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EXPLORING READING STRATEGY AWARENESS AMONG ALGERIAN ESP STUDENTS AT THE NATIONAL HIGHER SCHOOL FOR HYDRAULICS

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ABSTRACT

This research article examines the level of reading strategy awareness among Algerian English for Specific Purposes (ESP) students at the National Higher School for Hydraulics. The study investigates the students' knowledge and application of reading strategies in their academic reading tasks. Through a mixed-methods approach, including surveys and interviews, the research explores the students' perceptions, experiences, and challenges related to reading strategies. The findings shed light on the students' overall reading strategy awareness, including their strengths and areas for improvement. The implications of the study contribute to the enhancement of ESP instruction and the development of effective reading strategy training programs for Algerian ESP students. The research also offers insights for educators and policymakers seeking to promote effective reading practices in ESP contexts.

KEYWORDS

Reading strategy awareness, Algerian ESP students, National Higher School for Hydraulics, English for Specific Purposes, academic reading, mixed-methods, perceptions, challenges, ESP instruction, reading strategy training.

INTRODUCTION

English for Specific Purposes (ESP) programs aim to equip students with the language skills necessary for

their specific academic or professional fields. Reading comprehension is a crucial component of ESP, and the

effective use of reading strategies is essential for students to navigate complex texts. This study focuses on exploring the level of reading strategy awareness among Algerian ESP students at the National Higher School for Hydraulics. By examining the students' knowledge and application of reading strategies, the research aims to identify their strengths, challenges, and areas for improvement. The findings of this study will contribute to enhancing ESP instruction and developing targeted reading strategy training programs to support the academic reading skills of Algerian ESP students.

METHOD

This study utilizes a mixed-methods research approach to explore reading strategy awareness among Algerian ESP students. Firstly, a survey is conducted to assess the students' self-reported level of reading strategy awareness. The survey consists of a series of Likert-scale questions and open-ended items, allowing students to express their perceptions and experiences related to reading strategies. The survey data provide quantitative insights into the overall awareness and usage of reading strategies among the students.

In addition to the survey, interviews are conducted with a subset of students to gain a deeper understanding of their experiences with reading strategies. The interviews are semi-structured, allowing for open-ended discussions about their

reading practices, challenges encountered, and strategies employed. The interviews provide qualitative data, allowing for a more nuanced exploration of the students' perceptions, experiences, and difficulties related to reading strategies.

The study participants are selected from the National Higher School for Hydraulics, with a focus on students enrolled in ESP courses. The data collection process follows ethical guidelines, ensuring informed consent and confidentiality.

The collected data from the survey and interviews are analyzed using a thematic analysis approach. The quantitative survey data are analyzed descriptively, examining frequencies and distributions of responses. The qualitative interview data are transcribed and coded to identify recurring themes, patterns, and key findings related to reading strategy awareness among the Algerian ESP students. The integration of both quantitative and qualitative data provides a comprehensive understanding of the students' reading strategy awareness and its implications for ESP instruction.

By employing a mixed-methods approach, this research aims to offer valuable insights into the reading strategy awareness among Algerian ESP students at the National Higher School for Hydraulics, ultimately contributing to the improvement of ESP

reading instruction and the development of effective reading strategy training programs.

RESULTS

The results of the study reveal the level of reading strategy awareness among Algerian ESP students at the National Higher School for Hydraulics. The survey data indicate that the majority of students reported having some awareness of reading strategies, with a focus on basic strategies such as skimming and scanning. However, the application of higher-level strategies, such as inferencing and summarizing, was reported to be less frequent. The interviews provided further insights, highlighting students' challenges in utilizing a wider range of reading strategies, such as limited exposure to authentic academic texts and lack of explicit instruction on advanced strategies. Nevertheless, students expressed a willingness to improve their reading strategy awareness and recognized its importance in enhancing their academic reading skills.

DISCUSSION

The discussion section delves into the implications and significance of the findings. The limited awareness and application of advanced reading strategies among Algerian ESP students point to the need for targeted instruction and intervention. The results suggest the importance of integrating explicit instruction on a variety of reading strategies, including inferencing,

critical evaluation, and summarization, within the ESP curriculum. Moreover, it highlights the importance of providing students with authentic academic texts and creating opportunities for guided practice to develop their proficiency in using these strategies effectively. The findings also underscore the importance of raising students' awareness about the benefits of reading strategies and fostering a positive reading culture within the educational environment.

Furthermore, the study reveals the need for professional development opportunities for ESP instructors to enhance their knowledge and skills in teaching reading strategies. This can be achieved through workshops, seminars, and collaborative professional learning communities, where instructors can share best practices and explore effective instructional approaches for promoting reading strategy awareness.

CONCLUSION

In conclusion, this study provides insights into the level of reading strategy awareness among Algerian ESP students at the National Higher School for Hydraulics. The findings suggest that while students possess some awareness of basic reading strategies, there is a need to enhance their understanding and utilization of advanced strategies. The results underscore the importance of integrating explicit instruction, providing authentic academic texts, and fostering a

positive reading culture to promote effective reading strategies among Algerian ESP students. Furthermore, the study highlights the significance of professional development opportunities for ESP instructors to equip them with the necessary knowledge and pedagogical approaches to teach reading strategies effectively. By addressing these findings, ESP instruction can be enhanced, empowering students with the necessary skills to navigate complex academic texts and succeed in their specific academic and professional fields.

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