



Sudan University of Science and Technology

College of Graduate Studies



**Investigating Reading Comprehension Difficulties
Encountered by EFL Learners**

(A Case Study at Karari Locality Secondary Schools)

**تقصي الصعوبات التي تواجه دارسي اللغة الإنجليزية لغة أجنبية في فهم النص
(دراسة حالة المدارس الثانوية بمحلية كرري)**

A Thesis Submitted in Partial Fulfillment of the Requirements of M.A. Degree in English
Language (Applied Linguistics)

Submitted by:

Salah Mohammed Abd Allah Adam

Supervised by:

Dr. Hillary Marino Pitia

2017

PREFACE

(Read in the Name of your Lord, Who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood), Read and your Lord is the most Generous, Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)], Has taught man that which he knew not) Holy Quran (Alalaq 1-5).

DEDICATION

I would like to dedicate my work to my dear parents for their constant support.

ACKNOWLEDGEMENTS

Firstly, my sincere gratitude be to Allah who gave me strength to conduct this study. Secondly, I would like to express my deep gratitude to my distinguished supervisor Dr. Hillary Marino Pitia who has patiently and sincerely guided me towards various routes of knowledge which have led to completion of this study. Also, I appreciate his willingness to devote his time and efforts for every help whenever I need. Dr. Muntasir, Dr. Wigdan, Dr. Abbas Mukhtar for their insightful comments and encouragements. Thirdly, I would like to extend my dear friends: Abd Allah, Algozoly, Bahr Eldeen and Jamal whose friendship, hospitality, knowledge and wisdom have supported, enlightened and entertained me over many years of our friendship.

Finally, I am also grateful to all my colleagues in the College of Languages at Sudan University of Science and Technology who were constant source of support both morally and intellectually. I am indebted and thankful to several people without whom the completion of this study would have been impossible.

ABSTRACT

This study aims at investigating reading comprehension problems encountered by 3rd year secondary school students in Omdurman, Karari locality. The participants were 40 students that represented a sample that was exclusively drawn from 3rd year secondary school students at Karari locality, Omdurman that included both male and female students. The study data were collected through a questionnaire for the English language teacher and test for the students. After analysis of data, the results have shown that the teachers of English language at secondary schools do not play a significant role in addressing reading comprehension difficulties. The results also have shown that secondary school syllabus dose not participate in addressing reading comprehension difficulties. The study, recommended that the ministry of education should provide syllabus to students to give them more practice in reading comprehension. The ministry of education also should give enough training to English language teachers on how to teach students reading skills.

المستخلص

هدفت هذه الدراسة إلي التعرف على صعوبات فهم قراءة النص التي تواجه طلاب المدارس بالمرحلة الثانوية (الصف الثالث) في أم درمان محلية كرري.

جع الباحث بيانات الدراسة عن طريق الاستبانة و اختبار قراءة. وقد كان عدد الطلاب المشاركين في هذه الدراسة أربعون طالباً وطالبة بالصف الثالث ثانوي بمحلية كرري أم درمان تم اختبارهم بالطريقة العشوائية البسيطة.

بعد تحليل البيانات وضح صحة افتراض البحث بأن هنالك صعوبات تواجه الطلاب في مهارة القراءة الصامتة في اللغة الإنجليزية. حيث أن هذه الصعوبات هنالك بعضها يتعلق بالمعلم الآخر والمنهج.

أوصت الدراسة أن على وزارة التربية والتعليم أن تقدم المنهج للتلاميذ لاعطائهم الكثير من الممارسات في القراءة، وأوصت أيضاً أن على وزارة التربية والتعليم إعطاء التدريب الكافي لمعلمي اللغة الإنجليزية في كيفية تدريس فهم قراءة النص.

ونتيجة لذلك يعتقد الباحث أن نتائج هذه الدراسة لها دلالات خاصة يمكن الاستفادة منها في مجال الدراسة ، المعالجة وتطور فهم قراءة النص في اللغة الإنجليزية.

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CHAPTER ONE

INTRODUCTION

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INTRODUCTION

1.0. Background of the Study:

Comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information, from lexical features through to knowledge concerning events in the world. Reading consists of two related processes word reconnection and comprehension. Word reconnection refers to the process of perceiving how written symbols correspond one's spoken language. Comprehension is the process of making sense of words, sentence and connected text. In this recognizing words and reading connected text, comprehension is the processes of driving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not passive process, but an active.

After changing the Sudanese educational system from three levels to two levels, this was the starting of reading comprehension problems. Many EFL students have problems in reading English texts. Limited to knowledge of vocabulary and sentence structure is regarded as the main problems (Gunning, 2002).

As a researcher who has been teaching English for several years in 3rd year Secondary schools at Karari locality, I have found that many students face problems in reading comprehension, some of these problems are related to the teachers and other to the syllabus and the students. The researcher has

discovered that the students are not good at reading comprehension and their reading ability is unsatisfactory. In addition to that the teachers of other schools complain about the weakness of their students in reading comprehension as stated earlier. All these factors collectively prompted the researcher to investigate this problematic area.

1.1. Statement of the Study Problem:

Most of the Sudanese secondary schools students have problems in reading comprehension; this has affected their performance in reading comprehension. Learners who have difficulties in reading comprehension can be attributed to insufficient knowledge of vocabulary and sentence structure as well as the nature of the selected materials. It has been noticed that the students at secondary level in Sudan make many errors when they read in English for comprehension. The researcher wants to investigate the difficulties of reading comprehension encountered by EFL learners 3rd year. It has been observed that such learners have encountered difficulties in reading comprehension, though they have been taught English for at least, seven years.

Few research studies have been done to investigating reading comprehension problems particularly at Karari locality. Therefore, reading comprehension problems of the 3rd year, secondary School, Talody Secondary School for Boys and 3rd year Alqamoos secondary school for girls are the main concern of this study.

1.2. Questions of the Study:

This research attempts to answer the following questions:

- 1- To what extent do third year secondary school students face difficulties in reading comprehension?
- 2- What is the role of teacher in solving these problems?
- 3- To what extent does secondary school syllabus participate in addressing these reading comprehension problems?

1.3. Hypotheses of the Study:

The study sets out to test the following hypotheses:

- 1- Secondary school students face difficulties in reading comprehension.
- 2- Teachers of English at secondary schools do not play a significant role in addressing reading comprehension difficulties.
- 3- Secondary school syllabus does not participate in addressing reading comprehension difficulties.

1.4. Objectives of the Study:

The main objectives of this study are to investigate the Reading Comprehension Difficulties among EFL Learners. The secondary objectives of the study are to:

- 1- Identify, describe, and produce an analysis of reading comprehension difficulties among EFL learners, third year secondary school.
- 2- Highlight the role that can be played by teachers in addressing these problems.

3-provide the theoretical framework of reading comprehension that should be clearly stated in the secondary school syllabus.

1.5. Significance of the Study:

The findings of this study will provide Karari locality students of secondary level with solutions the problems of reading comprehension skill. Therefore, this information could be used by teachers, curriculum designer for the benefit of the EFL learners.

1.6. Methodology of the Study:

The research has adapted the description analytical as well as qualitative and quantitative methods. The questionnaire has been designed for teachers of English and a test for the students in the locality of the study, the 3rd year, secondary School at Talody Secondary School for Boys and 3rd year Alqamoos secondary school for girls respectively has been chosen.

1.7. Limits of the Study:

This study is limited to investigate difficulties in reading comprehension encountered by 3rd year EFL students at secondary schools, Omdurman Locality. The area chosen is Talody Secondary School for Boys and 3rd year Alqamoos secondary school for girls. The study has been carried out in the academic year 2016/2017.

1.8. Summary of the Chapter One:

This chapter aimed to provide the reader with the background and the statement of the problem of the study. The researcher provided the questions, main hypotheses, the objectives of the study, the significance of the study, the instruments which were used in the study as well as the area where the study was conducted.

The study aims to investigate reading comprehension difficulties encountered by EFL students at the 3rd year secondary school in Karari locality.

CHAPTER TWO

LITERATURE REVIE AND PREVIOUS STUDIES

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LITERATURE REVIEW AND PREVIOUS STUDIES

2-0. Introduction:

This chapter consists of two parts: Part one reviews literature relevant to the research topic such as definitions of reading, reading comprehension etc. While part two discusses previous studies relevant to the research topic.

2.1. Reading in L1 and L2:

Having many available linguistics resources, Vorhaus I(1984) observed the readers, when reading in L1, are integrators who could smoothly use their native language for developing concept in interaction with the author's ideas. They employ their language knowledge (e.g. structure, grammar, or words) well even if they may not understand what they are reading. In addition, they are capable of using strategies like background knowledge to deal with what is to them at first incomprehensible.

L2 readers, however, are limited by their knowledge of the grammar and vocabulary of the target language, and must struggle to understand the content. In order to perceive the author's ideas explicitly, readers often regard the vocabulary as the most important component of the language, as well as the turning point of access to comprehension. Seliger found, therefore, readers often separate the whole content into isolated pieces, and focus their attention on the individual word-units.

The desire to know every word in terms of its dictionary meaning usually leads the students to view reading in the new language as a process of decoding word by word. Obviously, when reading in L1, the readers can more easily consider the content as a whole. Even if they encounter unfamiliar words, they skip to the

next, and try to finish the reading. Conversely, reading in L2, readers automatically separate the whole article into fragment sentences or words, and they , thereby, acquire isolated, divided meaning, lack of continuity, which is so- called "short-term memory" (Eskey,1986, p.10). in this situation comprehension is not clear because readers just acquire a series of discrete meanings, and they have to reread in order to connect all of the individual meanings into a whole. Short-term memory can cause difficulties in reading comprehension process.

2.2. Definition of reading

Reading is definitely an important skill for academic contexts but what is the appropriate definition of the word “reading”? FL reading research has gained specific attention since the late seventies (Eskey, 1973; Clarke and Silberstein, 1977; Widdowson, 1978). Before that time, FL reading was usually linked with oral skills and viewed as a rather passive, bottom-up process which largely depended on the decoding proficiency of readers. The decoding skills that readers used were usually described in hierarchical terms starting from the recognition of letters, to the comprehension of words, phrases, clauses, sentences and paragraphs.

In other words it is a gradual linear building up of meaning from the smaller units to the larger chunks of text. The common assumption that reading theorists had about FL reading was that the higher the FL proficiency of readers the better their reading skills. Knowledge of the foreign culture was also an important factor that enabled foreign readers to arrive at the intended meaning of texts (Fries, 1972; Lado, 1964; Rivers, 1968). Reading thus involves two main processes as suggested by Lunzer and Dolan The reader must establish what the writer has said and he must follow what the writer meant. (1979:10) accordingly, the readers use their linguistic background to see how words are put together.

They will also use their ability to interpret as well as their knowledge of the world to extract the message the writer is trying to convey (Widdowson, 1978; Williams, 1984; Smith, 1985). Nuttal (1982) defines reading as the ability to understand written texts by extracting the required information from them efficiently. While looking at a notice board, looking up a word in a dictionary and looking for special information from a text, normally we use different reading strategies to get what it means. Smith (1971) defines it as the act of giving attention to the written word, not only in reading symbols but also in comprehending the intended meaning. The writer and reader interaction through the text for the comprehension purpose is also viewed as reading by Widdowson (1979:105).

What is significant in all these definitions is that there is no effective reading without understanding. So reading is more than just being able to recognize letters, words and sentences and read them aloud as known traditionally(although letter identification, and word recognition are of course essential). It involves getting meaning, understanding and interpreting what is read. What we need is reading that goes hand in hand with understanding and comprehension of what is read or in Smith's words "making sense" (Smith, 1982) of what one is doing.

Traditionally too, reading is the reader's ability in answering the questions that follow a certain text. This happens especially in schools. But recent approaches, as mentioned above, see reading from a different point of view.

According to Smith (1982), before someone reads a text, the idea of questions is seen as important to render the process of reading as a purposeful and more meaningful activity. Asking questions before reading makes it possible and relatively easy to look for answers. Smith makes these issues clear: The twin foundations of reading are to be able to ask specific questions (make predictions) in the first place and to know how and where to look at print so that there is at least a chance of getting these questions answered (1982:166). It

seems obvious that this is a shift from reading to answering comprehension questions, which only measure the ‘outcomes’ without showing the process or purpose for why one reads.

