Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research

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THE ROLE AND THE IMPACT OF READING SKILLSON THE DEVELOPMENT OF LANGUAGE MASTERY

(The case of first year EFL students at the English Department of Khemis Miliana University)

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD Master in English Language and Communication

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ACKNOWLEDGEMENT

We would like to acknowledge and express our special thanks and gratitude to our supervisor Mr. Benyoucef Habbiche for his guidance and support during the preparation of this project.

As we would to extend our appreciation to all of our department teachers and staff who had helped us and provided us with the facility that was required.

Thus, we are rather grateful to the Department of Foreign Languages of **Djillali Bounaama University** for granting us the opportunity to pursue higher education.

Declaration

We hereby declare that the substance of this dissertation is the result of our investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Larab Zineb

Loualiche Nezha

DEDICATION

After praise be to Almighty SWT

I would like to dedicate this work to the people whom my achievement was a fruit of their sacrifices and support.

To the perfect mother that my imagination could ever grasp ,the divine soul whom Allah had enlightened my existence with, this project is your project, for perusing my master degree would not be possible without your motivation and aid.

To my father, my supporter and the one who believed in me despite the conditions I faced.

To the mother of all 'YEMA',my grandmother, the light of my life so my aunties and ankles Khalida, Nabila, Okba,Fouad and Fathi

And to my siblings Sabrine, Meriem, Tayab, Zohier whom I wish my project can be the opening to greater achievements.

You are all Allah's gift to me so to the world, thank you.

DEDICATION

After thank God so much

I dedicate this simple work to my dear parents, to the most precious persons I have.

To my dearest mother, the kindest and the nicest creature, my role model,

My everything in my life

Who loves me and motivates me since the first step I had taken

And supported me in thick and thin.

To my dear father, my hero, for his unconditioned love, for his prayers, for his believe in my abilities

For his encouragement and being the source of my victory in my way.

I want to thank my loverssisters: Noura, Samia, Djamila and his son Idriss and my best brother

Abdelkader.

To my life partner, my omnipresent: my lover husband.

To my cutest niece Ikram and my nephews Youcef and Younes.

To all the members of my precious family.

A special thanks to my best friend Abderrazak who always advices and encourages me.

To every teacher was the reason of my success in my academic path.

To everyone helps me directly or indirectly.

Thank you all for your motivation and encouragement.

♡ **THANK YOU** ♡

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Abstract

Reading is considered to be a quite important element in language teaching and learning as it plays a great role in developing the language mastery. It is one of the necessities that EFL students should learn and practice as it is a source to enhance their language skills learning , to increase their cognitive production and to exposure them to foreign cultures . In fact , the researchers have discovered that there is a strong link between the reading skill and the language learning performance . The purpose of this study is to shed light on the role of reading in developing language mastery and its impact in enhancing the learning of other skills: writing, speaking and listening . As It attempts to clarify the way how reading can improve these skills. Still, this research also tries to find out the main difficulties that cause reading failure and the obstacles that lead the students to be rather interested in practicing reading. It tends to avail plans and strategies for the first year EFL students to be effective readers. To achieve this , we designed an exploratory research based on questionnaire was conducted at the department of English at Djilali Bounaama university in Khemis Miliana , where the informants are the first year EFL students .The findings obtained from this instrument revealed that reading effectively plays a very important role in improving languages learning skills. Moreover, extensive reading proved to be a successful program that has numerous language benefits. Further, the results show that the lack of motivation and language competence, as well as the absence of guidance of the teachers towards students arte the obstacles that lead to a poor reading. That's why the teachers of reading should require to use effective programs and instructions to first year EFL students to enhance their reading.

Key words: Reading, language mastery, EFL students, language skills, extensive reading

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Résume

La lecture est un élément très important dans l'enseignement et l'apprentissage des langues car elle joue un grand rôle dans le développement de la maîtrise de la langue. C'est l'une des nécessités que les étudiants EFL devraient apprendre et pratiquer car c'est une source pour améliorer leur apprentissage des compétences linguistiques, pour augmenter leur production cognitive et pour les exposer à des cultures étrangères. En fait, les chercheurs ont découvert qu'il existe un lien étroit entre la compétence de la lecture et la performance d'apprentissage de la langue. Le but de cette étude est le savoir le rôle de la lecture dans le développement de la maîtrise de la langue et son impact dans l'amélioration de l'apprentissage d'autres compétences : écrire, parler et écouter. Il tente de clarifier comment la lecture peut améliorer ces compétences. Néanmoins, cette recherche tente de découvrir les principales difficultés qui causent l'échec en lecture et les obstacles qui conduisent les élèves à ne pas s'intéresser de pratiquer la lecture . Il a tendance à utiliser des plans et des stratégies pour que les étudiants de première année EFL soient des lecteurs efficaces. nous concevons une recherche exploratoire basée sur un questionnaire a été menée au département d'anglais de l'université Djilali Bounaama à KhemisMiliana, les informateurs de cette étude sont les étudiants de première année EFL. Le résultat obtenu à partir de cet instrument a révélé que la lecture joue effectivement un rôle très important dans l'amélioration de l'apprentissage des compétences linguistiques. De plus, la lecture extensive est un programme réussi qui présente de nombreux avantages linguistiques. De plus, les résultats montrent que le manque de motivation et de compétence linguistique, ainsi que l'absence d'encadrement des enseignants envers les élèves sont les obstacles qui conduisent à une mauvaise lecture. C'est pourquoi les professeurs de lecture devraient exiger d'utiliser des programmes et des instructions efficaces pour les étudiants de première année EFL afin d'améliorer leur lecture.

Mots clés: La lecture, Maîtrise de la langue, étudiants EFL, compétences linguistiques, lecture extensive

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الملخص

تعتبر القراءة عنصرًا مهمًا جدًا في تدريس اللغة وتعلمها حيث تلعب دورًا كبيرًا في تطوير اللغة و إتقانها. إنها من أحد الضروريات التي يجب أن يتعلمها طلاب اللغة الإنجليزية كلغة أجنبية ويمارسوها لأنها مصدر لتعزيز تعلم مهاراتهم اللغوية، وزيادة إنتاجهم المعرفي وتعريضهم للثقافات الأجنبية. في الواقع ، اكتشف الباحثون أن هناك صلة قوية بين مهارة القراءة و تعلم اللغة. الغرض من هذه الدراسة هو إلقاء الضوء على دور القراءة في تطوير اللغة وأثرها في تعزيز تعلم المهارات الأخرى: الكتابة والتحدث والاستماع. يحاول توضيح كيف يمكن للقراءة تحسين هذه المهارات. لا يزال هذا البحث يحاول معرفة الصعوبات الرئيسية التي تسبب الفشل في القراءة والعقبات التي تدفع الطلاب إلى عدم الاهتمام بممارسة القراءة. تميل إلى الاستفادة من الخطط والاستراتيجيات لطلاب السنة الأولى لغة إنجليزية كلغة أجنبية ليكونوا قراء فعالين . لتحقيق ذلك نصمم بحثًا استكشافيًا بناءً على استبيان تم إجراؤه في قسم اللغة الإنجليزية بجامعة جيلالي بونعامه بخميس مليانة ، والمشاركون في هذه الدراسة هم طلاب السنة الأولى تخصص اللغة الإنجليزية كلغة أجنبية. كشفت النتائج التي تم الحصول عليها من هذا الاستبيان أن القراءة تلعب دورًا مهمًا للغاية في تحسين تعلم مهارات اللغة. علاوة على ذلك، تعد القراءة المكثفة برنامجًا ناجحًا له العديد من الفوائد اللغوية. كما أظهرت النتائج أن الافتقار إلى الحافز والكفاءة اللغوية وغياب توجيه المعلمين تجاه الطلاب يشكل عقبات تؤدي إلى ضعف القراءة. لهذا السبب يجب على معلمي القراءة أن يطلبوا استخدام برامج وتعليمات فعالة لطلاب السنة الأولى لغة إنجليزية كلغة أجنبية لتحسين قراءتهم.

الكلمات المفتاحية : القراءة , إتقان اللغة ، طلاب اللغة الإنجليزية كلغة أجنبية ، المهارات اللغوية ، القراءة المكثفة

List of Abbreviations and Acronyms

EFL. English as a Foreign Language

ELT. English language Teaching.

ESL. English as a Second Language.

Etc. Etcetera

Lge : Language

LMD. License-Master-Doctorat

L1. Mother Language

L2. Target Language

M1. Master one

TEFL. Teaching English as a Foreign Language.

VS. Versus

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General Introduction

Throughout its history, the reading act was given such a great care and importance within most communities as it was the only activity that had allowed previous communities to acquire knowledge and thus prosper. Even in today's advanced and literate societies, the reading skill still holds a great value and therefore is rather applied appropriately. Whether it is in learning, work or in the daily lifestyle. As it is considered to be a quite important method in education and individual development, and it plays a central role in individual's career. Indeed, most researchers do consider reading as the lifelong activity .For reading is a quite crucial part of learning since it is viewed as the ladder the learner climbs upon to reach success. In fact, reading skill is seen as the process of the dynamic interaction that takes a place between the reader and the reading product for the sake of deriving meaning .The activity involves the engagement of several skills in order to reach decent comprehension of the text ,where readers use reading strategies ,gather information from the text and employ their background knowledge .Certainly, Skillful readers are taught the skill in an appropriate manner so they are able to guess meaning of unknown terms ,extract the main ideas, comprehend the sequence of events ,reveal the writer's purpose and thus give personal judgment. Therefore, it is no wonder that accessing this skill can create many opportunities mainly in regards to the development of language learning, in which reading helps learners improve their language .However, many professionals have agreed upon the obstacles faced in regards to reading instruction and thus the proper conditions, that needs to be provided for perpetuating such skill within the ELT departments. In which appropriate solutions needs to take a place for a rather effective learning.

1. **Statement of the Problem:**

It is no doubt that among the ELT and EFL purposes mastering the reading skill holds a significant attention .For indeed, mastering the reading part is considered to be a window to the heart of the language learning process.

Certainly, the reading instruction may represent a sort of difficulties to language instructorsforit requires them to possess a boundless amount of knowledge of methods

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and materials. As they need to use appropriate strategies and effective methods to attain greater goals. Definitely, effective reading instruction carries out many methods and processes that are determined through earner's level and what captures their attention. In this regard, many researchers have argued that successful teaching of reading entails the instructor to dedicate a suitable amount of time to the reading activities to reach several objectives due to the fact that time has a rather great influence on determining the type of techniques and materials.

2. **Research aims :**

The presented research aims to show how reading can contribute to the improvement of language mastery. As it examines the language learning advantages of extensive reading and display its role in improving the communicative, the writing and the listening competence, as well as the grammatical knowledge. In addition, it seeks to examine the factors that affects student's reading and tends to investigate the difficulties and the challenges that cause reading weaknesses. As it also aims to explore the difficulties that may encourage instructors to provide a rather impactful reading system and tries to propose the ways so as the procedures needed inorderto deliver arather successful reading teaching.

3. **The research questions:**

The study seeks to investigate reading and its effects on the development of language mastery. In this respect, the research is then devoted to provide answers to the following question:

1. What are the obstacles and the difficulties that cause students" poor?

Reading?

2. What are the language learning benefits of reading?

3. How can reading be exploited to develop the English language skills?

4. How can effective reading instruction be provided to EFL students?

4. **Hypothesis:**

In the light of attempting to answer the main research questions itis hypothesized that:

- Reading plays an important role in improving language skills as well as enhancing the English language mastery .

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- There might be certain obstacles and difficulties that lead students to fail in reading mastery, which may leave an impact on language mastery such as : lack of motivation, guidance ,language knowledge that could be the main reason of students reading difficulties.
- Students and teachers have to provide plans and follow strategies for successful reading such as classroom intensive reading and extensive reading program.

5. **The research design:**

   5.1 The data Tools:

The method applied throughout the presented study is a questionnaire .Where the informants were the ELT students at the English department of khemis Miliana university .In this study , two research approaches have been adopted :the quantitative and the qualitative methods .Further, the questions which were entailed in this questionnaire aimed to gather students answers ,worries and views concerning reading .

As the questionnaire is segmented into four parts .The first sections tends to discover the student's reactions and view in terms of their preferences and opinions about the classroom reading instruction .The second section of the research attempts to unravel their attitudes convections and reactions towards the strategies and methodologies used by their teaching of reading .The third section aims to gather information about how students can develop the language through reading. It deals with the use of texts of reading passages of teachers of writing , listening, oral .For indeed, the study seeks to reveal the importance of reading in developing and teaching those areas of languages. Thefourth section intents to collect data about the practice of extensive reading by EFL students and its significance in enhancing the language attainments.

