

A Critical Study of Comprehension Strategies and General Problems in Reading Skill Faced by Arab EFL Learners with Special Reference to Najran University in Saudi Arabia

By

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Abstract

There is a general assumption in regard of reading skill; it is supposed to be one of the easiest of the four skills i.e. listening, speaking, reading and writing for a beginner and the university students as well that is proved untrue by the researcher (Lebaure 1985). The reading skill of the EFL learners (English as Foreign Language) requires a sufficient knowledge of vocabulary of English language, the adeptness in scanning and skimming ability; reading speed and power of comprehension are also equally important. In general, the EFL learners in Saudi Arabia lack in proficiency in predicting the meaning in a particular context and summarizing the gist of the passage. The reading comprehension can be done through two ways – extensive way and intensive way at junior level. In the researcher's opinion, the extensive way with some features of intensive teaching like rigorous computer assisted practice is more fruitful for students for a particular purpose. It is directly related with the classroom teaching that is the centre of attention of my research. The aim of this project is to find out the reading problems inside classroom, so it will throw some light on comprehension problems in reading skill faced by the Arab learners in general and the students of Preparatory Year (boys) and Community College (boys) of Najran University in particular. In general, the difficulty is felt in different areas such as use of vocabulary, scanning, skimming, prediction and summarizing in the process of comprehension of English language by Arab learners (boys) in Najran University.

Keywords: *Najran University students, reading skill, English comprehension problems, EFL Learners*

1. Aim and Objectives

After evaluating the current situation of the language learners (boys) in Najran University, and collecting data on the basis of a survey conducted through the teachers' questionnaire, students' observation and case studies; the problems will be classified according to their significance in the process of learning, and some suggestions made for its remedy. The first and foremost aim of this research is to find out the reasons behind the low level performance of university students in reading comprehension. Also, some useful solutions will be suggested to sort out the difficulties faced by the learners in handling the reading skill.

2. Literature Review

Actually, the literature reveals that most of the works done on Arab EFL learners is about other skills of English language, but little about reading. In addition, when talking about reading problems of Arab EFL

students, researchers used to attribute these problems to differences between native language (L1) and foreign language (L2) such as Farquharson, 1988; Lebaure, 1985; Block, 1992. In doing so, such researchers seem to blame both native language and foreign language, but not the students or their EFL teachers. For instance, slow reading, insufficient comprehension, total dependence on the print to get the meaning, inability to locate main ideas through scanning and skimming process, insufficient linguistic competence, lack of prediction and summarizing ability etc. are all not necessarily to be attributed to differences between native language and foreign language. The actual problems lie somewhere else, various other reasons are responsible for the inefficiency and shortcomings in the comprehension of the reading skill. Further, basic deficiencies can be categorized as slow reading process due to lack of competence in vocabulary, demerit in understanding process and lack of talent in prediction and summarizing of the supposed meaning.

Introduction: General Reading Comprehension Strategy

Few studies about reading strategies have been performed in comparison to work done on other skills of English. Basically, the strategic reading involves the use of clues and signals to decode the message of the written word. Simply reading the words of a composition is one thing, but reading for the sake of comprehension is a vital point for the reader. Simply reading the words is of no benefit if one does not comprehend what is being read. (Saima Rasheed¹, Azra Saleem², Qadir Bukhsh³, Saima Rasul, 2012) are also of the opinion that there are numerous new words whose meanings are not clear to learners, so they are unable to comprehend the text fully.

Reading comprehension is arguably the most important skill a child learns. Learning to be a strategic, active and systematic reader is important for success in all content areas. "The literacy learning that takes place in adolescents between the ages of 10 and 18 is of critical importance in preparing for life in and out of school" (Vacca, 2002).

The excellence in reading skill with understanding is one of the many essential skills to acquire knowledge and flourish as a learner. Many learners may never manage to read well. Hence, they face some reading problems owing to sagging confidence in their own ability. Reading skill in the students can be considered the most necessary skill in Saudi Arabia and is of utmost importance. It is used for general and specific purposes. Saudi curriculum emphasizes reading as the main skill to be developed by the learners from intermediate to graduate level and in the preparatory year courses as well.

The most significant problem faced by the instructors today is reading deficiency and problem in comprehension among the university level students in Arab countries. A great number of students could well be accounted for as disabled judging by their reading difficulties, a problem which may reflect in poor performance in their educational activities. Reading can be considered one of the basic ways of acquiring information in our society and in academic settings in particular. It may be assumed that the person who is not able to read well will face serious trouble, especially in what is regarded to be educational and, subsequently, job opportunities.

