

Shendi University

College of Graduate Studies and Scientific Research

Reading Skill Challenges in English Foreign Language Class

(A Case Study of EFL Learners –Semester 8 – Faculty of Arts)

(2016- 2017)

**A Thesis Submitted in Fulfillment of the Requirements for the
Master Degree in Applied Linguistics**

Submitted by:

Asmaa Mohammed Ali Elawad Ali

Supervised by:

Dr. Nadir Sir Elkhatim Elsayed Elhaj

April 2018

Dedication

I dedicate this study to My beloved Family.

Acknowledgements

I express my gratitude to ALLAH the Almighty for His blessing. I would like to express my sincere gratitude to Dr. Nadir Sir Elkhatim for his guidance and assistance of this study. Without his help and careful guidance this thesis would not have been possible. I am deeply indebted to Ustaz. Ashraf Mamoon for his help during the entire course of the work. I am also very grateful to the students and respected teachers of department English language – Faculty of Arts for their co-operation.

My heartfelt thanks go to all those assisted me in various ways from time to time to complete the work successfully.

Abstract

The study attempts to investigate reading challenges facing EFL students of fourth year (semester eight) when they read orally and silently, to identify the actual reasons behind these challenges, and to suggest suitable remedial procedures. In addition to the students, the study questioned the staff members of English language at the university about the same problems.

The instruments used for collecting the data were test and questionnaire ; a test was given to 55 students of the fourth year (semester eight), where as a questionnaire to 12 experienced teachers of English language at the university. The data collection were analyzed by using (SPSS). The findings of the study revealed that students have poor performance in reading comprehension, and in decoding skills. Considering the findings of the study and in order to participate in solving the poor performance in reading skills, the researcher recommends and suggests the following main areas of concerns:

- Motivating students and raise the awareness of reading skills.
- More reading activities should be given to students.

مستخلص

تحاول الدراسة إلغاء الضوء على التحديات التي تواجه طلاب السنة الرابعة - الفصل الدراسي الثامن ، قسم اللغة الإنجليزية - جامعة شندي عند ممارستهم لمهارة القراءة الشفوية والصامتة ، وذلك بغرض تحديد الأسباب التي تكمن وراء تلك التحديات ، واقتراح إجراءات علاجية مناسبة . ولنفس الغرض استعانت الدراسة بآراء أعضاء هيئة التدريس بقسم اللغة الإنجليزية.

ولجمع البيانات فقد استخدمت الباحثة أدواتي الامتحان والاستبيان ؛ حيث خضع خمس وخمسون من طلاب الفصل الدراسة الثامن - السنة الرابعة للامتحان ، ولنفس الغرض فقد استجاب إثناعشر من أساتذة اللغة الإنجليزية ذوي الخبرة بالقسم لاستبيان أظهر استجابات ساهمت كثيرا في نتائج البحث. بعد ذلك قامت الباحثة بتحليل البيانات مستخدمة نظام الحزمة الإحصائية للعلوم الإجتماعية (SPSS). توصلت الباحثة في ختام عملية البحث لنتائج أظهرت ضعف أداء الطلاب في القراءة الإستيعابية ، وكذلك ضعفهم في مهارات فك شفرات القراءة. وبناءا على النتائج المستخلصة من الدراسة ومساهمة من الباحثة في حل مشاكل ضعف الطلاب في مهارات القراءة كانت محاور توصياتها على النحو التالي:

- رفع الوعي لدى الطلاب بأهمية مهارات القراءة .
- إعطاء الطلاب التدريبات الكافية لرفع مقدراتهم في مهارات القراءة .

Table of Contents

No		Page
A	Dedication	I
B	Acknowledgement	II
C	Abstract (English Version)	III
D	Abstract (Arabic Version)	IV
E	Tables of Content	V
F	List of Tables	VIII
G	List of Figures	IX
1	Chapter One (Introduction)	1
1.1	Introduction	1
1.2	Statement of the Problem	1
1.3	Significance of the Study	1
1.4	Objectives of the Study	2
1.5	Questions of the Study	2
1.6	Hypotheses of the study	2
1.7	Methodology	2
1.8	Limitation of the study	3
2	Chapter Two (Literature Review)	4
2.1	Introduction	4
2.2	Reading	4
2.3	Types of Reading	5
2.3.1	Oral Reading	6
2.3.2	Silent Reading	6
2.3.2.1	Intensive Reading	7
2.3.2.2	Extensive Reading	9
2.4	Purpose of Reading	13
2.4.1	Reading for Pleasure	14
2.4.2	Reading for Information	14
2.4.3	Reading for Meaning	15
2.5	Reading Strategies	16
2.6	The Importance of Reading	17
2.7	Studies on Reading Difficulties	19

3	Chapter Three (Methodology)	25
3.1	Introduction	25
3.2	Sample of the Study	25
3.2.1	Teachers	25
3.2.2	Students	25
3.3	Method of the Study	25
3.4	Data collection	26
3.4.1	The Test	26
3.4.1.1	The Written Test	26
3.4.1.2	The Audio Recording Test	26
3.4.2	The Questionnaire	27
3.5	Piloting	27
4	Chapter Four (Data Analysis)	29
4.1	Introduction	29
4.2	The Results of Test	29
4.2.1	The Written Test	29
4.2.1.1	The Results of the Written Test	32
4.2.2	The Audio Recording Test	32
4.2.2.1	The Results of the Audio Recording Test	35
4.2.2.2	Interpretation of the Results of the Audio Recording Test	36
4.3	The Results of the Questionnaire	38
4.3.1	Interpretation of the Results of the Questionnaire	64
4.3.2	Summary of Findings of the Teacher's Questionnaire	67
4.4	Contradiction between the Results of the Questionnaire and the Test	67
4.5	Reason of the Contradiction	68
5	Chapter Five (Conclusion & Recommendation)	69
5.1	Introduction	69
5.2	Summary of Findings	69
5.3	Recommendations	70
5.4	References	72
5.5	Appendices	75
5.5.1	Appendix 1	75
5.5.2	Appendix 2	79

List of Tables

No. of Table		Page
4.1	The Mean Value of the Test Results	29
4.2	Students According to the Grade and their Classification According to Students' Sex	30
4.3	The percentage and Mean Score of the Test Results According to the Sex of the Students	31
4.4	Item-Wise Results of the Written Test	31
4.5	Statement 1	39
4.6	Statement 2	40
4.7	Statement 3	41
4.8	Statement 4	42
4.9	Statement 5	43
4.10	Statement 6	44
4.11	Statement 7	45
4.12	Statement 8	46
4.13	Statement 9	47
4.14	Statement 10	48
4.15	Statement 11	49
4.16	Statement 12	50
4.17	Statement 13	51
4.18	Statement 14	52
4.19	Statement 15	53
4.20	Statement 16	54
4.21	Statement 17	55
4.22	Statement 18	56
4.23	Statement 19	57
4.24	Statement 20	58
4.25	Statement 21	59
4.26	Statement 22	60
4.27	Statement 23	61
4.28	Statement 24	62
4.29	Statement 25	63
4.30	Very High Mean Score of the Teachers' Questionnaire	64
4.31	High Mean Score of the Teachers' Questionnaire	65
4.32	Low Mean Score of the Teachers' Questionnaire	66
4.33	Very Low Mean Score of the Teachers' Questionnaire	67

List of Figures

No. of Figures		Page
4.1	The Number of the Students According to the Grade and their Classification According to Students' Sex	30
4.2	Statement 1	39
4.3	Statement 2	40
4.4	Statement 3	41
4.5	Statement 4	42
4.6	Statement 5	43
4.7	Statement 6	44
4.8	Statement 7	45
4.9	Statement 8	46
4.10	Statement 9	47
4.11	Statement 10	48
4.12	Statement 11	49
4.13	Statement 12	50
4.14	Statement 13	51
4.15	Statement 14	52
4.16	Statement 15	53
4.17	Statement 16	54
4.18	Statement 17	55
4.19	Statement 18	56
4.20	Statement 19	57
4.21	Statement 20	58
4.22	Statement 21	59
4.23	Statement 22	60
4.24	Statement 23	61
4.25	Statement 24	62
4.26	Statement 25	63

Chapter One

Introduction

1.1 Introduction

Fluent reading is the dream of most learners of English as foreign language. In Sudan, there are many students face challenges in reading skill; among them are the students of English at Shendi University-Faculty of Arts. In this study the researcher tries to investigate reading skill challenges that face them when they read loudly and silently. These challenges related to phonological and phonemic awareness, decoding skills, fluency, vocabulary, and comprehension.

1.2 Statement of the Problem

A close observation of students at Shendi University brought about that students face challenges in decoding skills which cause pronunciation errors when they read loudly. It was also observed that students face challenges in comprehension; they confuse using the meaning of words and sentences when they read silently. The researcher spent long time at the Faculty observing these challenges that face students in reading skill.

1.3 Significance of the Study

The ability to read is an important skill in today`s modern world where so much information is transmitted in written form. So there is greater need to identify and understand reading difficulties early in life and the challenges they bring about so that the situation could possibly be for the best. The results of this study will influence learners` schedules to overcome reading difficulties, teachers, and researchers.

1.4 Objective of the Study

This study aims to:

1. Find out and investigate reading challenges that face EFL students in reading skill.
2. Identify the actual reasons behind reading challenges.
3. Helping EFL students by using suitable techniques and strategies.

1.5 Questions of the Study

1. What are the challenges that face EFL students in reading skill?
2. What are the reasons behind the challenges that face EFL students in reading skill?

1.6 Hypotheses of the study

1. EFL students face challenges in reading skill.
2. Reasons behind the challenges that face EFL students in reading skill due to the lack of motivating and activities of reading skill.

1.7 Methodology

The researcher adopts the descriptive analytical method .Two tools will be used for data collection; a questionnaire for English teaching staff at university of Shendi and test for the students of English language .The SPSS will be used for data analysis.

1.8 Limitation of the Study

This study is limited to:

- Shendi University - Faculty of Arts - Department of English Language.
- EFL students of fourth year - semester eight – of academic year 2016-2017.
- The challenges of reading skill.

Chapter Two

Literature Review

2.1 Introduction

In this chapter, the researcher presents literature related to the topic. It has been arranged through many concepts regarding reading skills. It includes a comprehensive definition of reading, states the types of reading, purposes of reading, reading strategies, and importance of reading skills.

2.2. Reading

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to enable them understand written text. Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. (Beatrice, 2008.p.1).

Reading is a process which involves interaction between the reader and the language and the ideas of the text. It involves readers in drawing upon their existing knowledge of word, of language and of the written code in order to attend

to the visual information of the text. (Teaching Reading,1997.p.9). Reading is a process very much determined by what the reader's brain, emotion and beliefs bring to the reading ,the knowledge information (or misinformation , absence of information),strategies for processing in the text ,moods ,fears and joys –all of it . The strategies one uses vary according to one's purpose ,including whether one is reading for oneself only one for somebody else , such as reading to answer comprehension questions, reading to perform for listener and much more .(Connie .2009 .P.10).

Reading process depends on the language of the reader and the writing system that encodes that language . The units of the writing system are converted into mental representation that includes the units of the language system . Specifically important are the identification of words and the engagement of the language and general cognitive mechanisms that assemble these words into message .(Charles ,2001.p.1). Reading abilities are divided into lower level and higher level processes . Lower level processes include fast , automatic word recognition skills , automatic lexicon syntactic processing and semantic processing of the immediate clause into relevant meaning units .Higher level processing involves those processes and resources that more closely those align with strategies and resources for comprehension with more difficult text: from main idea meanings , recognize related and thematic information ,build a text model of comprehension and use inferencing , background knowledge ,strategic processing and context constraints to create a situation model of reading .(William,2005.p.9).

2.3 Types of Reading

Several types of reading may occur in a language classroom. One way in which these may be categorized as suggested by brown (1989) can be outlined as follow:

2.3.1 Oral Reading

Oral reading is oral translation of printed or written material , often used as a measure of students' overall reading performance to examine aspects of reading accuracy , fluency , and comprehension that cannot be observed directly from the act of silent reading. The skill of reading aloud provides the avenue for full engagement with the written text and promotes internalization of ideas. This reading aloud process enables teachers to expose and teach their students process of literacy, how words and sentences are structured , and reinforce sight vocabulary. Oral reading enhances comprehension skills by linking the oral spoken word to the written text . Oral reading is linked to listening . This is called act of understanding speech (Harris & Hodges, 1995) . Teaching students how to listen is a nice accompaniment to any read - aloud scenarios. The use of strategies to promote students' abilities to listen has been shown to be particularly effective for improving reading comprehension . (Boodt ,1984).

2.3.2 Silent Reading

The ability to read and understand printed word represents a remarkable human accomplishment. Although the ability to communicate through the spoken words seems to have been genetically hardwired into our species over the **eons** of time it has taken our species to develop (an estimated 5 -8 million years), the skill of reading has been with us only for about 7000 years. Because of the huge time differences between the developments of language by ear versus language by eye there must be overcome before reading can occur. (Hiebert + etal .2010. p. 24) .

More than a century ago, it was commonly held belief that the eye uninterruptedly and smoothly took in information as it swept along in a line of print or when looking at a scene outdoors contradicting this common belief, Javal (1879) found that the eye seemed to jump from spot to spot and then paused during reading he concluded correctly that the eye took information only when it paused he called these ocular-motor eye saccades.

There are three types of ocular-motor eye movement that occur during reading:

1-Fixations : when the eye pauses momentarily on a line of print to take in information or integrate information across fixation pause .

2-Forward saccades: when reading English script on the eye seems to jump from left to right on a line of print to bring the eye to the text fixation pause .

3-Regression and rereading :where eye movement occurs backward from right to left .(Hiebert . 2010.p.26).

Within the category of silent reading one encounters intensive and extensive reading Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself . Extensive reading on the other hand ,involves reading of large quantities of material ,directly and fluently . It is treated as a means to an end . It may include reading simply for pleasure or reading technical . scientific or professional material . This latter type of text , more academic , may involve two specific type of reading , scanning for key details or skimming for the essential meaning . A relatively quick and efficient read , either on its own or after scanning or skimming , will give a global or general meaning .

2.3.2.1 Intensive Reading

Intensive reading is a "detailed in class" analysis, led by the teacher, of vocabulary and grammar point, in a short passage. (Long & Richards-1987).It is sometimes called "Narrow Reading" may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structure repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading

"calls attention to grammatical forms , discourse markers , and other surface structure details for purpose of understanding literal meaning , implications, rhetorical relationships , and the like .(Brown 1989). Intensive reading aims to build more language knowledge rather simply practice the skill of reading .In intensive reading students focus on linguistic or semantic details of a reading and on surface structure details such as grammar and discourse markers , they identify key vocabulary and may draw picture to aid them (such as in problem solving). Readers are intensely involved in looking inside text. The text is usually very short-not more than 500 words in length, it is chosen for the level of difficulty and usually by the teacher, and it also chosen to provide the types of reading and skills that the teacher wants to cover in the course .Intensive reading develops rapid reading practice and it interprets the text by using word attack skills, text attack, and non-text information.

Intensive reading exercises may include looking at main idea versus details and at the order of information they also include identifying words that connect one idea to another and that indicate change from one section to another. Munby (1979) suggests four categories of questions that may be used in intensive reading. These include : Plain sense uses to understand the factual ,exact surface meanings in the text ,implications used to make inferences and become sensitive to emotional tone and figurative language ,relationships of thought between sentences or paragraphs ,and projective questions that requiring the integration of information from the text to one's own background information. Intensive reading is used when the objective of reading is to achieve full understanding of logical argument, rhetorical pattern of text, emotional, symbolic or social attitudes and purposes of the author, and linguistic means to an end .It is also used for studies of content material that are difficult. In intensive reading the teacher chooses suitable text, tasks, and activities to develop skills. S/he gives direction before, during and after reading. The teacher prepares students to work on their own. Often the most difficult part is for the teacher “to get out of the way” and s/he also encourages students through prompts, without giving answers. Intensive reading provides a

base to study structure, vocabulary and idioms, and for students to develop a greater control of language. It provides for a check on the degree of comprehension for individual students' interest and encourages them to read independently.