5.2 The samples:

 Throughout the presented study, the selected informants are from the first year EFL students at the department of English language at Khemis Miliana University. As they include around fifty participants, where twenty five participants are males and the other half are females .In regards of the ages, it ranges between 19-21years old, as they were selected in a random manner.

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5.3 Structure of the Dissertation

The present thesis includes four chapters. The initial chapter provides a literature review of both reading and language mastery. Where relevant studies, methods and theories are presented for the purpose of clarifying the varied notions and theories. Initially, the first section of this chapter is dedicated to reading in which more definitions, descriptions, types, components, skills, strategies, and processes of reading takes a place. In the next section of this chapter, more focus is put on the language mastery. Where it tackles language mastery aspects with reference to ELT that involves, writing, speaking, listening, and reading proficiency. As a final part of the chapter, the third section aims to shed more light on the English language teaching in the Algerian ELT departments. As it pictures a broad view of the university systems, challenges, and highlights the syllabus, the methods, and the objectives of ELT in Algeria.

The second chapter tends to rather consider the empirical stage of the research .As it deals with the study's objectives, methodology and participants .In addition, it includes the data collection and analysis .For indeed, the study conducted took a place in the department of English at the university of Khemis Miliana in which a sample of first year students had participated.

The third chapter is considered to be among the final part of the study . As it includes the findings and the discussion of the study, and thus it analyzes and provides an interpretation of the major results acquired from the student's questionnaire. The fourth chapter then is the concluding chapter that show how classroom and extensive reading can be rather beneficial in developing student's mastery in writing, speaking, and listening.

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Section one : The notions of reading and language mastery

1. INTRODUCTION:

Mastering the reading skills is in general seen to be as a prerequisite key of success in various aspects of education, culture systems as well as in the individual's participation in most areas of adult life. For reading skills literacy is considered to be an undeniable foundation of language learning, personal development as well as economic contribution.

As the chapter seems to include three sections .The initial section seeks to focus more on the reading process as it attempts to give more explanation about its key concepts .In addition ,it provides a number of definitions in regards to the notion of reading process but mainly the comprehension aspect of the process .The second section of the chapter seeks to put more clarification on the domains of language mastery in which along the lines will tackle in depth the components of the mastery of the language as well as it provides certain clarifications on its notions and concepts .While the last section aims to shed light on the English language teaching situation in the Algerian ELT departments. It tries to bring an overall view of Higher Education in Algeria including the reforms and the systems. Besides, it states challenges and the needs that put new demands on the Algerian state.

Overall, as the chapter may seem to revolve around three concepts ,That are reading , language mastery and the reading processing at the Algerian ELT departments. It also seeks to tackle the concept of reading as a process, where the lines may unravel more aspects that are encountered within the reading process. Indeed, the chapter tends to provide literature review about the different areas of language mastery.

2. DEFINTIONS OF READING :

In general, reading is defined as an interactive process that happens between the reader and the text, where the reader interacts dynamically with the text to draw meaning. As it is the activity of word recognition, phonemic decoding and text comprehension. Where meaning is formed through a process of the dynamic interaction between the

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reader background knowledge, the information in the text and the reading situation context (Dutcher,1990).

In some cases, reading is a guessing activity committed by the reader as the writer Grabe had suggested :

Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently ,for example guess from the context, define expectations ,make inferences about the text ,skim ahead to fill in the context ,etc.

(Grabe ,1990 : 377)

2.1 Reading as a thinking process:

As most studies had suggested the solid link between reading and thinking, in which during the reading process readers become rather strategic and metacognitive . Thinking then is an important part of decision making in order to construct meaning (Pressley,2009). Griffith and Ruan had also stated:

Readers must constantly make decisions that impinge on their comprehension of text: when to reread a portion of text, when and what type of inference to make, what information of importance to retain in memory and what information of lesser importance to discard, when to move on in the reading of text and at what rate.

(Griffith and Ruan, 2005: 5)

In more explicit words, thinking is seen to be a quite crucial strategy in reading. Indeed, in reading students are engaged in a thinking process in which prior knowledge, making inferences, maintaining meaning and deducing takes a place.

Skillful readers are known to practice active reading ,in which they tend to use strategies to make themselves think and decode written words naturally .For indeed, active reading strategies are quite beneficial in making sure that a student will understand any reading text.

2.2 Reading as a Purposeful Process:

Reading ultimate goal is to expand our knowledge of the world, thus, a rather great share of it is done for learning purposes. For a great amount of reading does support learning occurs in academic contexts.

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Reading as a process serves various purposes, as readers tend to pick what they want to read according to the purpose of the reading product. And when it relates to our circumstances, it is called *"reading for survival"*. For instance, a "stop" sign for a car driver is considered as a matter of life and death; in addition, reading could take place for entertainment and amusement purposes. For some professionals have stressed that unless students do not read for entertainment in their mother language, they are less likely to do so in a foreign language (Wallace, 1992).

Most of readings do display real-life purposes mainly for English language students in which is quite beneficial in their careers .As a matter of fact , learners can be motivated through a series of purposes for reading and providing them with a variety of texts including articles, brochures, poems, stories, maps, and diagrams (Hedge, 2000).

The nature of reading currently does require one text to be tackled with various styles in which readers as well have the ability to display various purposes and thus he uses diverse strategies at each step of the reading process. For instance, as a student of economics reads an article named "*Cuba: an Economic Profile*", he can then skim at first to get the general overview and see if it is impressive. Then, after the reader reflects and take a pause. Indeed, such a text has the possibility to be dealt with differently which is part of reading pedagogy (Hedge, 2000).

2.3 Reading as a teaching learning process:

Though Reading instruction primarily seeks to extract meaning from any reading material in which may have a great contribution in developing comprehension so the reading mastery, it also tends to focus on a rather greater objectives in which enables the reader to move from learning to reading to learning stage.

According to Stanovich and Siegel (1994), learners that are able to read frequently and effectively have more tendencies to improve their literacy, collect learning experiences, and thus flourish in their career. Certainly, reading can be rather helpful in enhancing learner's language learning since it accesses a variety of accurate materials in the foreign language. For it involves learners in more advanced cognitive thinking levels, have cultural trends and communicative significance and maintains learner's world knowledge.

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In fact, improving learner's abilities to read and understand different types of texts requires the teacher to deliver suitable reading instruction. As they support their learners with the appropriate methods that enable them improve autonomous reading.

3. Types of Reading skills for effective communication:

Reading can be divided into two major types that may have different aims, level, and length. These types are described in accordance to ELT.

3.1 Extensive Reading:

Despite the various definitions of the term *« extensive reading ». To* some this same term can be used in reference to the skimming and scanning activities as well as to the quantity of the reading material. Definitely, extensive reading takes an essential role in language education .In fact, this type of reading can improve language proficiency and helps learners develop comprehensive awareness of grammatical structures (Davis, 1995). Thus, the extensive reading is quite important strategy in language learning. As it improves the writing skills, broadens the vocabulary knowledge, and consolidates grammar mastery. In which can be realized through the exposure to a range of lexical, syntactic, semantic, and textual features in the reading material.

Extensive reading may differ according to student's motivation and attitudes. As it beneficial in enhancing the reading comprehension skills and attaining autonomy in reading. In addition, it enables readers to use strategies such as skimming and scanning. Overall, extensive reading grants learners the opportunity to develop their language mastery in suitable environment and non-classroom contexts.

Furthermore, extensive reading encourages learners to read at their own pace and make them develop independent learning without the relying on their teachers. Students who are involved in extensive reading situations tend to be able to focus on text understanding rather than stressing the meaning of single words. Certainly, this type of reading grants learners to enjoy reading and allow them feel comfortable during reading (Constantino, 1995).

Studies have showed that extensive reading affects oral production and enhances learner's communicative abilities when it involves dialogues, plays, idioms, and collocations. In which allows learners build connections between spoken and written language. Besides, this type of reading allows learners to enhance their writing skills as they become more able to use the grammatical structures and the textual aspects of the written language (Miriam et al., 2003) .

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Despite the difficulty in involving learners in extensive reading in normal classes due to time limitations and the curriculum requirements. Teachers can guide their students through helping them to select some useful books and interesting articles.

To conclude , along the years extensive reading had proved to enables learners to improve their language competence, progress in their reading ability, become more independent in their studies , and develop confidence and motivation to carry on learning .

3.2 Intensive Reading

Intensive reading is concerned with the deep understanding of words, sentences, and paragraphs. As it is rather involves a detailed comprehension of the text and seeks to achieve full understanding of the arguments, the rhetorical arrangements, and the structural patterns of the text. In addition, it combines the understanding of the symbolic and emotional tones, the purposes and the attitudes of the writer, and the linguistic methods which are displayed in the text.

Intensive reading can be described as a creative process where learners tend to comprehend every meaning. The purpose of this kind of reading is to concentrate more on the meaning of the text and the way the meaning is produced. For indeed, (Nuttal, 2005), had suggested that learners are required to comprehend the text as deep as they can in an intensive reading activity. Including the small amount of material while being guided by teachers.

The instruction of intensive reading tend to help learners to comprehend written texts, amplify reading strategies, and develop literacy skills (Paran, 2003).

Besides, it helps to deepen the cognitive process by practicing certain reading skills. Indeed, it sets the foundation required for explaining text structures and improving knowledge of vocabulary and idioms.

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4. Sub skills of reading

4.1 Skimming:

Skimming is a method of reading a particular piece of written material, whether it be a passage, chapter, or other large collection of sentences in order to derive the general idea of a reading product.

Skimming is the action of reading something quickly so as to note only the important point, where learners are recommended to quickly pass their eyes across the whole text for a general view of the content. It is an effective technique of reading which is useful for getting an overview of the main ideas (Brown, 2001). Besides, It is a style of reading used to determine the main idea of a particular written material .Indeed, it involves getting rapidly through a book by looking at the index, chapter headings, introductions, and conclusions.

In order to involve the skill of skimming among students, teachers should instruct learners to recognize the key sentence of a passage, and the key paragraph of a text. For skimming may reveal to students that one sentence sums up the core of each paragraph, where it may often be found at the beginning of each paragraph.

Overall, teaching this skill tends to aid the students to grasp upon the main idea of the reading material quite rapidly, as it improves their ability to select the important point and leaving the non-relevant ones out.

4.2 .Scanning

Another reading technique that requires rapidity is known as Scanning, where it is used to derive specific information from a particular text. It trains learners to run their eyes quickly over a text in order to locate specific information (Grellet, 1981). Still, it can be seen as a type of a speed reading technique which is used when the readers want to locate a particular piece of information without necessarily understanding the rest of a text or a passage.

Scanning can be seen as a technique of reading a written material whether it be a particular, paragraph, passage, or chapter in order to find facts related to a particular subject. It is necessary while scanning that the reader is aware about what to find in the text. it is only a method of finding specific information. Certainly, scanning effectiveness lies when learners read a text for a specific interest without reading the entire text .Using

this kind of reading helps learners to encounter facts that are needed, and when they find it, they read it with more attention without paying much attention to the other parts of the text. Indeed, this strategy is more effective when the readers know precisely what they are looking for in a passage, a text, or a book. It is ahelpful technique used to peruse specific data that is much relevant to specific matter.

5 .The Reading Strategies

Reading is known to involve certain techniques that vary based to the purpose needed. As a matter of fact, researchers have suggested four main reading strategies that may take a place:

5.1. Activating background Knowledge

Studies had agreed upon the fact that decent background knowledge is an important stage in reading (Adams & Collins, 1979). Certainly, effective reading is takes a place when students are able to relate the reading passage to their own experiences. Studies has shown that background knowledge have a vital role in comprehending the reading material. In fact, the weight of this knowledge and the way it is applied to content area topics influence learner's comprehension deeply (Texas Education Agency Handbook, 2002).

As a result, learners are required to be trained in terms of the use their prior knowledge to understand texts. This prior knowledge may contain many features like world knowledge, cultural knowledge, and linguistic knowledge. Teachers are required to encounter what learners know about the topic and inspire them to connect their knowledge to the new information so they understand the text. Due to the fact that, linking the prior knowledge with the new information guides learners to determine the direction of the text and the intent of the author.

