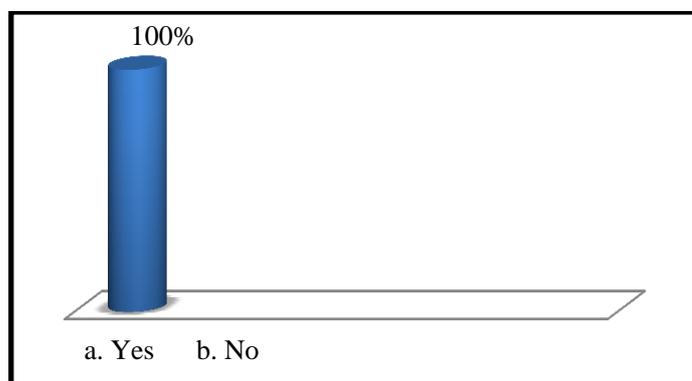
Figure 14: Period of Teaching English



This question is sought to know the teachers' period of teaching English. The teachers' feedback regarding their experience in teaching English revealed that two of the participants have been teaching English less than 5 years; however, only one participant from 5 to 10 years. Meanwhile, another participant experienced teaching English more than 10 years. This means that the majority of teachers have enough period for them to be experienced in the field of teaching. Depending on their years of teaching, they can be a helpful source to provide a clear view about the subject matter.

Item 2. Do you think that reading is an important skill for language teaching

Figure 15: Teachers' Attitudes towards the Importance of Reading



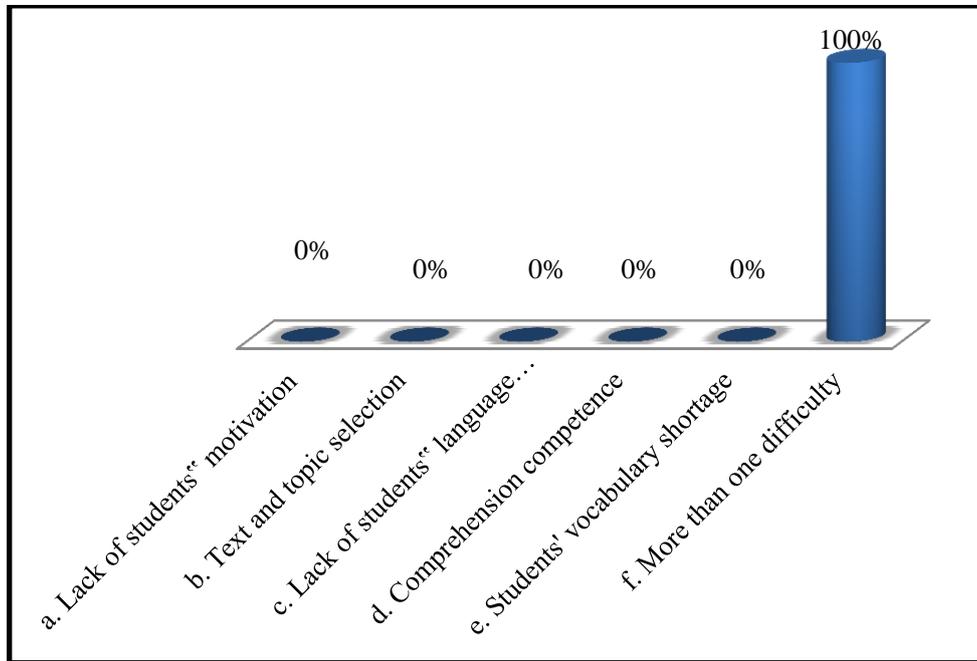
All of the participants responded that reading is an important skill for language teaching. In order to know the teachers' reason behind their answers, they were asked to justify. According to them, reading is a receptive skill that enables students get language input, it is considered as the main source of new vocabulary and it enriches the learners' understanding of the text and allows them to picture the events in a schematic manner. Meanwhile, one participant added that reading helps the learner to utter the language in order to memorise it first and then write it down.

Item 3. What techniques and strategies do you use in teaching reading?