2.3.2.2 Extensive reading

Extensive reading is carried out "to achieve a general understanding of a text" (Brown1989).It is always done for the comprehension of main ideas, not for specific details. The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is as "occurring when students read large amounts of high interest material usually out of class concentrating on meaning, "reading for gist" and skipping unknown words" (Long & Richards 971.p.216). Extensive reading may appear as a complement to an intensive reading program and as an extra-curricular activity where students read out of class. It may also appear as the main focus of a reading course(termed an extensive reading program) where students work with a class set of books , individual reading of materials, of their own choice, with follow-up activities such as reading logs, reading journals ,book reports or projects . Although it is less common for extensive reading to form an entire reading course, there are well-established extensive reading programs operating around the world. They have been carried on in many countries at varying levels of education from elementary school to college and in different languages.

In extensive reading, students select what they want to read. They read as much as possible. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Reading is individual and silent and it usually faster than slower. The teachers orient students to the goals of the program. They are a role model of a reader to the students (Day& Bamford 1980) With demand for both simplicity and authenticity, the teacher must choose from the following:

- Graded Readers: These are readers with specific levels of word frequency and idiom counts and the introduction of new vocabulary at a planned rate. Broughton (1978) favors using graded readers where there are less than one in every hundred that is unfamiliar. These are a good choice for students whose second language proficiency makes it difficult for them to read texts written for native speakers.

- Text on the same topic: Reading more than one text on the same topic allows students to bring more background knowledge to each new text read.

- Authentic materials such as newspapers, magazines that are related to second language culture.

- Web resources: We should choose these from suggestions by the teacher so that students do not choose those that are too overwhelming.

- Stories and articles chosen by the teacher, with following guidelines:

1- The style should include repetition, without being monotonous.

2- New vocabulary should not occur at the same place as difficulties of structure.

3- The text should break in sections that are not too long. This is to give the reader a feeling of accomplishment when completed.

4- Authors should be chosen with less complex structure and less extensive vocabulary range.

5- The subject matter should be of real interest to the students and suitable for their age level.

In extensive reading, the teacher gives recommendations on reading material, based on students' interests and s/he leads pre-reading activities to build interest in the text, such as in the characters, places, themes, and actions. The teacher must be careful to provide just enough to stimulate curiosity but not so much that the need to read is removed. The teacher also guides students in setting specific goals

for amounts read in choosing appropriate levels of material, with beginning with easy books in choosing a variety of materials of their interest. This may especially be necessary for students that choose the same type over and over. The teacher overlooks if students are not aware of the exact meaning of each word. The teacher should not jump in and explain, and s/he provides modeling. If class time is given for reading, the teacher reads at the same time. On the other hand, the student plays basic role in extensive reading , s/he usually chooses their own material and moves along at their own pace but must push themselves in order to show greater progress. Student assumes total responsibility for developing reading ability. Extensive reading has many advantages for the students; they gain more confidence in reading ,improve their attitude towards reading and become more motivated to read ,and they also feel more autonomous over their own learning and more likely to take more initiative. Students become more "independent readers" ,being able to read for different purposes and being able to change reading strategies for different kinds of texts ,they also acquire "incidental" grammatical competence-that is ,it may be acquired even though it was not directly taught , and they become more aware of what's available to read and how to access materials. Extensive reading is divided into two types, Scanning and skimming.

1. Scanning

Scanning is a quick reading, focusing on locating specific information. It involves quick eyes movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed. Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required .The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching. Scanning is used often with technical , scientific or professional materials to locate specific information .It is a valuable skill for second language learners to develop because

they often do not require a detailed reading of text .There are many everyday uses for scanning, relevant to a purpose , and as reading a schedule.In scanning, the teacher selects passages that do include specific information, s/he may use authentic materials that are commonly scanned in real life, such as the telephone directory, menus, bus schedules The teacher may also ask students before they scan a text to note how the information is organized in the text and s/he needs to remind students that as they read carefully to find the required information. They should pay a particular attention to titles and keywords .The student forms questions before reading what the specific information are they looking for, he looks for contextual clues. The student tries to anticipate what the answer might look like and what sorts of clues would be useful .She is aware of graphic form that the answer may take, such as a numeral, a written number, a capitalized word or a short phrase that includes keywords.

2. Skimming

Skimming is a quick reading to know the general meaning of a passage, to know how the passage is organized, that is, the structure of the text, and to get an idea of the intention of the writer .Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the anther, not just to locate it. It is a tool in which the author's sequence can be observed, unlike scanning in which some predetermined information is sought after. Skimming is a skill that a student may want to develop if they are planning to continue with academic studies. It is often used in reviewing for a list. It is used when reading some general questions in mind and it is also used in making decisions on how to approach a text such as when determining if a careful reading is deserving. Skimming is used to build student confidence and understanding that it is possible to gain meaning without reading every word in a text. It is used as part of the SQ3R method of reading, often for speed reading. This method involves the student in surveying, questioning, reading, reviewing and reciting. Skimming is used for the initial survey and for review.Before the

students start reading, the teacher should guide them to ask themselves the following questions:

-What kind of audience was the text written for? Was it for example, the general public, technical readers, or academic students?

-What type of text is it? Is it, for example a formal letter, an advertisement, or a set of instructions?

-What was the author's purpose? Was it, for example to persuade, to inform or to instruct?

Students read the text in specific manner; first they read the title if any, then they read the introduction or the first paragraph, they read the first sentence of each the following paragraphs, they read any heading or sub-headings, they look at any pictures or phrases that are in bold face or italics and finally, they read the summary or last paragraph.

2.4 Purposes of Reading

Reading serves multifaceted purposes. People read books for a variety of reasons. They read to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure, and information, to know the instructions of using a particular tool, to be familiar with a particular country or place, to decode message form printed document, to get idea from inscription from any objects.....etc. The reasons and purposes of reading a text differ from person to person because of their different opinions, backgrounds and experiences (Nuttall, P.18). According to the purposes of and reasons for reading, Grellet (1996, p.4) has divided non-academic reading into two main criteria. They are reading for pleasure and reading for information.

2.4.1 Reading for Pleasure

The only sensible reason for reading anything is because we enjoy it or hope to enjoy it, because pleasure covers a whole variety of feelings and shades of feeling, and so one should read only what one likes, so that s/he may get expected range of pleasure .(Strong,1995,p.41). People read books of poems, novels, short stories.....etc, because ‘they find them pleasurable, and it truly appropriate as far as the foreign language is concerned. Intention for seeking pleasure from a text makes readers read more and more which ultimately leads them towards a better understanding of and building up vocabulary, and it ultimately helps them to develop the overall skills in reading English as a second language and English as a first language. A reader enjoys a book when s/he gets pleasure. If the book ceases to provide the pleasure s/he seeks, s/he will simply stop reading. For this reason, the aim of a reading program should be according to Nuttall (1996, p.31) “to enable students to enjoy (or at the least feel comfortable with) in the foreign language”. Rosenblatt (1938) has described reading for pleasure as ‘aesthetic reading’ since it meets the third of souls and provides readers with aesthetic pleasure.

2.4.2 Reading for Information

Rosenblatt (1938) has described reading for information as ‘efferent reading’ since many people prefer reading to collect information from anything written. The truth is that the written texts as permanent sources of information still have more effect on reader than other media (e.g. voice-recording),and reading is widely used as a skill in decoding the meaning from these sources. Grellet (1996, p.4) states that people read books “in order to find out to do something or in order to do something with the information they get”. Nuttall (1996, p.3) is of the same opinion that we read because we want to get something from the writing. In this age of information technology, people are busy in collecting and storing information-update news of the current world, business information, information

on culture and politics, news of foreign affairsetc. The major sources of these pieces of information are newspaper, magazines, and internet, and the media require necessary skills in reading. As the language of computer and international newspapers and magazines is English, reading skill in ESL and EFL is necessary. Moreover, learners go overseas with a specific purpose-higher studies, or dealing with overseas customers, or performing professional jobs well...etc. (Nuttall, 1996, p.30). Williams (1996, p.124) rightly states that “reading for information of English is one of the most important purposes that learners may have in learning English”. Students read book for information also because of the fact that they want answers of certain questions upon certain issues, and they need to confirm their inferences.

2.4.3 Reading for Meaning

It is necessary and at the same time important to decide why students are made to read-either for developing language or for improving the understanding power of meaning a text conveys. “Students.... need to learn how to read for meaning” because “Language improvement is a natural by-product of reading”. (Nuttall,1996.p.30).Reading, basically, is concerned with the meaning of a text, which is embedded in the language of the text. A text is a ‘physical manifestation’, and reader’s purpose is ‘to construct meaning’ with the data a text supplies. In short, discovering the intended meaning of a text should be the sole purpose of the teaching of reading since language skills develop naturally with the development of reading Skills. (Shahidullah, 1995.p.210).Nuttall has mentioned four consecutive categories of the meaning. They are:

A) Conceptual meaning: This kind of meaning is embedded in a ‘word’. Every lexical item embodies a concept-simple or complex, and “the whole books are written on complex concepts”. This refers to Saussurean definition of language as a ‘sign’ system that includes ‘signifier’ and ‘signified’.

B) Propositional meaning: The meaning ‘a sentence’ can have of its own it is a propositional meaning. A single word does not intent this type of meaning because “we cannot affirm it, deny it, question it”. For example, ‘playing’ as single word in isolation may have conceptual meaning but not propositional meaning. If it is used in a proposition, such as “Boys are playing in the field”, it will be possible to deny it (the sentence or proposition), doubt it, question it and so on. Thus the word (playing) becomes propositionally meaningful.

C) Contextual meaning: Contextual meaning occurs when ‘a sentence’ or ‘proposition’ or even a word is used in a context. The use indicates the writer’s intention of and reason for using it. The value of its using in a text becomes explicit from the relationship between it and the other sentences or elements before and after it in the same text.

D) Pragmatic Meaning: It is the meaning which “a sentence has only as a part of the interaction between the writer and the reader”. It reflects the writer’s feeling, attitude, purpose, tone, and so on. Pragmatic meaning is the product of the unified whole text, and it offers variations interpreting the meaning because of the fact that every reader comes to the text with his/her individual concepts and experience that largely affect the meaning of the text.

2.5 Reading Strategies

Reading is the active process of understanding print and graphic texts. Reading is thinking process. Effective readers know that ‘when they read & what they read is supposed to make sense’. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use reading strategy (such as rereading or asking question) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks. Effective readers use strategies to understand what they read before,

during and after reading. Before reading, they use prior knowledge to think about the topic, they make prediction about the probable meaning of the text and they preview the text by skimming and scanning to get a sense of the overall meaning. During reading, the readers monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text. After reading, the readers reflect upon the ideas and information in the text, they relate what they have read to their own experiences and knowledge, they clarify their understanding of the text, and they extend their understanding in critical and creative ways. Students can be taught to be strategic and effective readers. Struggling readers benefit from a variety of instructional approaches that demonstrate reading skills as subject content is taught. Direct teaching, thinking aloud, modeling, discussion, and small-group support are only a few of the approaches teacher use to help students become more strategic and effective reader in different contexts.

2.6 The Importance of Reading

The ability to read is recognized generally as one of the most important skills that a person can have. Reading is a tool of the acquisitive mind; it is the vehicle for obtaining ideas that cannot be transmitted verbally. The individual who reads well has at his command a means for widening his mental horizons and for multiplying his opportunities for experience. Reading is a crucial factor affecting intellectual and commotional growth. The need exits for more and better reading by persons of all ages. Good reading by any individual requires a knowledge of word meanings and of concepts; the reader must bring something to the printed page in order to take anything from printed the page. (Amita . 1997 .p.2).

Reading is important not only to the individual; it processes also great social significance. Man's cultural and social heritage is transmitted from generation to generation and is a communicated readily from one individual to another by means of permanent printed records. Such records are usually easily accessible, and they may be read at any time by person in accordance with his needs. As individuals

mature and as their understanding of society expands, their experience is augmented to include an increasingly clear perception of the social environment in which they live. Contact with printed material aids in raising standards of living in developing appreciations, and in broadening sympathies. Surveys have shown that adults read books that related to their work and to their avocation. Individuals want to know how to write letters, how to care for children, how to make model airplanes, and the like. Adults read stories, biographies, and travel-ogues to escape from the "daily grind ". People always are ready to read printed matter that is related to their experience by bonds of meaning and of need. The authorities agree that in only a few activities of modern society does reading fail to make some essential contribution to individuals and to the social group.

Previous studies

2.7 Studies on Reading Difficulties

In this section, there are several studies. These studies are used as reference to point out aims behind findings and their additions in the field of reading difficulties in English as a foreign language.

Alseyabi,F& Tuzlukova,v(2015) Conducted a study aimed at investigating problems that Omani post-basic and university foundation program students face in reading in English and identifying strategies they use to help them deal with their reading problems. The study administered a questionnaire on ELT reading problems and strategies to 1114 students from grades 11 and 12 in post-basic schools and to 317 university foundations program students. Analysis of the questionnaire shows three major findings that emerged from the study need to be highlighted. The first one concerns the types of reading problems that Omani students encounter. It seems that the same group of problems that students have at school continues to pose similar concerns for students doing their university foundation programs.

The second finding concerns vocabulary. As evident in the study ,dealing with vocabulary continues to pose a problem for students after moving to the foundation program and seems to be a predominant obstacle both in terms of identifying their meaning and decoding . Students at both levels seem to equate their ability to comprehend a text with being able to recognize its individual words without realizing that such recognition does not necessarily mean being able to interpret their meaning . A third finding is that as students progress through their educational levels, they find themselves in need of employing a wider range of learning strategies to help them cope with the complexity of the tasks required of them and the diverse demands of their university education.

Loae Fakhri Ahmad Jdetawy ,phD.(2011).attempted to review the literature on problems encountered by Arab English foreign language learners focusing on the many problems in English language learning and the reason that lies behind these problems .The interesting findings of this study were Arab EFL learners encounter many problems in English language learning .These problems include the four language skills, i.e, listening , reading , speaking and writing . Furthermore, Arab English foreign language learners keep committing errors in syntax ,semantic , morphology , pronunciation and spelling .The reasons that lie behind these problems are many such as : English is not the mother tongue of Arab EFL learners , Arab learners use Arabic as their formal language of communication , and the lack of target language exposure as spoken by its native speakers , the Arab English foreign language learner's preference towards using Arabic in EFL classroom rather than English, the lack and weakness of the input in their language teaching context , the lack of Arab EFL learners' personal motivation , the inappropriateness and weakness of the English language curricula adopted by some academic institution,etc.

Ming_Yueh Shen (2013) investigated technical and university learners' academic reading difficulties, strategies and learning needs. This qualitative study involved 47 engineering majors and 59 English major aged between 19 and 20 at a technical university. Those students who graduated from vocational senior high school are usually viewed as less efficient readers with little language training, no matter what major they are.