Applying the background knowledge Involves schema activating. As a matter of fact, reading comprehension recommends students to identify and uncover what is not mentioned in the text and interpret ideas and views through reading between the lines (Burt et al., 2003). In fact, comprehension is achieved unless learners integrate text information with their background knowledge.

It is no wonder that previous experiences with language concepts, ideas, world knowledge, and vocabulary items are essential to claim that comprehension occurs at higher levels. Therefore, before reading learners are required to think more in depth, about

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the topic and link their existing knowledge to the new information in order to build accurate understanding.

5.2. Questioning:

Questioning is considered to be a strategy that is applied by the reader in order to engage with the text. Which takes a place when readers ask questions about a piece of text meaning in order to find and gather information, understand more clearly, and build comprehension .Indeed, this technique permit the reader more clarification and understanding of the text .

Skilled readers naturally engage with a text through asking themselves questions while reading such as: Who is the speaker? What is important here? Why did the author choose this example? Do I understand what I am reading? . On the other side, struggling readers, and those with disabilities, are not likely to pose questions before, during, or even after reading. These students, mainly, need direct instruction and practice in self-questioning.

During a reading task, students can then use questioning for before, during, and after reading .Where the teacher has to make sure that students can comprehend the three types of question: literal, inferential, and evaluative. The answers to literal questions are always encountered in the text. To answer inferential questions, readers need torather think deeply and use context clues to look beyond what is stated directly in the text. Besides, it is necessary for readers to regard different perspectives, make a judgment, and take a position to answer evaluative questions.

5.3 Analyzing Text Structure

Analyzing Text Structure is viewed as an analytical reading strategy where readers try to examine text structure .Indeed, students tend to study the way ideas are organized and how that organization contributes to the meaning of a text. In this strategy, learners are recommended to learn to analyze text structure to attain a rather deeper understanding of the concepts in a passage, chapter or group of sentences.

Text structure instruction has been proved to be quite beneficial at improving reading comprehension of informational texts, mainly for students with or at risk for learning disabilities (Gajria, Jitendra, Sood, & Sacks, 2007). Indeed, text structure

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instruction provides students with a cognitive tool to organize the information and complex vocabulary found in texts (Pyle et al., 2017) and it also maximize learner's attention to the features of less familiar text structures (Hebert, Bohaty, Nelson, & Brown, 2016).

Several qualities of text structure instruction have been proved to be rather impactful in maintaining reading comprehension. As it is quite crucial for students to learn areas of text structures such as problem-solution, cause-effect and compare-contrast, rather than concentering on a singular structure type (Hebert et al., 2016). Besides, teachers should teach new structures using exemplar texts that explicitly includes textual aspects of each structure (Jones, Clark, & Reutzel, 2016) and using graphic organizers that scaffold students' organization of these elements (Pyle et al., 2017).

As far as the aim is effective reading, one of the beneficial instructional strategies that can be used to initiate and practice new informational text structures is text mapping (Burke et al., 2015; Stagliano & Boon, 2009). Indeed, text maps are known to be graphic organizers where students can organize and display important textual features. Certainly, separate application of the text mapping strategy is beneficial in reading comprehension as it improves learner's ability to self-monitor comprehension and make conclusions (Garwood, Ciullo, & Brunsting, 2017).

5.4. Visualization:

Visualizing is considered to be a quite important reading strategy that benefits students and allow them to create mental pictures in their heads of what they read. Where students form videos or movies in their heads, in which is all built from their background knowledge, by their imagination, and the content of the text. As it can also be formed based on the reader's prior knowledge and past experiences, and the way they translate what they read, different students can picture different things from the same text.

Visualization is considered to be vital key in narrative text due to it being the magical touch in which makes stories exciting and more vivid. Where readers get the chance to watch and see what the characters see, hear and feel. With the presence of such emotional responses, learners become rather motivated and enjoy and live the stories.

In short, good readers tackle descriptive and narrative text through the creation of mental images in their minds. Visualizing is also related to imagery for the process of imagination that it takes. However, that does not distract us from the fact of the difficulty faced in creating the images during the reading, in which may occur due tothe students not knowing how to use descriptive language to generate pictures in their minds about what is happening.

5.5. Summarizing

The reading strategy of summarizing is quite essential for students. For summarizing strategy takes a place when the reader takes large selections of text and reduce them, making sure to include only the main points and the general idea of the article (Jones, 2012). The aim of this strategy is to pull out the main ideas out of the passage and focus on the key details. An example of where this strategy could be useful would be in a textbook. One example of summarizing in the real situations would be takes a place in a classroom where the teacher reads a story out loud to students and pauses in the middle of the story and ask a student about the main events and what happened in the story. The student will eventually summarize the content it verbally to the teacher and gives him an idea of what the student has learned thus far. Certainly, a student could summarize a text both orally and visually.

Summarizing teaches learners the way and the ability to discern the most essential ideas in a text, the ability to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Truly, Teaching students to summarize does improves their memory for what is read in the most significant ways (Reading Rockets, 2015).

6. Principals of Reading:

For the effectiveness of reading there are certainly particular ingredients and skills to be put in use, in which allows students to make meaning of their reading:

6.1. Vocabulary Knowledge:

Vocabulary is known to be an important part to reading as it determines reading comprehension. In reality, Snow et al see a link between vocabulary size and reading

The role and the impact of reading skills on the development of language mastery ability. For indeed, limited vocabulary could disrupt learners to achieve a rather higher level of understanding.

Actually, vocabulary is a vital part in reading development. In fact, if the reader is able to get the meaning of certain words, understanding the whole text becomes a predictable possibility. In addition, the very purpose of vocabulary knowledge is to understand words needed for reading and communication in L2. Definitely, understanding the content of a text would not be possible without figuring out the meaning of the majority of words.

Researchers have shown that training learners on vocabulary recognition in a rapid and accurate manner will enhance their reading comprehension (Burt et al., 2003). The skill of word reading involves processing written words, its meaning, and its pronunciation, for a rather skillful reading is a result of interactive processing of these three elements (Adams, 1990).

In short, vocabulary knowledge entails the lexical knowledge which includes particular representations of forms and meanings. It refers to the extent to which the reader's knowledge of a given word represents the word's form and meaning.

6.2. Syntax knowledge:

The syntactic process or knowledge is viewed as the learner's ability to acknowledge the grammatical relationships between words and sentences. It contains using word order such as "Subject *followed by a verb"* and morphological indications such as *"tenses and conjugations"* in order to comprehend the meaning of both words and sentences (Burt et al., 2003).

The syntactic instruction in the reading activitycheckslearner's awareness about the syntactic forms that are covered in the text. For example, teachers can use texts that include specific words and forms in order to emphasize parts of speech in context. Then, they identify and discuss these forms so as to demonstrate their grammatical roles in the text (Burt et al., 2003).

6.3. Fluency:

Fluency in reading is defined as **the ability to read with speed, accuracy, and proper expression** with certain conscious attention to mechanics of reading. In order to

understand what they read. In fact, fluent readers are those who are capable of reading, recognizing, and understanding words and sentences automatically. Marice (2008:4) suggested: ***"A key reason that fluency is a critical component of reading programs is that fluency is associated with reading outcomes, including comprehension."*** In fact, fluency is actually as a quite essential point for effective reading.

In most cases fluency is seen as the act of "reading like you talk". Developing the skill may be effective through making students repeat readings of less complicated text. In which allows them to learn to speak the words more rapidly and in ways that reflect the meaning. And eventually would help them to read effectively when dealing with further contexts.

Furthermore, reading fluency is also described asstudent's ability to read words, sentences, and paragraphs with accuracy and in appropriate rate (Texas Education Agency Handbook, 2002: 9). Indeed. Fluent readers acquire automatic word identification skills, and are aware of grammatical patterns of sentence construction". For indeed, fluency with comprehension is the main aim of reading.

In short, fluency connects understanding and word recognition. As it involves both word recognition in the text and accurate phrasing and intonation that translates the author's meaning. To improve fluency is to make that learners practice a quantity of easy reading that may allow them to feel as they are fluent readers.

6.4. Comprehension

Comprehension is described as a complex cognitive process that entails various interactions between the reader and the text in order to construct meaning (National Reading Panel, 2000). The process involves connecting sentences, ideas and the paragraphs of the text logically, so as to derive the accurate meaning of this text.

Comprehension takes a place when readers are able to form mental representation of a text. The processes can happen at many levels across language units. These levels are: word level, sentence level, and text level. Through these levels, the processes of word identification, referential mapping, and a variety of inference processes interact with the reader's knowledge to construct a final meaning of the text (Charles et al., 2004).

Overall, since comprehension is what reading is for. It definitely needs certain type of interactions between the text context and the reader's background knowledge. A knowledge that includes the reader's experiences in comprehending words meanings, print concepts, graphic organizers, and text structures.

6.5. Reading comprehension:

For a reader to be able to read and process a text, the process required is known as reading comprehension. As it is the ability of understanding and making sense of the text, where readers tend to engage what they already know in the process in order to construct meaning of a passage, poem, list or any reading product .Reading comprehension allows readers to be able to read and process a text then eventually understand its meaning.

Understanding and comprehending a text takes a place through constructing a mental representation or a model of the texts content in which the reader combines the meaning of words and sentences so it becomes a full meaning. Thus, the process of understanding a text does not involves remembering the exact words and phrases read.

For indeed, the process of reading comprehension may depend on two interrelated key processes in which are word recognition where the reader is able to understand its and decode the symbols found , and language comprehension which involves the total understanding of the meaning of words and sentences.

According to the model of the simple view of reading, reading relies on two processes: word recognition and language comprehension in which both are to be crucial key of success in the reading comprehension journey
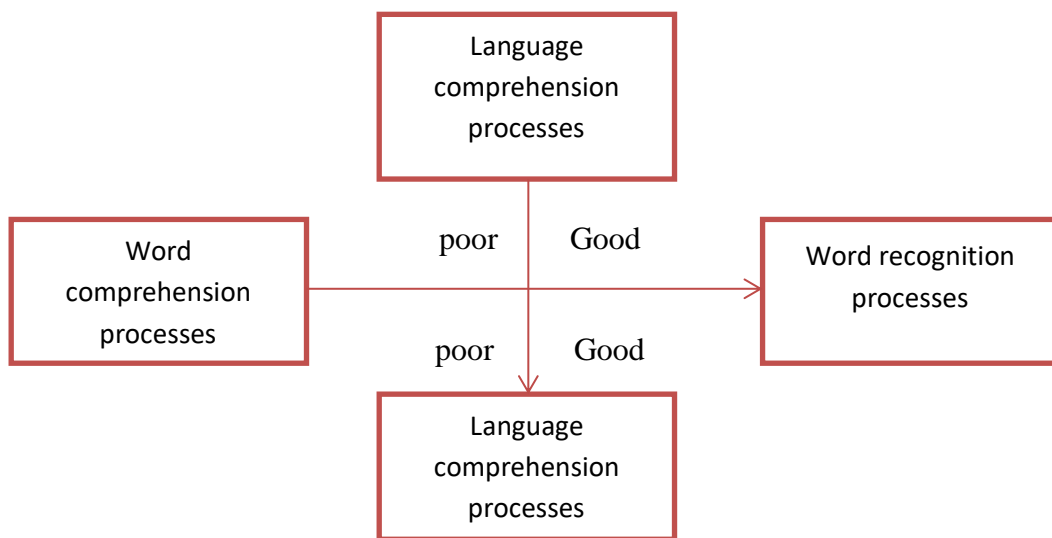
（D Shankweiler et al ,1999 :3)

Figure 01: word recognition and language comprehension

Certainly, effective comprehension is a quite important when reading has a purpose and readers actually do engage in and learn from a text in which eventually grants them effective and enjoyable reading.

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6. **Reading Comprehension mastery:**

Though the process of reading might seem to be a rather simpler process .However in reality, reading is a complex process that requires many skills in order to reach an efficient reading comprehension. Reading Comprehension skills are quite essential tools used by readers to make decide about meaning before, during, and after reading. Via the use of the following strategies, students can identify better the reading purposes, define the important ideas in the text, control their reading, and improve their comprehension level:

6.1 Predicting :

Prediction tends to make use of and activates the reader's prior knowledge about a subject and integrates what they know with the new material in the text. The skill mainly depends on clues in the text such as images, illustrations, subtitles and plot. As it also entails reader's background knowledge about the author and content form.