Good readers use comprehension strategies to facilitate the construction of meaning. These strategies include understanding vocabulary in the present context, skimming, scanning, predicting, summarizing, and evaluating, self-questioning, making connections, visualizing and monitoring etc. Researchers believe that using such strategies helps students become meta-cognitive readers (McLaughlin & Allen, 2002).

There are some genuine difficult areas and comprehension problems of grave concern in reading skill observed by the language teachers at different colleges in Najran University. So, it becomes obligatory to

come out with some useful solutions in this regard to sort out the demanding problems which have been lying in the cold boxes.

The problems can be classified into four categories as below:

Importance of Vocabulary in Reading Comprehension in English

One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success (Becker, 1977). This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them. Young university students who do not have large vocabularies or effective word-learning strategies often struggle to achieve comprehension. Their bad experiences with reading set in motion a cycle of frustration and failure that continues throughout their schooling (Hart & Risley, 2003). Because these students lack sufficient word knowledge to understand what they read, they typically avoid reading.

Reading comprehension and vocabulary knowledge have a distinct relation between them. Vocabulary stock must grow in adult learners as their standard is growing, but it does not happen in a set pattern with the EFL students, they grow a sort of unknown dislike for the foreign language.

Incompetence in Skimming and Scanning of the Reading Material

Skimming is used to quickly identify the main ideas of a text and it is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies to be used while skimming. Some people read the first and last paragraphs using headings, summarizers and other organizers as they move down the page or screen. They might read the title, subtitles, subheading, and illustrations and consider reading the first sentence of each paragraph. This technique is useful when you are seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

Scanning is a technique you often use when looking up key words or ideas in a particular text. In most cases, you know what you are looking for, so you are concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you have scanned the document, you might go back and skim it.

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes, the author will put key ideas in the margin.

Difficulty in the Prediction of Passage with Prior Knowledge

We learn new information by connecting it to what we already know to construct meaning. This prior knowledge is called schemata and reflects the experiences, conceptual understanding, attitudes, values, and skills a reader brings to a text situation.

“...readers are in a better position to comprehend what they are reading whenever they use prior knowledge (schemata) to construct meaning” (Vacca, 2002). But it is observed in general, EFL learners fail to connect their previous knowledge and predict the possible meaning of the text. They fail to attach their prior knowledge as they lack the in-depth base of English etymology.

Learning to think about the text before reading greatly enhances comprehension. Predicting is also a previewing strategy as good readers hypothesize about what a text may be about based on textual clues or their own experiences. This previewing strategy helps readers set a goal for reading and focus their thinking.

Deficiency in the Skill of Summarizing of Text

Summarizing is a difficult task. Students must sort through text, identify unimportant and important ideas, and synthesize the important ideas to create a new text that stands for the original. This skill needs to be reviewed and practiced as students encounter increasingly challenging texts. Here, the researcher finds some encouraging stimulus among the EFL Arab learners finding them quite capable of the same, owing a lot to the understanding of their Arabic language text which provides them ample practice.

According to Duke and Pearson "...research suggests instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content." Generally in the reading text, students have some activities upon vocabulary improvement, writing important details, completing visual organizer and finally they are supposed to get a gist of the article and summarize the text. Every activity in the lesson takes students step by step through the process of summarization. The real problem lies here; usually students find themselves in a tight situation owing to their deficiencies in the language.

3. Research Methodology

As the research was descriptive in nature, the researcher has applied the survey method for which he designed a set of questionnaire for the teachers in four different categories such as problems in vocabulary, scanning and skimming, prediction and summarizing ability. Then the raw data was fed in the computer for results and discussions. This methodology has brought about the real scenario of the students' attitude, efficiency, deficiency, likes and dislikes about the reading skill while learning English as foreign language.

Data Collection

A sample questionnaire consisting of 36 questions in total, comprising of four categories was developed on four-point (Likert) scale by the researcher himself, based upon the teaching experience in Najran University in consultation with his distinguished colleagues in the department of English.

Procedure

A Survey was conducted in two colleges – Preparatory Year (boys) and Community College (boys) of Najran University by providing a questionnaire of 36 items in four categories to the teachers of English department. Due to the pre-occupation of the teachers in various academic activities, only 24 teachers could participate in the survey – 19 respondents from Preparatory Year and 5 respondents from the Community College respectively. The data was analyzed on the basis of the responses given by the teachers. All the participating teachers were told that the project was designed to explore the general problems regarding the reading skill which EFL Arab learners encounter.