This shift has had a positive influence on the design of reading materials, tasks and activities. The idea of finding a precise and specific definition of reading is not an easy one. The reason for this have been attributed by Alderson and Urquhart (1984) to the unquestionable complexity of the act of reading and to the fact that previous research had not approached the study of the reading process comprehensively from a number of inter-related perspectives, as they suggest should have been done:

It follows from our positing that reading is a complex activity, that the study of reading must be inter-disciplinary. If the ability involves so many aspects of language, cognition, life and learning then no one academic discipline can claim to have the correct view of what is crucial in reading:

Linguistics certainly not, probably not even applied linguistics. Cognitive and educational psychology are clearly centrally involved, sociology and sociolinguistics, information theory, the study of communication system and doubtless other disciplines all bear upon an adequate study of reading. (1984: xxvii) According to all the definitions mentioned it can be concluded that reading means bring meaning to a text in order to get meaning from it or an oral interpretation of written language.

2.3. Reading comprehension

Reading comprehension can be defined as understanding the written message that has been deciphered or decoded. This includes the ability to “select, encode, interpret, and retrieve relevant information, use story structure and background information, and draw inferences from the information presented” (Lorch, Berthiaume, Milich, & van den Broek, 2007).

2.4. Comprehension and reading comprehension

Comprehension depends on knowledge. Comprehension as defined by Bernhardt (1987), is the process of relating new, or incoming information to information already stored in the memory (background knowledge). Obviously, during the process of reading, readers must not only look at the words on the pages (bottom-up processing), but also activate background knowledge (top-down processing) and then build all the elements into comprehension (Rumelhart, 1980). Furthermore according to Bernhardt's organization, reading comprehension can be defined as,

1) is topic depends 2) involves making appropriate decisions from the beginning of a text 3) involves the selection of critical features of processing 4) involves the rapid processing of text 5) involves meta- cognitive awareness of comprehension process.

The first two items above so-called "schemata" (background knowledge). The third item involves scanning, which is looking for information in the text. The fourth item is called skimming, which is reading quickly for general idea. As far as the third and fourth parts (new information on the pages) are concerned, slow speed in reading seem to have limited use of them, and also limited comprehension. Study reveals that readers, who are unsuccessful, usually make more eye contact per line, rather spending much time each fixation (Tullius, 1971). Similarly, Smith (1971) argued that the visual system is made up of three features:

- 1) The brain does not see everything that is in front of the eyes
- 2) The brain does not see anything that is in front of the eyes immediately
- 3) The brain does not receive information from the eyes

So, reading must be "fast, selective and dependent on non visual information". To be more specific, reading is related to both background knowledge and rate development could result in better comprehension. Hosenfeld(1977) dealt with what successful and unsuccessful do to assign meaning to printed text. Successful readers keep the meaning of the passage in mind, reading in broad phrases, and skipping nonessential words; the readers guess the meaning of new words from the context. In contrast, unsuccessful readers lose the meaning of sentences as soon as they decode them. They read word by word in short phrases; rarely skipping nonessential words, and turns to the glossary in order to find the meaning of new words.

2.5. Types of Reading:

The reading skill can be divided into two main types; intensive and extensive reading. Hafiz and Tudor compared between the two types:

In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discourse system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to „flood“ learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material. (1989:5).

2.5.1. Intensive Reading:

Intensive reading refers to detailed focus on the reading texts which usually take place in classrooms. It tends to develop the strategies of the learners. In this respect, Nuttal (1962: 23) claims that: "The intensive reading lesson is intended primarily to train students in reading strategies." However, sometimes the

learner may prefer to read the text in which he/she divides it into parts and then to read each part alone in order to comprehend it very well in palmer's view (1964) on intensive reading, the learner focuses on using the dictionary in which he has to analyze, compare and translate while reading texts Therefore, the use of a dictionary helps the learner to progress in his language learning process.

However, this may interrupt the learner's reading speed. In the same line of thought, the Reading comprehension task for Harmer means not to stop for every word neither to analyze everything (Harmer 2001), that is to say the reader should not stop at every single point or analyze each idea alone, but rather he should make a general comprehension of the text and to extract the meaning by taking the content into account.

2-5-2. Extensive Reading:

Extensive reading refers to reading that learners often do away from the classroom for instance: reading novels, magazines, and newspaper articlesetc

Hafiz and Tudor mentioned that: (The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will in the long run produce a beneficial effect on the learners command of the L2.(1989:5).

Extensive readers read for the sake of pleasure. This type is labeled as “joyful reading” by Rechar Day in 1998. Through extensive reading, the reader enriches his background knowledge, and expands his vocabulary; he also recognizes the spelling forms. Therefore, the learner chooses his/her own books and reads at his/her pace. Then, the teacher has to guide learners to select books depending on their levels of comprehension that lead to comprehensible input.

According to Day and Bamford (1998), extensive reading is a part of second language curriculum i.e. as a separate course, as a part of an existing reading course, as a non –credit addition to existing course, and as an extra-curricular activity. Thus, students have to rely on themselves and gain knowledge from their readings outside the classroom.

2.6. Reading Sub-skills:

There are different types of learning strategies which help learners to solve their problems and improve their language competency. Many research works have been done on learning strategies and studied the effectiveness of using them in the learning process. To start with, Oxford (1990) gives a definition to the concept of reading strategies as actions that make the learning task easier, enjoyable, effective and self-directed. The term strategy refers to learning techniques that help learners solve the problems they face whenever they read. For Anderson (1991) reading strategies mean cognitive steps which readers can take into account in order to acquire, store and retrieve data.

In reading comprehension, there exist four major categories of strategies: skimming, scanning, careful-reading and predicting. These are considered at the same time as the sub-skills of reading.

In this sense, Phan states that :

The strategies may involve skimming, scanning,
guessing, recognizing cognates and word families,
reading for meaning, predicting, activating general
knowledge, making inferences, and separating main
ideas from supporting ideas. (Phan 2006:01)

2-6-1. Skimming:

Skimming is a common technique in reading comprehension. It is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content. In other words, skimming is to read more in less time and to help the learner to cover a vast amount of material very quickly. In sum, when skimming, learners go through the text quickly in order to gist it and have an idea of the writer's intention.

2-6-2. Scanning:

Scanning is a speed-reading technique and a useful reading activity in which learners need specific information without dealing with the whole text. This means, they do not read all the text word by word, but rather they extract specific information (names, dates, statistics) without reading all the passage. In short, when scanning, learners try to locate particular information by moving their eyes over the text rapidly, and then get the required information to complete a certain task.

2-6-3. Careful reading:

This reading strategy requires from the reader to obtain detailed information from the entire text. Moreover, the reader is expected to read slowly, and to reread the text for the sake of connecting and comparing information with his prior knowledge. In the same line of thought, Urquhart and Weir (1998) argue that this type of reading takes the meaning of reading to learn i.e., the learner reads for the sake of learning also its reading speed is rather slower than skimming and scanning since the reader attempts to obtain detailed information.

2-6-4. Predicting:

Predicting is a very useful sub-skill that the reader may use it in which he makes predictions relying on his previous knowledge, and then extracts the meaning of the text even if there are exist unfamiliar words in the text so that, he gets the meaning from the whole passage. Learners use information from graphics, text and experiences to anticipate what will be read, viewed, heard and to actively adjust to comprehension while reading, for example before and after a chart, students' list predictions before and after reading. As they read, students either confirm or reject their predictions.

2.7. Reading Models:

Reading comprehension is crucial in every grade level and in every subject. It has been divided into three models: the bottom- up reading model, the top-down reading model and the interactive model. It is agreed that the interactive model is the complete one in reading comprehension because it includes the interaction of both (the bottom-up and the top-down processes)

In this respect, Richards sees reading as:" an integration of top-down processes that utilize background knowledge and schema, as well as bottom-up processes that are primarily text or data driven." " (1990:77).

2-7-1. The Bottom-up Reading Model:

The bottom-up model emphasizes the written or printed text, which is also called data driven. This model stresses the ability to decode or put into sound what is seen in the text in which the readers derive meaning in a linear manner. Moreover, the bottom-up model suggests that learning to read processes from learners learning the parts of language (letters) to understanding the whole text (meaning). In this regard, Nunansays :

These letters or graphemes are matched with[...]

The Phonemes of the language. These phonemes, the minimal units of meaning in the sound system of Language are blended together to form words. The derivation of meaning is thus the end of process in which language is translated from one represent action to another.

(Nunan 1991:64)

This model of reading focuses on decoding the language, i.e., the learner is supposed to decode the words without understanding the entire text.

2.7.2The Top-Down Reading Model:

This reading model focuses on the readers' background knowledge in the reading process in which meaning takes precedence over structure. Hence, it tends to neglect that grammar is important for the use of higher levels. In this context, Clarke et al (1977) maintain that the reader brings information, ideas and attitudes from the text, in which this knowledge is accompanied with the capability to make linguistic predictions.

2-7-3.The Interactive Reading Model:

The interactive reading model recognizes the interaction of bottom-up and top down processes simultaneously throughout the reading process. Hence, it relies on both graphic and textual information, which means that there is a combination of both surface structure systems (bottom-up model of reading) with deep structure systems (top-down aspects of reading) to build meaning . In the same line of thought, Carrell and Eisterhold regard the processes involved in this interactive process where both bottom-up and top-down processes occur at the same time:

The data that are needed to instantiate, or fill out, the schemata become available through bottom-up processing; top-down processing facilitates their assimilation if they are anticipated by or consistent with the listener/reader's conceptual expectations. Bottom-up processing ensures that the /readers will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text; top-down processing helps the listeners/readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data. (1983:557).

Thus, this model views reading as an interaction between the reader and the text and not simply a one- way exchange of information.

2.8. Reading and Text Selection:

Reading materials play an important role in a successful reading comprehension process. Selecting proper text is important both for learners and teachers. There must be an appropriate, selected teaching material that depends mainly on the learner's cognitive level.

In fact, learners themselves should select materials that go with their interests, i.e. it is better to let the learners to select what kind of texts they prefer to read and which topics interest them ...etc. Above all, selecting carefully texts creates a kind of motivation and participation in the classroom, and it is helpful for both the teacher and the learner. Text selection takes into account several factors that can lead to the successful use of texts; among them the use of authentic materials since the reader can react whenever s/he reads texts. Shahidullah (1995-96:226) states: "Students" present linguistic level, and the level of their content and cultural schemata have to be taken into consideration in selecting texts for them."

This is an essential point in order to make the reading process enjoyable, and offer learners pleasure. In this way, the learners will become more interested and will organize a specific time for reading.

Thus, this will improve their reading skill in the following table exists the difference between good and poor readers during the three reading phases:

| | Good or mature readers | Poor or immature readers |
|---------------------------------|--|---|
| <u>Before</u> <u>Reading</u> | <ul style="list-style-type: none"> - Activate prior knowledge. - Understand task and set Purpose. - Choose appropriate strategies | <ul style="list-style-type: none"> . Start reading without Preparation. . Reading without knowing why. Read without considering how to approach the material. |
| <u>During</u> <u>Reading</u> | <ul style="list-style-type: none"> - Focus attention. - Anticipate and predict. - Use fix-up strategies when Lack or understand new terms. - Use text structure to assist - Organize and integrate new information - Self-monitor comprehension <p>By:</p> <ul style="list-style-type: none"> - Knowing comprehension is Occurring. - Knowing what is being understood | <ul style="list-style-type: none"> - Are easily distracted - Read to get done - Do not know what to do when lack of understanding occurs - Do not recognize important vocabulary - Do not see any organization - Add on, rather than integrate new information - Do not realize they do not Understand |
| <u>After</u> | <ul style="list-style-type: none"> - Reflect on what was read. - Feel success is a result of | <ul style="list-style-type: none"> - Stop reading and thinking. - Feel success is a result of luck |

| | | |
|----------------|--|--|
| <u>Reading</u> | effort. - Summarize major ideas. - Seek additional information Outside sources. | |
|----------------|--|--|

Table1.1. The Difference between Good and Poor Readers (Cook 1990: 116)

2-9. Reading Comprehension Difficulties

Researches on reading comprehension shows that EFL learners face some difficulties when they read. In fact, students suffer mainly from understanding vocabulary. (Hirsch, 2006 and Kamhi, 2007), if you know nothing about a topic, you are likely to have more difficulty in understanding what you are reading than if you are very familiar with a topic. This problem may fall into multiple categories among them, learners may have difficulties for example with words that have similar lexical forms; Some words seem to be phonetically the same (in terms of sounds) as in „boss“ and „bus also in ‘cut’ and ‘cat’, other words seem to be similar at the level of morphology like the words receptive and deceptive. The reader can come across one of this kind of words and even if he has learnt both of them, he might mix between the meanings of pairs of words because they seem to be the same. Another type of difficulties that can be found among EFL readers is the existence of various meanings within the same word, i.e. words that have more than one meaning. As the word “right” which means “exactly”, “legal” claim to get something and a direction side which is the opposite of left. Another example is the word “present that can mean a “gift” and “the act of existing”. The problem with such category is that the learner knows only one meaning can lead him to a wrong understanding of the whole sentence.