In the process, students tend to make personal predictions *before*and *during* reading. During reading, skillful readers regulate and clarify their earlier predictions as new information is gathered and new connections are made. As they review what they have learned and move on with some expectations of what comes next.

Predicting is considered to be a foundation to comprehension because readers expect meaning by predicting what is going to occur in the topic and through reviewing their predictions while reading. Predictions can be made by all types of readers. Which is based on the logical use of previous knowledge as well as the purpose for reading, topic clues, and the type of text being read?

In short, many simple activities that were designed to involve learners in predicting behavior have enhanced and increased interest and promoted the understanding of the text. In general, effective readers do automatically make predictions about what is to expect further. Thus, teaching the prediction strategies that help them make hypoteses about what a text is important move, as it engage and allows learners to set goals of their reading and concentrate on thinking.

6.2 Imaging:

As the rest of the comprehension skills presented, in imaging students need to engage prior knowledge and to predict information. Indeed, the prior knowledge of the

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student is based on his experiences with words and descriptive language. In which readers do predict what image the author intends to convey (Duffy, 2009).

And that is so because descriptive language is rather rich in narrative than in expository text. Thus, it is best to teach imagery more cooperatively with stories rand less with textbooks or other texts that are informational. Indeed, Imagery is considered to be essential to narrative text because it is the image magical touch in which makes stories exciting and more vivid. In which readers get the chance to watch and see what the characters see, hear and feel. With the presence of such emotional responses learners become rather motivated and allow them to enjoy and live the stories. Thus, developing imaging in teaching would definitely open the doors to learners to perpetuate recreational reading and make it in important practice in their lives.

Surely, skillful learners deal with descriptive and narrative text through forming mental images in their minds. Imagining is also "visualizing" for being a natural act. However, that does not distract from the fact of the difficulty faced in creating the images during the reading, in which may occur due to the students not knowing how to use descriptive language to generate pictures in their minds about what is happening.

6.3 **Previewing :**

Previews are viewed as organizers in which can present information about texts. As they help to engage the background knowledge and to provide specific purposes for the reading (Holschuh & Aultman, 2009).

Definitely, the process of previewing ideas and reflecting about them helps to deepens learners understanding and encourages them to learn from their reading. As a matter of fact, (Fisher et al., 2009: 27) suggested: ***"As readers, we are always activating our knowledge base and comparing it with what we are reading. In other words, we compare what we already know with what we are reading."***

In teaching the skill of previewing, teachers need to model the questions that successful readers should ask themselves such as; *What kind of text is this ?Why am I trying to read it ?* and *what information does it contains ?*

6.4 Summarizing

Summarizing is the act of retelling of a text in a more brief way. though it may include the main idea or theme, the main aim is to describe the text in a brief manner and major points .For It is the process of identifying the main ideas of the text and

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reorganizing them in a concise statement that actually entails the essential meaning of a text . In fact, research suggests that instruction and practice summarizing not only improves student's ability to summarize a text, but also their overall comprehension of the text content (Duke & Pearson, 2002).

It is no doubt , most students may face difficulties in making summaries of texts because of how less simple is to go through the text and leave unimportant ideas and take the important ones in order to use the important ones to build a new concise text that stand for the original one. Teaching students how to summarize is to train them to organize their summaries around text structure.

1.3 SECTION TWO: Language mastery

1. Introduction:

Along the years the nature of language mastery has been a frequent case in investigation by many researchers. For indeed the present section is dedicated to focus on

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the subject of the nature language mastery and its levels .In fact , the first lines seeks to discuss the language mastery concept by providing definitions of its nature .Besides the later part tend to reveal its fields and degrees more in depth.

2. Language mastery Defined

Possessing mastery of a certain skill subject may indicate a full and complete understanding and less to no difficulty faced with the mastered skill or subject .Mastering a subject means possessing a certain power and outstanding skill over a subject. Thus, language mastery is reaching a certain degree of proficiency in the language, in which the master have inch-perfect to perfect language understanding and use. Language proficiency in return is viewed as the ability to use language skills effectively and in a correct manner and the skill of mastering its arts and functions.

Attaining proficiency in language is also maintaining the linguistic baggage that may vary in terms of cultural and contextual situation .Where learners use language in accordance to different purposes using different strategies. Sterns (1983: 341) had viewed that proficiency is the actual performance of an individual, learner or a group of people .As he also had emphasized that the process may involve a successful and intuitive use of language, including language forms linguistic patterns and so on.

Proficiency or the degree of mastery is considered to be a measurement of foreign language teaching and learning. According to Stern (1983), proficiency can be viewed from two perspectives .One is concerned with the degrees of the actual or the required mastery of the foreign language, while the second is theoretically a complex and controversial perspective since it views proficiency as several separate components: *Basic language proficiency*, *Communicative language proficiency and Autonomous language proficiency.*

3.Language mastery fields

Language proficiency refers to an individual's general knowledge of a given language including vocabulary, grammar, and discourse conventions which may be called upon during any instance of oral or written language use (Peregoy & Boyle, 2008). As far as ELT is concerned, researchers have revealed that language proficiency involves all language areas:

3.1The Communicative mastery

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The communicative competence is one of the most important fields in language mastery. As it entails the ability to communicate and a suitable manner with native speakers in real life situations.

For indeed, communicative competence is made of linguistic, strategic, pragmatic, intercultural, and discourse competence. In fact, communicative proficiency involves several aspects that may include: the vocabulary knowledge, grammatical knowledge, the ability to understand the meaning of the utterance as it is intended by the speaker, and the knowledge of speech production and interpretation according to the sociocultural context.

Furthermore, according to Betty & Boris, 2004 mastery in communication refers to student's ability to communicate unconsciously. While, they identified weak communicators speak with pauses and difficulties, searching for the appropriate words, and thinking about grammar rules.

As stated to (Canale & Swain, 1983), communicative mastery includes four components :

- ✓ *Grammatical Competence***:** is the capacity to comprehend and better use the lexical and the grammatical structures of the language.
- ✓ *Discourse Competence*: is the skill to understand and enforce the suitable text structure in regards of coherence and cohesion.

- ✓ *Sociolinguistic Competence***:** describes the capacity to comprehend and engage the social norms and rules in the communicative interactions that may take a place in any particular community.
- ✓ *Strategic Competence:* is the ability to utilize the appropriate learning strategies for the sake of acquiring and mastering new languages.

Furthermore, in mastering communication learners need to possess a discourse competence which entails the ability to comprehend and form a complete speech. Definitely, the competent should be capable of manage both formal and informal language and to switch forth and back with ease. In the same respect, some scholars claimed communicative mastery to involves the social competence .In which may require the automatic ability to handle and involve unexpected contact-situations.

For a student to be communicatively competent , several functions in English such as making requests, offering apologies, voicing likes and dislikes, introducing themselves, and discussing ideas etc., need to be handled in an appropriate way. For

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indeed, Jack (2006: 11) considers communicative competence to be "mastery of functions needed for communication across a wide range of situations".

In conclusion, the communicative mastery depends highly on the oral proficiency a process that requires both receptive and expressive skills such as listening, speaking, phonology, morphology, vocabulary, grammar, and discourse skills.

3.2 Listening mastery :

In order to listen to a spoken language, the listener needs to go through different steps in order to understand. Such a stages may entail processing language, paying attention to concepts, and relating what is heard to what is known in real time. Certainly, students rarely have the opportunity to listen to the exact same language or text for a second time, unless they listen to a recorded tape. Thus, the process of listening depends on making efforts rather than writing or reading (Alderson, 2005).

The listening act does require learners the skills that help them to handle sound signals in which may differ from one speaker to another. For instance, in reading, the orthographic norms are united, which is simpler than in the pronunciation of sounds that make up the speaker's language. Thus, mastery in listening requires learners to deal with varied sounds, signals, and accents. Proficient listeners do usually have to manage and cope with listening in less simpler and difficult situation that may involve the interference of other speaker, background noise and not being able to see the speaker (Alderson, 2005).

Mastery in listening involves essential variables that influence the spoken language. According to Buck (2001) there are certain details and some elements that contribute to and impact the listening process. The elements may include the linguistic features of the spoken text, the importance of redundancy in acoustic impact, the nature of unplanned speech, speech rate, phonology, intonation, discourse structure, and verbal and non-verbal clues.

In listening, students also need to be proficient in determining and comprehending the main ideas, paying attention for specific details, making conclusions based on what has been heard, and employing context in order to comprehend the unfamiliar words. In addition, the skill also requires students to be competent in understanding stress and intonation, being able to cope with different language accents, and understanding the language of native and non-native speakers.

3.3 Writing mastery:

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It is no coincidence that mastering the writing skill is considered to be a quite important part and one of the essential purposes of foreign language teaching. In this respect, lots of research has been devoted to understand and develop what is included in writing, mainly in academic contexts.

Writing proficiency requires learner's ability of making use of vocabulary and syntax in an accurate manner, organizing sentences and paragraphs smartly, punctuating and spelling correctly, and paying attention to cohesion and coherence. In addition, Alderson, (2005) has suggested that the writing competence does engage the ability to give and exchange information, develop and argue a point of view, and use writing for different purposes. However, writing mastery still stand on other aspects as cognitive processing, the audience of writing and the writing objectives.

It important to note that proficient writers do depend on language mechanics in which includes grammar, spelling, vocabulary, abbreviations, and language markers and consider in their writing the textual organization, the content, and the writing style.

3.4 Reading mastery

Many professionals had viewed reading as a complex activity that involves various skills and capabilities. Some views may consider reading as a process of proceeding word recognition and text comprehension. While others methods sees reading as a process that requires learners to deal with texts (Hedge, 2000) .

In the reading process, skillful readers tend to use their experiences and literacy as well as expectations to derive meanings. According to David and Linda skillful readers are described as:

Basically, a reader has to use prior knowledge of the topic of the written text and/or knowledge of sentence structure to infer the appropriate prosodic patterns for sentences in a written text. And when a reader is able to make these appropriate inferences, we say that he or she reads with fluency or has good expression when reading orally.
(David and Linda, 1983: 12-13).

For indeed, attaining fluency in reading requires students to learn the skills that help, derive meaning, analyze texts, trigger background knowledge, recognize the grammatical uses in the written language, withdraw close information and judge the author's rhetorical language. Apparently, reading mastery can be influenced by many

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factors. These factors relate to the reading material and the text language and content. According to Alderson (2005), the reading proficiency includes learner's ability:

- Identify the main ideas and the main purpose of the text.
- To find out specific information or details.
- To make inferences and predictions.
- To understand the author's point of view, attitudes, opinion or mood.
- To recognize texts forms and types as being descriptive, narrative, expository, argumentative or instructive.

In brief, mastery in reading involves learners" ability to recall and relate what they have read to their information, generate new background knowledge, analyze text content, and provide critical judgments about the text's author.

3.5 Grammatical Proficiency

Grammatical knowledge is a crucial point in language literacy. As a matter of fact, less knowledge of grammar may cause insufficiency in writing, reading, and speaking. Thus, it is necessary for learners to maintain the knowledge of all grammatical components as parts of speech and tenses forms and uses.

Maintaining grammatical knowledge is considered to be the core of language mastery development. Traditionally, the ability to use the foreign language syntax and morphology accurately was considered as a signal grammatical knowledge. Besides, the grammatical competence refers to the ability to apply the grammar rules adequately in order to construct correct forms and sentences.

4. Conclusion:

The overall purpose of the presented section was to shed light on key concepts that are related to language mastery. As it begun by defining reading mastery and then it extends its lines to introduce and explain the its fields and domains .For indeed, the section had displayed the components of reading and language masteryand tried to illustrate its fields and aspects by providing definitions and descriptions.

SECTION THREE: The reading processing at the Algerian ELT departments

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1.Introduction

The present section seeks to unravel the English language teaching situation within the Algerian ELT departments. As it attempts to picture the broader view of Higher Education in Algeria in terms of the reforms, the achievements, and the systems. In addition, it sheds light on the obstacles and the needs that bring forth rather new requirements on the Algerian state.

Above all, this section highlights the reading instruction situation within the ELT classrooms and portrays the status of reading that is part of the curriculum. It is no wonder that at university level, attaining the reading skill is necessary for language learning for it is rather beneficial to the reinforcement of the other language skills. As well as it helps EFL learners access other modules as literature and history. Definitely, students who master the reading skills are more capable to make achievements in the other modules.