Data Analysis

The data which was collected through questionnaire was coded and analyzed through SPSS in terms of percentage and mean scores. Scale value assigned to each of the four responses was as given below.

Level of Agreement

Scale Value

Always	4
Sometimes	3
Rarely	2
Never	1

To calculate the mean score, following formula was used;

$$\text{Mean Score} = \frac{(\text{Always} \times 4 + \text{Sometimes} \times 3 + \text{Rarely} \times 2 + \text{Never} \times 1)}{\text{Number of Observant}}$$

Tables and Figures

The percentage and mean marks obtained from the collected data are given below in tables.

Table 1 – Difficulties Related to Vocabulary in the Text

Ser #	Statement /Question	F %	Always	Sometimes	Rarely	Never	Mean Score
1	EFL students face difficulties in vocabulary?	N %	16 67	8 33	0 -	0 -	3.66
2	Students understand meaning of text.	N %	0 -	15 62.5	9 37.5	0 -	2.62
3	Students find difficult words by self study.	N %	7 29.16	2 8.33	12 50	3 12.5	2.54
4	Students are able to find out difficult meaning in the context.	N %	2 8.33	7 29.16	13 54.16	2 8.33	2.37
5	Students face spelling and pronunciation problems in reading.	N %	13 54.16	9 37.5	2 8.33	0 -	3.45
6	Students use normal dictionary/Electronic gadget.	N %	4 16.66	13 54.16	7 29.16	0 -	2.87
7	Do you tell them meaning of difficult words of the text?	N %	20 83.33	4 16.66	0 -	0 -	3.83
8	Students get meaning by group-discussion.	N %	2 8.33	9 37.5	13 54.16	0 -	2.54
9	Students improve their vocabulary by additional reading.	N %	1 4.16	4 16.66	9 37.5	10 41.66	1.83

4. Results and Discussion

According to data in table 1, a significant number of respondents agreed that EFL students (67%) always and (33%) sometimes, face difficulty in vocabulary; it is crystal clear with mean score 3.66 out of 4. Generally (62.5%) students sometimes and (37.5%) students rarely understand the meaning of text is also supported with mean score 2.62. In the area of finding new words through self-study, EFL students (29.16%) always, (8.33%) sometimes, (12.5%) never and (50% with mean score 2.54) rarely able to do it. The students (8.33%) always, (29.16%) sometimes, (54.16%) rarely and (8.33%) are never able to find challenging meanings of the text. Mean score 2.37 also suggests it. A matter of great concern is spelling and pronunciation, the majority of respondents agreed that (54.16%) EFL students always, (37.5%) of

them sometimes and (8.33%) of students rarely face problems. The mean score 3.45 also validated the point. A significant majority of learned colleagues confirmed that students (70.82%) are in habit of using normal dictionary or electronic gadgets, whereas some students (29.16%) rarely enjoy it. Mean score 2.87 is quite healthy. A sincere help (83.33% with mean score 3.83) to students by providing meanings of challenging words always comes from the teachers' community. Group discussion through interaction with mean score 2.54 is not popular as (45.85%) of students generally and (54.16%) rarely do it. Another matter of great concern is improving vocabulary through additional reading as (41.66%) of students never (37.5%) rarely, (16.66%) sometimes and a meager (4.16%) only always practice it. It is well proved by mean score 1.83.

Table 2 - Difficulties in Scanning and Skimming of the Text

Ser #	Statement /Question	F %	Always	Sometimes	Rarely	Never	Mean score
1	Do they read at home in addition to classroom teaching?	N %	0 -	3 12.5	15 62.5	6 25	1.87
2	Do they study in groups for scanning and skimming in class?	N %	2 8.33	10 41.66	11 45.83	1 4.16	2.54
3	Do you help them in scanning and skimming process?	N %	13 54.16	9 37.5	2 8.33	0 -	3.45
4	Do they get the general idea of text by scanning?	N %	1 4.16	10 41.66	11 45.83	2 8.33	2.41
5	Do they recognize the particular area of text for skimming?	N %	0 -	15 62.5	9 37.5	0 -	2.62
6	Do they complete task within allotted time?	N %	2 8.33	10 41.66	9 37.5	3 12.5	2.45
7	They like argumentative material, stories and poems	N %	1 4.16	9 37.5	9 37.5	5 20.83	2.25
8	Are they able to express in written language?	N %	1 4.16	7 29.16	11 45.83	5 20.83	2.16
9	Do they write answers grammatically correct?	N %	0 -	9 37.5	13 54.16	2 8.33	2.29