One important category is represented by the idioms and proverbs which seem to be distinct from the learner’s culture so that, he is going to translate a given

proverb word by word, thus, he cannot obtain the real meaning but just the literary one. For example the proverb: 'he kicked the bucket ' which means 'he died', , the problem is that the learner will translate each word alone he will not obtain the meaning of the proverb.

Furthermore, insufficient vocabulary leads to many obstacles in reading comprehension since lexis has a very important role for a successful reading.

When the learner has a large vocabulary, he will not face problems in understanding the whole text, and this comes from habitual reading, i.e. whenever the learner reads a lot he will acquire new vocabulary, and then improve his vocabulary knowledge which makes the reading task much easier for him.

2-10.Previous studies:

This part provides selected studies in the reading comprehension.

Sutta, 1994 Investigated under the title (The Ability in Using Reading Comprehension Skills in Reading Expository Texts).

- * The aim of the study is to develop reading through expository texts.

- * The result of the study revealed that the subjects` ability in using reading comprehension skills in expository texts was not proficient.

The researcher views this type of programs is not valid in some cases so the researchers must be used the methods which are suitable for their problems, subjects and areas.

Bilal Elimam 1995 (The Effect of Schema Theory Understanding Reading Texts)

He stated that most of the students are very weak in the reading and the research proved that reading a second language is complex. However, the solution is that students have to know the reading and the purpose of reading of any texts. As a matter of fact reading without comprehension is useless.

Abass Abdel Rahman Alansary 2000

(The Impact of Strategies on reading Comprehension),

He explain that students are very poor in reading skills, they are also weak in comprehension and understanding English discourse, they can neither read fast nor comprehend well what they read so reading deals with comprehension and understanding of a text. After the tests, results reflected that the learners were very weak and poor in their speed of reading because of the weakness of knowledge and experiences beside the materials. The researcher found out that teachers have to be trained, reading lessons have to be well arranged to the learners and parents encourage their children to read text books of interest.

Salah Mahgoub 2001(Reading Comprehension) stated that the problem of reading are lack of background, most of the teachers are not trained. After the researcher analyzed tests and questionnaire, he came out with these recommendations: Encouraging readers to read interesting stories, flexible method and emphasis on skimming and scanning.

Wahiba Babaiba Meddjahdi 2014 (Reading Comprehension Difficulties among EFL learners).

This study was carried out with the aim of investigating these reading difficulties that third-year secondary student's face; identify their reading

problems and the reasons behind their weaknesses in performing the reading task. The questionnaire and interview have been as research instruments which are addressed, respectively, to third-year learners and teachers at Nehali Mohamed secondary school. The results reveal that most of the learners have difficulties in reading comprehension at the level of pronunciation and ambiguous words, as well as the nature of the selected materials.

From these studies, the lack of knowledge of words and structures of language interfere with reading comprehension success of students. Therefore, in the EFL students need both vocabulary knowledge and linguistics knowledge (Day and Bamford, 1998).

CHAPTER THREE
METHODOLOGY OF THE STUDY

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0. Introduction:

This chapter represents the methodologies that are followed in conducting this research. It includes the methods of the selection of participants, materials, instruments of the research and the procedures that done to guarantee the reliability and validity of research tools. In addition to the procedures that were used to collect the research data.

3.1. Methods:

This section is divided into three subsections: participants, materials and instruments.

3.1.1. Subjects:

The participants in this study are both: the students of the third year of secondary schools and the English language teachers in Karari Locality. The students are selected randomly from two schools, Talody Secondary School for Boys and Alqamoos Secondary School for Girls, in the locality which their students represents most different areas of the locality; beside they represents most basics school which they came from. They were both females and males. The total numbers of the participants are 40 students.

The teachers were also selected randomly from different schools and they are both females and males. They are 30 teachers.

3.1.2. Instruments:

As stated above, the materials of this study are the comprehension test and the questionnaire.

The test is the main instrument that was used to measure the main variables of research. The test was selected in this study because "In second language/foreign language acquisition research, tests are generally used to collect data about the subjects' ability, and knowledge of the second language in areas such as vocabulary, grammar, reading, Meta linguistics awareness and general proficiency." (Seliger and Shohamy, 1989:176).

The questionnaire is used to get data and information from teachers as complementary for investigating the problems from teacher's point of view.(Al-Samawi 2002:132) states that: " Questionnaire can be used with others methods of data collection as the main or subsidiary tool to confirm or explain any confusion resulting from using other materials". In this study the researcher used the questionnaire as the main data collection means from English language teachers who are also main participants in the study.

The test aimed to investigate the participants reading comprehension problems. It is consisted of three parts (A, B and C) each part is different from the others.

The types of the questions in the tests are; M.C.Qs, true and false, analyzing and W.H. questions for which one hour and halve allowed. The researcher studied the area of investigation in this study and found that the items of the test investigate:

- (a) Sentence structure such as complex sentence, pronouns, construction, past simple, reported speech and adjective.
- (b) Vocabulary: the students must be able to guess the meaning of the word.

(c) Comprehension reading ability: the students were measured the following areas:

- Topic
- Main idea
- Paragraph organization
- Summarizing
- Analysis.

3.1.3. Data Collection Procedures:

This study conducted in the year of 2017 with the students of the third year of secondary school and the teachers of English language in Karari locality. The students were asked to take the reading comprehension test in the first term of the year.

The second instruments is used to collect data in this study is a questionnaire. It consists of three parts concerning the problems which related to the students, the teachers and the syllabus. Each part of the questionnaire consists of statements and each statement followed by five alternatives (strongly agree, agree, neutral, disagree and strongly disagree).

The questionnaire is used to investigate the problems of reading comprehension of the third year of secondary school in Karari locality from teachers' points of view.

The questionnaire is based on the previous research on reading comprehension skills. The researcher benefited from the reading comprehension researchers, reading types, the definition of reading and reading comprehension and

interpretations suggested by Gunning (2004), and these theories are represented in chapter two of this study.

3.2. Instruments Reliability:

For checking instrument reliability, the researcher used the odd- even reliability technique (split – half) where it was administrated to a pilot sample after that the study sample. The pilot sample 30 teachers from the same population as follows:

- a. The pilot sample was exposed to the whole test.
- b. Then the items were sorted carefully into – numbered and even – numbered halves.
- c. The two halves were correlated by using person product Moment Farmula to obtain three coefficients(r)
- d. For correcting the (r =0.58). Spearman – Brown formula was applied

$$\text{estimated Reliability} = \frac{2 \times r_{ho}}{1+r_{ho}} = \frac{2 \times 0.58}{1+0.58} = 0.734$$

The (rho) refers to the coefficient reliability of one hay of the instruments. Hence the instruments are reliable.

3.3. Instruments Validity:

For checking instruments validity, they were referred to the validation jury (Dr. Hillary Marino - Dr. Abas – Dr. Wigdan) Modification and correction have been recommended by jury and final version of the test and the questionnaire were adopted by the researcher.

3.4. Procedures:

After the researcher checked that the problem in real world of educational sector of Karari locality, many procedures were done to conduct this study. First, the teacher determines the field and the samples of the study, then prepared the tools (the test and the questionnaire).

The students had the test in the classroom and the time was one hour and half given to them as a limited time.

The questionnaire is distributed to the English language teachers to fill the forms with their opinions to answers the statements.

After that data was analyzed through (SPSS) in order to get the findings of the study. An intervention program was applied to shows it can be helped to overcome these problems.

Finally, recommendations have been suggested according to finding of the study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

In this chapter the researcher is going to analyze the data, presentation and discussion the data which obtained through the questionnaire and test which distributed to teachers and students. By using the output of (SPSS) program.

4.1 Analysis:

4.1.1 Personal data

The following tables shows us the answer of the respondents (*Teachers*) about the statements of the questionnaire:-

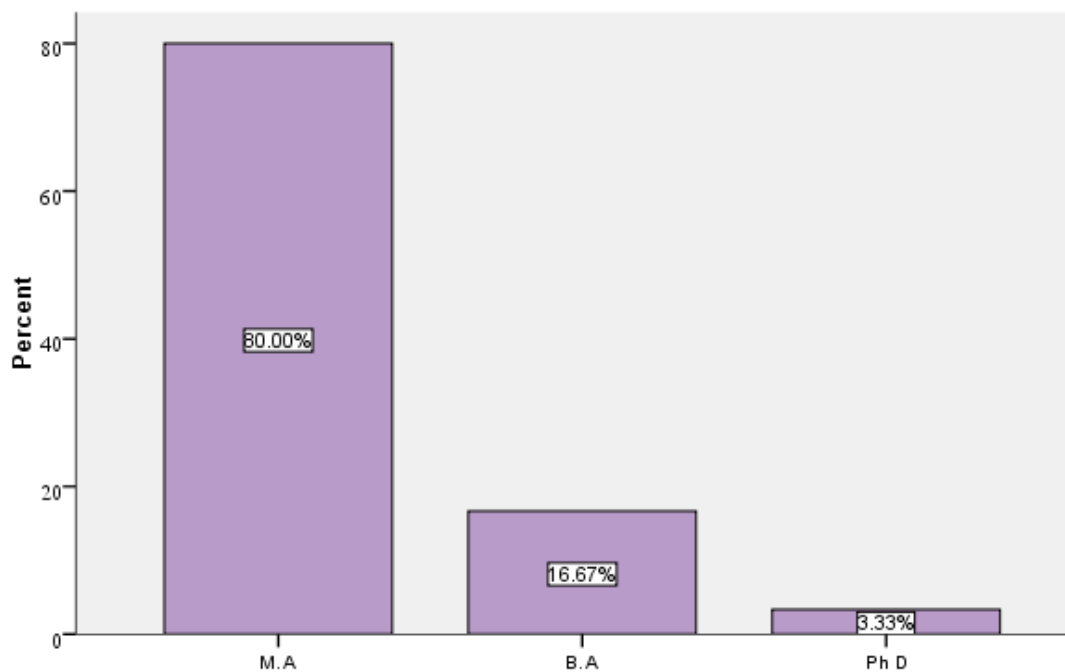
Table (4-1): training

| | FREGUNCY | PERCENT |
|-------------------|-----------|--------------|
| Trained | 30 | 100 % |
| Un trained | 0 | - |
| Total | 30 | 100% |

The data in table (1-4) showss that almost of the teachers 100% were trained.

Table (4- 2): Qualification

| | FREGUNCY | PERCENT |
|--------------|-----------|---------------|
| B.A | 5 | 16.7 % |
| M.A | 24 | 80% |
| PhD | 1 | 3.3% |
| Total | 30 | 100% |



The data in table (4-2) showss the Qualification of the respondents , and found that the majority of the respondents 80% have (M.A) degree , 16.7% (B.A)degree whereas 3.3 % their Qualification was (PhD).