According to the teachers' responses, they use various sorts of strategies and techniques to teach reading in the classroom such as skimming, scanning using context guessing and authentic books as written materials to read properly. Another teacher; however, added that videos of native people talking can be an effective method to stimulate the learners' conversations. One of them claimed that "I encourage my students to read carefully and pick the main ideas from the paragraphs and look up the difficult words".

Item 4. What kind of difficulties do teachers of reading face? (You can tick more than one)

Figure 16: Kinds of Difficulties



The primary purpose behind asking this question is to identify the difficulties the teachers of reading encounter. Each one of the participants chose different answers. One of them claimed that comprehension competence and students' vocabulary are the main problems the teachers face in the classroom. Additionally, lack of students' motivation, comprehension competence, and students' vocabulary ranked as one of the major problems the participants face, as well as lack of motivation, text and topic selection, lack of students' language and reading and students' vocabulary shortage. Moreover, the lack of students' motivation, text and topic selection, comprehension competence and students' vocabulary shortage also creates challenges in reading tasks. These problems may cause confusions for the teachers to teach reading.

Item 5. How does reading relate to the following areas of language: Vocabulary, Grammar, Speaking, Writing and Listening.

This question seeks to have a close look on the relation between the mentioned areas of language and reading skill. To start with, vocabulary, according to the teachers' answers, is the leaves of the tree that convey the ideas, it helps learners to obtain new vocabulary and acquire new terms. Grammar, on the other hand, reading helps learners to correct selection of tenses, check the correct forms and use the perfect tense in each read statements. Not only that, a participant added that grammar is like a tree trunk on which reading comprehension is based on.

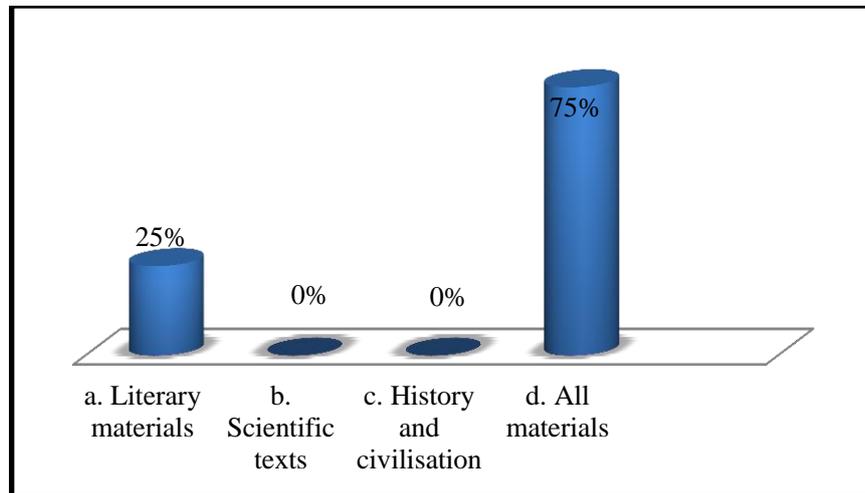
Moreover, concerning speaking, one of the participants claimed that there is strong relation between reading and speaking, if the learner do not read comprehensively, s/he cannot speak, because a good reader is a good speaker. Another participant also pointed that reading can develop communicative skills as well as pronunciation; however, one of them summarized the relation in one sentence "fluency in utterances". As long as reading is concerned, writing is considered as the fruit of good reading comprehension, because once we read, we draw images of what we have read and grasped. Further, two of the participants said that when reading, new terms are acquire in consequence a rich production is produced; while a participant with different answer sees reading as a way to use critical thinking and the reader through it can imitate the styles of the writer. The last skill of these areas is listening. According to the teachers' feedback, reading improves the language and the listening skill; therefore, a good listener is necessarily a good reader because listening to an audio that is transcribed is often a good strategy to enhance learners' language comprehension.

To sum up, reading and language skills are interrelated. According to the results, reading skill influences: listening, speaking, writing, grammar and vocabulary. That is, a

good reader is a good writer, good speaker and good at grammar rules, as well as good at vocabulary.

Item 6. Which of the following reading materials do provide better language learning?