The study revealed that technical university EFL students' academic reading difficulties fall broadly into the categories of linguistic and content matter constraints. Overall, most of the students indicated that insufficient vocabulary and a lack of specialist knowledge represent serious obstacles to academic reading .There were variations among the participating students from two different disciplines in terms of their reading strategies and needs. Many students in this study revealed a desire for greater teacher facilitation (e.g. in pre-teaching, some

terminologies lighting key points and teaching grammar). The study also offers some suggestions to improve the teaching of academic reading. First, teachers should be supportive as there was clearly need for teacher facilitation. Secondly it is a content teacher's responsibility to choose reading texts at an appropriate difficulty level and with less complicated sentence structure, a clear organization and layout. Thirdly, all students in different learning contexts should not be taught with the same method because they have different perception and require different classroom activities . Finally, it is imperative to incorporate strategies with E A P reading, such as teaching how to recognize prefixes and suffixes, predictions, skimming, scanning finding main ideas, using context clues, referring to graphs and tables, and summarizing.

Maryam Said Alghafri (2015) investigated the challenges that visually-impaired students at SQU encounter when learning English. Specifically, she investigated the four English language skills (listening, speaking, reading, and writing). Questionnaire was the primary data collection of this study. A total 18 questionnaires were collected; to fill the questionnaire; students were asked to precisely identify their perception about their difficulties in acquiring English skills in each statement. Besides the questionnaire, an interview has been used as a data collection tool. The main findings of this study were:

1. Students with visual impairment don't follow the same route in learning as hearing sense in the fundamental concept of learning.
2. Students with visual impairment are well prepared to learn a foreign language regardless that absence of vision sense.
3. Writing skill is the most challenging while reading comes second. Speaking is considered less challenging, and listening skill is the least challenging skill among them.
4. There is nearly overall agreement among researchers that students with visual impairment don't have any serious problems associated to listening and speaking English skills.

5. Visually-impaired students face great challenges in acquiring reading and writing skills more than their sight counterparts.
6. There are other variables effects acquiring fundamental English language skills (listening, reading, speaking, and writing) such as classroom environment, the accessibility of materials, and teachers' awareness of the appropriate strategies.

Hakeem M.Elmadwi (2014) conducted study aimed to show the type of strategies which most students apply in reading and comprehension of English as a foreign language and to point up the most often strategy used among learners in this study. The study also aimed to show the relationship between gender and reading comprehension, and also to show the relationship between students' level proficiency and their use of reading strategies. The participants of this study were one hundred Libyan students from Zawia university .This number of participants were chosen randomly .Their age is between 18-24 years old. The gender of participants was heterogeneous (males 60 {50% } females 60 [50% }).The study results indicated that Libyan University learners' English learning strategies usage was at a medium range. Among them, meta-cognitive strategies were used more frequently (M=22-2500) than other types of strategies .When males and females were compared, the female learners tend to pick up strategies at their EFL classes more than male learners. As in the case of learners' EFL proficiency level, female learners also showed a higher performance of comprehension and indicated a higher level of EFL proficiency.

Kamal R.Mourtaga carried out a study about reading problems that face Arab EFL students. The aim of this study is to shed light on some oral and non-oral reading problems that Arab EFL students, especially university students in the Gaza strip encounter when they read English .These problems are classified in to four categories :

1. Problems related to the misunderstanding of reading process.
2. Problems related to insufficient competence in and use of English.

3. Problems related to the differences between Arabic and English.

4. Problems related to the English spelling sound system.

When analyzing the four categories, data collection was based on the researcher's teaching experience at the IUG where he taught EFL for about twelve years at the department of English. In addition, the researcher obtained much support for his claims on the causes of students' weaknesses in EFL reading from a questionnaire distributed among 30 male and female teachers of English whom the researcher randomly selected. The researcher suggested some pedagogical suggestion to solve reading problems of Arab EFL students: The different approaches and techniques based on the extensive approach to reading, along with class instructions to develop skills and strategies are enough to solve our students' problems. However, before starting using any of these approaches/techniques, teachers need to know that teaching is a humanistic career, and that teaching and anxiety can never meet. Hence, the first step that teachers should take is motivating their students by creating a humanistic teaching /learning environment. Teachers must create within each classroom a positive atmosphere, a way of life conducive to promoting reading through positive effect.

Shahanaz,Sazzad,and Shamin (2014) attempted to elicit information about the role of Schema_for effective EFL reading comprehension. This study makes a humble attempt to investigate the implication of schema theory in the teaching of reading comprehension of tertiary level students learning English as foreign language (EFL). Thirty-six students studying at Prime University and 12 teachers teaching at different private universities took part in this study. The findings are based on two questionnaires (one surveyed among the students and another among the teachers).The findings of this study were summarized in:

Enhancing student's background knowledge helps the learners to make correct judgments and predictions of the question while they are reading the target text. The closer the match between the readers' schema and the text, the more comprehension occurs. Comprehension depends on knowledge; i.e related to what we already and what we don't know. Our understanding of a text depends on how

much related schema we possess while reading. Therefore, failure to make sense of a text happens because of the lack of an appropriate schema that can fit within the content of the text. This missing of an appropriate schema can be content, formal or linguistic ones.

Fauzia Khurshid ,PhD.(2012) conducted a study about university students' difficulties in learning English language skills . It aimed to study the causes of student's hesitation in learning English and to explore problems related to listening, reading, and writing skills of the learners. The study was descriptive in nature. All the students of the NUML University in English department were considered as population of study in order to check the reliability and validity of research questionnaire.

The findings of this study were summarized in: Students are not fully satisfied with the learning outcomes of this course. So teachers should work hard and try to improve students' writing as well as speaking skills through extra reading or computer assisted programs. It is concluded that students are hesitant in speaking English and using reading skill.It is recommended that the exercise part should be improved and exercises should be added in order to improve the reading, writing and speaking skills of the students.

Chapter Three

Methodology

3.1 Introduction

This chapter introduces the design and method used in analyzing the collected data. To reach the objectives of this study the researcher has made interviews with teachers in the pilot study. A test and a questionnaire were made to analyze the reasons that lie behind the challenges of reading skill among Arts students at Shendi University.

3.2 Samples of the study

3.2.1 Teachers

The sample includes the staff of the department of English language & literature, Shendi University, Faculty of Arts.

3.2.2 Students

The sample of this study were 55 students (40 students for written test & 15 for audio recording test) both males and females enrolled in the fourth year (8th semester) of the academic year 2016-2017 of English as a foreign language who study at Shendi university, faculty of Arts.

3.3 Method of the Study

The researcher applied in this research the descriptive analytical method. Two tools were used for data collection, a questionnaire for the teachers and the test for students. The SPSS program was used for data analysis.

3.4. Data Collection

The data were collected by using two tools; a questionnaire for teachers and a test for students.

3.4.1 The Test

Students were given a test on reading skills to examine their standards and abilities. They were 55 students; both males and females to investigate if there are any differences in their performance. The test consisted of two parts; written test and audio recording test. The written test was designed to investigate reading comprehension difficulties that face students when they read silently. The audio recording test was designed to investigate reading decoding difficulties that face students when they read orally.

3.4.1.1 The Written Test

A question paper of 40 marks has been designed for the test of reading skills. It includes 4 items; **item 1** is based on passage. It is related to finding out specific information, answering short questions. This item includes 5 questions which equal 10 marks. **Item 2** is concerned with filling the blanks using appropriate words. It includes 5 blanks equal 10 marks. **Item 3** is based on another single passage. It is also related to finding of information, but it provides multiple choice options. It includes 3 questions which equal 6 marks. **Item 4** is concerned with filling the blanks using appropriate words also; it includes 9 blanks which equal 14 marks. The participants of this test were 40 students (males (20)&females (20)).

3.4.1.2 The Audio Recording Test

The recoding was made for 15 students. Each student was asked to record a passage to examine oral reading difficulties that face students when they read orally.

3.4.2 The Questionnaire

The questionnaire consists of 25 statements formulated in a way that they present a set of phrases and clauses relevant to the study subject being tested. Then the teachers were asked to answer each statement of the questionnaire by choosing one answer of the given five choices below each statement. The questionnaire statements were divided into two parts; Part A includes 9 statements (1-9) which are meant to evaluate their students' performance concerning reading strategies according to their views. Part B includes 16 statements which are related to their own teaching techniques, experiences, and skills regarding various aspects of teaching reading in the class.

3.5 Piloting

Before administering the questionnaire survey and test, a pilot study was conducted. The purpose of the pilot survey was to develop the standard of questions in the questionnaire and the test to make the question easily understood by the respondents who are meant to answer them. The researcher had consulted seven teachers from the teaching staff at Shendi University to finalize the questionnaire and the test of the study entitled reading difficulties facing learners of English as a foreign language. And their comments were: **Participant A** is assistant professor with PhD in ELT; head of English department, who agreed with all the questions of the questionnaire and the test. **Participant B** is assistant professor with MA in Applied Linguistics who agreed with the questions of students' test and teachers' questionnaire but she disagreed with the questions of students' questionnaire and she suggested omit them. **Participant C** is associate professor with MA in translation agreed with all the questions of teachers' questionnaire and most questions of the test except the question of guessing words meaning without depending on passage; he said it is difficult for students to understand. **Participant D** is assistant professor with MA in literature agreed with all the questions of the test and the questionnaire. **Participant E** is associate

professor with PhD in ELT, **Participant F** is assistant professor with PhD in ELT and **Participant G** is lecturer with MA in Applied Linguistics who agreed with the questions of the test, but they disagreed with the formulation of the questions of teachers' questionnaire. They suggested reforming the items from questions to statements.

Chapter Four

Data Analysis

4.1 Introduction

In chapter three, the study presented the methodology and data collecting techniques. This chapter presents the analysis of the reading difficulties identified in the test and the questionnaire. It also manifested the interpretation of the results of this study.

4.2 The Results of Test

4.2.1 The Written Test

Table (4.1) The Mean Value for the Test Result

Student-sex	Frequency	Percent	Mean	S.D
Male	20	50%	23.9	6.4
Female	20	50%	25.4	8.1

Table (4.1) Show the number of students that there tested and the mean value for the test result and the mean value of females (25.4) better than males (23.9) by (1.5). Students according to the grade and their classification according to student sex.

Table (4.2) The Number of Students According to the Grade and their Classification According to Students' Sex.

Grade	Excellent	Very-good	Good	Pass	Fail
Students numbers	5	2	12	13	8
Female	5	0	3	9	3
Male	0	2	9	4	5

Table (4.2) shows the number of students according to the grade and their classification according to students' sex.

Figure (4.1)

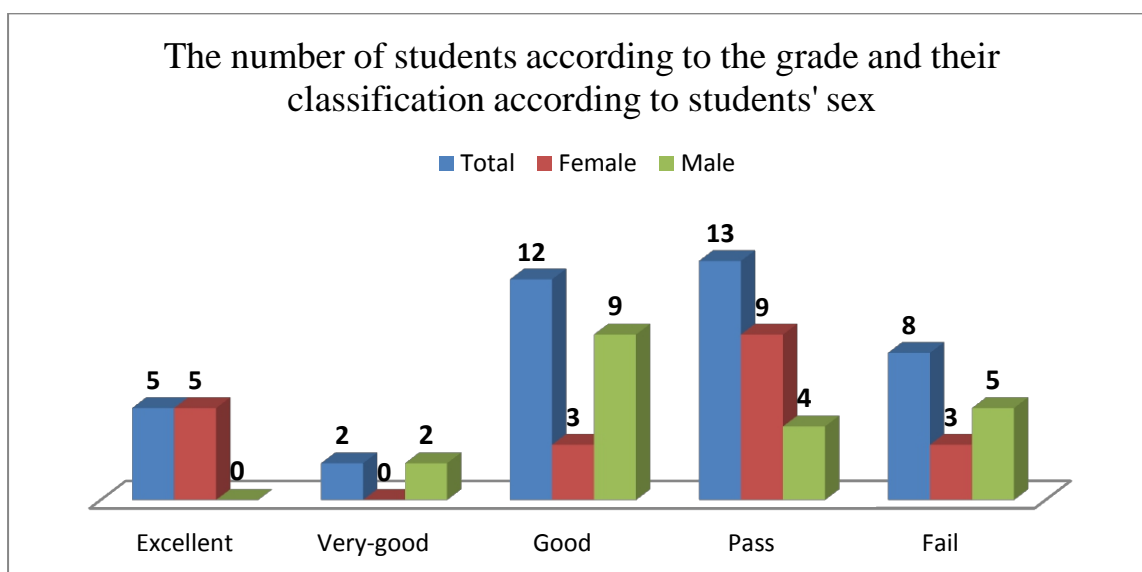


Figure (4.1) shows the number of students according to the grade and their classification according to the student sex.

Table (4.3) The percentage and the Score Mean of the Test Result

Student-sex	Percent	Mean
Female	64%	25.4
Male	60%	23.9

Table (4.3) shows the percentage and the score mean of the test result according to sex of students and the female success rate(64%) is higher than males(60%) by (4%).

Table (4.4) Item-wise Results of Test Reading Skills

Grade	Excellent	Very good	Good	Pass	Fail
Item 1	2	6	10	1	21
Item 2	10	8	8	2	12
Item 3	10	5	12	9	4
Item 4	6	9	9	8	8

Table (4.4) shows in item 1 (Finding out specific information from given passage) only 2 students got Excellent, 6 students got Very good, 10 students got Good, 1 student got Pass, and 21 student got Fail. In item 2(Filling the blanks using appropriate words) 10 students got Excellent, 8 students got Very good, 8 students got Good, 2 students got Pass, and 12 students got Fail. In item3(Finding out specific information with multiple choice options)10 students got Excellent, 5 students got Very good, 12 students got Good, 9 students got Pass, and 4 students got Fail. In item 4(Filling the blanks using appropriate words) 6 students got Excellent, 9 students Very good, 9 students got good, 8 students got Pass, 8 students got Fail.

4.2.1.1 The Results of the Written Test

The results show a miserable state of students' reading skills. The majority of the sub-skills their proficiency is extremely poor. The results also indicate that students' proficiency in finding out specific information from given passage with any choice provided seems to be bad, but their performance in finding out specific information from given choices is good. In addition to these, students' proficiency in higher order skills such as interfering and interpreting is extremely bad.

4.2.2 The Audio Recording Test

Before students began to read aloud the passage, they were asked to point out the new words if any. They read the passage but they confused between letters and sounds in words decoding (particularly in unfamiliar words) which caused pronunciation errors. These words were:

Supersonic /su:pə'sɒnik/, aeroplane /eəpleɪn/

based /beɪsd/, balloon /bəlu:n/

engine /endʒɪn/, rigid /rɪdʒɪd/

world /wɜ:ld/, thousand /θaʊzənd/

miles /maɪls/, service /sɜ:vɪs/

Student 1 mispronounced the following words:

based as /pæsd/, aeroplane as /erəpleɪn/

engine as /ɪndʒaɪn/, rigid as /rɪged/

world as /wɜ:lɪd/, thousands as /saʊzəndz/

miles as /meɪls/

The pronunciation of **Student 2** :

/æərəpleɪn/ for aeroplane , /pæsaɪd/ for based

The pronunciation of **Student 3** :

/eərpʌn/ for aeroplane , /pɜ:ləns/ for balloon

/besɪd/ for based , /ɪnəʒɪn/ for engine

/sauzəndz/ for thousand, /meɪls/ for mails

/wɜ:lɪd/ for world.

The pronunciation of **Student 4** :

/pæsɪd/ for based , /erplæn/ for aeroplane.

/raɪdɪd/ for rigid , /ɪnʒɪn/ for engine.

/sauzəndz/ for thousand , /wɜ:ldɪd/ for world.

The pronunciation of **Student 5** :

/aɪrɒplæn/ for aeroplane. , /ɪndʒɪn/ for engine.

/raɪdɪd/ for rigid , /sauzəndz/ for thousands.

/meɪls/ for mails.

The pronunciation of **Student 6** :

/erɒpæn/ for aeroplane , /raɪdɪd/ for rigid.

/ɪndʒɪn/ for engine. , /wɜ:ldɪd/ for world.