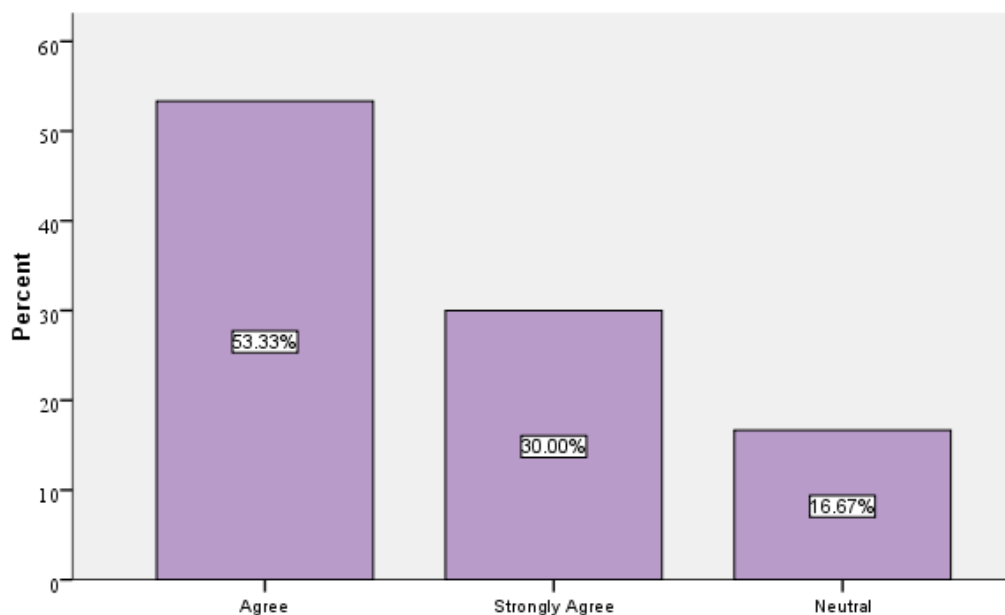
4.1.2 Basic data

4.1.2.1 Teachers' questionnaire

The following table from (3-6) investigate the first hypothesis of the study (**Third year secondary school students face difficulties in reading comprehension**)

Table 4-3: statement (1) The secondary school students' basics reading such as words knowledge and vocabulary are weak.

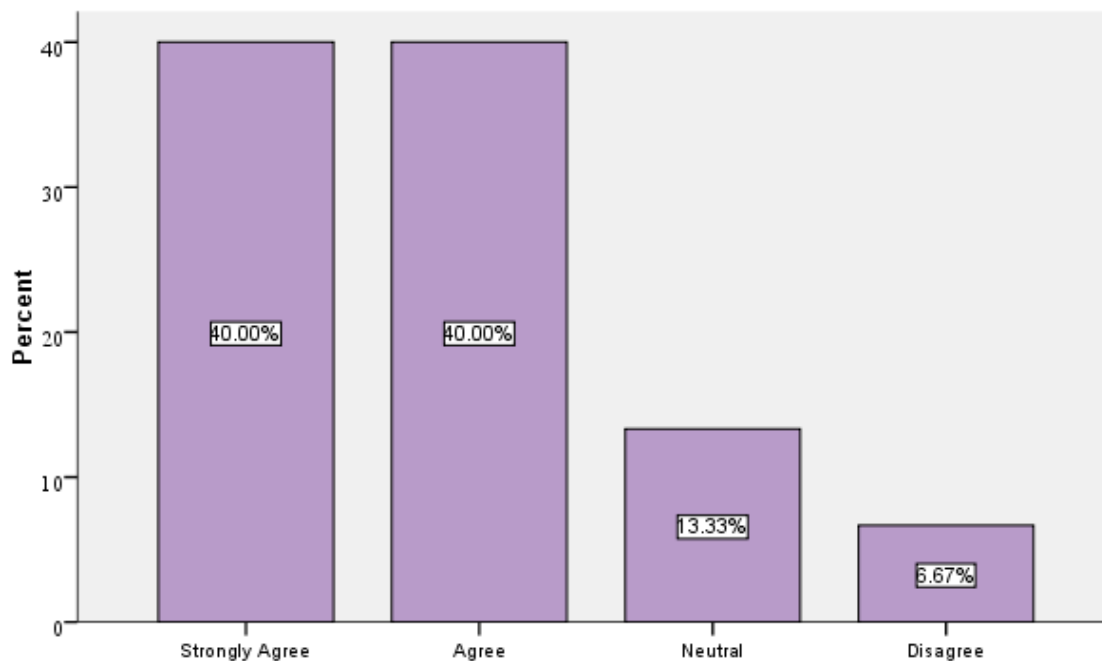
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|----------------|-------|---------|----------|-------------------|-------|
| 1-The secondary school students basics reading such as words knowledge and vocabulary are weak | 9 | 16 | 5 | 0 | 0 | 30 |
| | 30 % | 53.5% | 7.5 % | - | - | 100 % |



The data in table (4-3) showss that the majority of the respondents 83.5% agreed with (**The secondary school students basics reading such as words knowledge and vocabulary are weak**) , and7.5 % neutral.

Table 4-4: statement (2) The secondary school students feel that reading lessons are boring due to limited knowledge of vocabulary.

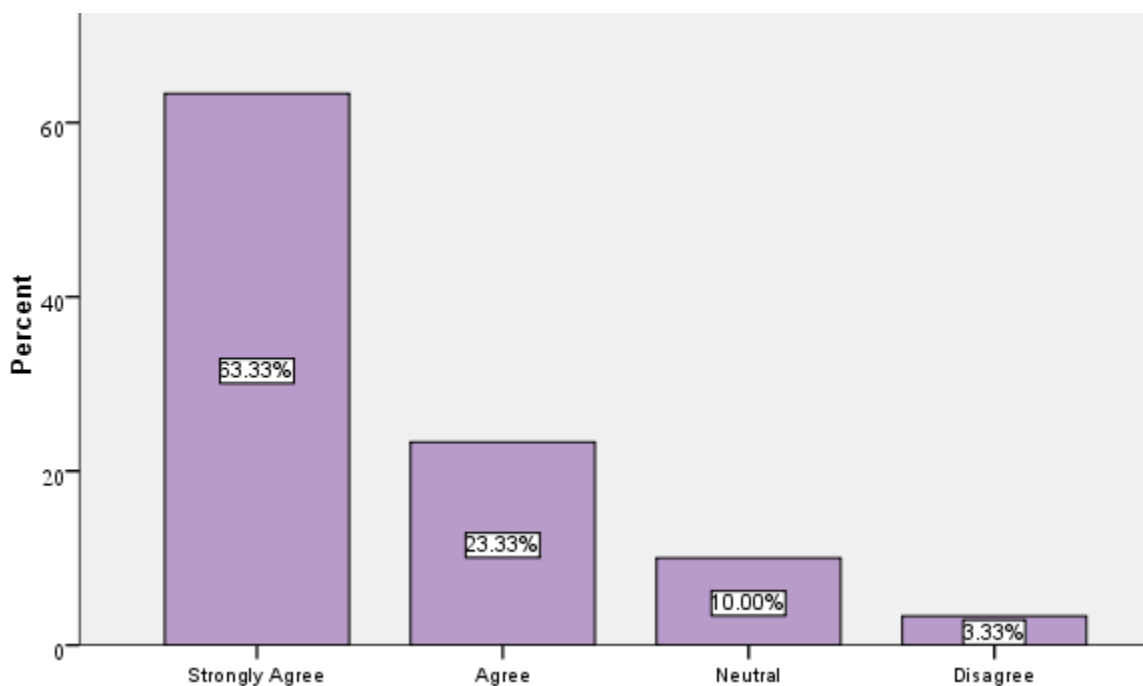
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|----------------|-------|---------|----------|-------------------|-------|
| 2- The secondary school students feel that reading lessons are boring due to limited knowledge of vocabulary | 12 | 12 | 4 | 2 | 0 | 30 |
| | 40 % | 40 % | 13.3 % | 6.7% | - | 100 % |



The data in table (4-4) showss that the majority of the respondents 80 % agreed with **(The secondary school students feel that reading lessons are boring due to limited knowledge of vocabulary)** , 13.3% neutral , and 6.7 % disagree.

Table 4-5: statement (3) The secondary school students depend on Arabic translation for every word in their reading to understand the topic.

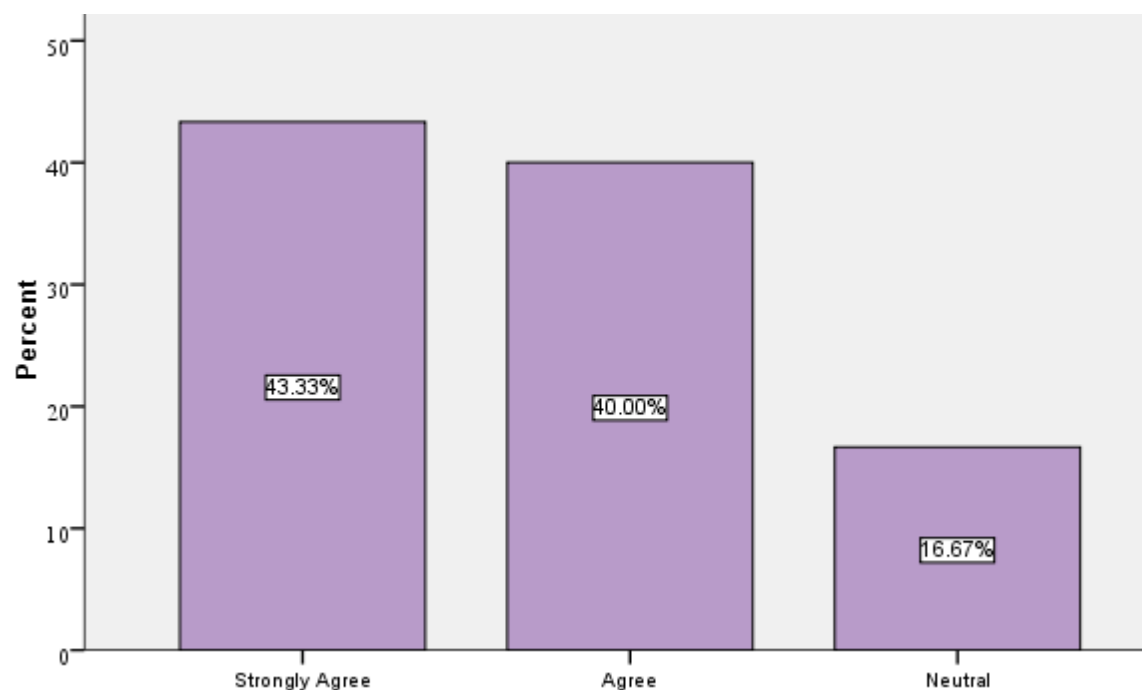
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|----------------|--------|---------|----------|-------------------|-------|
| 3- The secondary school students depend on Arabic translation for every word in their reading to understand the topic. | 19 | 7 | 3 | 1 | 0 | 30 |
| | 63.3 % | 23.3 % | 10% | 3.3% | - | 100 % |



The data in table (4-5) showss that the majority of the respondents 86.7 % agreed with (**The secondary school students depend on Arabic translation for every word in their reading to understand the topic.**) , 10% neutral , and 3.3 % disagree.

Table 4-6: statement (6) The secondary school students use their mother tongue in discussing activities related to reading comprehension passages.

| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|----------------|-------|---------|----------|-------------------|-------|
| 4- The secondary school students use their mother tongue in discussing activities related to reading comprehension passages. | 13 | 12 | 5 | 0 | 0 | 30 |
| | 43.3 % | 40 % | 16.7 % | - | - | 100 % |

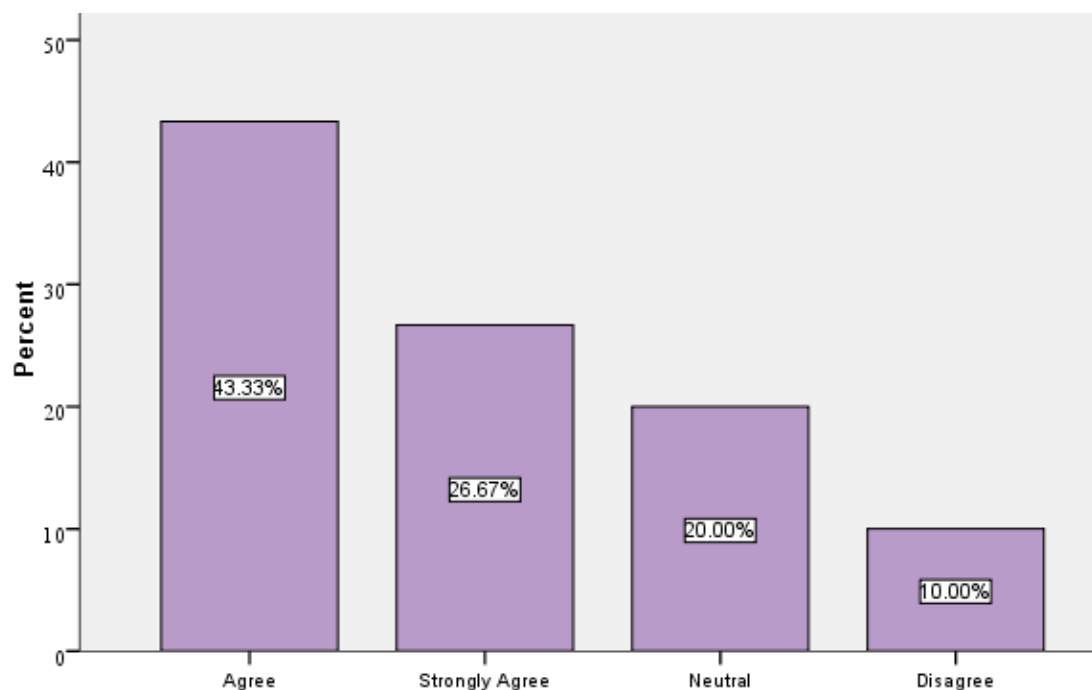


The data in table (4-6) showss that the majority of the respondents disagree agreed 83.3 % with (**The secondary school students use their mother tongue in discussing activities related to reading comprehension passages.**) , 16.7% neutral .