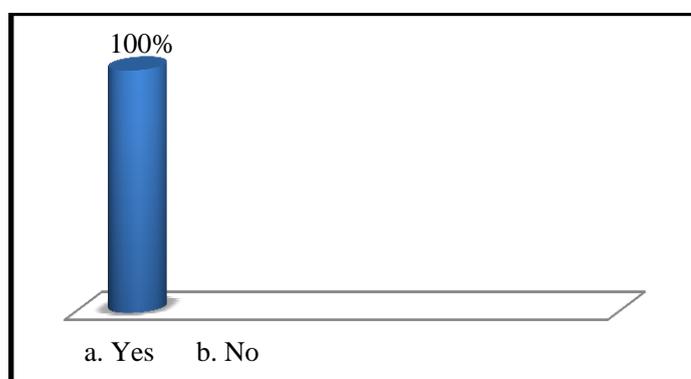
Figure 17: The Most Effective Reading Materials in Language Learning



The participants' answers revealed that all of the mentioned materials can provide better language learning for the students to improve their reading; however, only one participant opted for "literary materials" as one of the most suitable reading material for the EFL learners when practicing reading.

Item 7. Do you think that classroom reading can be used to teach and improve language proficiency

Figure 18: The Use of Classroom Reading



This question aims at identifying the role of classroom reading in improving language proficiency. All of the participants showed their positive attitude towards improving language proficiency through classroom reading; while none of them showed their refusal.

Item 8. what reading activities do you suggest to develop language proficiency?

Teachers suggested different answers. one declared that reading authentic materials can help learners develop their language proficiency, one of them opted for extensive reading. On the other hand, the two remaining participants suggested the following: reading variety of short articles and reading books and novels.

3.3. Discussion of the Main Findings

The main aim of this study is to investigate the impact of reading skill on improving language proficiency. Based on the data gathered and analyzed from the students' questionnaire and teachers' interview above, wide range of information and facts were displayed to answer some of the fundamental research questions. The study has delivered interesting results concerning the relationship between variables, reading skill and language proficiency.

The results obtained from the students' questionnaire reveal that the majority of first year EFL students are conscious of the importance of reading and its role in improving language academic proficiency. Following the participants' answers, the majority of them showed that they enjoy reading English books and like reading in general, despite the fact of the difficulties they face. Moreover, they have argued that reading skill is a main part to improve their language skills, such as grammar and spelling, and learning vocabulary. They have asserted that achieving a better academic input cannot be accomplished and realized without the mastering of reading skill. Additionally, participants also claimed that

their teachers teach reading skill mainly in written expression using inadequate reading instruction and materials which may result the discouragement of some students. Therefore, teachers are responsible for providing interesting and adequate materials that match their learners' interest and level of reading comprehension.

Furthermore, some of the learners seem to encounter difficulties to read different materials, which was mostly a result of not practicing reading for some students. Lack of vocabulary knowledge, lack of practice and lack of motivation are one of the challenges the learners encounter in reading skill. Therefore, learners try to overcome these difficulties through extensive reading, some of them have read from 20 to 100 books using variety of reading materials such as novels and short stories, culture and civilization books. Findings also revealed that participants agreed on having extensive reading as module in English department, because it will help them to improve their language skills and enrich their vocabulary; however, some of them refused the provided opinion due to the shortage of time and that English branch has many modules to read about, so it seems unnecessary to add it.

However, the major findings of the teachers' interview guide use to conclude many points. Firstly, all the participants are also aware of the reading importance in language teaching, because, for them, reading is the main source of new vocabulary and new terms. It also enriches the students' understanding of the text and affects all language skills: grammar, vocabulary, listening, writing and speaking. Secondly, teachers claimed to encounter different problems in reading classroom. Comprehension competence and lack of motivation ranked as the major source of reading problems and hence, teachers use different techniques and strategies to attract the learners' attention towards reading. Among these strategies is the use of authentic books, articles, and visual materials, in addition to skimming, scanning using context. Not only that, but the findings also added that exposing

learners to different reading materials can provide better language learning such as scientific, literary texts and history and civilization books.