/sauzəndz/ for thousands, /meɪls/ for mails.

The pronunciation of **Student 7** :

/pæsd/ for based , /raɪdɪd/ for rigid.

/ɪnʒɪn/ for engine. , /wɜ:ldɪd/ for world.

/sauzəndz/ for thousands.

The pronunciation of **Student 8** :

supersonic as /sjpər'sɒnik/, aeroplane as /erplən/.

based as /pæsd/ , engine as /ingain/

world as /wɜːld/.

The pronunciation of **Student 9** :

supersonic as /sjpər'sɒnik/, balloon as/pɒlən/.

rigid as /regid/ , engine as /ingen/.

world as /wɜː lid/ , thousands as /sauzənds/.

miles as /meils/.

The pronunciation of **Student 10** :

aeroplane as /erplain/ , based as /pæsid/

rigid as /raigid/ , engine as /ingain/.

world as /wɜːlid/ , thousands as /sauzənds/.

The pronunciation of **Student 11**:

supersonic as /sjpər'sɒnik/, balloon as/pælən/.

based as /bæsd/ , servies as /servais/.

Student 12, student 13, student 14, and student 15 mispronounced only two words:

world as /wɜːlid/ , thousands as /sauzənds/.

4.2.2.1 The Results of Audio Recoding Test

Problematic words

1. The word supersonic /su:pə'sɒnik/:

As we can see from transcriptions above that 3 of participants replaced the long vowel sound /u:/ by the consonant sound /j/. The rest of participants pronounced it properly.

2. The word based /beɪsd/:

Seven of the participants pronounced based as /pæsd/ ; that with /æ/ instead of /eɪ/ and /p/ instead of /b/, and four of the participants replaced the long vowel sound /eɪ/ by the short vowel /e/.

3. The word aeroplane /eə'rəpleɪn/:

Most of the participants pronounced it as /erəplɛn/ with the short vowel sound /e/ instead of the diphthong sound /eə/ in the initial and with /e/ instead of the diphthong sound /eɪ/.

4. The word engine /endʒɪn/:

Eight of the participants pronounced engine as /ɪndʒaɪn/, they replaced short vowel sound /i/ by the diphthong sound /aɪ/ in coda and in initial they pronounced /i/ instead of /e/. Ten of the participants pronounced engine as /ɛnʒɪn/ that with /g/ instead of /dʒ/.

5. The word rigid /rɪdʒɪd/:

Most of the participants pronounced it as /raɪdʒɪd/ with /aɪ/ diphthong sound instead of the short sound /ɪ/ and with /g/ instead of /dʒ/. Some of them read it as /rɪdʒɪd/.

6.The word balloon /bəlu:n/:

Three of the participants pronounced /bɜ:lən/ for balloon; they pronounced /ɜ:/ instead of /ə/ in the initial position, and /ə/ instead of /u:/. Another five participants pronounced balloon as /bələn/. They replaced the long vowel sound /u:/ by the short vowel sound /ɒ/. Two participants pronounced it as /pælən/ with /æ/ instead of /ə/, the sound /ɒ/ instead of /u:/, and /p/ instead of /b/.

7.The word service /sɜ:vɪs/:

Seven of the participants pronounced it as /servais/ with /e/ instead of /ɜ:/, and /ai/ instead of /i/. All the participants mispronounced this word except two participants pronounced it properly; some participants pronounced it as /wɜ:lɪd/. They added short vowel /i/ between /l/ and /d/, and others pronounced it as /wɜ:ld/ with /ɒ/ and /r/ instead of /ɜ:/.

9. The word thousand /θaʊzənd/:

Eleven of the participants pronounced it as /sauzənd/ with /s/ instead of /θ/.

10. The word miles /maɪls/:

Most of the participants pronounced it as /meɪls/ with /ei/ instead of /ai/, and some of them pronounced it as /mɜ:ls/ with /ɜ:/ instead of /ai/.

4.2.2.2 Interpretation of the Results of Audio Recording Test

From the forms of transcription above, the researcher summarized that the students who learn English as a foreign language face difficulties in words decoding: when they try to read orally, they faced problems while pronouncing consonant and vowel sounds (particularly when they come across unfamiliar words) in these words:

{supersonic, aeroplane, balloon, rigid, based, engine, world, thousands, service, and miles.}. These difficulties are due to the following:

1. Mother Tongue Interference

Second Language learner meets some difficulties, because his or her L1 affects his or her L2 and this affect is a results of L1 difference; /p/ and /b/ sounds are two different phonemes and each one is distinguished by a native reader of English. In Arabic language, the situation is different; because there is only the phoneme /b/, so this is the reason why most of Arab readers mispronounce words with /p/ and /b/, and of course the Sudanese students of English face the same problem. All that can be linked to what is known as the interference between L1 and L2. So many learners use /p/ as /b/ or /b/ as /p/, others use /s/ for /θ/, and /g/ for /dʒ/.

2. Inconsistency of English Vowels

One of the important problems faced by the students of English at Shendi University in words decoding; when they read orally, is that each English vowel sound has more than just pronunciation. This causes many difficulties to the learners and leads them to mispronouncing problems. {Cruttenden, 1994.P.64} state:

The main difficulty for all those, whose own languages have a less complex vowel system, lies in the establishment of the qualitative oppositions. Instead of using the exact quality and quantity of a special sound, the learner erroneously changes either the quality or the quantity of the sound

If we take for instance ‘o’ in the some words like some, move, home, woman, in each word it has different pronunciations as /ʌ/, /u:/, /əʊ/, and /i/ so the learners of English as foreign language who don’t have the mastery of the pronunciation of such words will also face difficulties. On the other hand, words such as book, butcher, could, wolf ...etc in all these words the letters oo, u, ou, o are all pronounced the same /u:/; for more examples of the different pronunciations of letter ‘a’ consider {water, same, fat} the letter ‘a’ has three different pronunciations as /ɔ:/, /ei/, /æ/, so the students of English at Shendi University tend to pronounce /ei/ instead of /æ/ e.g./feit/ for /fæt/. Also in the word rich, symbol,

English, private, women the letters i, y, e, a, o, all of them are pronounced as /i/ so we have /ritʃ/, /simbl/, /ɪnɪlɪʃ/, /praɪvɪt/, /wɪmɪn/.

3. Sound system differences between L1 and L2

There is a conflict between the sound systems of L1 and L2. The Sudanese learners of English form habits of their mother tongue (Arabic), so they strongly build the phonological features of Arabic. This makes them confront many difficulties in distinguishing sound systems between a native language and the foreign language. One of these difficulties is that in Arabic language there is no consonant cluster' the system sound of word is CVCVCV, but English language allows consonant cluster; the system of word is CCVCCVCC; this difference leads the learners to mispronounce certain words like world as /wɜ:lɪd/ with adding the sound /i/ between /l/ and /d/ , clean as /kɪli:n/ with adding between /k/ and /l/ ,and problem as /pɒrɒbləm/ with adding /p/ and /r/.

4.3 The Results of the Questionnaire

The questionnaire statements were divided into two parts; Part A includes 9 statements (1-9) which are meant to evaluate the students' performance concerning reading strategies according to their teachers' views. Part B includes 16 statements (10-25) which are related to teachers' teaching techniques, experiences, and skills regarding various aspects of teaching reading in the class.

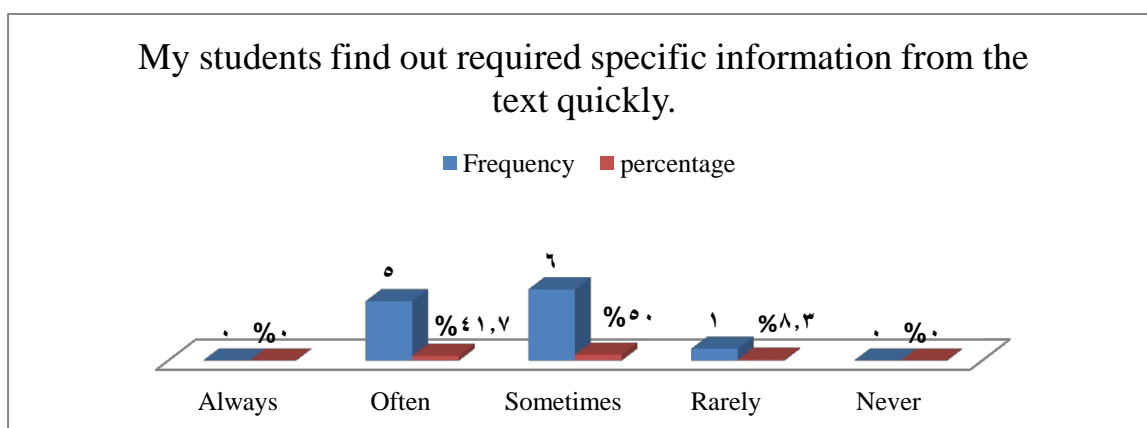
Part A: Teachers' Evaluation about their students' present proficiency of reading skills.

Statement (1): My students find out required specific information from the text quickly.

Table (4.5)

Statement (1)	Frequency	Percentage
Always	0	0%
Often	5	41.7%
Sometimes	6	50%
Rarely	1	8.3%
Never	0	0%

Figure (4.2)



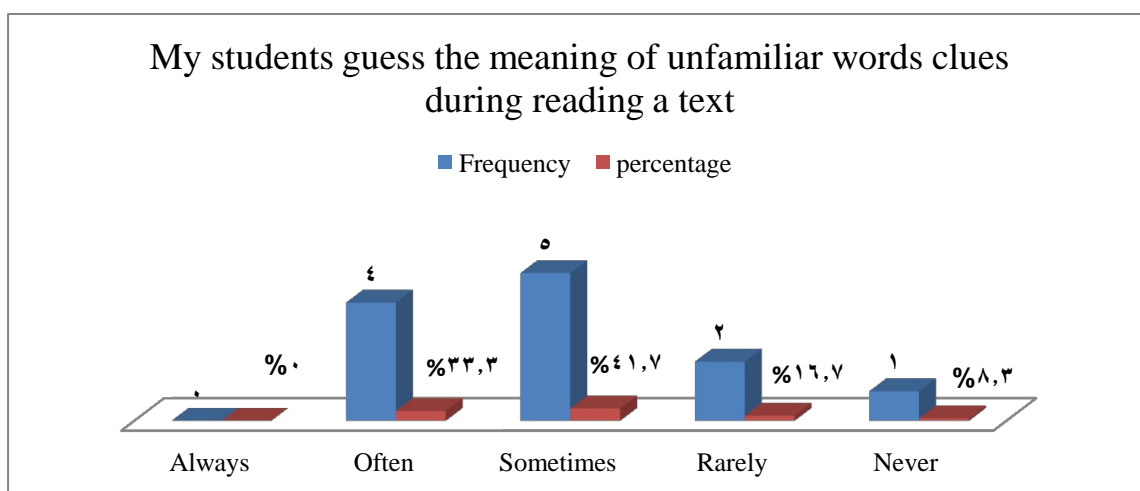
From table (4.5) and figure (4.2), the percentage for the teachers answer was 50% sometimes, 41.7% often, 16.7 %rarely, 8.3%Never and 0% always. And the value of the arithmetic mean is (3.3), that means the students sometimes find out required specific information from the text quickly.

Statement (2): My students guess the meaning of unfamiliar word clues during reading a text.

Table (4.6)

statement (2)	Frequency	Percentage
Always	0	0%
Often	4	33.3%
Sometimes	5	41.7%
Rarely	2	16.7%
Never	1	8.3%

Figure (4.3)



From table (4.6) and figure (4.3), the percentage for the teachers answer was 0% always, 41.7% sometimes, 33.3% often , 16.7% rarely and 8.3% never.

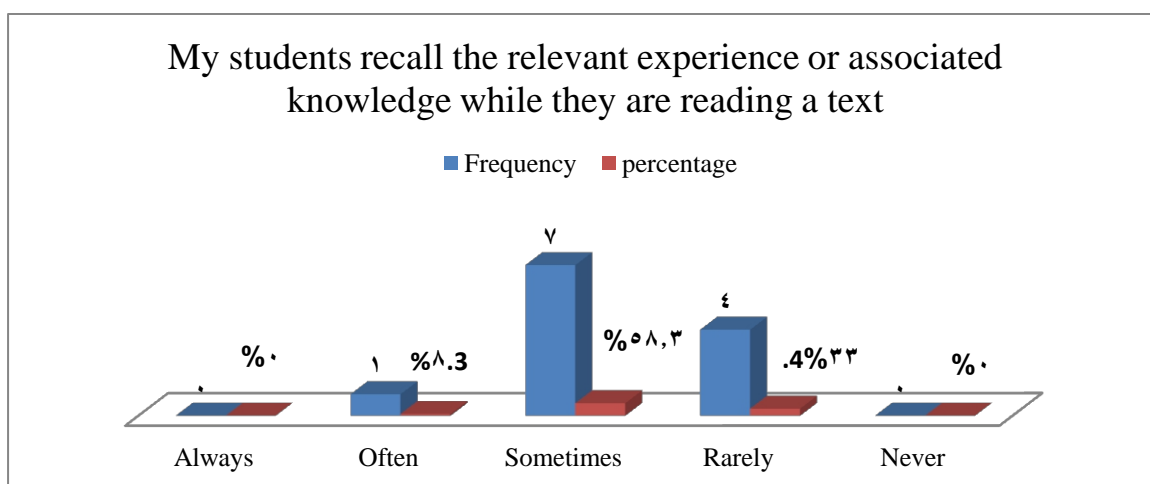
And the value of the arithmetic mean score is (3.0) and that means the students sometimes guess the meaning of unfamiliar word clues during reading a text.

Statement (3): My students recall the relevant experience or associated knowledge while they are reading a text.

Table (4.7)

statement (3)	Frequency	Percentage
Always	0	0%
Often	1	8.3%
Sometimes	7	58.3%
Rarely	4	33.4%
Never	0	0%

Figure (4.4)



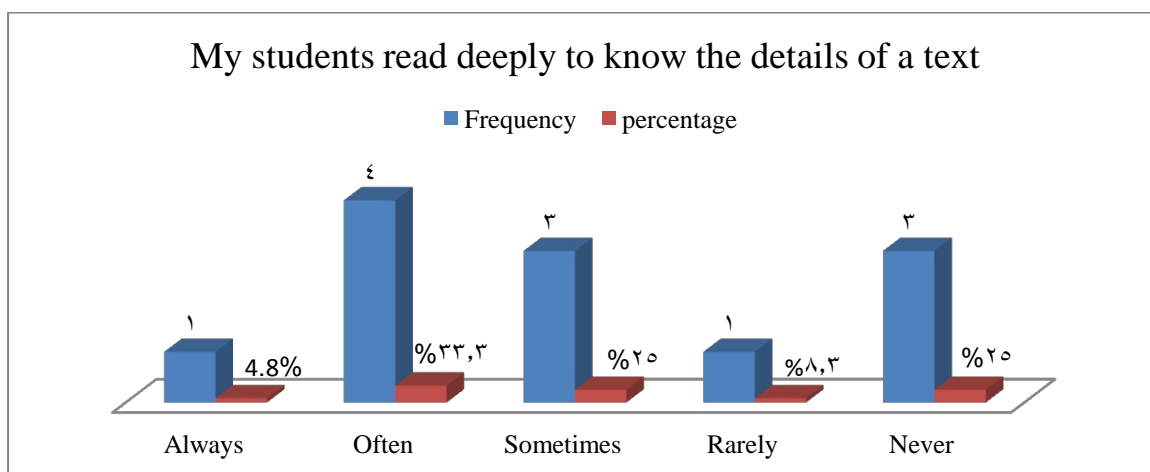
From table (4.3) and figure(4.3), the percentage for the teachers answer was **58.3%** sometimes, **33.3%** rarely , 8.3% often, 0% never and 0% always. And the value of the arithmetic mean score is (3.2) and that means the students sometimes recall the relevant experience or associated knowledge while they are reading a text.