The following table from (7-12) investigate the second hypothesis of the study
(Teachers of English at secondary schools do not play a significant role in addressing reading comprehension difficulties.)

Table (4-7): Statements (1) **The teachers of English don not use teaching aids in teaching reading lessons.**

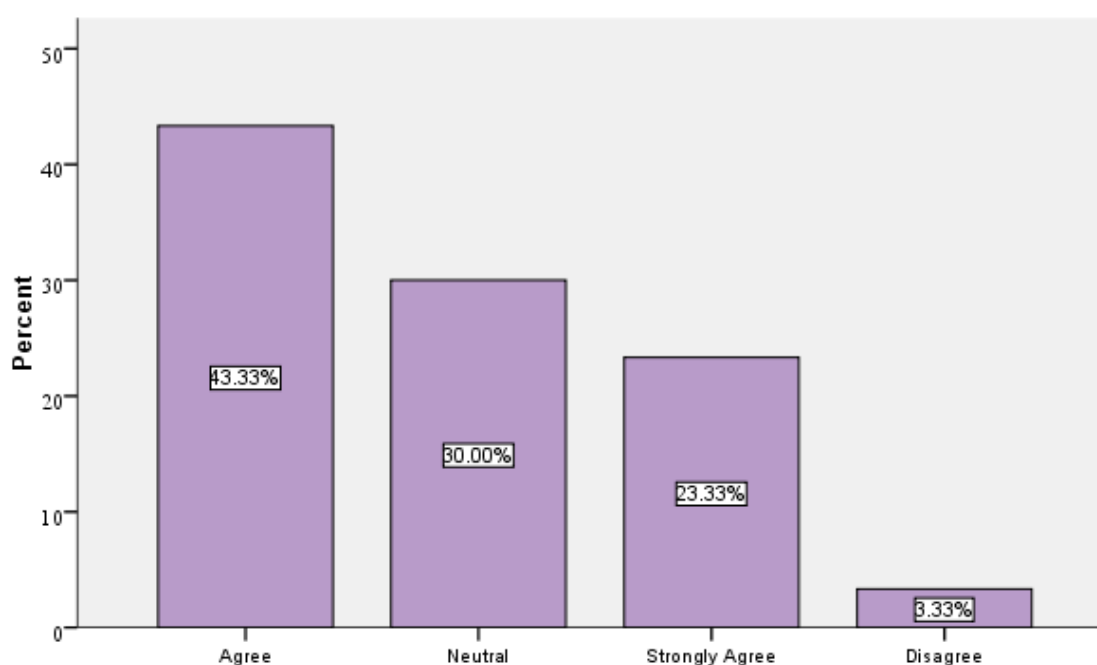
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|----------------|-------|---------|----------|-------------------|-------|
| 1-The teachers of English don not use teaching aids in teaching reading lessons. | 8 | 13 | 6 | 3 | 0 | 30 |
| | 26.7 % | 43.3% | 20 % | 10% | - | 100 % |



The data in table (4-7) showss that more than half of the respondents 83.3% agreed with **(The teachers of English don not use teaching aids in teaching reading lessons.)**, 20 % neutral, and 10 % disagree.

Table (4-8): statement (2) **Some teachers of English do not use authentic materials in teaching reading comprehension passages.**

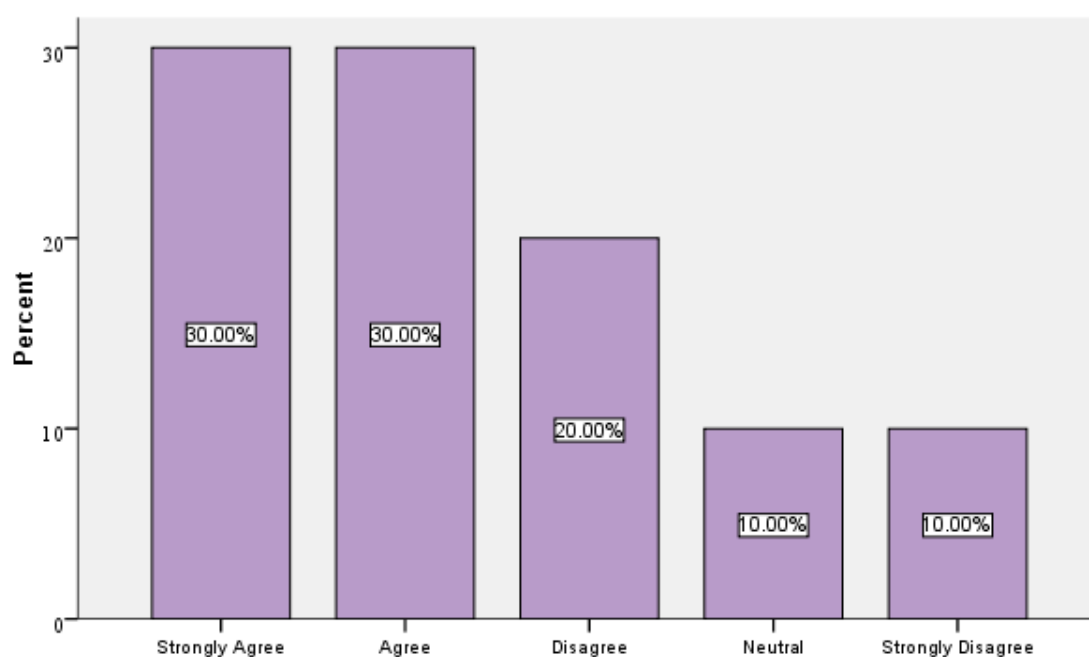
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|----------------|-------|---------|----------|-------------------|-------|
| 2- Some teachers of English do not use authentic materials in teaching reading comprehension passages. | 7 | 13 | 9 | 1 | 0 | 30 |
| | 23.3 % | 43.3% | 30 % | 3.3% | - | 100 % |



The data in table (4-8) showss that more than half of the respondents 66.7 % agreed with (Some teachers of English do not use authentic materials in teaching reading comprehension passages.) , 30% neutral , and 3.3 % disagree.

Table (4-9): statement (3) The teachers of English focus on specific lessons such grammar and ignore teaching reading comprehension lessons

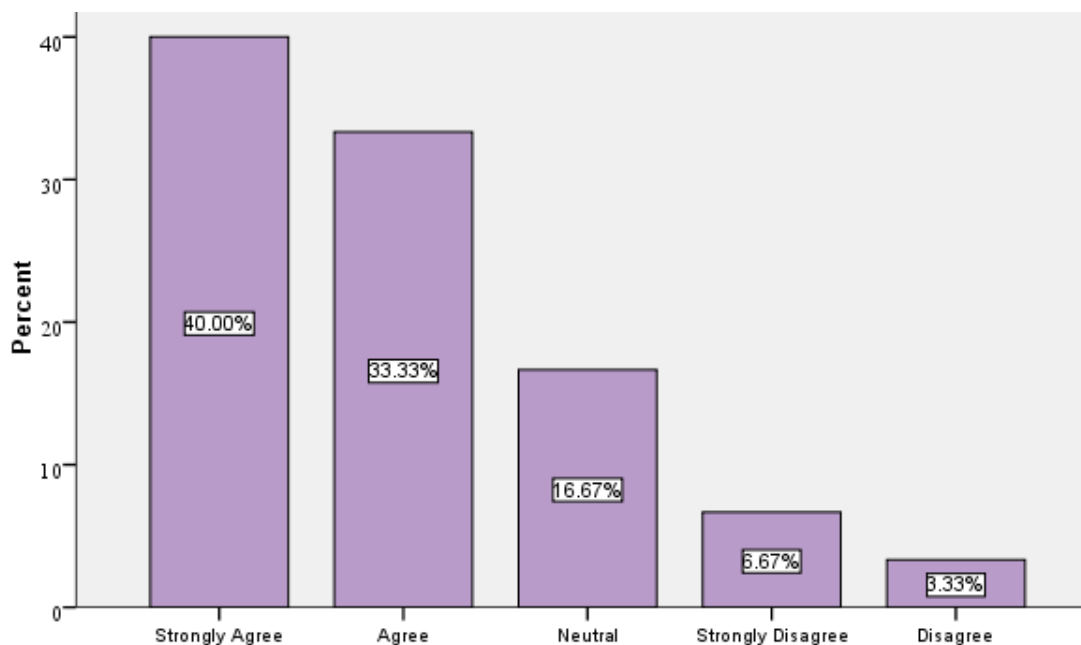
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|---|----------------|-------|---------|----------|-------------------|-------|
| 3- The teachers of English focus on specific lessons such grammar and ignore teaching reading comprehension lessons | 9 | 9 | 3 | 6 | 3 | 30 |
| | 30 % | 30 % | 10% | 20% | 10% | 100 % |



The data in table (4-9) showss that more than half of the respondents 60 % agreed with (The teachers of English focus on specific lessons such grammar and ignore teaching reading comprehension lessons.) , 10 % neutral , and 30 % disagree.

Table (4-10): statement (4) **The unqualified teachers of English in basic level have heart role in the weakness of students' reading comprehension skills**

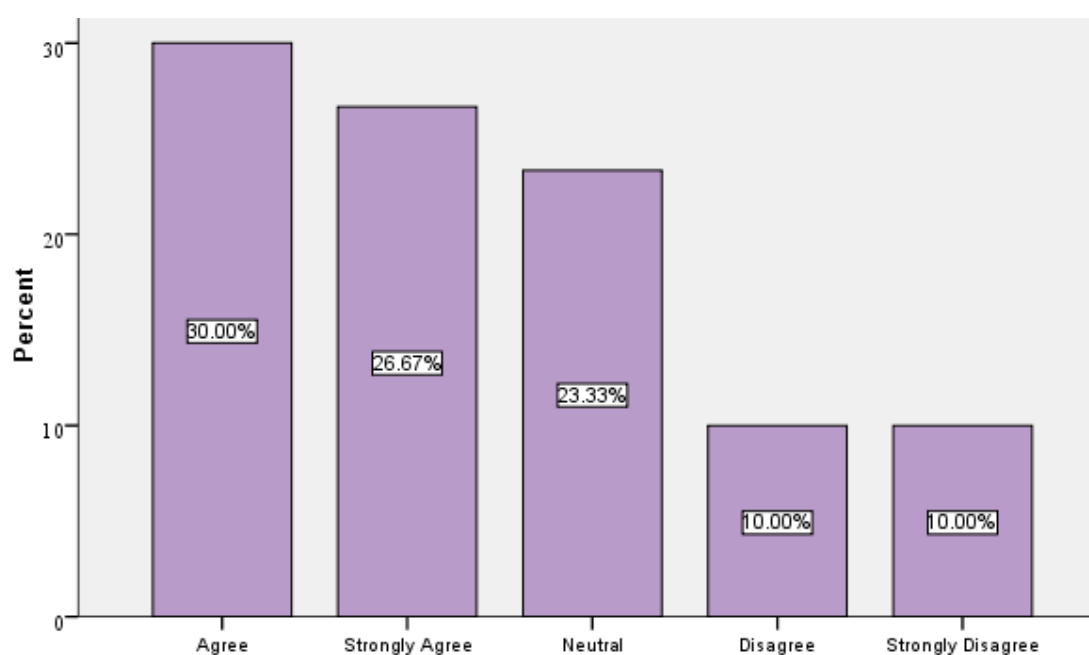
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|---|----------------|-------|---------|----------|-------------------|-------|
| 4- The unqualified teachers of English in basic level have heart role in the weakness of students' reading comprehension skills | 12 | 10 | 5 | 1 | 2 | 30 |
| | 40 % | 33.3% | 16.7 % | 3.3% | 6.7% | 100 % |



The data in table (4-10) showss that the most of the respondents disagree agreed 73.3 % with (**The unqualified teachers of English in basic level have heart role in the weakness of students' reading comprehension skills**), 16.7% neutral, and 10 % disagree.