However, the reading that is taught in the Algerian ELT department is dealt with according to the teachers' choices. As each module is taught separately and thus students are not aware of the practicality and the complementarily of all modules. For now, the reading skill is not given a serious attention by teachers and learners in the ELT departments. As it is rather taken for granted that it is the simplest skill to be taught.

2.Teaching Reading

Considering teachers to be responsible in encouraging learners to be good readers, selecting the appropriate reading materials, interesting texts, and variety of topics is a fundamental need. For an effective reading instruction needs a complete understanding of the structure and the nature of reading along with the reading material and the reader.

For reading instruction to be delivered, a suitable framework has to be used. Where teachers can work alongside with their students and help them to use different strategies to make sense of the text. In addition, they can help them to choose the appropriate reading material for independent reading (Smith, 2004).

Still, the successful reading instruction serves to help learners understand the direction to which the reading course is leading and gives them the opportunity to develop their reading ability. Explicit reading instruction is often seen as the opposite of implicit or embedded instruction. The former refers to a more clear, effective, sequential, and rigorous type of instruction while the latter focuses on strategy, practice, and particular aspects of the reading process (Smith, 2004).

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3. Reading in the Algerian ELT Departments

As a foreign language in Algeria, teaching reading module in English language module is rather poorly perpetuated, where students read a short text that is usually followed by activities in which teachers provide little instruction and less to no reading strategies for effective reading and interpretation of a text. Furthermore, teaching is more concerned about comprehension and text analysis where the focus is more on words and text's comprehension. In addition , students are often exposed to reading activities in their earlier years twice a week and less when they go further ,resulting in a lack in terms of reading habits middle and secondary level of education and thus in the ELT department . As a solution, Baiche (2015) proposed a reading module that includes particular program that involves different and graded readings .In order to develop student's language mastery and perpetuate reading habits. Indeed, the program takes a place during first year in university to prepare learner for higher level studies in the ELT departments. All in all, it is no doubt that trough reading students are able to enhance their learning ability, as they become more engaged in the language and thus acquire its aspects quite easily.

4. The Reading Instruction Problems

As a part of the process students are expected to face obstacles .Indeed, Algerian EFL students are no exception .In reading comprehension, teachers have expressed some concerns towards the use of skill and strategies for effective reading. According to Gabb (2000) ,among the reasons behind encountering such difficulties in moving towards fluency has to do with having limited vocabulary and the lack of background knowledge ,for student's background knowledge is important as it is influence text comprehension .Besides , in the recent years students were not equipped with reading strategies and skills but rather provided with texts to read and answer .Due to the fact that such a skill allow them to skim, scan, evaluate and discuss the authors idea. Another reason can be linked to the fact that the norm of teaching reading at the Algerian departments of English language is known to be teacher-centered rather than learner-centered .In which students have less contribution in the choice of text nature and topics. In conclusion, teaching reading to Algerian EFL students is no enough to push students to make extensive reading and build up knowledge, which is quite discouraging in their language mastery journey.

5. The Reading Comprehension Course

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Usually , during reading comprehension course learners tend to read a text and look for the meaning of unfamiliar terms .For indeed, reading instruction provide different ways to teach skills that includes scanning , skimming ,text interpretation in addition to activities such as :filling the gaps tasks, ordering paragraphs and questions .Such activities offer the teacher the opportunity to adjust instruction and provide accurate feedback .Besides, the teacher is able to take different roles in reading class as he can be the observer , the organizer , the feedback organizer and prompter .In addition , during reading comprehension teachers are required to act as experienced readers and thus share their experiences with their learners , in which may take a place through applying interactive read aloud as well as talk aloud procedures and while discussing different types of texts (Atwell, 1889) . Also, students need to interact with the teacher and their classmates. And in regards of reading activities, choosing the appropriate type of text that contributes in developing the students' language capacity.

6. The Reading Comprehension Activities

In current reading task design, it is usual to apply three steps procedures that are pre, while and post reading activities. The initial step is the pre-reading activity, in which according to Langer (1982) a pre-reading plan starts when the instructor introduces key concepts, words and pictures in order to spark a classroom discussion on the topic. Where students are welcomed to say what comes to their minds and argue to answer questions that are related to text information .Indeed, this process is meant to prepare students to the reading and tends to motivate and allow learners to identify reading purpose. During the 'while reading step', students are asked to get an idea about the topic while teachers reads the text. In fact, most of the teachers in the Algerian ELT departments allow the students to read silently without interruption. For they rarely interrupt in order to adjust comprehension or to answer questions. In post reading process, the teacher is the one who guides, organizes, and evaluates of how well the students have tackled the text and what further instruction is required. In fact, the Algerian classroom teachers do ask their learners to answer comprehension questions, fill the gapped paragraphs, or write summaries by using their own words without introducing total changes to the text's main ideas.

7.Conclusion:

More importantly, the section focuses mainly on the reading taught to EFL students .As it demonstrated how reading is taught , assessed as well as the challenges

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faced within the Algerian departments .For indeed, successful reading allows students to reach higher achievements .Thus, it is important to consider an effective method in teaching reading to EFL students in the Algerian universities.

CHAPTER TWO: Research Methodology and Design.

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2. Research aims.
3. Research design and methodologies.
3.1. Research methods.
3.2. The instrument
3.2.1. The questionnaire
3.2.2. The questionnaire's importance in collecting data
3.2.3. The questioning's aims and sections.
3.2.4. The questionnaire for students.
4. The populationSampleDescription.

5.Conclusion

CHAPTER TWO: Research Methodology and Design

1.Introduction:

This chapter clarifies the research aims and the procedures included in this study. It states the objectives, the field, and the steps. As well as, providing the reason after selecting the design and conducting this research.

Besides, the present chapter illustrates the reason for the questionnaire design for the EFL students. It includes explanations of the data collection techniques and provides the instrument of the research. In addition to its importance In collecting valid data and its aims and sections. Moreover, this part determines the informants of this study and reports the types of questions that addressed to the students .Also, it describes the population samples .

2.Research aims :

The presented research is intended to shed the light on the importance of reading skill in language learning especially for the first year EFL students at the English department. It aims to show how reading is able to develop and enhance the English language mastery in many domains. Accordingly, the research checks the reading instructions and gives answers, solutions to the precedent question of the research throughout methods , strategies and materials used in the classroom lecture .

In addition, the study tries to reveal the difficulties that face and discourage the first year students in order to become good readers. It intends to address the use of reading to teach the language skills and the role of extensive reading in increasing students' language achievement. Other thing, the research attempts to determine the relationship between reading and writing, listening, speaking skills. In fact , it seeks to clearly the adequate reading activities that could be used to develop each skill .It implicates the informants' views towards reading activities and extensive reading programs that contribute in developing language skills .

3.   Research Design and Methodologies:

The study was conducted at the department of English at Djilali Bounaama University in Khemis Miliana. It addresses the 1 st year EFL students around 50 samples mixed of males and females. The main research instrument was used questionnaire.

3.1 Research methods:

In this research, two research approaches have been used: quantitative and qualitative. The use of mixed research approach has bee; recommended by many researchers because it provides ground for searching, analyzing and comparing subjects in a statiscal way (Patton2022) . Using the mixed approach is important for accuracy validity and reliability of the results, it is necessary in gathering data and evaluating the findings. Using qualitative and quantitative methods requires the use of various techniques and tools in gathering evidence.

Quantitative method is based on the construction of hypothesis that can be tested and confirmed by collecting, evaluating and analyzing data. it addresses the "When ", "Where" , "What ".

Qualitative method is based on enquiring , exploring ,and discovering , gathering data that give reasons for the findings of research .It addresses the "Why ".

3.2 The instrument:

3.2.1 The questionnaire:

Questionnaire is an instrument of collecting data in a written form that includes open and closed question, it requires answers from the participants (Numan . 1992) . This method is so important because it helps the researcher s collect information from a large number of participants that contribute to analyze different responses of the same question .The questionnaire is an effective instrument in gathering data from different sources and for different purposes .

The research questionnaire is characterized by advantages as follow:

Economical: it is an economical way of accumulating information for both the sender and respondent in time effort and cost. In questionnaire. The researcher has to spend for paper printing and postage only. There is no need to visit each respondent personally .So, it does not require high cost for conduct of the research.

Wide coverage: it is the best method to collect data, compared to the other methods such as: interview, observation, when the sample population is spread over Large territory. It permits nationwide or even international coverage , questionnaire makes it possible to contact with many people who could not otherwise to reach .When the researcher has to cover the group of respondents who are widely scattered , lie can use questionnaire in order to minimize the cost (Good and Hatt).

Rapidity: The replies may be received very quickly on questionnaire method comparing with other methods.

Repetitive information: This method is regarded as the most useful and cheap, where the repetitive information has to be collected at regular interval.

An easier method: This instrument is comparatively an easier method to plan, construct and administer. It does not require much technical skill or knowledge.

Anonymity: questionnaire ensures anonymity to its respondents who they have a greater confidence that they will not be identified by anybody for giving a particular view or opinion. They feel more comfortable and free to express their views in this method.

The questionnaire allows the investigator to formulate the questions according to the research question and hypothesis and proved easier quantify and analyze results.

3.2.2 Questionnaire's importance in collecting valid data:

We have conducted an exploratory research design in order to find out the techniques and ways used by the EFL students to develop their reading skill and their language mastery. We also attempted to investigate the issues and the suggested solutions according to the informants' points of view. Therefore, the aim of using this pre questionnaire in

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our research study is our desire to yield more accurate information and to gather free insights as well as to provide a better exploration so that further research could be conducted .

3.2.3 The questionnaire's aims and sections:

In order to find valid answers to our research questions, we have administered anonymous questionnaires to the first year EFL students in the department of English at university of Khemis Miliana. It is anonymous in order to afford them the floor to express their reactions freely and to respond giving as much details as the respondents could. It aims to gather students' answers, views and preferences concerning reading and its role in developing language mastery .

The research questionnaire was designed for first year EFL students at Djilali Bounaama university of Khemis Miliana. The questionnaire is segmented into four sections:

1 st section: aims to discover the students' reactions, views about if they prefer to practice reading in classroom and whether it is sufficient to learn it as a module just in the first year.

2 nd section: tends to elicit the students 'preferences concerning the techniques and methodologies used by their teachers in classroom.

3rd section: aims to gather data about how students can develop their language trough reading. It deals with the use of text and reading passages by teachers of writing, oral communication and listening.

4 th section: tends to collect students 'answers about the importance of extensive reading and its impact on their language learning, and make the link between this type and the development of language mastery.

2.2.4 The questionnaire for Students:

We designed 60 printed questionnaires to first EFL students of the department of   English at the University of Khemis Miliana. However, only 50 respondents are taken as participants in our research study. Hence, it has been distributed in different settings: amphitheaters, classes, and out of classrooms as well as in different times because of the wave system (from February 28th to March 11th, 2022).

The students 'questionnaire consists of four sections since the whole work at hand is meant to collect data from the population sample's views about the materials, techniques they used in order to enhance their reading as well as their language mastery, as well as their issues and the suggested solutions. Hence, each section encompasses multiple choice, yes no and open-ended questions to provide the participants with a space to express their perspectives and suggestions.

The whole students 'questionnaire encompasses 11 questions which aim to get valid answers to our research questions. Question one is close – ended question and seeks to find out the reactions of students toward practicing reading It intends to reveal the reasons of liking or disliking. The second question is close- ended aims at discovering whether the duration of learning reading is sufficient. Question three is close- ended seeking to find out the students' views about the reading materials and strategies used by their teachers in classroom. The fourth question is open –ended aims to discover the students' wants and likes concerning the types of texts in reading lecture .Question five is close-ended question. It seeks to find out whether the teachers of other lge skills used to use reading in classroom. Question six is an open- ended question. It is asked to discover the difficulties that face the EFL students. The seventh question is close- ended question. It is about whether the students support the extensive reading. The eighth question is open –ended asked to find out whichmaterials they prefer to do extensive reading. Question nine is open –ended question, it seeks to find out the benefits of extensive reading. Question ten is open- ended   and asked to highlight how the reading teachers help their students to read freely. The eleventh question is close - ended Exploring the link between ER and developing Language mastery.

4. The Population Sample Description:

According to Gardner (1974) , population is a group of individuals who share common characteristics .

Our population encompasses first year EFL students. They are affiliated to the department of English at the University of Khemis Miliana. The participants selected were 50 students, twenty five of them are females and the other half are males, their age is between 19 and 22 years old. They were randomly selected to make the research more reliable and objective.