To sum up, both data collection tools students' questionnaire and teachers' interview confirm the hypothesis mentioned earlier that the use of reading skill has a positive effect p, the learners' development of language proficiency. The awareness of reading importance should be spread within learners in order to help them enrich their vocabulary store which is regarded as a major aspect that lessen the challenges of reading problems.

Conclusion

This chapter discussed the significance role of reading in improving English language proficiency and it attempted to highlight the overall goal of the study. The results obtained clarified the teachers and students' strong agreement on giving much attention to the reading skill in order to reduce various difficulties that arise in learning English language. Therefore, this study has confirmed the provided hypothesis which stated that the use of reading skill has a positive effect on the learners' development of language proficiency. Consequently, the findings proved that reading in the classroom is very useful in improving learners' speaking, writing, listening, grammar and vocabulary, because without reading, EFL learners cannot achieve better language academic proficiency.

General Conclusion

General Conclusion

This study has been conducted in order to improve students' language proficiency through using reading skill. It aims also at demonstrating the important role of using reading skill in influencing the first year students of English development of language proficiency in Biskra University. This work is depending on the qualitative approach which based on two data collection tools such as: teachers' interview and students' questionnaire. Moreover, this present work hypothesized that the use of extensive reading can develop EFL learners' language academic performance.

In the first chapter, the researcher attempted to state definitions of the reading skill by different scholars and researchers, its components and types. The researcher clarified the different models of reading and the main strategies used in reading skill; while lastly, a conclusion was given. However, in the second chapter, the research highlighted the definition of language proficiency from different perspectives. The researcher also attempted to explain the language proficiency domains, in addition to the relationship between reading skill and pragmatics. At the end, the chapter is ended with a conclusion.

After the theoretical part, the researcher moved to the practical part in order to confirm the provided hypothesis from the students' questionnaire and the teachers' interview. The analysis of the main findings obtained from the students' questionnaire demonstrates that the majority of the learners have positive attitude towards the use of reading skill, because it helps them to increase their vocabulary store and improve their language skills such as speaking, listening, writing and grammar. Moreover, the more use of the reading skill seem to be good solution for different language academic proficiency difficulties because reading goes hand in hand with the remaining skills: a good reader is good writer, a good listener and good speaker.

Another important detail, the analysis of the teachers' interview reveals that all teachers of English language use different techniques and strategies in order to motivate learners to read more. Teachers expose their learners to different reading materials in order to provide them with opportunities to reduce their reading difficulties such as literary, scientific and historical texts. Reading skill, in addition, has a positive effect on developing the students' language academic performance.

The part of this research illustrated that both teachers and students are aware of the importance of reading skill in improving learners' language proficiency. This study also clarified that the use of this skill is suitable way in which provides the learners with the chance to enhance their different language skills without facing any difficulties. The use of reading skill has beneficial advantages for developing learners' speaking, writing, listening, grammar and vocabulary skills and this though the use of authentic reading materials. Hence, the hypothesis of this work is confirmed.

Pedagogical Recommendations

- 1.** Students should understand the value of Reading
- 2.** Students should read not only inside the classroom but also outside of it.
- 3.** To effectively develop language proficiency students should focus on training their Reading Skill
- 4.** Reading, even at a slow pace exposes students to more sentences, grammar, and new vocabulary per minute than the average, short class, TV show, or song that's why students should value Reading.
- 5.** Educators and syllabus designers can and should create a Reading Course based on the Student's level.
- 6.** To effectively develop language proficiency students should focus on training their Reading Skill

References

- ABU. (2020, April 9). The characteristics every good learner needs | ABE UK. The Characteristics Every Good Learner Needs | ABE UK; www.abeuk.com.
<https://www.abeuk.com/blog/characteristics-every-good-learner-needs>
- Butte College. (n.d.). Skimming and Scanning - TIP Sheet - Butte College. Skimming and Scanning - TIP Sheet - Butte College; www.butte.edu. Retrieved June 1, 2022, from
http://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming_scanning.html
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press
- Canale, M. (1983). On Some Dimensions of Language Proficiency. In
- Davies, F. (1995). *Introducing Reading*. London: English Penguin Cambridge: Cambridge University Press.
- Dechant, E. (1991). *Understanding and teaching reading: An interactive model*. Hillsdale, NJ: Lawrence Erlbaum.
- Dechant, E. (1991). *Understanding and Teaching Reading*. Routledge. New Jersey: Lawrence Erlbaum. <https://doi.org/10.1604/9780805808391>
- English club. (2018, April 12). What are the types of reading in English? - English Club TV On-the-Go. English Club TV On-the-Go; tv-english.club. <https://tv-english.club/articles-en/education-en-2/what-are-the-types-of-reading-in-english-2/>
- Early Learning Company, Kaplan. (2020, 0 0). *Interactive Read-Alouds in the Classroom* | Kaplan Early Learning Company. *Interactive Read-Alouds in the Classroom* |