Statement (4): My students read deeply to know the details of a text.

Table (4.8)

statement (4)	Frequency	Percentage
Always	1	8.4%
Often	4	33.3%
Sometimes	3	25%
Rarely	1	8.3%
Never	3	25%

Figure (4.5)



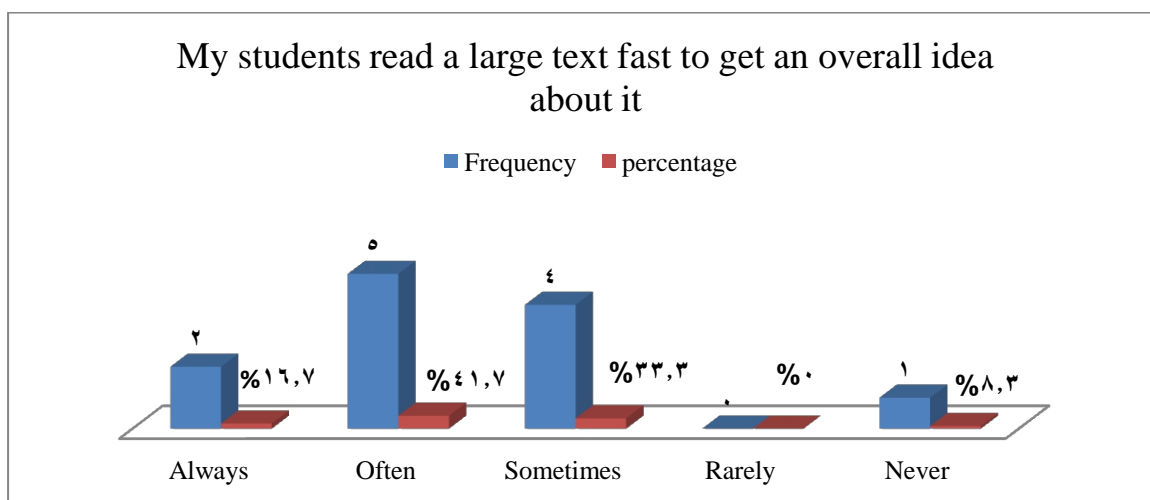
From table (4.4) and figure (4.4), the percentage for teachers answer was 33.3% often, 25% sometimes, 25% never, 8.4% always and 8.3% rarely. And the value of the arithmetic mean score is (3.0) and that means the students sometimes read deeply to know the details of a text.

Statement (5): My students read a large text fast to get an overall idea about it.

Table (4.9)

statement (5)	Frequency	Percentage
Always	2	16.7%
Often	5	41.7%
Sometimes	4	33.3%
Rarely	0	0%
Never	1	8.3%

Figure (4.6)



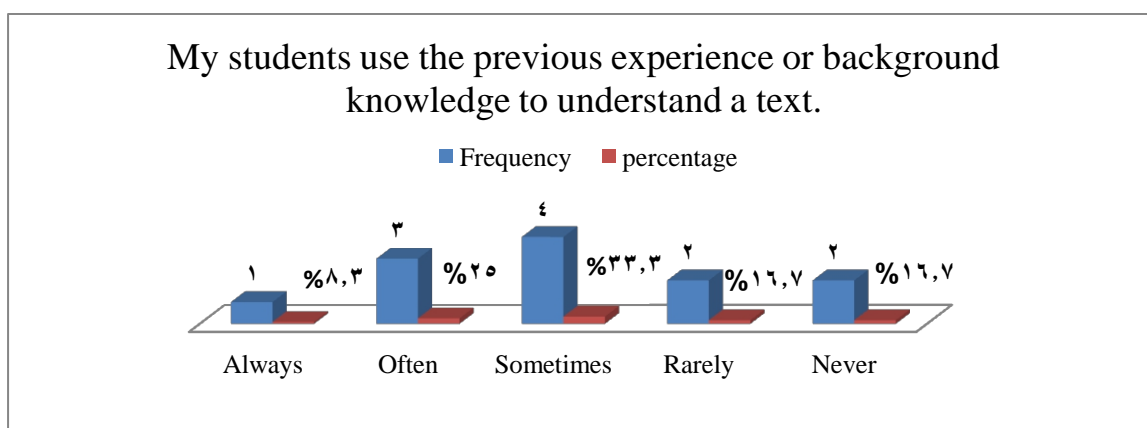
From table (4.5) and figure (4.5) ,the percentage for the teachers answer was 41.7% often,33.3% sometimes, 16.7% always and 8.3% never. And the value of the arithmetic mean score is (2.4) and that means the students rarely read a large text fast to get an overall idea about it.

Statement (6): My students use the previous experience or background knowledge to understand a text.

Table (4.10)

statement (6)	Frequency	Percentage
Always	1	8.3%
Often	3	25%
Sometimes	4	33.3%
Rarely	2	16.7%
Never	2	16.7%

Figure (4.7)



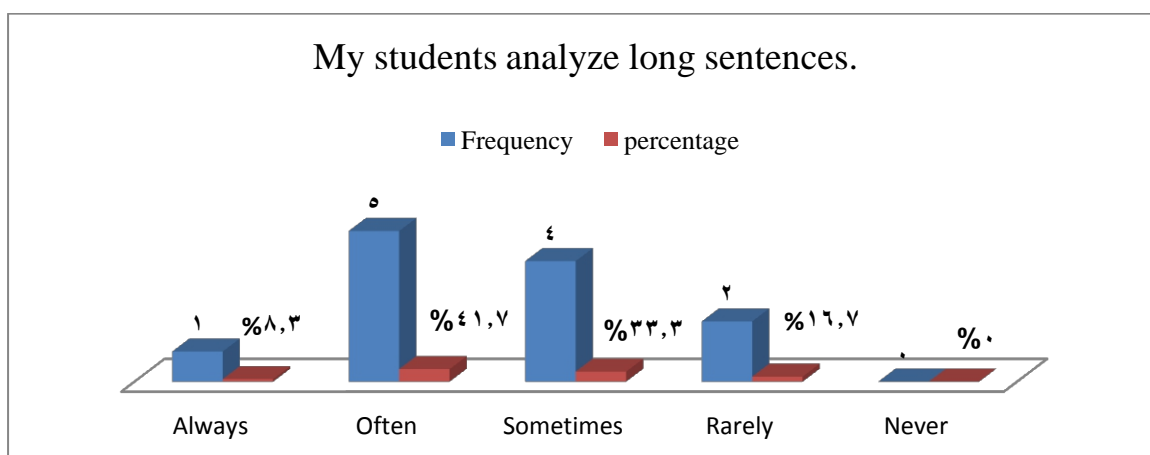
From table (4.6) and figure (4.6), the percentage for the teachers answer was 50% sometimes, 41.7% often and 8.3 rarely. And the value of the arithmetic mean score is (3.0) and that means the students sometimes use the previous experience or background knowledge to understand a text.

Statement (7): My students analyze long sentences.

Table (4.11)

statement (7)	Frequency	Percentage
Always	1	8.3%
Often	5	41.7%
Sometimes	4	33.3%
Rarely	2	16.7%
Never	0	0%

Figure (4.8)



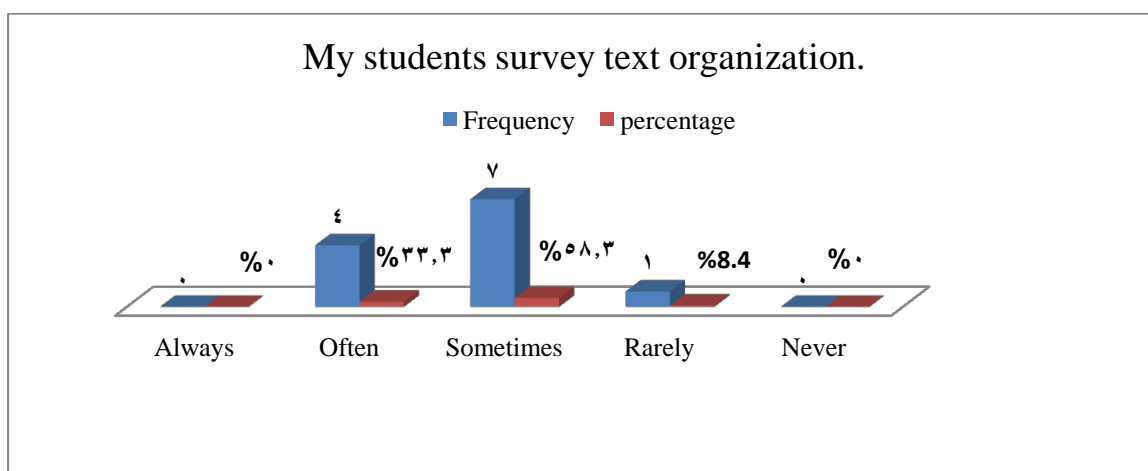
From table (4.7) and figure (4.7), the percentage for the teachers answer was 50% sometimes, 41.7% often and 8.3 rarely. And the value of the arithmetic mean score is (2.5) and that means the students sometimes analyze long sentences.

Statement (8): My students survey text organization.

Table (4.12)

statement (8)	Frequency	Percentage
Always	0	0%
Often	4	33.3%
Sometimes	7	58.3%
Rarely	1	8.4%
Never	0	0%

Figure (4.9)



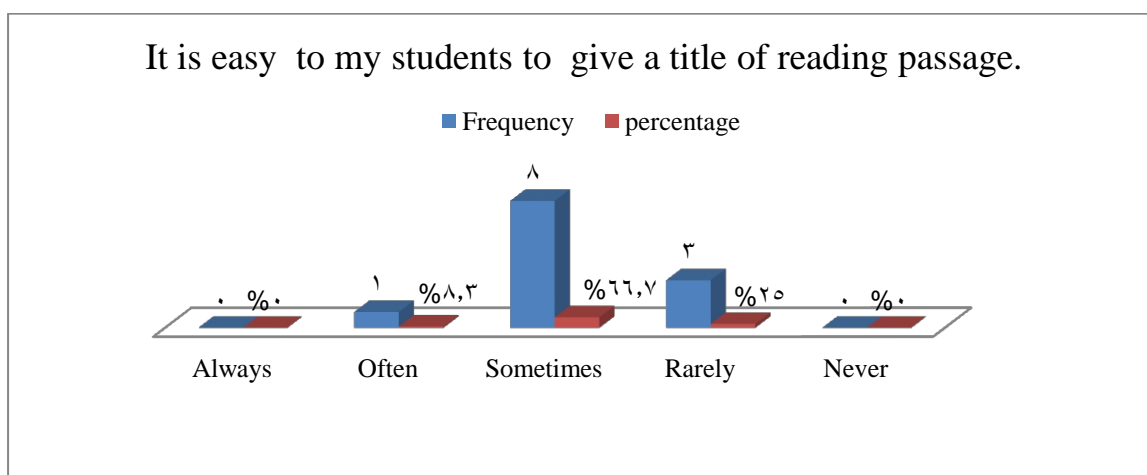
From table (4.12) and figure (4.9), the percentage for the teachers answer was 50% sometimes, 41.7% often and% 8.4 rarely. And the value of the arithmetic mean score is (2.7) and that means the students sometimes survey text organization.

Statement (9): It is easy to my students to give a title of reading passage.

Table (4.13)

statement (9)	Frequency	Percentage
Always	0	0%
Often	1	8.3%
Sometimes	8	66.7%
Rarely	3	25%
Never	0	0%

Figure (4.10)



From table (4.13) and figure (4.10), the percentage for the teachers answer was 50% sometimes, 41.7% often and 8.3 rarely. And the value of the arithmetic mean score is (3.1) and that means it's sometime easy to my students to give a title of reading passage.

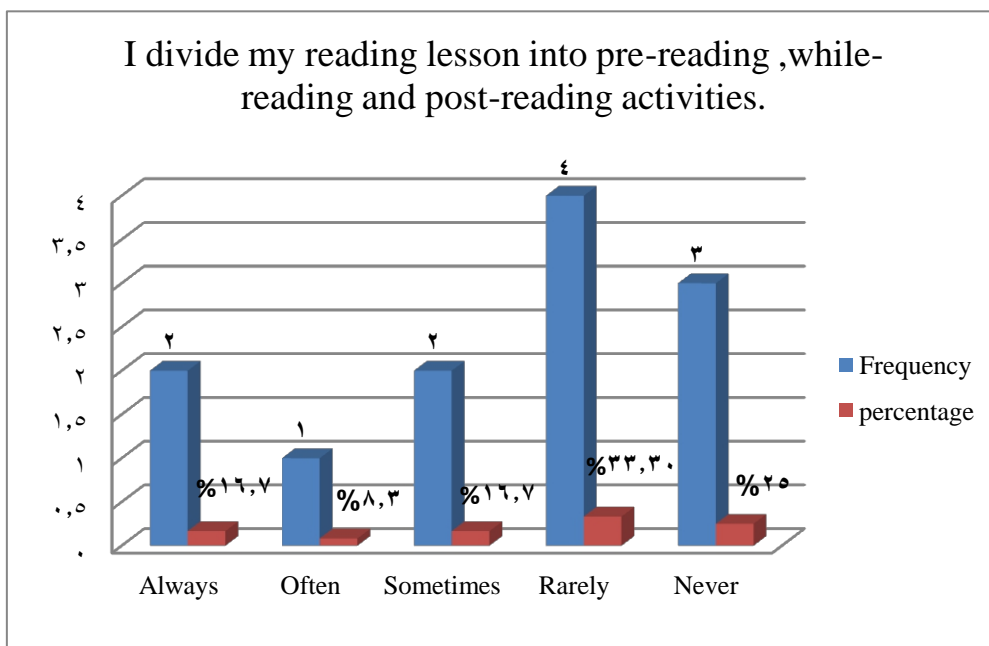
Part B: Approaches and Methods Used by the Teachers:

Statement (10): I divide my reading lesson into pre-reading, while-reading and post-reading activities.

Table (4.14)

statement (10)	Frequency	Percentage
Always	2	16.7%
Often	1	8.3%
Sometimes	2	16.7%
Rarely	4	33.3%
Never	3	25%

Figure (4.11)



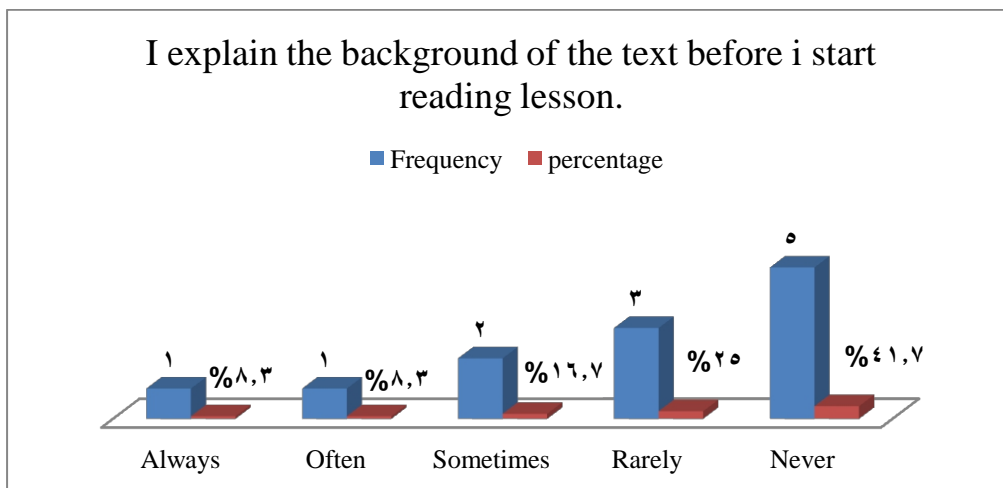
From table (4.14) and figure(4.11), the percentage for the teachers answer was 33.3% rarely ,25% never, 16.7% sometimes,16.7% always and 3.8% often. And the value of the mean is (3.4) and that means the teachers divide their reading lesson into pre-reading, while-reading and post-reading activities.