These learners are still studying English. Hence, we have selected this population because we expect that they have a new experience with studying English reading course. Therefore, they could provide us with valid answers and accurate information to our questions.

5.Conclusion

This part has dealt with the research design and methods in order to achieve the aim of our present study. Moreover, we have selected questionnaires as tool to collect valid and accurate information. Finally, we have dealt with the population sampling providing our readers with the necessary information related to the research methods and tools as neither the experimental nor the hypothetical research methods could be integrated in the present study. We would have preferred to experiment with the population sample advanced level (1 st year) for more demonstrations, appropriateness and validity .

CHAPTER THREE: Findings and Discussion

Introduction:
1. Students' questionnaire analysis.
2. Summary of the findings.
3. Discussion and interpretations of the results.
   Conclusion

CHAPTER THREE: Findings and Discussion

1.Introduction:

In this part, the students' questionnaire is analyzed and interpreted through percentages and descriptive statistics using the SPSS version 20 (IBM Corporation) and Microsoft Excel software. Moreover, the qualitative answers we reorganized codified and then interpreted into statistics which has helped us to reach the accurate results. Finally, we could interpret the findings into graphs as tables, pie charts and bar charts presentation.

2.The Students' Questionnaire Analysis and Discussion :

The aim of our study targets the techniques used by the EFL students at University of Khemis Miliana as well as the issues and the suggested solutions provided by them. The data gathered were analyzed through descriptive statistic methods using SPSS version 20 and reading, classification, coding the qualitative data into, graphs and tables.

The research questionnaire includes 11 questions were answered by the EFL students of English department through showing their views and opinions about the importance of reading and its role in developing their Language learning. This part includes the summary of the students' findings from the questionnaire and the discussion of the results.

Question 01: Do you like practicing reading in classroom? Why?

The first question aims to show the students' position toward practicing reading. It intends to find out the reasons of liking and disliking.

Answer	Effective	Percentage
Yes	31	62%
No	19	39%
Total	50	100%

Table 01: Students' practicing Reading

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Figure N°2: Students' practicing Reading
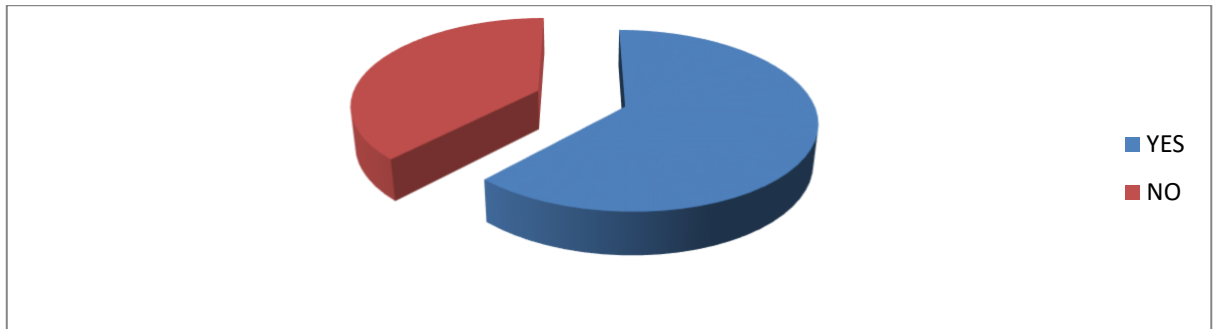
Discussion:

The responses of students show that 62 % expose their liking of practicing reading in classroom. Most of them proved are conscious of the imported role of reading to learn language. They prove their answers by detecting the benefits of reading course including: improving pronunciation, enhancing writing and ameliorating speaking. A few of them show their liking to reading because they have an excellent teacher of reading who motivate them through giving them some strategies that help them to read more .Whereas, 39% show their dislike to reading, they proclaimed that this module is boring due to the learning 'weaknesses such the bad pronunciation of some words .Other said that reading module is less important rather the others such writing which would help them to improve their writing previously. Five of them declared that they prefer reading stories,newspaper, novels but outside classroom.
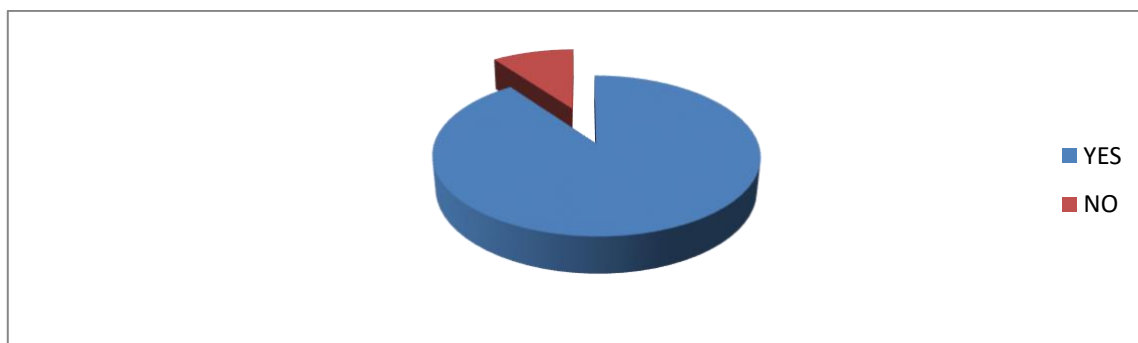
Question02: Do you agree to learn reading as a module just in to first year?

The second question aims to know whether the duration of learning reading is sufficient.

Answers	Effective	Percentage
Yes	45	90%
Non	05	10%
Total	50	100%

Table 02: Learning reading in the first year

Figure N°3: Learning reading in the first year

Discussion:

The findings show that 90% of them agree to learn reading just in the first year. Whereas 10 % they didn't accord, they said that it is insufficient to learn it one year.

**Question 03:** Are you satisfied with reading materials and strategies' the teacher uses in classroom? Why?

The third question aims to discover the preferable materials and strategies used by the teacher in classroom.

Answers	Effective	Percentage
Yes	25	50%
No	25	50%
Total	50	100%

Table 03: Satisfaction of students towards the materials used by teacher

Figure N° 4: Satisfaction of students towards the materials used by teacher
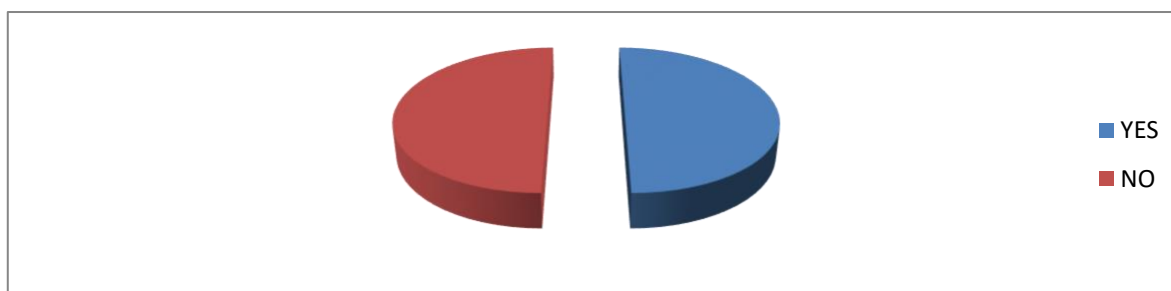
Discussion:

The results reveal that 50 % are satisfied with the teacher's reading materials. Some of them argue that they need only simple texts, short stories which are consistent with their level . Others think that the given activities and texts lead them to gain over the reading strategies. On the other hand , 50%ther are opposed to the types of materials used in classroom , they are seem that they bore of the same materials such : texts and stories which They consider them demotivated , and the teacher should vary his materials like : reading poems , newspaper articles and factual texts . They want new strategies rather than the classical ones.

Question 04: What are the kinds of texts do you prefer newspaper?

The fourth question aims to reveal the students 'wants and likes concerning the types of texts in reading lecture. They were asked if they prefer: articles , narrative texts , dialogues and poems .

Answers	Effective	Percentage
Narrative	35	70%
Articles	05	10%
Poems	03	05%
Dialogues	07	15%
Total	50	100%

Table 04: The types of texts

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Figure N°5 : The types of texts
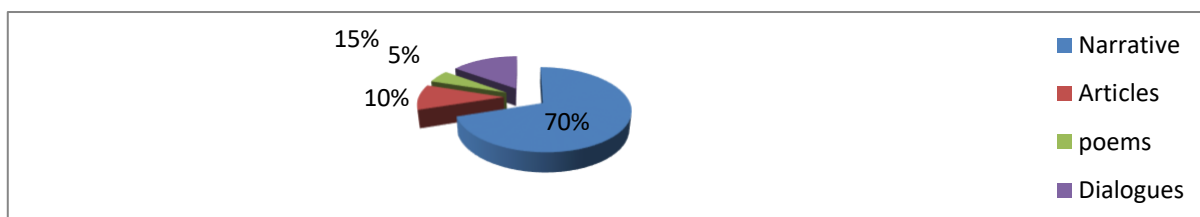
Discussion:

The statistics show that 70% the biggest percentage prefer the narrative texts because they think that literacy texts are rich of language basics such vocabulary and grammar.   5% prefer poem since it includes different Lge styles such as : Rhythm , emotions . Still,   15 % prefer dialogues and 10 % prefer articles. They said that these types of texts allow them to use Lge in a real life situation and provide a communicative language.

Question 05: Do your teachers of the following modules: writing**,** oral communication and listening use reading as a teaching strategy?

The fifth question aims to know if the teachers of other Language skills like: writing , oral communication and listening used to use reading in classroom

Surdents ' answers		
Modules	**Yes**	**No**
Writing	**30%**	**70%**
Oral communication	**10%**	**90%**
Listening	**15%**	**85%**

Table 05 : Using reading skill in classroom

Discussion:

The results show that 70 % of students declared that the writing's teachers do not include the reading activities in their module, they only focus on the writing approaches. 30 % of students said that the teachers start their course by reading some passages as an introduction to the lesson. Concerning the oral communication, the

majority of students said that their teachers do not involve the reading strategy in classroom; they give importance to the discussions and pronunciation of the English terms. Still the listening skill, in which most of students encourage their teachers to not use the reading tasks in order to focus only on how they receive the words, how to form the structures of a sentences and then how to react. In general, using texts,articles, passages is neglected strategy by some teachers of other skills, each teacher emphasizes only on his own objective of his course in classroom.

Question 06: What are the difficulties do the EFL students face?

The sixth question aims to elicit the difficulties and obstacles that face students in their classroom that create a reading failure.

Discussion:

The outputs show that the majority of students suffer from difficulties in reading that impact negatively on their language. They said that they have a problem in understanding vocabulary for instance ; they didn't distinct the words that have similar lexical forms , some words seem to be phonetically the same (in term of sounds) as in " **boss** " and " **bus** " , also in " **cat** " and in "**cut** " . Other words seem to be similar at the level of morphology as the words: **receptive** and **deceptive**, while its use , students might mix between the meaning of pairs of words because they seem to be the same . Other types of difficulties that can be found among the EFL readers is the existence of various meaning within the same words as the word " **right** " which has the meaning of " **exactly** " , " **legal** " , claim to get something and a direction side which is the opposite of " l**eft** " . That is to let the learners know only one meaning of the word that can lead them to a wrong understanding of the whole statement. The result s show also that most of participants fail to know the meaning of such idioms and proverbs, they are going to translate a given proverb word by word. Thus, they cannot obtain the real meaning. One of them illustrated, in this proverb "He **died kicked the bucket**" which means:**"He died**" the problem is that the reader will translate each word alone. He will not get the real meaning of the proverbs. In general, insufficient vocabulary leads t many obstacles in reading comprehension, when, they will face problems in comprehension in understanding the whole text.

Question 07: Are you for the extensive reading or not? Why?

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The seventh question aims to discover the students' opinions about the extensive reading type, if they encourage it or discourage it .