Kaplan Early Learning Company; www.kaplanco.com.

<https://www.kaplanco.com/ii/interactive-read-alouds#:~:text=An%20interactive%20read%E2%80%93aloud%20is,duration%20of%20the%20read%E2%80%93aloud>.

Joanne Schudt Caldwell, *Comprehension Assessment: A Classroom Guide* (New York: The Guildford Press, 2008), 4

Goodman, K. (1970). Reading as a Psychologicistic Guessing Game. In H.Ringer and B. Ruddle (eds). *Theoretical Models and Processes of Reading*. Newark, N.J: International Reading Association.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*.. Oxford: Oxford University Press. <https://doi.org/10.1604/9780194421720>

Hawkins, M.R. (2004). Researching English Language and Literacy Development in Schools. *Educational Researcher* 33(3), 14-25

Harmer, J. (2007). *The practice of English language teaching* (3rd ed.).

J.W.Oller : *Issues in Language Testing Research*. MA: Newbury House, 42-333

McNamara, D. S. (2007). *Reading comprehension strategies: Theories, interventions, and technologies*. New York, NY: Lawrence Erlbaum Associates.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. Hemel Hempstead: Prentice Hall International.

Penny Macky, *Assessing Young language Learners* (New York: Cambridge university Press, 2006), 224

Surbhi, S. (2020, January 11). Difference Between Extensive and Intensive Reading (with Comparison Chart) - Key Differences. Key Differences; [keydifferences.com. https://keydifferences.com/difference-between-extensive-and-intensive-reading.html#:~:text=Extensive%20reading%20is%20an%20approach,as%20to%20gain%20maximum%20understanding](https://keydifferences.com/difference-between-extensive-and-intensive-reading.html#:~:text=Extensive%20reading%20is%20an%20approach,as%20to%20gain%20maximum%20understanding).

study.com. (2021, November 25). What is a Reading Model? - Definition & Overview - Video & Lesson Transcript | Study.com. Study.Com; [study.com. https://study.com/academy/lesson/what-is-a-reading-model-definition-overview.html#:~:text=The%20top%20down%20method%20believes,the%20primary%20mode%20of%20instruction](https://study.com/academy/lesson/what-is-a-reading-model-definition-overview.html#:~:text=The%20top%20down%20method%20believes,the%20primary%20mode%20of%20instruction).

Willian Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge university Press, 2009), 15

Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. Dordrecht, UK: Springer Netherlands.

Appendices

Appendix 01
Students' Questionnaire

Ministry of Higher Education and Scientific Research

Mohamed Khaider University of Biskra

Faculty of Letters and Languages

English section

**The Relationship between Reading and Language
Proficiency**

Case of 1st Year EFL Students. University of Biskra

Students' Questionnaire presented to the Department of Foreign Languages as partial
fulfillment of the Master's Degree in Sciences of Languages

Dear students,

Through this questionnaire, we want to investigate '**The Relationship between Reading and Language Proficiency**'. We have chosen you as the sample that will be basis for this study. We shall be grateful to your support to accomplish our study;

please answer honestly and just put X in the appropriate answer box .

Thanks for your cooperation.

Section One: General Information

Please fill in the following information, the name is optional.

1- Name:.....

2- Age:.....

3- Gender :

Male

Female

4- How many years have you been studying English?

.....
.....

Section Two: Reading Skill

1. Do you like reading?

Yes No

Why.?

.....
.....

10-What kind of reading materials help you better improve your language knowledge?

