

CONCLUSION:

Reading comprehension is more than decoding shapes and figures as many teachers and learners think. Comprehension occurs when the reader knows what skills and strategies are necessary and appropriate for the type of text and understands how to apply them to accomplish the reading process and reach high degree of comprehension and retention.

As explored in the four chapters of the paper, several approaches, methods and models have been developed by specialists to understand how the process of reading works in order to supply the appropriate pedagogies for teaching the skill.

In spite of that most of University teachers still think that students come to university with the necessary reading abilities to deal with highly structured and marked texts such as literary materials. In fact, research has proved that students in most of times cannot read just at fundamental levels let alone advanced levels in which reading becomes more complex with content based materials.

In addition, the results obtained in the analysis of the two questionnaires confirmed firmly that both teachers and students lack the essential requirements for reading and processing literary texts. Teachers actually assign literary texts for reading without considering the fundamental criteria and requirements for successful reading.

In most cases teachers come to class with their preferable texts then ask their students to read and answer some comprehension questions. Actually,

whether students know how to read and process literary texts has never been questioned by teachers. This can be explained either by that teachers have the idea that students know how to read literary texts, or teachers themselves ignore the most useful techniques and strategies used in treating literary texts, thus leaving the task to chance and improvisation. Accordingly, teachers of literature are required to provide students with a number of skills and strategies beyond what has been learnt in secondary or preliminary school in order to help them improve their reading abilities in general and literary reading in particular.

It is also believed that reading texts for literary experience is different from reading them for information. Rosenblatt (1985).

Proficient strategic readers, in fact, understand that different texts require different approaches and strategies. Teachers need to develop effective activities and strategies for reading different texts and should encourage students to respond to texts both personally and critically. To this end, with the appropriate skills and strategies, students can become more competent and confident readers.

In order to foster students' interests, teachers need to involve students in text selecting, by providing them with several types of texts from all the literary genres and raise their curiosity in reading texts that they feel close and interested. They should also include intensive and extensive reading materials for both study and pleasure.

Teachers can encourage students to become active participants and proficient readers by incorporating instructional activities and strategies.

Instructional reading might consider the following skills:

- Pre-reading skills: establishing interest a purpose for reading.
- While-reading skills: constructing meaning
- Post-reading skills : reconstructing and extending meaning

Researchers in the area also assert that reading strategies such as Survey Question Read Recite Review (SQ3R) Critical Reading (CR) and Uninterrupted Sustained Silent Reading (USSR) help learners acquire life-long independent reading habits both for study or pleasure.

It must, in conclusion, be emphasized that reading a literary text is not an easy job as many teachers reckon, thus they let it to chance and improvisation.

This research, though does not pretend to give all the answers related to the topic, but simply attempts to help teachers and learners alike to get key notions about the reading skill and also to find methods for integrating some skills and strategies in literary reading. It has been my aim to provide methods for teaching and developing syllabi for literature course at university, but, it is so an ambitious project to be conducted in the actual available time. Thus, I wish more research will be conducted in the field to help university teachers and learners as well conceive the most essential requirements for literature teaching and literary text reading.