Statement (11): I explain the background of the text before i start reading lesson.

Table (4.15)

statement (11)	Frequency	Percentage
Always	1	8.3%
Often	1	8.3%
Sometimes	2	16.7%
Rarely	3	25%
Never	5	41.7%

Figure (4.12)



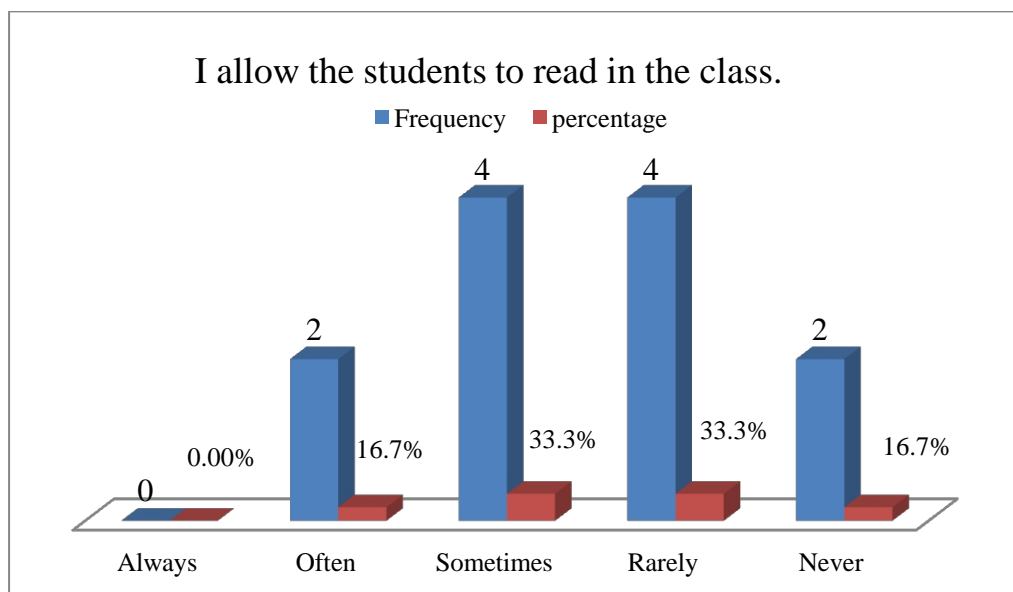
From table (4.11) and figure (4.11), the percentage for the teachers answer was 41.7% never, 25% rarely, 16.7% sometimes, 8.3% often and 8.3% always. And the value of the mean is (3.8) and that means the teachers often explain the background of the text before you start reading lesson.

Statement (12): I allow the students to read in the class.

Table (4.16)

statement (12)	Frequency	Percentage
Always	0	0.0%
Often	2	16.7%
Sometimes	4	33.3%
Rarely	4	33.3%
Never	2	16.7%

Figure (4.13)



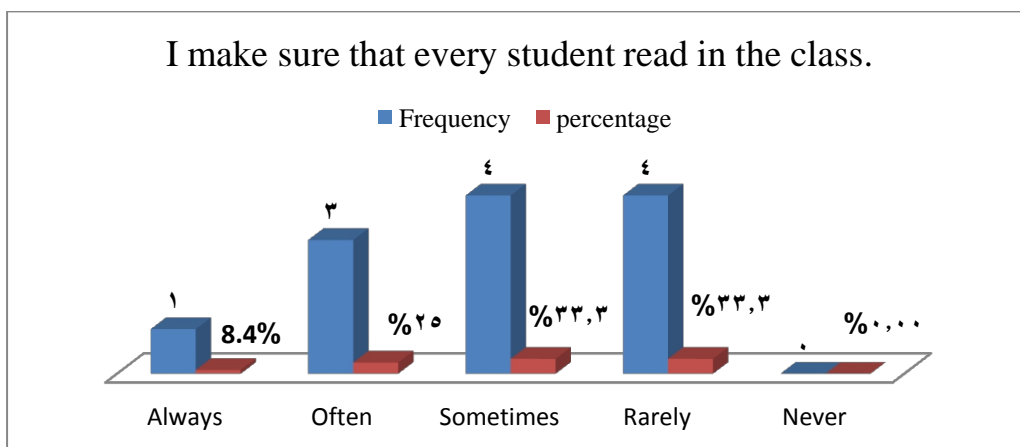
From table (4.12) and figure (4.12), the percentage for the teachers answer was 33.3% sometimes, 33.3%rarely ,16.7% often and 16.7% never . And the value of the mean is (3.5) and that means the teachers often allow the students to read in the class.

Statement (13): I make sure that every student reads in the class.

Table (4.17)

statement (13)	Frequency	Percentage
Always	1	8.4%
Often	3	25%
Sometimes	4	33.3%
Rarely	4	33.3%
Never	0	0.0%

Figure (4.14)



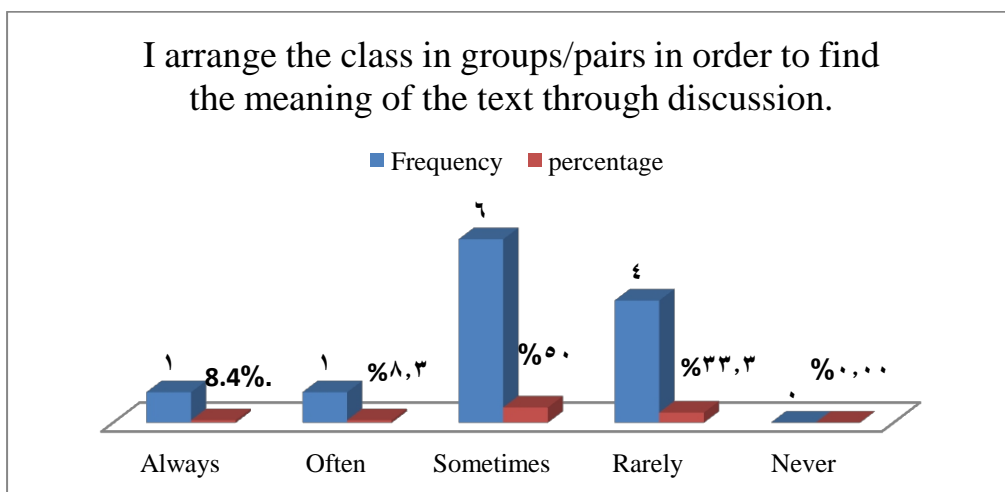
From table (4.13) and figure (4.13), the percentage for the teachers answer was 33.3% sometimes, 33.3% rarely, 25% often and 8.4% always. And the value of the mean is (2.9) and that means the teachers rarely make sure that every student read in the class.

Statement (14): I arrange the class in groups/pairs in order to find the meaning of the text through discussion.

Table (4.18)

statement (14)	Frequency	Percentage
Always	1	8.4%
Often	1	8.3%
Sometimes	6	50%
Rarely	4	33.3%
Never	0	0.0%

Figure (4.15)



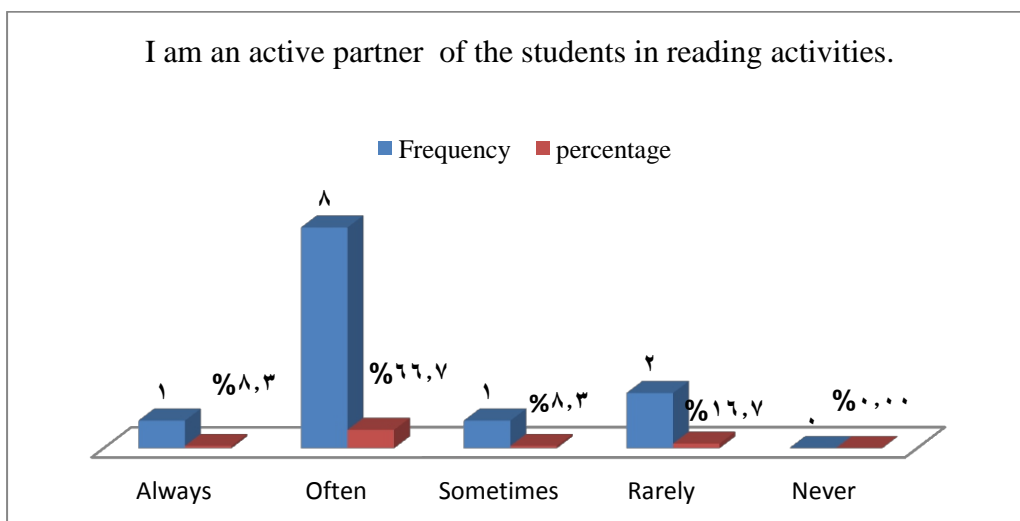
From table (4.14) and figure (4.14), the percentage for the teachers answer " I arrange the class in groups/pairs in order to find the meaning of the text through discussion " was 50% sometimes,33.3% rarely,8.4% always and 8.3% often. And the value of the mean is (3.4) and that means the teachers sometimes arrange the class in groups/pairs in order to find the meaning of the text through discussion.

Statement (15): I am an active partner of the students in reading activities.

Table (4.19)

statement (15)	Frequency	Percentage
Always	1	8.3%
Often	8	66.7%
Sometimes	1	8.3%
Rarely	2	16.7%
Never	0	0.0%

Figure (4.16)



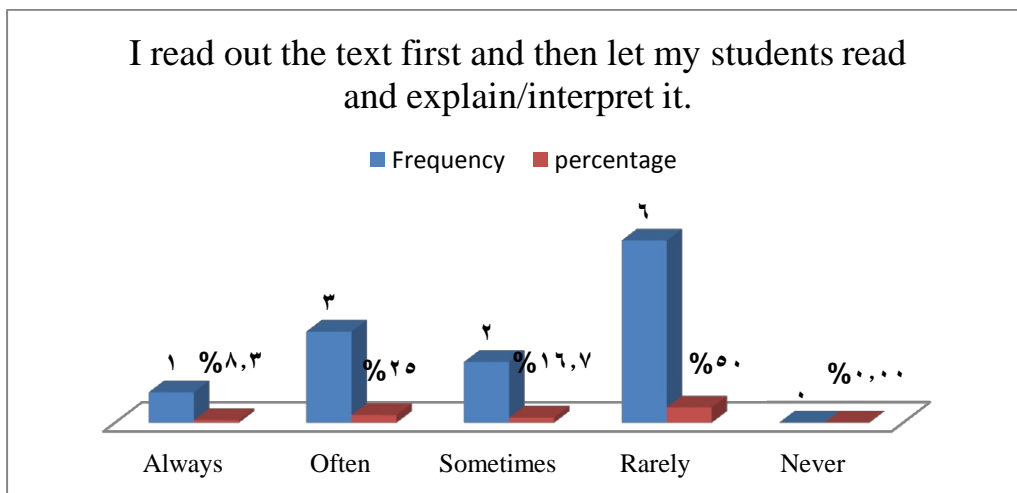
From table (4.15) and figure (4.15), the percentage for the teachers answer was 66.7% often, 16.7% rarely, 8.3% always and 8.3% sometimes. And the value of the mean is (3.3) and that means the teachers sometimes are an active partner of the students in reading activities.

Statement (16): I read out the text first and then let my students read and explain/interpret it.

Table (4.20)

statement (16)	Frequency	Percentage
Always	1	8.3%
Often	3	25%
Sometimes	2	16.7%
Rarely	6	50%
Never	0	0.0%

Figure (4.17)



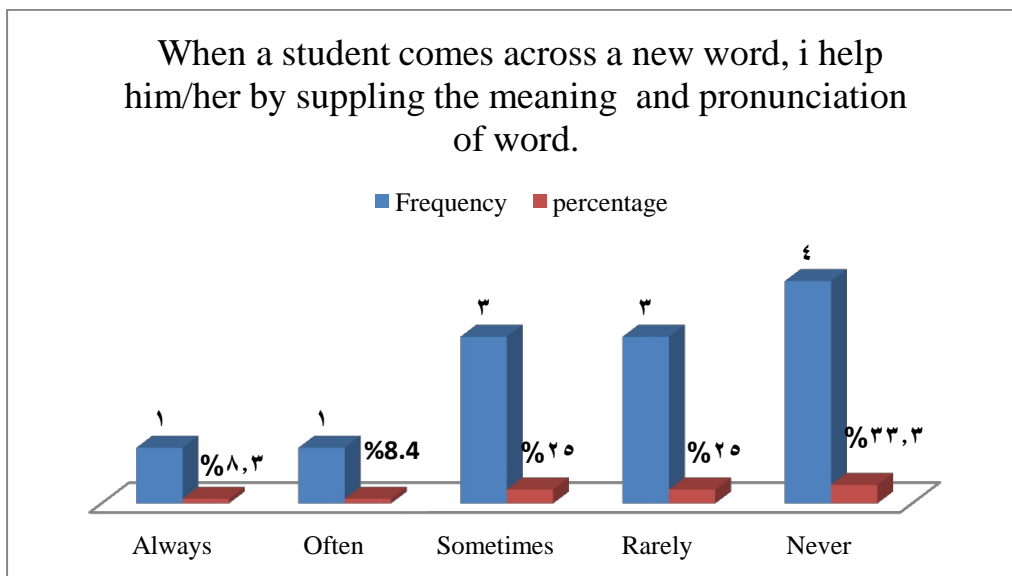
From table (4.20) and figure (4.17), the percentage for the teachers answer was 50% 8.3 rarely, 25% often, 16.7% sometimes and 8.3% always. And the value of the mean is (3.5) and that means the teachers often read out the text first and then let my students read and explain/interpret it.

Statement (17): When a student comes across a new word, i help him/her by supplying the meaning and pronunciation of word.

Table (4.21)

statement (17)	Frequency	Percentage
Always	1	8.3%
Often	1	8.4%
Sometimes	3	25%
Rarely	3	25%
Never	4	33.3%

Figure (4.18)



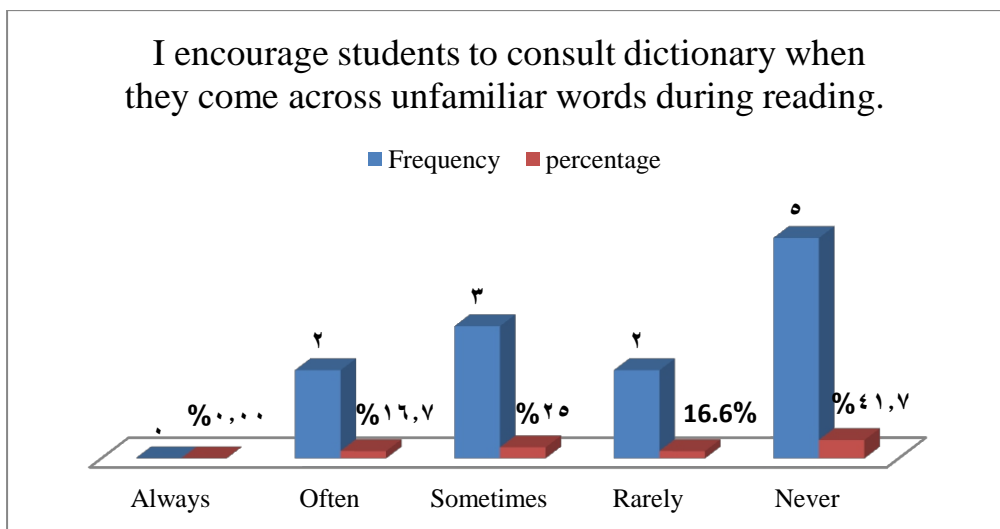
From table (4.17) and figure (4.17), the percentage for the teachers answer was 33.3% never, 25% sometimes, 25% rarely, 8.4% often and 8.3% always. And the value of the mean is (3.6) and that means the When a student comes across a new word, the teachers often help him/her by supplying the meaning and pronunciation of word.