Novels and short stories

Newspapers and magazines

Culture and civilisation books

Research papers

11- Would you agree if your department sets an extensive reading module?

Yes

No

Justify

.....

12- How would you like your teachers design the course to help you master extensive reading?

.....

.....

13- Please, state your views, suggestions, and wants about reading and its importance in enhancing your language learning performance.

.....

.....

.....

.....

Appendix 02
Teachers' Interview

Ministry of Higher Education and Scientific Research

Mohamed Khaider University of Biskra

Faculty of Letters and Languages

English section

The Relationship between Reading and Language

Proficiency

Case of 1st Year EFL Students. University of Biskra

Teacher's interview presented to the Department of Foreign Languages as partial
fulfillment of the Master's Degree in Sciences of Languages

Dear teachers,

Through this interview, we want to investigate '**The Relationship between Reading and Language Proficiency**'. We have chosen you as the sample that will be basis for this

study. We shall be grateful to your support to accomplish our study;

please answer honestly and just put X in the appropriate answer box .

Thanks for your cooperation.

Personnel data

Please fill in the following information, the name is optional.

1- Name:.....

2- Age:.....

3- Gender :

Male

Female

4- How long have you been teaching English?

Less than 5 years

5 years to 10 years

More than 10 years

Modules you have taught

Research data

1. Do you think that reading is an important skill for language teaching ?

Yes

No

Justify please?

.....
.....

2. What techniques and strategies do you use in teaching reading?

.....
.....

3. What kind of difficulties do teachers of reading face?

(You can tick more than one)

- Lack of students' motivation
- Text and topic selection
- Lack of students' language and reading comprehension competence
- Students' vocabulary shortage

Others:.....
.....

4. How does reading relate to the following areas of language?

Vocabulary Grammar ... Speaking Writing Listening

.....
.....

Grammar.....

Speaking.....

.....

Writing.....

.....

Listening.....

5. Which of the following reading materials do provide better language learning?

- | | |
|---|---|
| Literary materials <input type="checkbox"/> | Scientific texts <input type="checkbox"/> |
| History and civilisation <input type="checkbox"/> | All materials <input type="checkbox"/> |

6. Do you think that classroom reading can be used to teach and improve the language skills?

Yes

No

7-what reading activities do you suggest to develop language proficiency?

.....
.....

المخلص

تستكشف هذه الدراسة بعمق العلاقة بين القراءة وإتقان اللغة والتأثير الإيجابي لمهارات القراءة على تطور إتقان اللغة لطلاب السنة الأولى في اللغة الإنجليزية. الهدف الرئيسي من هذا البحث هو شرح الدور الذي تلعبه مهارات القراءة في تعزيز إتقان اللغة الإنجليزية. يحاول التحقيق في كيفية استخدام القراءة لتحسين المهارات اللغوية بما في ذلك الكتابة والتحدث والاستماع والمفردات والقواعد. وللتحقق في هذا الموضوع تم إجراء دراسة حالة في قسم اللغة الإنجليزية بجامعة محمد خيدر بسكرة. تم توزيع استبيان على ثلاثة وعشرين (23) طالبًا في السنة الأولى من اللغة الإنجليزية كلغة أجنبية بالإضافة إلى مقابلة أجريت مع أربعة (04) مدرسين من قسم اللغة الإنجليزية في نفس الجامعة. النتائج التي تم الحصول عليها من تحليل البيانات المتراكمة دعمت الفكرة الأساسية، وهي أن مهارة القراءة يمكن أن تساعد متعلمي اللغة الإنجليزية كلغة أجنبية على تحسين كفاءتهم اللغوية. يعتبره المعلمون عاملاً مهمًا يسهل تدريس مهارات أخرى مثل القواعد والمفردات والاستماع والتحدث والكتابة. علاوة على ذلك، كشفت النتائج أيضًا أن مهارة القراءة لها تأثير على تطوير إتقان اللغة، فهي تثري مخزون المتعلمين من المفردات وتسلط الضوء على العلاقة بتحسين إتقان اللغة. وفي النهاية اقترحت الباحثة مجموعة من التوصيات.