Answers	Effective	Percentage
Yes	45	90%
Non	05	10%
Total	50	100%

Table 6 : Practising extensive Reading
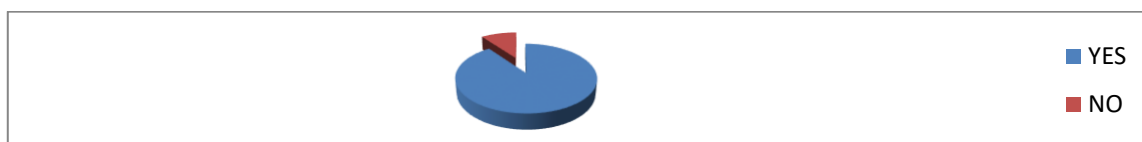
Figure N° 06: Practicing extensive reading

Discussion:

The results indicate that the most of students of English department are conscious. 90% of them encourage the ER because they see that this type of reading is the starting point to develop the language mastery for each student, it riches his mind and cultivate him. The remain said that ER is important in developing Lge learning but they do not read freely more because of the lack of free time.

Question 08 : Which materials do you prefer to do the extensive reading ?

The eighth question aims to discover which type of materials the students prefer to read extensively.
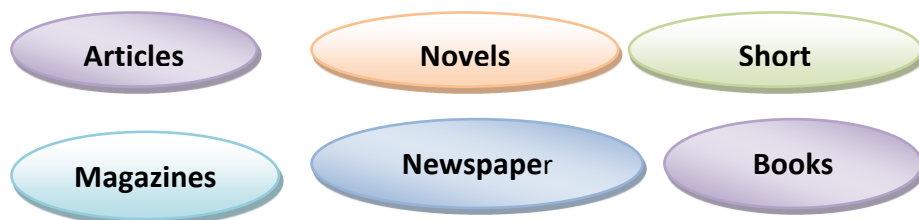
Figure N° 7: The types of materials

Discussion:

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The results indicate that students have multi suggestions to do the extensive reading; for instance: articles, novels, books, short stories, newspaper and magazines.

Question 09: What are the benefits of extensive reading?

The ninth question aims to collect answers about the benefits of extensive reading. The following table shows the responses of students**?**

Students ' answers
- Developing language literacy.
- Improving reading skills as well as the other skills.
- The ability to exposure grammar structure.
- Lexical enrichment.
- Ameliorating the writing capacities.
- Enhancing reading speed and fluency.
-Motivating student to learn foreign cultures .

Table 07: The benefits of extensive reading

Discussion:

The table above clarified the students 'answers concerning the role and the benefits if ER in improving Lge learning. Most of them confirmed that through this type of reading, students can learn grammar structures. Other are convinced that the reader will be able to learn different types of vocabularies as they discuss different topics and contents. Moreover, ER encourages the reader to discover foreign language cultural concepts like proverbs ,idioms ,eloquence, formal and informal language accents. Absolutely, writing skill that can be ameliorated and developed through ER. Students who reads, gains ideas, gets the techniques of writing, improves spelling, discovers the cohesion and coherence.

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Question 10: How would you like your teacher of reading help you to do extensive reading?

-The tenth question is suggested to know how the students expect their teachers toward doing extensive reading.

Students ' answers for extensive reading support
- Offering time to read outside the classroom.
- Suggesting interested books or titles for student.
- Motivating students to read for a learning purpose.
- Teaching students the criteria to select objective reading materials.
- Creating a place to discuss what each student has read and what are the principals ideas from reading a book or novel.

Table 08: Suggestions towards doing extensive reading

Discussion:

The table illustrates the expectations suggested by the learners concerning their teachers 'help to read extensively. In fact, all the informants lack many techniques which lead them to read interested books that aid their learning, that'swhy, they suggest to select motivated and interested materials. Moreover, the participants think that motivation is the important strategy that prints the reading practice. Besides, students propose that giving them time to discuss what they have read in their free time is motivated as students support each other to do extensive reading.

Question 11: Do you think that there is a link between extensive reading and developing language mastery?

Answers	Effective	Percentage
Yes	50	100%
Total	50	100%

Table 09: The link between extensive reading and the development of language mastery.

Figure N °08: The link between extensive reading and the development of language mastery
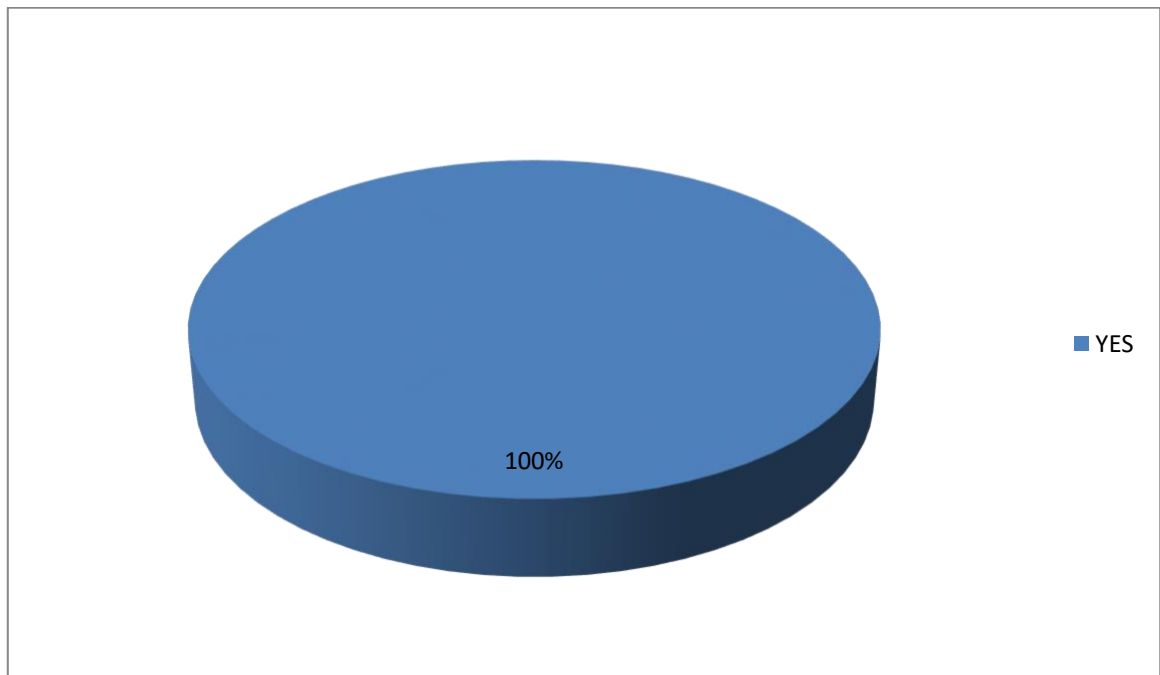
Discussion:

The results show that all the participants are satisfied and confident that there is a strong relationship between doing extensive reading and developing language mastery.

3. The summary of findings:

The results acquired from the EFL students ' questionnaire at the English department enabled to find out that most of informants are aware of the importance of reading but they face some obstacles such as : lack of vocabulary knowledge , lack of motivation and poor reading practice . The main difficulties that cause reading failure is the lack of vocabulary knowledge which is deemed an essential element to learn any foreign language , it is needful for a sufficient and fluency reading , for a correct writing and for a good communication .In addition , the students' answers show that reading has a great impact on language development in many ways . Classroom and extensive reading enhance the reading fluency, practice reading strategies, developing the thinking skills, improve oral competence as well as the spelling and writing skills, extend the vocabulary skill and ameliorate the listening. Still, the results appear that most of students prefer short stories ,novels, interested book titles as literacy materials to enhance their reading skill .Besides, the results obtained reveal that the participants declared that it would be better if the reading teachers vary the types materials in classroom as well as the teachers of writing, oral communication, listening should use reading as a strategy in their courses.

Moreover, a great number of EFL students are conscious of extensive reading and its impact on language developing. In other word, it exists a strong link between them. That is why, they suggested to be motivated by their classroom teachers and proposed some motions to practice reading In their free time in order to develop their language abilities .

Discussion and interpretation of the results:

In the light of the data obtained from the questionnaire directed to the first year EFL students at her department of English in Khemis Miliana university , the results ' analysis provides us with a clear vision of reading skill and its positive impact n the various language domains and skills .

Actually, the students 'questionnaire provides significant data about the importance of reading and its effects in improving the language domains. In fact , the participants appear different views and preferences with respect to the reading materials

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and techniques used by their reading teachers, as well as the types of texts that they find them beneficial which include real - life situation . The results show that the teachers of writing , oral communication and listening skills should not neglect reading in their courses by using texts , passages , articles to practice reading . Also , teachers of reading should plan carefully their instructions and directives by setting an evident goal and choosing motivating texts , novels , short stories , articles that coincide the students ' interests . In addition , they should introduce a variety of texts ' types such as : poems , narrative , scientific , historical and social texts .Certainly , this would supply learners with different texts ' structures and make them to be more familiar with different language styles .

The results display that most of students or rather all of them suffer from many difficulties that lead to reading problems .The questionnaire reveals that the main obstacle is the vocabulary shortage, that's why teachers have to call for and apply helpful techniques and strategies that detect the causes of this problem and decrease its effects on students 'learning. For instance, they recommend providing time for free reading, advice to use dictionaries, create courses for vocabulary teaching. The data collected denote that other problem faces to EFL students represented by the lack of grammar, pronunciation, listening, vocabulary and writing. These difficulties can demotivate and let students to be averse to read.

Certainly , both of students and teachers should outfit many efforts to defeat these problems , they should select motivational texts 'types and purposeful contents that play a great role in learning and reaching the higher outcomes . Teachers of reading should be the facilitator , the motivator and the monitor in the classroom , they should supply a suitable methods select appropriate materials , encourage to practice free reading and provide time for sufficient reading .Concerning the students ' preferences towards the reading materials , the data show that most of them prefer literacy texts especially narratives and short stories . Truly, these types of texts can equip them with language and culture. Surely, they can be seen as a source of motivation as they involve both of excitation and pleasure .However, students like their reading teachers to vary the texts' sorts and genres such including: scientific texts, newspaper, magazine articles, dialogues and poems. It would offer the student's different language styles, different vocabulary and different language knowledge. Moreover , the evidence obtained from the questionnaire indicate that classroom reading influences positively on students '

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language learning in the areas of speaking , listening , pronunciation , writing and vocabulary . Reading different texts' sorts can offer infinite opportunities to learn about vocabulary .For example; when the learners are asked to find synonyms and antonyms; they need to make of decoding, guessing and inferring reading skill. These strategies develop their capacities to give the suitable definitions according to the context. Besides, while reading texts or short stories, teachers request their learners to underline and precise the unfamiliar word in order to check their meanings in the dictionary for a sufficient comprehension of the text that increase the students' vocabulary. Further, classroom reading can serve to develop listening and pronunciation while guessing and inferring. Other elements such pre –reading activities and post reading discussions improve the students' listening abilities. Still, the reading mastery is enhanced through the frequent reading followed by the comprehension of the text that seeks to apply the essentials reading skills including predicting,scanning,skimming and evaluating. Furthermore, the speaking skill is concerned in the reading course; it can be ameliorated through the oral contact between teachers and learners. Also, students can develop their oral competence through post – reading discussions about different texts' topics .Furthermore; writing is another skill that is affected by reading skill; writing activities implicated in all reading activities. Indeed, students are generally used sentences and paragraphs to answer the questions. This practices ameliorates and develops their writing skills .Also , when the learners are asked to read a text and summarize it or extract the main ideas to develop an essay about the content , they are really exercise writing skills so , the readers in classroom impact positively on their writing as they could express their views , opinions , paraphrase to the author 's thoughts and summarize the content . Undoubtedly , this would lead them to enhance their spelling and formations use punctuation , sentences structure , cohesion and coherence .As reading is important to use it in all languages domains , the results reveal that most of students are convinced to include reading tasks in other skills such writing , speaking , listening by their teachers . Using reading as a techniques in teaching other modules is effective for the development of language mastery .Overtime, the data collected about the extensive reading illustrate that the majority of students are mindful of the importance of free reading; they believe that extensive reading has precious language learning benefits, it offers unlimited linguistic and cultural al notions of the foreign languages including vocabularies, grammar structures and proverbs. Extensive reading develops students ' language mastery as it can improve their cognitive thinking , their vocabulary uses through a variety of topics and contexts ; it can practice and develop

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their reading skill such as guessing and evaluating since they read different types of reading . The readers become reluctant rather than submissive or dependent thus, they become skilled in précising their reading goals and choosing their reading materials .Extensive reading extends learners with great number of ideas that help them to write about different topics at high levels. ER enhances their writing skill through using reading, made expressions, figurative language, vocabulary and writing mechanism. In fact, while reading, the students learn across the use of cohesion and coherence, text forms, punctuation and spelling so, reading is surely an inspiration for writing. Besides, students will be able to improve their communicative competence when they can reinforce linguistic, cultural conceptual knowledge that permit them to discuss several matters. When they read about different subjects and debate them, they can develop and reach different language styles such scientific, argumentative, narrative, political, social historical and media .Furthermore, all students believe that ER is an important technique and support it, but the majority of them do not read extensively because of various factors. Actually, they lack motivation to read in their free time, they have a deficiency of language knowledge including vocabulary shortage, grammar and comprehension strategies. Besides, students are not encouraged by their teachers to read, they do not find the push, the guide and the monitor to help them to select appropriate materials for free reading. They are advised but not obliged to read, That's why teachers have to oblige their students to read, to summarize documents and then to discuss them in classroom. In this way, the teachers can instill the spirit of willingness in their learners. Further, the results of the research answer the research question about the difficulties that cause reading deficits. The results meet the research hypothesis that determine that the most important factors which lead to poor reading achievement are represented by the lack of language awareness, orientation and motivation. The results show that suitable plan that should be applied is to practice extensive reading in order to limit the difficulties and the obstacles that face the EFL students as it can be used as a teaching technique to teach and improve the language skills. The outputs of the study prove the research hypothesis which suggests the great role and the effects of this strategy in developing students' language mastery.