Table 2 discusses the research done upon the difficulties in scanning and skimming of the text. Many respondents agree that a grave concern is students' lack of interest in preparation of text. The EFL students (25%) never, (62.5%) rarely and (12.5%) sometimes go through the text before lecture. Mean score 1.87 clarifies the tragic situation. Various teachers say that group study is quite helpful for this purpose as mean score 2.54 suggests. (8.33%) always and lots of students (41.66) sometimes do it, but (45.83%) students rarely and (4.16%) never do it. Teachers' role is crucial in clarifying the process of skimming and scanning; the mean score 3.45 is encouraging. Lots of teachers assist, (54.16%) always, (37.5%) sometimes, and (8.33%) rarely guide them. Another disappointing fact is that (41.66%) and (45.83%) of EFL students sometimes and rarely respectively get the general idea by skimming; (4.16%) always and (8.33%) never do it. The mean score 2.41 is not so appreciable. While recognizing the particular area of text for scanning, (62.5%) sometimes and (37.5%) rarely succeed; it is inadequate for university students with 2.62 mean score. (41.66%) of the EFL students sometimes, (37.5%) rarely and (12.5%) never conclude the reading assignment within allotted time. The mean score 2.45 is unhealthy. Generally students do not like argumentative material or stories and poems - is evident from 2.25 mean

score. Most of students (20.83% with mean score 2.16) never express in written language; (45.83%) rarely and (29.16%) sometimes do it. Grammar is also a big obstruction; (54.16%) rarely, (37.5%) sometimes and (8.33%) never write grammatically correct sentences. Mean score 2.29 is pathetic.

Table 3 – Difficulties in Prediction of Meaning of the Text

Ser #	Statement /Question	F %	Always	Sometimes	Rarely	Never	Mean score
1	They understand meaning of complete text/phrases.	N %	0 -	8 33.33	15 62.5	1 4.16	2.29
2	Do they get challenging words from the text?	N %	7 29.16	12 50	5 20.83	0 -	3.08
3	Do you explain them the meaning of the text?	N %	19 79.16	4 16.66	1 4.16	0 -	3.75
4	Do students discuss new words among themselves?	N %	0 -	13 54.16	10 41.66	1 4.16	2.5
5	Are they able to predict meaning?	N %	0 -	13 54.16	11 45.83	0 -	2.54
6	Do they follow the system of predicting with sincerity?	N %	0 -	8 33.33	15 62.5	1 4.16	2.29
7	Do they have some previous knowledge related to topic?	N %	1 4.16	8 33.33	14 58.33	1 4.16	2.37
8	They participate in predicting .in group.	N %	0 -	10 41.66	13 54.16	1 4.16	2.37
9	They predict .and give wrong answer.	N %	2 8.33	17 70.83	4 16.66	1 4.16	2.83

Table 3 deals with the questions on prediction of meaning of the text and will discuss the results. The assessment of first point is not so heartening; (62.5%) of students are rarely, (33.33%) sometimes and (4.16%) never able to understand the meaning of complete text with 2.29 mean score. The zeal for getting new challenging words is evident from the mean score 3.08; (29.16%) always, (50%) sometimes and 20.83% rarely do it. Teachers' clarification is quite crucial; (79.16%) of the respondents always explain the meaning of the text; (16.66%) sometimes and (4.16%) rarely do it. Mean score 3.75 speaks a lot. (54.16%) of EFL students sometimes, (41.66%) rarely, (4.16%) never want to discuss challenging words among themselves. Mean score 2.5 also confirms it. Again another disappointing result, (54.16%) sometimes and (45.83%) rarely predict the meaning of text. Mean score is 2.54. Students also don't like prediction process; it is evident by the mean score 2.29 as (62.5%) rarely, (33.33%) sometimes and (4.16%) never practice it. Mean score for students having previous knowledge related to the topic is 2.37 only; (37.5%) usually possess and (62.5%) occasionally have it. (54.16%) of students rarely, (41.66%) sometimes and (4.16%) never with mean score 2.37 only participate in predicting the meaning and summary in a group. Students try predicting, but end up with wrong meaning is encouraging, it is evident with 2.83 mean score; (70.83%) sometimes and (16.66%) rarely, (8.33%) only always give wrong answers.