Statement (18): I encourage students to consult dictionary when they come across unfamiliar words during reading.

Table (4.22)

statement (18)	Frequency	Percentage
Always	0	0.0%
Often	2	16.7%
Sometimes	3	25%
Rarely	2	16.6%
Never	5	41.7%

Figure (4.19)



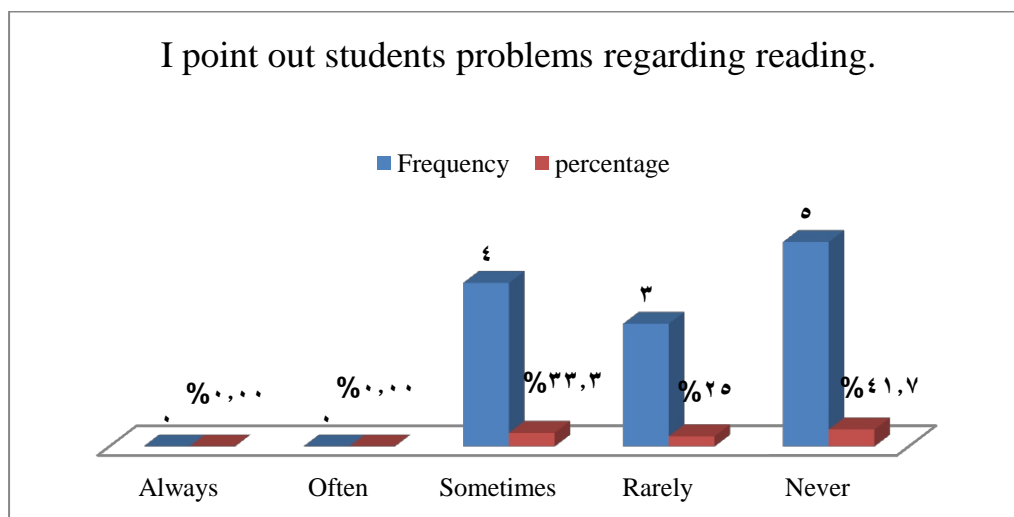
From table (4.22) and figure (4.19) , the percentage for the teachers answer was 41.7% never, 25% sometimes,16.7% often and 16.6% rarely . And the value of the mean is (3.8) and that means the teachers often encourage students to consult dictionary when they come across unfamiliar words during reading.

Statement (19): I point out students problems regarding reading.

Table (4.23)

statement (19)	Frequency	Percentage
Always	0	0.0%
Often	0	0.0%
Sometimes	4	33.3%
Rarely	3	25%
Never	5	41.7%

Figure (4.20)



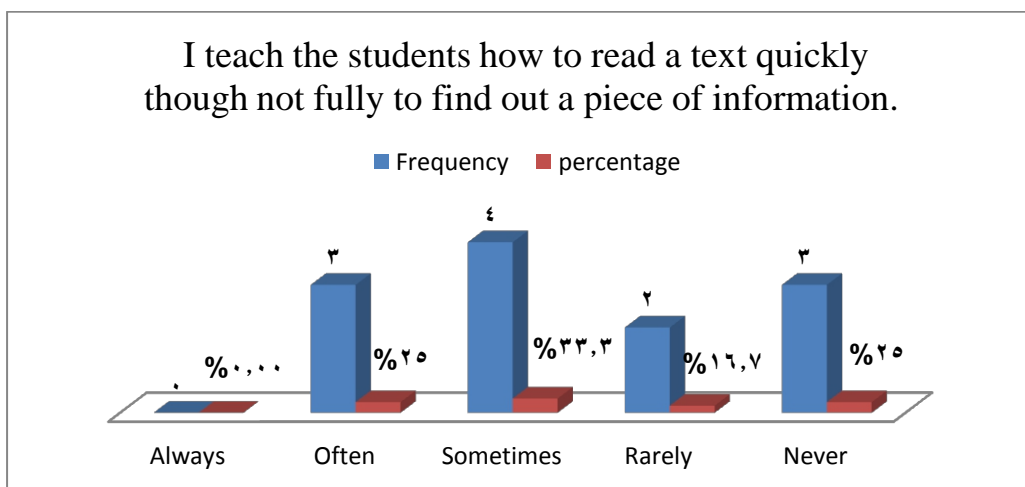
From table (4.23) and figure (4.20), the percentage for the teachers answer was **41.7% never**, **33.3% sometimes** and **25% rarely**. And the value of the mean is (4.0) and that means the teachers often point out students problems regarding reading.

Statement (20): I teach the students how to read a text quickly though not fully to find out a piece of information.

Table (4.24)

statement (20)	Frequency	Percentage
Always	0	0.0%
Often	3	25%
Sometimes	4	33.3%
Rarely	2	16.7%
Never	3	25%

Figure (4.21)



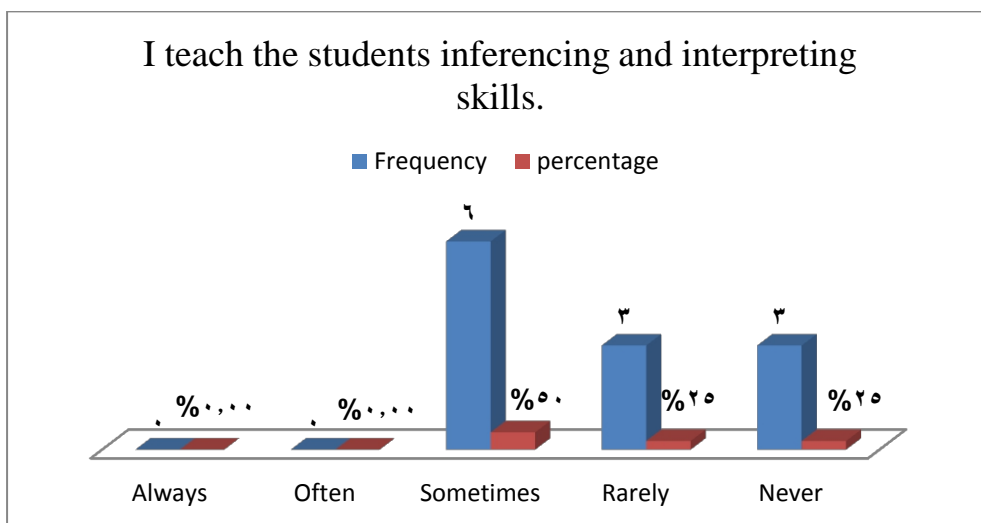
From table (4.20) and figure (4.20), the percentage for the teachers answer was 33.3% sometimes, 25% often, 25% never and 16.7% rarely . And the value of the mean is (3.4) and that means the teachers often teach the students how to read a text quickly though not fully to find out a piece of information.

Statement (21): I teach the students inferring and interpreting skills.

Table (4.25)

statement (21)	Frequency	Percentage
Always	0	0.0%
Often	0	0.0%
Sometimes	6	50%
Rarely	3	25%
Never	3	25%

Figure (4.22)



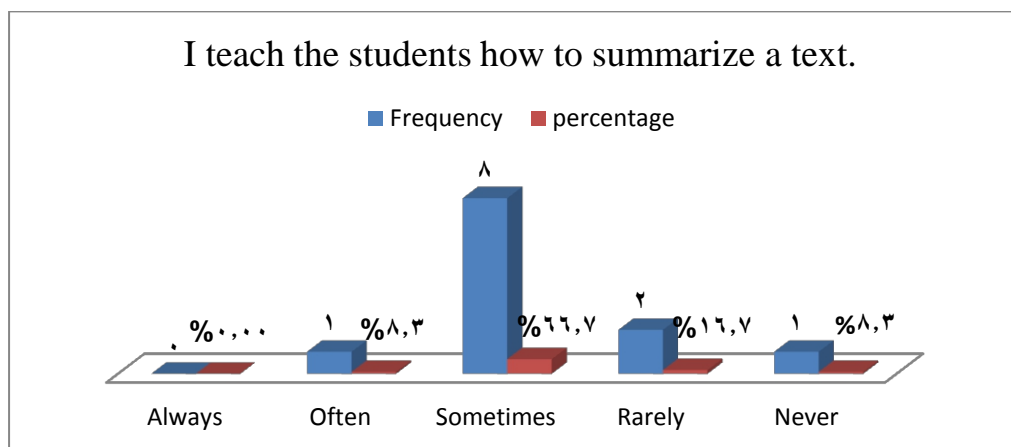
From table (4.25) and figure (4.22) , the percentage for the teachers answer was 50% sometimes, 25% rarely and 25% never. And the value of the mean is (3.7) and that means the teachers often teach the students inferring and interpreting skills.

Statement (22): I teach the students how to summarize a text.

Table (4.26)

statement (22)	Frequency	Percentage
Always	0	0.0%
Often	1	8.3%
Sometimes	8	66.7%
Rarely	2	16.7%
Never	1	8.3%

Figure (4.23)



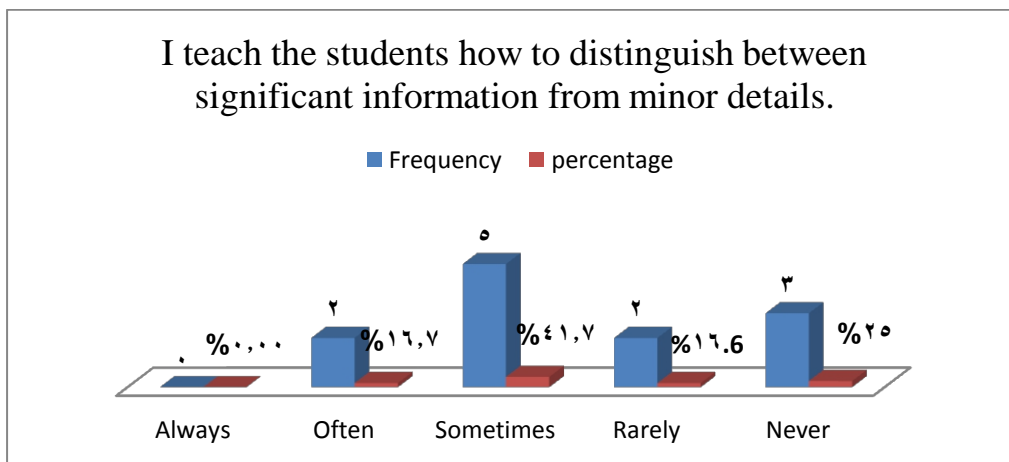
From table (4.26) and figure (4.23) , the percentage for the teachers answer was 66.7% sometimes,16.7% rarely ,8.3% often and 8.3% never. And the value of the mean is (3.2) and that means the teachers sometimes teach the students how to summarize a text.

Statement (23): I teach the students how to distinguish between significant information from minor details.

Table (4.27)

statement (23)	Frequency	Percentage
Always	0	0.0%
Often	2	16.7%
Sometimes	5	41.7%
Rarely	2	16.6%
Never	3	25%

Figure (4.24)



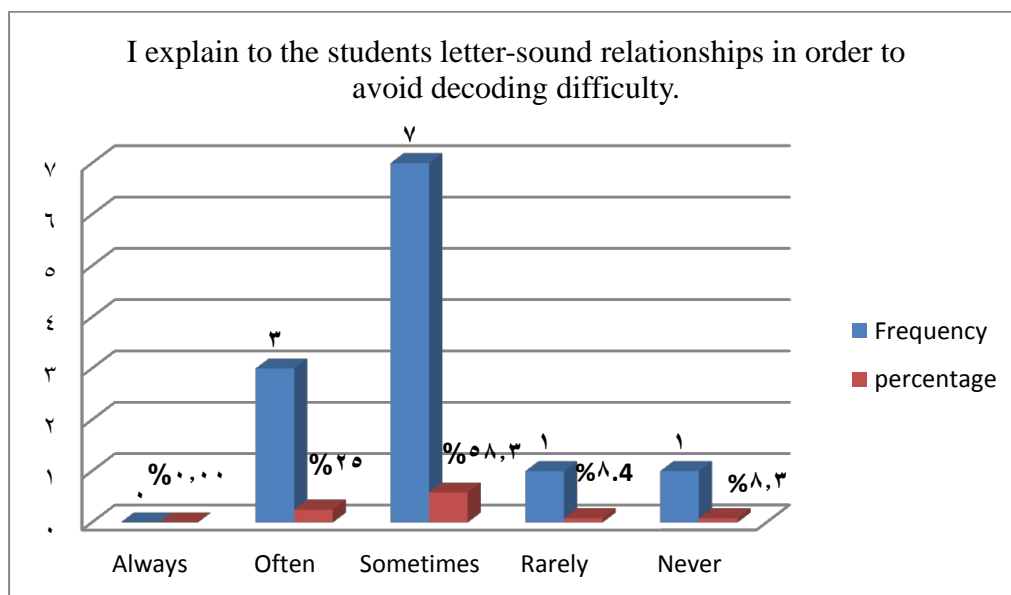
From table (4.27) and figure (4.24), the percentage for the teachers answer was 41.7% sometimes, 25% never, 16.7% often and 16.6% rarely. And the value of the mean is (3.5) and that is mean the teachers often teach the students how to distinguish between significant information from minor details.

Statement (24): I explain to the students letter-sound relationships in order to avoid decoding difficulty.

Table (4.28)

statement (24)	Frequency	Percentage
Always	0	0.0%
Often	3	25%
Sometimes	7	58.3%
Rarely	1	8.4%
Never	1	8.3%

Figure (4.25)



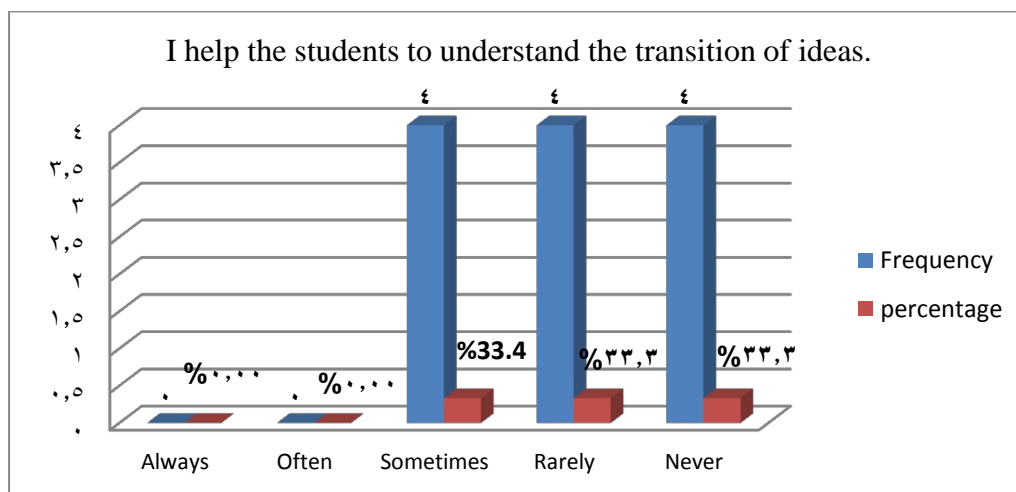
From table (4.24) and figure (4.24), the percentage for the teachers answer was 58.3% sometimes, 25% often, 8.4% rarely and 8.3% never. And the value of the mean is (3.0) and that means the teachers sometimes explain to the students letter-sound relationships in order to avoid decoding difficulty.