Table (4-11): statement (5) **The teachers of English do not motivate students to focus on reading comprehension.**

| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|---|----------------|-------|---------|----------|-------------------|-------|
| 5- The teachers of English do not motivate students to focus on reading comprehension | 8 | 9 | 7 | 3 | 3 | 30 |
| | 26.7 % | 30 % | 23.3% | 10% | 10% | 100 % |

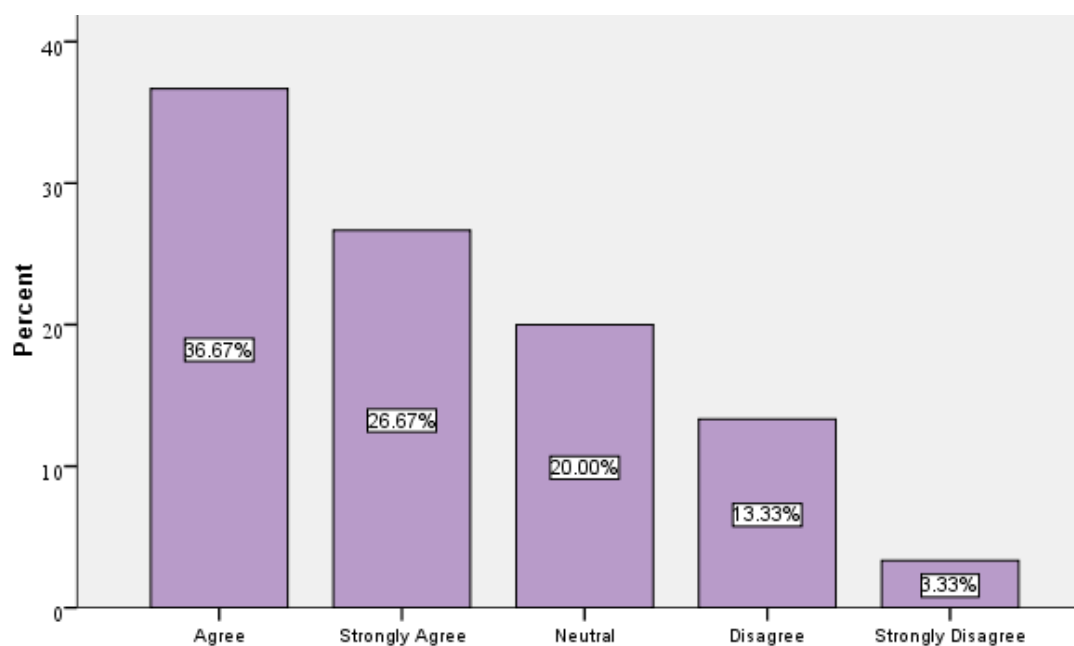


The data in table (4-11) showss that more than half of the respondents 56.7 % agreed with (**The teachers of English don not motivate students to focus on reading comprehension.**), 23.3% neutral, and 20 % disagree.

The following table from (13-17) investigate the third hypothesis of the study
(Secondary school syllabus dose not participate in addressing reading comprehension difficulties.)

Table (4-13): statement (1) **The syllabus conceptions of reading comprehension texts are very difficult to the students.**

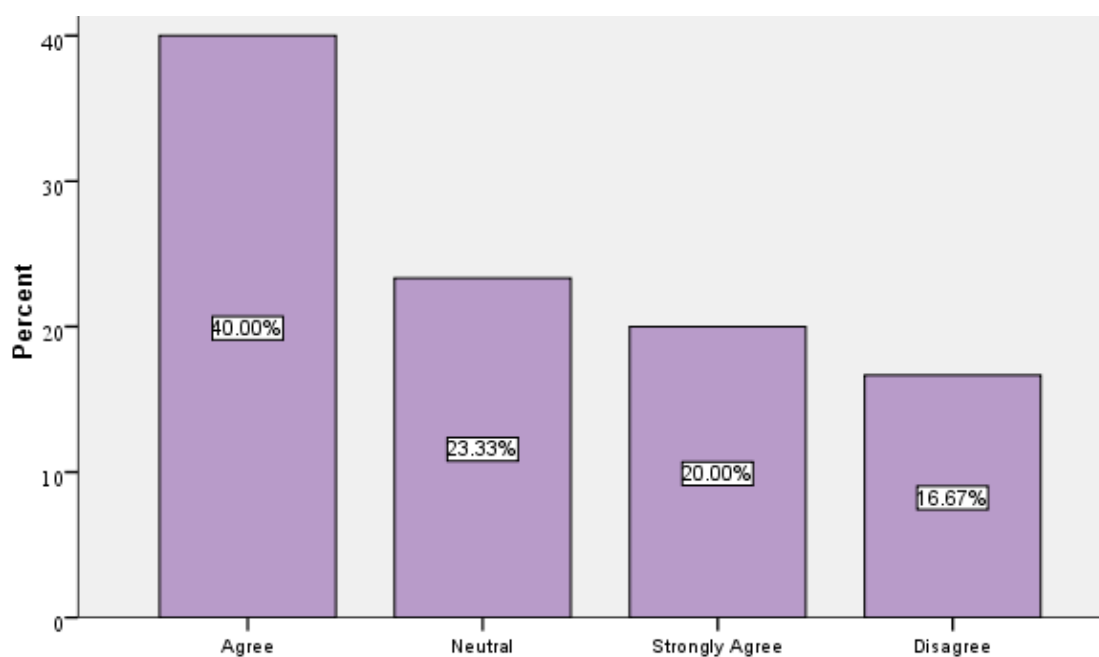
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|---|----------------|-------|---------|----------|-------------------|-------|
| 1-The syllabus conceptions of reading comprehension texts are very difficult to the students. | 8 | 11 | 6 | 4 | 1 | 30 |
| | 26.7 % | 36.7% | 20 % | 13.3% | 3.3% | 100 % |



The data in table (4-13) showss that more than half of the respondents agreed 63.3% with **(The syllabus conceptions of reading comprehension texts are very difficult to the students.)** , 20 % neutral , and 16.7 % disagree.

Table (4-14) :statement (2)The instructions of reading comprehension activities are not clearly stated in the syllabus.

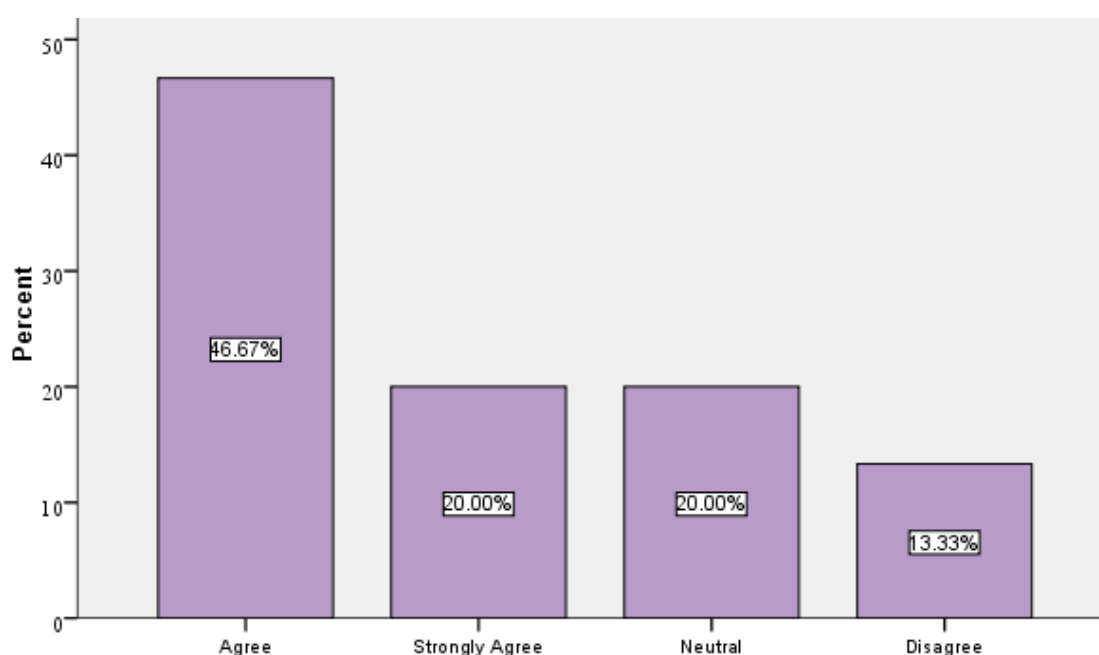
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|---|----------------|-------|---------|----------|-------------------|-------|
| 2-The instructions of reading comprehension activities are not clearly stated in the syllabus | 6 | 12 | 7 | 5 | 0 | 30 |
| | 20 % | 40 % | 23.3 % | 16.7% | - | 100 % |



The data in table (4-14) showss that more than half of the respondents 60 % agreed with (**The instructions of reading comprehension activities are not clearly stated in the syllabus.**) , 23.3% neutral , and 16.7 % disagree.

Table (4-15): statement (3) **There is no gradation for the lessons of reading comprehension texts in the syllabus from easy to difficult.**

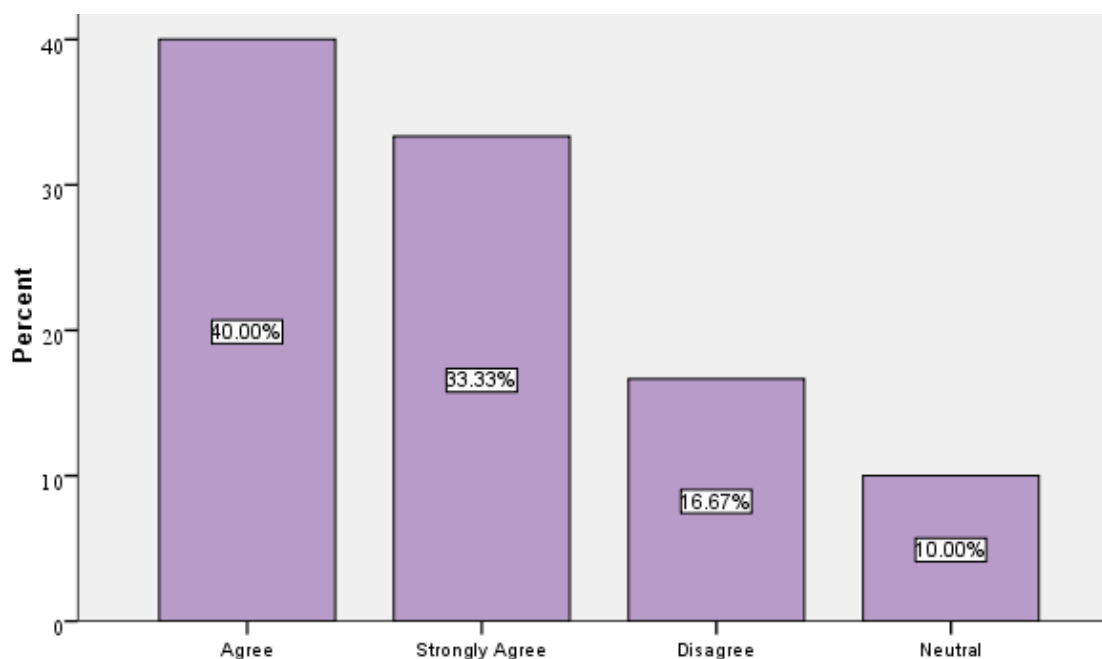
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|----------------|--------|---------|----------|-------------------|-------|
| 3-There is no gradation for the lessons of reading comprehension texts in the syllabus from easy to difficult. | 6 | 14 | 6 | 4 | 0 | 30 |
| | 20 % | 27.5 % | 20 % | 13.3% | - | 100 % |



The data in table (4-15) showss that at more than half of the respondents 66.7 % agreed with **(There is no gradation for the lessons of reading comprehension texts in the syllabus from easy to difficult..)** , 20 % neutral , and 13.3 % disagree.