Table 4 deals with the summarizing and comprehension problems. Many respondents agreed EFL students have quite less understanding of the comprehension text is clear with 2.66 mean score. (62.5%) usually and (37.5%) rarely do it. (20.83%) of EFL students sometimes or never respectively, (54.16%) rarely and a meager (4.16%) always express the gist of text in their own words. Mean score 2.08 further clarifies it. Speed is a real hindrance; that is why (45.83%) never, (33.33%) rarely and (20.83%) sometimes summarize a two-page article in a lecture. Mean score 1.75 is tragic in nature. Word power is a great barrier - is evident from (29.16%) never, (50%) rarely and (20.83%) sometimes solve the problems of Antonyms and Synonyms. Mean score 1.91 is pathetic. The zest for learning new words is

also very low. (41.66%) rarely, (37.5%) sometimes develop new vocabulary whereas (16.66%) only always do it. Mean score 2.66 shows its poor condition. (4.16%) always, (50%) of students sometimes,

Table 4 – Difficulties in Summarizing and Comprehension of Full Text

Ser #	Statement /Question	F %	Always	Sometimes	Rarely	Never	Mean score
1	Do students understand the comprehension text?	N %	1 4.16	14 58.33	9 37.5	0 -	2.66
2	Do they express in their own words?	N %	1 4.16	5 20.83	13 54.16	5 20.83	2.08
3	They summarize two-page article in a lecture.	N %	0 -	5 20.83	8 33.33	11 45.83	1.75
4	Are they able to write Antonyms and Synonyms?	N %	0 -	5 20.83	12 50	7 29.16	1.91
5	Do they develop new vocabulary?	N %	4 16.66	9 37.5	10 41.66	1 4.16	2.66
6	Is comprehension just and appropriate?	N %	1 4.16	12 50	9 37.5	2 8.33	2.5
7	Students read silently for comprehension.	N %	8 33.33	8 33.33	7 29.16	1 4.16	2.95
8	Students read in a group for comprehension.	N %	1 4.16	12 50	9 37.5	2 8.33	2.5
9	Students love to express the summary.	N %	0 -	4 16.66	10 41.66	10 41.66	1.75

(37.5%) rarely and (8.33%) never give just and appropriate comprehension, mean score 2.5 also confirms it. EFL students like to read silently as mean score 3.95 suggests; (66.66%) of them usually and (29.16%) rarely read silently. Reading in a group with mean score 2.5 is also appreciated as (4.16%) always, (50%) generally, (37.5%) rarely and (8.33%) never like it. A matter of grave concern among EFL students is the expressing the summary of the text. A meager (16.66%) of them sometimes, (41.66%) rarely and (37.5%) never love to express it as suggested by thought-provoking 1.75 mean score.

Strengths

This project has fathomed deep into the frustrating stigma of EFL university learners who have remained below par in the field of comprehension and understanding of the English text in general, and has explored various ways and means to diminish this deficiency. The EFL teachers will be highly benefitted with the suggestions in improving the educational environment if consider sincerely.

5. Conclusion and Summary

The complete process of research upon the difficulties faced by the Arab EFL learners in various aspects of reading skill has been very enlightening and knowledgeable. In general, students lack in paying attention and applying concentration that creates a hindrance in acquiring knowledge, finding out challenging words through self-study. Students also face spelling and pronunciation problems to a great extent. Due to this lacuna, usually students end up with miss-pronounced words resulting in irrelevant meaning of the context. They also fail to realize the benefits of group discussion through inter-action

method. The mother of all problems is that students exhibit very less interest in additional reading materials as they seem unmotivated and uninspired.

Specifically, in the category of skimming and scanning of the comprehension, students fail to achieve the target owing to disinterest in pre-reading activities and self-study at home. They are unable to complete the task within the stipulated time due to slow speed in skimming and scanning process. Then, the inefficiency in grammatical aspects further enhances the problems in expression accelerated by the less interest and faulty language in descriptive answers. The EFL learners usually fail in getting the general idea through the process of skimming and scanning in an adequate manner as the argumentative materials and stories and poems are less attractive among the students.