To sum up, the informants of this study show different views concerning the importance of reading and its effectiveness in developing their language mastery including: writing, speaking, and listening skills. Some students emphasize on the role of

reading in development of language skills and suggested various strategies to give reading more importance in their learning programs. A number of participants mention that the teacher of reading should play a great role in motivating and pushing their students to read more by advising them to select interested books, to summarize and to bring them as homework to discuss in classroom. They viewed that to be a good writer or a good communicator or a good listener, it should be a good reader.

4.Conclusion:

This chapter addressed the importance of reading and its effects in developing language mastery, it attempted to expose the objective of this study and substantiate the research method used in this study. Indeed, it demonstrates the combination of qualitative and quantitative approaches selected in this research. It detailed the students 'questionnaireprocedure and clarifies the data analyses.

Besides, this part of research supplied quantitative and qualitative data analysis. It includes the results interpreted provided by the questionnaire. The chapter ended by giving a general discussion and interpretation of the main results and setting a link between the analyses and the research question and hypothesis.

Shortly, this chapter id the practical phase of the study. it clarifies the basic research aims and design . It entailed the analyses of the participants' answers, views and attempts to give an adequate interpretation of the results.

CHAPTER FOUR:

Conclusion and Recommendations

General Conclusion:

Reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in works. It means an active process of getting meaning. This process is done by knowledge and influenced by nonlinguistic and internal and external variables. Besides that, reading can be taken as a life skill which is relevant to immediate as well as long term life success and reading generally serves as source of information and enjoyment.

Reading is an activity with a purpose, a person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment or to enhance knowledge of the language being read. Reading aims to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she reads to connect the ideas.

The research study at hand aims to show the very important role of reading and its impact in developing the language mastery. It attempts to reveal the link between reading and language learning skills such: writing, listening and speaking. It tends to illustrate the tasks and the activities that can be used for the development of each skill. Further, the research focuses on the reading instruction in the ELT departments and explores the obstacles and the difficulties that confront the EFL learners; It sheds the light on the suggested solution which is presented by extensive reading because of its importance in ameliorating the reading skill as well as in enhancing the language learning.

Our research study has developed a general introduction where it clarifies the research problem, the research questions, the research aims , the research methodology and design , the data collection tools ,the population samples and the structure of dissertation . It includes three main chapters. The first chapter targeted the literature review, it encompasses three sections; section one has presented the notions of reading skill that aims at reviewing the research studies about the reading concepts, it determines definitions, types, principals, strategies of reading. Section two had been concerned with of language mastery, its definitions and fields. Section three, it has dealt with The Reading processing at the Algerian ELT Departments aims to shed light on the English language reaching situation in the Algerian ELT department.

The second chapter had dealt with the research methodology and design , it includes the research aim , the research methods , the questionnaire and its importance

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in collecting data , the questionnaire's aim and sections , the questionnaire for students and the population sample description . The third chapter has been devoted to the analysis of students' questionnaire, a summary of findings, the interpretation and the discussion of the results.

Finally, our research study has ended with a conclusion and recommendations for further researches. It was intended to provide some suggestions and recommendations based on the research findings. In fact, it brought proposals about the reading instruction procedures, the use of reading to improve language skills, and put plans to involve an extensive reading program for first year EFL students.

The study has been conducted through an exploratory research design used in order to find out the role of reading and its impact in developing the language mastery in different areas, and the difficulties that face the EFL students of English department at the university of Khemis Miliana in language learning, to follow an adequate solution for effective reading as well as to improve their capacities to ameliorate the language skills. The research undertaking was based on both quantitative and qualitative methods in collecting and analyzing data using the Excel software SPSS   .

The main research instrument was used : students' questionnaire , The research was conducted in the department of English at Djilali Bounaama university in Khemis Miliana where the first year EFL students were involved . The main objective of the questionnaire is to find answers to the research questions. In other words, this study tries to seek the obstacles that cause reading failure, to reveal the language learning benefits of reading, and to provide a plan for a successful reading.

The findings reveal that first year EFL students face a variety of difficulties which could hamper their reading and lead to poor achievements. The main obstacles are the lack of motivation and the lack of language knowledge including slow decoding of scripts, comprehension problems, topic unfamiliarity, insufficient vocabulary storage, and diminutive syntactic knowledge.

. Besides, some fighting learners dedicate much of their time to decipher and face major problems in monitoring their comprehension. These findings are convenient with our hypothesis that confirms that the lack of motivation and language competence are major obstacles that cause reading deficits.

Therefore, the reading instruction should include effective techniques and plans in order to cope the students' weaknesses and obstacles. Exploring suggestions and solutions lead to the effectiveness of reading in enhancing the language learning. In fact, we recommend that a sound reading instruction should be based on a suitable program: extensive reading.

Teachers need to carefully select their reading materials in order to coincide the students' interests and needs and increase their motivation. They should use simple authentic materials that help improve students' reading fluency and help them learn and practice the reading skills that's why the learners should know how to read and how to build the meaning. Besides, the first year students ought to be aware of reading strategies and activities. Still, useful classroom reading activities should be included in any course. In classroom, teachers should drill their learners to use the context of the text to understand the meaning of the words instead of being shut down by using the dictionary every time. In addition , learners have to practice the reading tasks for different goals as : using background awareness to reach a sufficient understanding of the text , saying out basic ideas , eliciting specific information and finding out the writer ' goal and attitudes ; so the good reader focuses on the ideas of text rather than emphasizing Individual words .

In order to achieve to a good practice reading, the teachers should play an effective role in motivating and monitoring their students by selecting appropriate texts, planning for useful reading activities and establishing useful classroom procedures. In addition, the teacher should provide learners the reading comprehension strategies it means the reading procedures that active readers use to better understand what they read. For example, students may use their awareness about the topic before and during reading and then sum up the main ideas to derive the meaning. Besides , any student should be taught the reading strategies in order to help him / her to develop his / her metacognitive knowledge and to improve his / her skills .As reading is not considered as an easy passive task , that is why the teachers are required to explicitly teach the reading strategies for helping students to build meaning as they read , to be able to interpret and learn from the text , to teach them how they should interact with texts , find out meaning , predict and preview information and monitor comprehension .In this respect , students have shown that explicit reading comprehension instructions enhance the learner 's text understanding (Block and Pressely , 2002 and National reading panel 2000) . To develop their reading skills and to be familiar with the reading comprehension tasks, learners have to be taught a series of reading strategies that apply all kinds of reading activities. The learners need

to some strategies before reading as: setting the goal of reading, livening the background knowledge, make predictions, procedure question about the text and assessing the text construction. During reading, identifying the main ideas and details of the text, create mental images and establishing deductions, verifying predictions, produce questions about the text, employing the structures of the text as frame work for comprehension and monitor comprehension by monitor understanding of words and use of vocabulary strategies. After reading, summarizing and make deductions, controlling predictions, summarize what was read and learnt to respond to the questions. These strategies aid students to read and understand to interpret and evaluate the text. The learners should be trained to use strategies in order to build an adequate text understanding.

The teachers should choose interested texts to meet the needs of their learners and fulfill academic purposes. They could formulate and create texts to use in classroom. Moreover, they ought to provide their students with authentic reading materials that can involve a variety of topics and help them to acquire new vocabulary and grammar. Materials to be authentic are essential element to create interests, motivate learners and prepare them to the necessary reading skills. Widdowson (1990, 67)said:Nowadays, there are recommendations that language presented should be authentic. Teachers strive to avail authentic reading materials for their learners to lead them to practice reading texts where they miss few words and to be capable to find out the general meaning. There are important factors to be followed by the teachers in selecting authentic reading materials: suitability, exploitability, readability and presentation. When the teacher selects motivating and useful authentic texts for classroom reading , he follows some criteria : objective and the purpose of the reading course ; suitability of the text topic ; content and the concept ; the type of the text : narrative , expository , dialogue , discourse ; vocabulary terms that can be gotten by the readers . Another strategy can be used by teachers in selecting interesting texts by giving them the freedom of choice by asking them to find texts that interest the reading course. In classroom , the teacher should introduce a variety of materials that vary in terms of topic , length , purpose such as : poems , newspaper article , recipes , letters , announcements , short stories . Certainly, this would meet the students 'different interests.

Other strategy takes a place in reading instruction: Extensive reading, it is very important for the development of language skills. According to Maley (2005, 354), ER is as the single most effective way to improve language proficiency. It helps learners to build knowledge, acquire cultural knowledge and ameliorate the language literacy. ER

motivates students to read as much as possible and leading them to learn by reading. It creates a variety of topics and interesting reading materials that develop the thinking capacities of the reader. According to Collin (1995) , any classroom will be poorer for the absence or the lack of extensive reading programs . In fact, all the researchers agree that ER plays a great role in developing the language knowledge. It's beneficial and has a positive impact in the areas of writing, speaking and listening as well as grammar and vocabulary. Through ER, students can develop their autonomous learning and decrease their independence on teacher. They can gain a large amount of vocabulary in different contexts that will be useful in their daily speech or essay writing. For sure, this type of reading is a good strategy to reinforce language literacy. Decidedly, learners who continuously read can gain larger content knowledge than who do not read. As stated by (Anderson Wilson and Fielding,1988) ER is a useful strategy to improve the growth of vocabulary repertoires, language fluency and general cultural knowledge of students. ER improves the writing abilities in term of language use. It supplies the writers with new topics to write about, necessary linguistics elements, new ideas and knowledge, with writing models and eloquence language for a good writing .The extensive reader can write accurate texts and build up writing schemata. ER improves the oral communication skills. It enhances the students' pronunciation, spelling and provides them with idiomatic expressions, figurative speech, new vocabularies and the colloquial language of the target language. Researchers have recommended to read more to improve the listening skills, to be familiar with new words and expressions, to be able to listen and communicate effectively. To sum up, ER program is revealed that is necessary and essential for the first year EFL students for its great goal and enormous advantages in developing the language learning and teaching and in exposure learners to foreign cultures.

To conclude, the first year EFL student has to develop their language mastery through reading as possible and through the procedures and techniques suggested by their teachers of reading, their guidance and control in selecting texts and materials, in setting suitable and motivated programs for being a good reader.

Appendices

Appendix

General Information
Name……………………………………………………………………….
Gender……………………………………………………………………….
Age……………………………………………………………………..
University/Institute……………………………………………….
Level……………………………………………………………….

Part one: Practicing Reading

1. Do you like practicing the reading course? Why?

- Yes
- No

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2. Do you agree to learn reading just in the first year?

- Yes
- No

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Part two: Reading materials

3. Are you satisfied with the reading materials and strategies in classroom?Why?

- Yes
- No

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4. What are the kinds of texts do you prefer? Why?

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Part three: Reading and Language learning

5. Do your teacher of the following modules: writing , oral communication and listening use reading ?

- Yes
- No

6. What are the difficulties do the EFL students face?

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Part four: Extensive reading

7. Are you for the extensive reading or not? Why?

- Yes
- No

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8. Which materials do you prefer to do extensive reading?

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9. What are the benefits of extensive reading?

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10. How would you like your teacher of reading help you to do extensive reading?

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11. Do you think that there is a link between extensive reading and developing language mastery?

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Thank you for your contribution

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