*Table (4-16) :*statement (4)**The production of the reading comprehension texts book is not attractive or less exciting.**

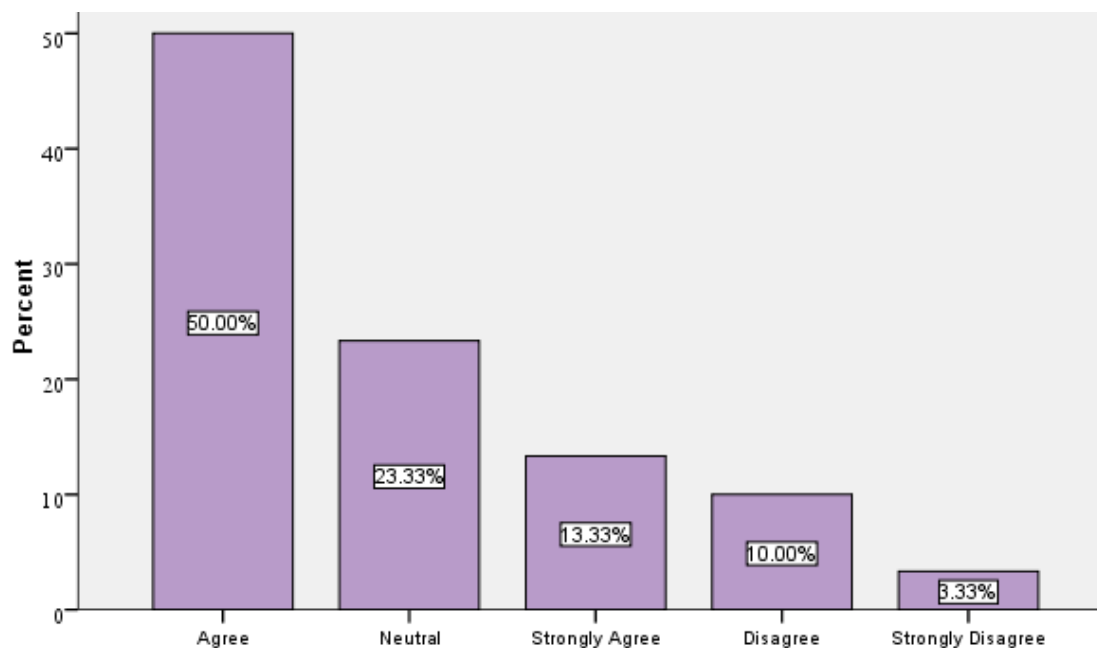
| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|----------------|-------|---------|----------|-------------------|-------|
| 4-The production of the reading comprehension texts book is not attractive or less exciting. | 10 | 12 | 3 | 5 | 0 | 30 |
| | 33.3 % | 40% | 10 % | 16.7% | - | 100 % |



The data in table (4-16) showss that most of the respondents disagree 73.3 % agreed with (**The production of the reading comprehension texts book is not attractive or less exciting**), 10% neutral, and 16.7 % disagree.

Table (4-17): statement (5) **The syllabus conceptions of reading comprehension texts are very difficult to the students.**

| STATEMENT | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|----------------|-------|---------|----------|-------------------|-------|
| 5-The syllabus hasn't adequately familiarized students with the reading comprehension texts. | 4 | 15 | 7 | 3 | 1 | 30 |
| | 13.3 % | 50 % | 23.3% | 10 % | 3.3% | 100 % |



The data in table (4-17) showss that more than half of the respondents 63.3% agreed with **(The syllabus hasn't adequately familiarized students with the reading comprehension texts.)** , 23.3% neutral , and 13.3 % disagree.

4.1.2.1 Students' test:

Table (4-18) : Gender

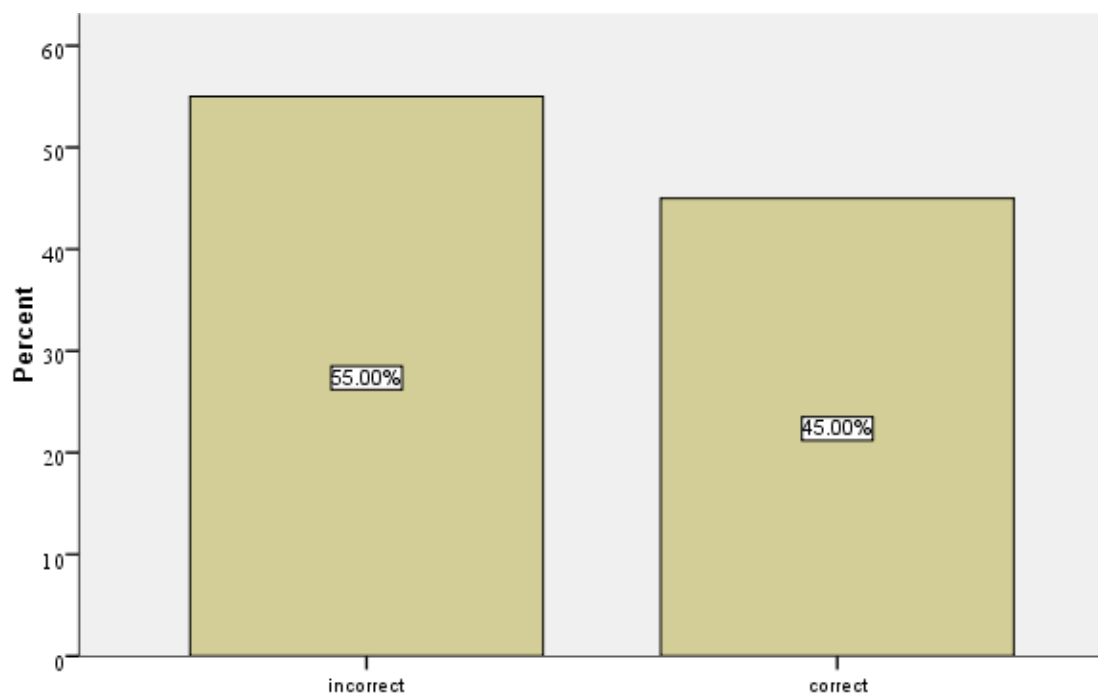
| | FREGUNCY | PERCENT |
|---------------|-----------|-------------|
| Male | 20 | 50 % |
| Female | 20 | 50 % |
| Total | 40 | 100% |

The data in table (4-18) showss the gender of the students, and found that the half of them 50 % were Males, and also 50% of them were Females.

The following table from (19-35) investigate the first hypothesis of the study
(**Third year secondary school students face difficulties in reading comprehension**)

Table (4-19): Helen and Sullivan they were a like, as they both have been scientists.

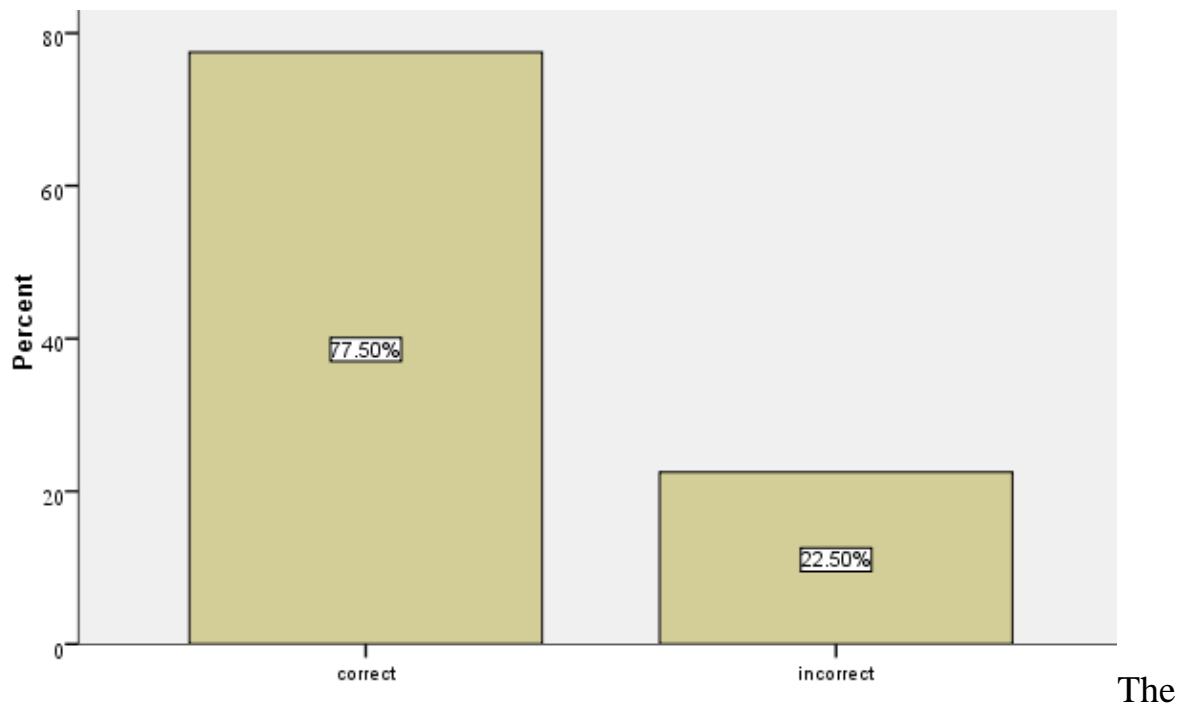
| WORD | | CORRECT | INCORRECT | TOTAL |
|--|-----------|---------|-----------|-------|
| 1- Helen and Sullivan they were a like, as they both have been scientists. | Frequency | 18 | 22 | 40 |
| | Percent | 45 % | 55% | 100 % |



The data in table (4-19) showss that more than half 55% of the respondents have fallen to choose the correct answer about (**Helen and Sullivan they were a like , as they both have been scientists**).Whereas 45 % of them have chosen the correct answer.

Table (4-20): "Gloomy" means bright.

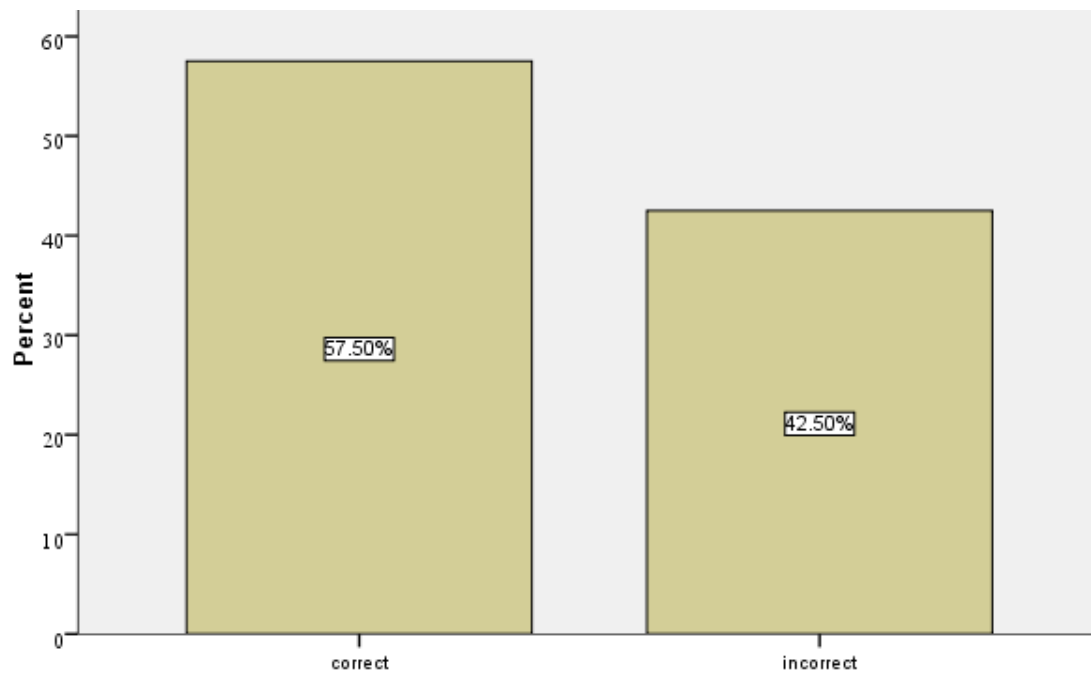
| WORD | | CORRECT | INCORRECT | TOTAL |
|---------------------------|-----------|---------|-----------|-------|
| 2- "Gloomy" means bright. | Frequency | 31 | 9 | 40 |
| | Percent | 77.5% | 22.5% | 100 % |



The data in table (4-20) showss that most 77.5% of the respondents have chosen the correct answer about ("Gloomy" means bright.).Whereas 22.5 % of them have fallen to choose the correct answer.