Furthermore, EFL learners find prediction - a matter of grave concern as they do not discuss the challenging words with their classmates and show negligible interest in utilizing the process of prediction. It is often observed the felicitators have to explain new meanings or clarify their confusion in the demanding situations. In the area of summarizing of full text for general comprehension exercises, the surprising fact has come out – that EFL learners are quite slow and they generally fail to accomplish a task of adequate length in a lecture. The slackness in their nature abstain them from expressing their opinion, facts or summary as they are usually introverted by nature. Another hindrance is caused by the inadequate knowledge of word power which aggravates the non-understanding of the gist of the text in the real context. They have insufficient zest for learning new vocabulary which adds to the pathetic situation and makes the comprehension unjust and unreliable.

Before concluding, I would like to suggest some useful solutions in a nutshell to break the ice and bring about some revolutionary and effective changes in the technique of imparting knowledge in reading skill to EFL learners.

1. Group discussion should be encouraged and implemented in the class-rooms right from the beginning with the help of computer and internet.
2. Additional reading habits must be inculcated by giving adequate number of periods in a semester to be used in library.
3. Language skills – listening and speaking with correct pronunciation and accent should be improved under intensive supervision of the felicitator.
4. EFL learners must be involved in English-language activities such as debate, elocution, story-telling, extempore and essay-writing through power-point lessons.
5. Students should be encouraged to create a favorable environment at home in order to continue the university learning atmosphere.
6. Some extra reading materials, journals and newspapers of their choice should be provided in Common English Study Room for improving comprehension skill.
7. Process of prediction and summarizing must preferably be taught through Audio-Visual Aids and ensured it is followed in the class-rooms.
8. Adequate written practice is required to enhance the basic knowledge of grammar and composition.
9. Inter-action in English inside campus needs to be encouraged to make learners extrovert.
10. Quizzes, puzzles and word games should be organized under Co-curricular activities to improve their vocabulary and word-power.

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If the suggested steps are taken into consideration and practice, the EFL learners' efficiency in comprehension, confidence in grammar and vocabulary will certainly grow; they would like to appreciate the text-books and participate in class-room activities more confidently, and ultimately better crops can be harvested in future by the grace of Allah-e-Kareem.

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Questionnaire for the Teachers

This Questionnaire is prepared by the researcher to get the teachers' opinion on the common reading problems in four particular areas among EFL students in the department of English, Najran University. Please tick (✓) where applicable. Scale: A. Always, B: Sometimes, C: Rarely, D: Never

Questions on Vocabulary problems	Questions on difficulties in scanning and skimming of text	Questions on prediction of meaning of the text	Questions on summarizing of full text and comprehension
EFL students face difficulties in vocabulary? A B C D	Do they read at home in addition to classroom teaching? A B C D	They understand meaning of complete text/phrases. A B C D	Do students understand the comprehension text? A B C D
Students understand meaning of text A B C D	Do they study in groups for scanning and skimming in class? A B C D	Do they get difficult words from the text? A B C D	Do they express in their own words? A B C D
Students find difficult words by self study A B C D	Do you help them in scanning and skimming process? A B C D	Do you explain them the meaning of the text A B C D	They summarize two-page article in a lecture A B C D
Students are able to find out difficult meaning in the context A B C D	Do they get the general idea of text by scanning? A B C D	Do students discuss difficult words among themselves? A B C D	Are they able to write Antonyms and Synonyms A B C D
Students face spelling and pronunciation problems in reading A B C D	Do they recognize the particular area of text for skimming? A B C D	Are they able to predict meaning? A B C D	Do they develop new vocabulary? A B C D
Students use normal dictionary/Electronic gadget A B C D	Do they complete task within allotted time? A B C D	Do they follow the system of predicting with sincerity? A B C D	Is comprehension just and appropriate? A B C D
Do you tell them meaning of difficult words of the text? A B C D	They like argumentative material or stories and poems A B C D	Do they have some previous knowledge related to topic? A B C D	Students read silently for comprehension. A B C D
Students get meaning by group-discussion A B C D	Are they able to express in written language? A B C D	They participate in predicting .in group A B C D	Students read in a group for comprehension. A B C D
Students improve their vocabulary by additional reading A B C D	Do they write answers grammatically correct? A B C D	They predict .and give wrong answer A B C D	Students love to express the summary. A B C D
Add your own ----- -----	Add your own ----- -----	Add your own ----- -----	Add your own ----- -----

Teacher's Name: _____ Nationality _____ Course _____
 College Name: _____ Experience: _____ Years