Statement (25): I help the students to understand the transition of ideas.

Table (4.29)

statement (25)	Frequency	Percentage
Always	0	0.0%
Often	0	0.0%
Sometimes	4	33.4%
Rarely	4	33.3%
Never	4	33.3%

Figure (4.26)



From table (4.29) and figure (4.26), the percentage for the teachers answer was 33.4% sometimes, 33.3% rarely and 33.3% never. And the value of the mean is (4.0) and that means the teachers often help the students to understand the transition of ideas.

4.3.1 Interpretation of the Results of Teachers' Questionnaire

The results of teachers' questionnaire have been classified into 'Very High', 'High', 'Low', and 'Very Low' categories by using the following interpretation key:

1.00-1.99= Very Low {Very Poor}

2.00-2.99= Low {below Average}

3.00-3.99= High {Good}

4.00+ = Very High {Excellent}

Tables 30, 31, 32 and 33 present the results of teachers' questionnaire according to the above interpretation key:

Table (4.30)

'Very High' Mean Score of the Teachers' Questionnaire

No	Statements	Mean
19	I point out students problems regarding reading.	4.0
25	I help the students to understand the transition of ideas	4.0

Table (4.31)**‘High’ Mean Score of the Teachers’ Questionnaire**

St.No	The statements	Mean
1	My students find out required specific information from the text quickly.	3.3
2	My students guess the meaning of unfamiliar word clues during reading a text.	3.0
3	My students recall the relevant experience or associated knowledge while they are reading a text.	3.2
4	My students read deeply to know the details of a text.	3.0
6	My students use the previous experience or background knowledge to understand a text.	3.0
9	It is easy to my students to give a title of reading passage.	3.1
10	I divide my reading lesson into pre-reading, while-reading and post-reading activities.	<u>3.4</u>
11	I explain the background of the text before i start reading lesson.	3.8
12	I allow the students to read in the class.	3.5
14	I arrange the class in groups/pairs in order to find the meaning of the text through discussion.	3.4
15	I am an active partner of the students in reading activities.	3.3
16	I read out the text first and then let my students read and explain/interpret it.	3.5

17	When a student comes across a new word, i help him/her by supplying the meaning and pronunciation of word.	3.6
18	I encourage students to consult dictionary when they come across unfamiliar words during reading.	3.8
20	I teach the students how to read a text quickly though not fully to find out a piece of information	3.4
21	I teach the students inferring and interpreting skills.	3.7
22	I teach the students how to summarize a text.	3.2
23	I teach the students how to distinguish between significant information and minor details.	3.5
24	I explain to the students letter-sound relationships in order to avoid decoding difficulty.	3.0

Table (4.32)

‘Low’ Mean Score of the Teachers’ Questionnaire

St. No	Statements	Mean
5	My students read a large text fast to get an overall idea about it.	2.4
7	My students analyze long sentence.	2.5
18	My students survey text organization.	2.7
13	I make sure that every student read in the class.	2.9

Table (4.33)

‘Very Low’ Mean Score of the Teachers’ Questionnaire

St. No	Statements	Mean
xxxx	xxxxx	xxxxx

The results in table 30, 31,32 and 33 show that in teachers’ questionnaire survey 2 items only (19, 25) have ‘Very High’ Mean Scores which are 4.00,19 items (1,2,3,4,6,9,10 ,11, 12,14,15,16,17,18,20,21,22,23, and 24) have ‘High’ Mean Scores, and only 4 items(5,7,8,and 13)have ‘Low’ Mean Scores, and no item has ‘Very Low’ Mean Score (2.99 and below it.)

4.3.2 Summary of Findings of the Teachers’ Questionnaire

The results of findings of the teachers’ questionnaire show a positive situation about the topic. The results show that only 4 items have ‘Low’ mean scores, the rest have ‘High’ and ‘Very High’ Mean Scores. Their students have no problems in reading activities in the class. In maximum reading skills their students’ performance is good. In the same time teachers can teach their students using the perfect instruments.

4.4 Contradictions between the Results of Questionnaire and Reading Test

There are significant difficulties between the results of questionnaire survey and test. The results of the questionnaire shows that the students’ present proficiency level of reading is very good and

the teaching techniques are also very good, but an opposite is presented by the data of reading test.

4.5 Reasons of the Contradictions

An obvious reason for the contradiction between the results of questionnaire and reading test is the difference of techniques applied for obtaining information. During conducting questionnaire survey for the present study, teachers seem to be responding in favorable ways and they seem to have answered the questions casually though they were requested to provide authentic, sincere answers. On the other hand, in reading test students have less opportunity to hide facts. Therefore, the results of reading test are more valid, authentic, and acceptable.

Chapter Five

Conclusion and Recommendation

5.1. Introduction

As shown earlier, this study aimed at investigating reading difficulties that face students of English at Shendi University-Faculty of Arts, and tried to find the solutions for the potential problematic areas in reading skills. The tools were a questionnaire for teachers which examined students' proficiency of reading skills and approaches and methods using to teach reading skills, and test for the students which classified into two sections; a written test which examined comprehension skills difficulties. And audio reordering test which examined oral reading difficulties.

5.2 Summary of Findings

The main findings of this study include the following:

1. Students' Poor Performance in Reading Comprehension:

The study shows that students have a weak performance in reading comprehension and this manifested as follows:

1. The students depend on dictionary meaning more than contextual meaning of words.
2. The students are unable to understand and analyze long sentences in a text.

3. The students' proficiency in higher order skills such as inferring and interpreting is bad.
4. The students' proficiency in finding out specific information from a text is weak.

2. Students' Poor Performance in Reading Decoding Skills:

The students face serious difficulties when they read the text orally. They are not able to decode certain consonant and vowel sounds. These difficulties are due to the following points:

1. Mother Tongue Interference.
2. Inconsistency of English Vowels.
3. Sound system differences between L1 and L2.

5.3. Recommendations

Based on the findings of the research, some recommendations and strategies are given below which may help teachers and students to reduce students' reading difficulties in comprehension and decoding skills:

1. Teachers should set students with reading activities, they should help them with hints and clues, train them on the cognitive and meta-cognitive strategies to read.
2. Teachers to adopt and use modern techniques and methods of teaching reading instead of the traditional ones.
3. Teachers have to give more time and efforts for teaching reading skills.

4. Students need to be engaged in reading process; they should be engaged in ‘word attack’, ‘sentence attack’, and ‘text attack’ activities.
5. Students should give special attention to unfamiliar sounds which do not exist in their mother tongue.
6. The students should be given enough instructions or opportunities to learn decoding skills within English language courses.
7. Students should listen to the native speaker of English language to learn how their pronunciation sounds like.

References:

- Alghafri, M. S.(2015).The Challenges that Visually-Impaired Students at Sultan Qaboos University Face in Learning English. Sultan Qaboos University.
- Aleyabi, F & Tuzlukova, V. (2015).Investigate EFL Reading problems and Strategies in Post-Basic School and University Foundation Programmes: A Study in the Omani Context. Sultan Qaboos University. Sultanate of Oman.
- Ball, E. W and Bachman, B. A. (1991). Does Phoneme Awareness Trainings in kindergarten Make a Difference in Early Word Recognition and Developmental Spelling ? Reading Research Quarterly
- Beatrice, S.M.(2008). Teaching Reading in a Second Language. Pearson Education.
- Bhardwaj, A. (1997). Improving Reading Skills. Sarup & Sons. Newdelhi. Mehra Offset Press.P.2.
- Blevins, W. (2001).Building Fluency Lessons and Strategies for Reading Success. U.S.A. Jeanene Moss.
- Boodt, G. (1984). Critical Listeners Become Critical Readers in Remedial Reading class. Reading Teacher.P.390-394.
- Charles, A.P. (2001). International Encyclopedia of the Social and Behavioral Sciences.University of Pittsturgh. Pergamon.
- Crutteden, A.(1994). Gimsons' Pronunciation of English. London. Edward Aronld.64.
- Elmadwi, H.M.(2014) A Study of the Significance of Using Newspaper as an instrument to Develop Reading and Comprehension Skills for Learning of English as a Second Language. Sam Higgin Botton Institue of Agriculture Technology and Sciences.

- Gough ,P . B and Tumer . W . E . (1986). Decoding Reading and Reading Disability . Remedial and Special Education . 7 .6 -10 .
- Grabe, W. Key Issues in L2 Reading Development. Northern Arizona. Northern Arizona University.P.9.
- Grellet, F. (1996).Developing Reading Skills: A practical Guide to Reading Comprehension Exercises. Combridge University Press.
- Harris, E & Hodges, R.(1995). The Literacy Dictionary. Newark.DE. International Reading Association.
- Hiebert,E & Reutzel, R. (2010). Revisiting Silent Reading: New Direction for International reading Association. Newark. DE.P.23.
- Jdetawy, L.F.(2011). Problems Encountered By Arab EFL Learners. India.
- Khurshid, F. (2012). University Students' Difficulties in Learning English Language Skills. India.
- Logan, G.D. (1997). Automaticity and Reading: Perspctives from the Instance Theory of Automatization. Reading and Writing Quartely. P.13.123.146.
- Mikuleck, B.S. (2008).Teaching Reading in Second Language. Boston University.Peason Education.
- Mourtaga, K.M. Some Reading Problems of Arab EFL Students. Palestinian University.
- Nuttall, C. (1982).Teaching Reading Skills in a Foreign Language. London:Heinemann Educational.

- Nuttall, C. (1994). Teaching Reading Skills in a Foreign Language. London: Heinemann Educational.
- Rosenblatt, L. (1938). The Reader , the Text, the Poem Carbondale, iii: Southern University Press.
- Shen, M. (2013). Toward an Understanding of Technical University EFL Learners' Academic Reading Difficulties, Strategies, and Needs. National Formosa University.
- Stong, L.A. (1945). "Reading for Pleasure" Cited in Higher Secondary English Selections. P.41-49. Dhaka: Modern Printing House.
- Strong, M. (2003). The Truth Behind the Terro, Minnesota: Capstone Press. Gander Academy's Sharkks Theme. Page [http:// www.slemmentnf.ca/cite/sharks.htm](http://www.slemmentnf.ca/cite/sharks.htm).
- Weaver, C.(2009). Psycholinguistics and Reading: Reading Process. Brief Edition of Reading Process and Practice. Miami University. Oxford, Ohio. P.10.
- Williams, E.(1996). Reading in the Language Classroom. Malaysia: Modern English Publication.

Appendices

Appendix 1

Teachers' Questionnaire

The questionnaire is meant for. M A thesis in Applied Linguistics. Your co-operation is very important for the study. I will highly appreciate it if you kindly fill in the questionnaire at your earliest convenience. The information you provide will be strictly confidential and used only for the purpose of this study.

***Answer the statements by choosing one option:**

1. My students find out required specific information from the text quickly.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

2. My students guess the meaning of unfamiliar words clues during reading a text.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

3. My students recall the relevant experience or associated knowledge while they are reading a text.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

4. My students read intensively to know the details of a text.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

5. My students read a large text fast to get an overall idea about it?

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

6. My students use their previous experience or background knowledge to understand a text.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

7. My students analyze long sentences.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

8. My students survey text organization.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

9. It is easy to my students to give a title of reading passage.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

10. I divide my reading lesson into pre-reading, while-reading, and post-reading activities.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

11. I explain the background of a text, before i start reading lesson.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

12. I allow the students to read in the class.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

13. I make sure that every student read in the class.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

14. I arrange the class in groups/pairs in order to find the meaning of the text through discussion.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

15. I am an active partner of the students in reading activities.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

16. I read out the text first and then let my students read and explain/interpret it.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

17. When a student comes across a new word, i help him/her by supplying the meaning and pronunciation of word.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

18. I encourage students to consult dictionary when they come across unfamiliar words during reading.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

19. I point out students' problems regarding reading.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

20. I teach the students how to read a text quickly, though not fully, to find out a piece of information.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

21. I teach the students inferring and interpreting skills.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

22. I teach the students how to summarize a text .

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

23. I teach the students how to distinguish between significant information from minor details.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

24. I explain to the students letter-sound relationships in order to avoid decoding difficulty.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

25. I help the students to understand the transition of ideas.

a) Never. b) Rarely. C) Sometimes. d) Often. e) Always.

Appendix 2

Test

Semester:

Male () Female ()

1. Read the following passage and answer the following questions:

Noble prize was instituted by and named after a man, Alfred Bernard Noble, who was the inventor of the science of destruction. He was born in Stockholm on 21 October 1833. Though he was a citizen of Sweden, he was educated in Russia. He invented dynamite. This material is widely used for breaking rocks, digging petrol wells and in wars. He earned a huge sum of money from selling it. When he died at the age of 63, he left behind a fabulous sum of 9,000,000 dollars. According to his will, the interest on this money is given as prize to persons for their outstanding contributions in physics, chemistry, medicine, literature and peace. The first prize was given to Roentgen at the 5th anniversary of Nob's death. Obviously, the winners of prize are treated with great respect all over world.

*Relying on the information in reading text answer the following question in one complete sentence.

a) Who are given the Noble prizes?

.....

...

b) What was Alfred Nobel's valuable invention?

.....
c) What was the will of Nobel?

.....
.....

d) Who was the first to receive the Nobel prize?

.....
.....

e) What does the word “fabulous” in the text mean?

.....
.

*** Fill in the blanks using the appropriate words:**

Alfred Nobel was a scientist. He was a -----, but he --
----- his education in Russia. Dynamite was ----- by
him. This ----- invention brought him worldwide fame. He
also ----- a lot of money.

2. Read the following passage and answer the following questions:

Pollution spoils our environment in many ways. The air we breathe, for instance, is constantly polluted by smoke and by chemicals such as carbon monoxide in the exhaust fumes of cars and other kinds of motor vehicles.

For wild life, however, there are even greater dangers in pollution of water – of rivers, for example, or lakes and seas. A good illustration of is the oil released from tankers at sea. It kills all the kinds of sea animals, including birds, whose feathers become covered with oil

so they cannot fly, as well as fish and other forms of marine life. Other causes of water pollution include power stations, which release warm water kills the fish and plants which live there. These are only a few examples; there are many more.

*** Answer the following questions:**

1. The two main types of pollution the writer talks about are
 - a) pollution of the air.
 - b) pollution of water.
 - c) pollution by oil.
2. From the examples in the text you can tell that ‘pollution’ means.....
 - a) things that are produced by factories.
 - b) things which make our world dirty.
 - c) the deterioration of our environment.
3. From the examples in the text you can tell that ‘environment’ means.....
 - a) the world around us , including living things.
 - b) the deterioration of our environment.

*** Using information from the text to complete the sentences:**

1. The oil released from tankers at sea is an example of -----
-----.
2. Sea birds are examples of -----.
3. Fish is a form of -----.

4. Warm water released from power station is an example of -----
-----.

5. The air in cities is polluted by chemical such as -----
and -----.

6. Oil at sea kill all kinds of sea animals, including -----
And -----.

7. Carbon monoxide is found in the exhaust fumes of cars and other
kinds of
-----.

3). Read the passage orally:

Airships

In the age of supersonic airliners it is difficult to realize that at the beginning of the twentieth century no one had ever flown in an aeroplane. However, people were flying in balloons and airships. The airship was based on the principle of the semi-rigid structure. In 1900 Ferdinand Vin Zeppelin fitted a petrol engine to a rigid balloon. The craft was the first really successful steerable airship. In 1919 an airship first carried passengers across the Atlantic, and in 1929 one travelled round the world. During this time, the design of airship was constantly being improved and up to 1937, they carried thousands of passengers on regular transatlantic services for millions of miles.