Table (4-21): By "overcome" the writer means combat.

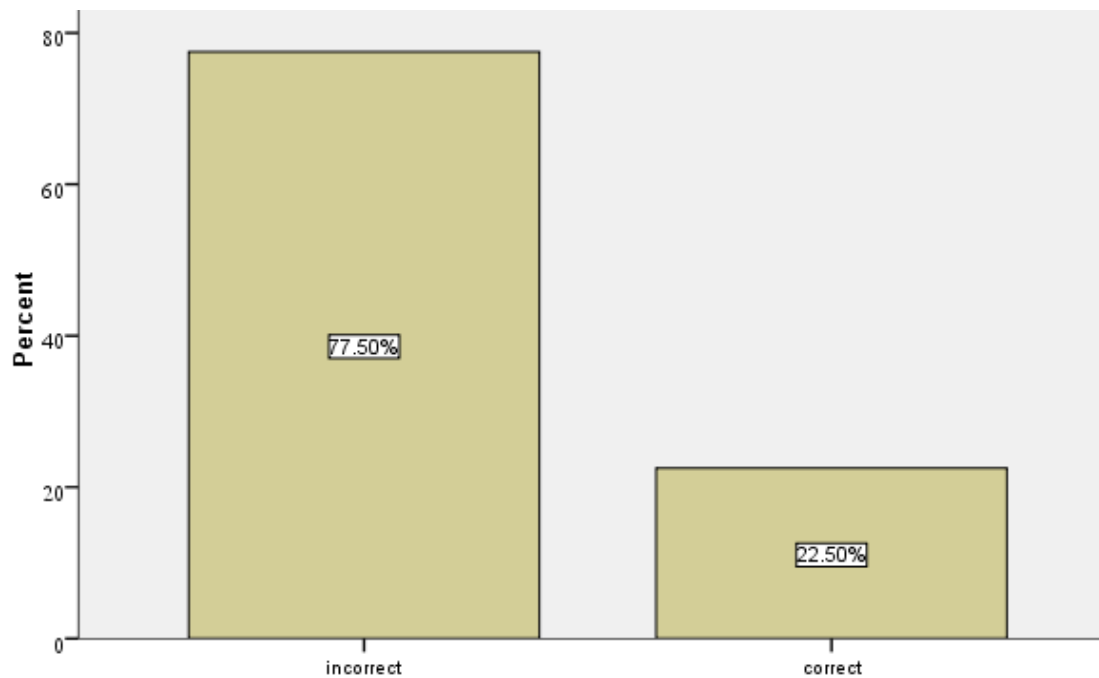
| WORD | | CORRECT | INCORRECT | TOTAL |
|--|-----------|---------|-----------|-------|
| 3-By "overcome" the writer means combat. | Frequency | 23 | 17 | 40 |
| | Percent | 57.5% | 42.5% | 100 % |



The data in table (4-21) showss that more than half 57.5% of the respondents have chosen the correct answer about ("overcome" the writer means combat.).while42.5 % of them have fallen to choose the correct answer.

Table (4-22) :The suitable title for this passage is miss Sullivan.

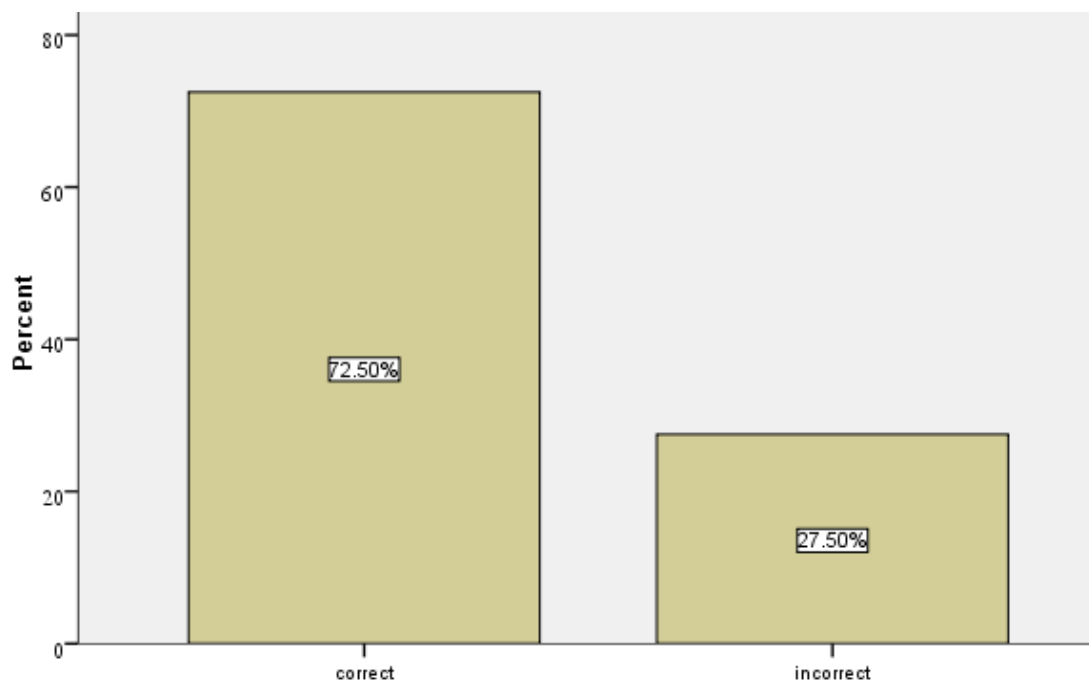
| WORD | | CORRECT | INCORRECT | TOTAL |
|---|-----------|---------|-----------|-------|
| 4-The suitable title for this passage is missSulivan. | Frequency | 9 | 31 | 40 |
| | Percent | 22.5% | 77.5% | 100 % |



The data in table (4-22) shows that , most 77.5% of the respondents have fallen to choose the correct answer about (**The suitable title for this passage is miss Sullivan.**). Whereas 22.5 % of them have chosen the correct answer.

Table (4-23): The word "author" means writer

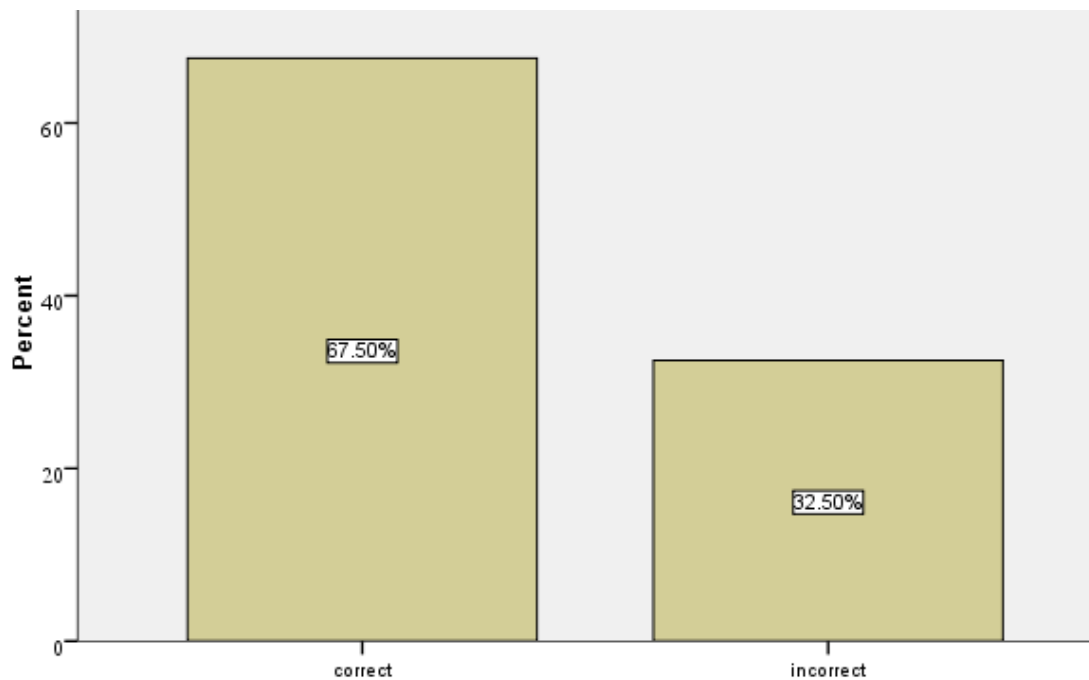
| WORD | | CORRECT | INCORRECT | TOTAL |
|----------------------------------|-----------|---------|-----------|-------|
| 5-The word "author" means writer | Frequency | 29 | 11 | 40 |
| | Percent | 72.5% | 27.5% | 100 % |



The data in table (4-23) shows that most 72.5% of the respondents have chosen the correct answer about (**"The word "author" means writer.**).while27.5 % of them have fallen to choose the correct answer.

Table (4-24) :How was her childhood at first?

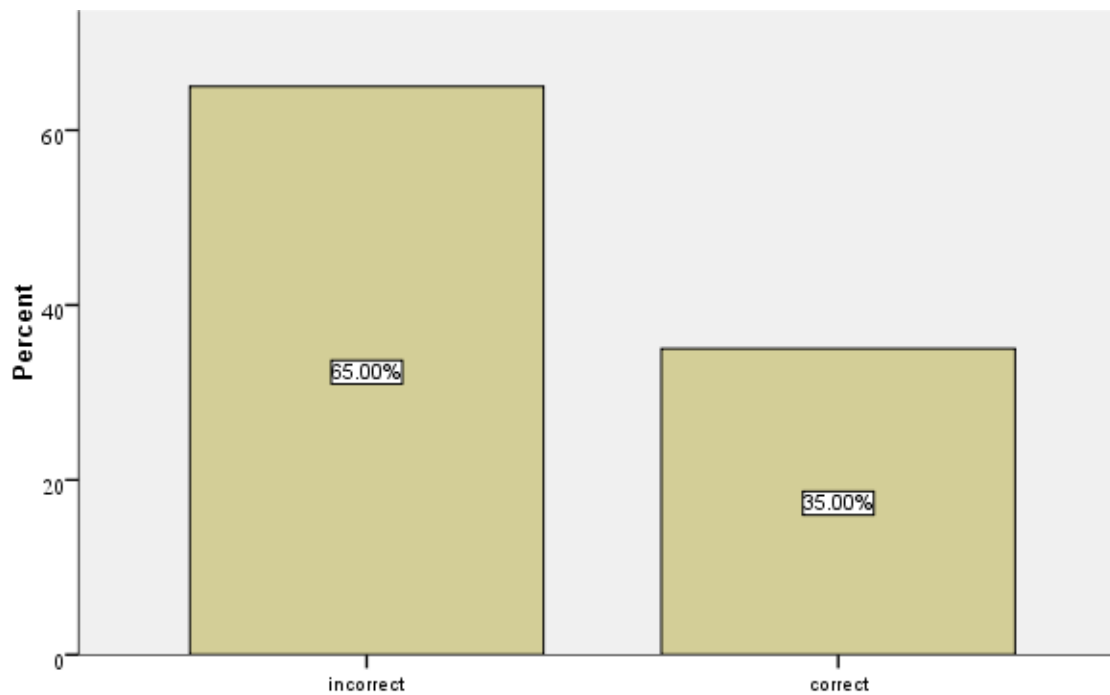
| WORD | | CORRECT | INCORRECT | TOTAL |
|-----------------------------------|-----------|---------|-----------|-------|
| 1-How was her childhood at first? | Frequency | 27 | 13 | 40 |
| | Percent | 67.5 % | 32.5% | 100 % |



The data in table (4-24) shows that more than half 32.5% of the respondents have fallen to choose the correct answer about (**How was her childhood at first?**).Whereas 67.5 % of them have chosen the correct answer.

Table (4-25): Why did she struggle hard in her life?

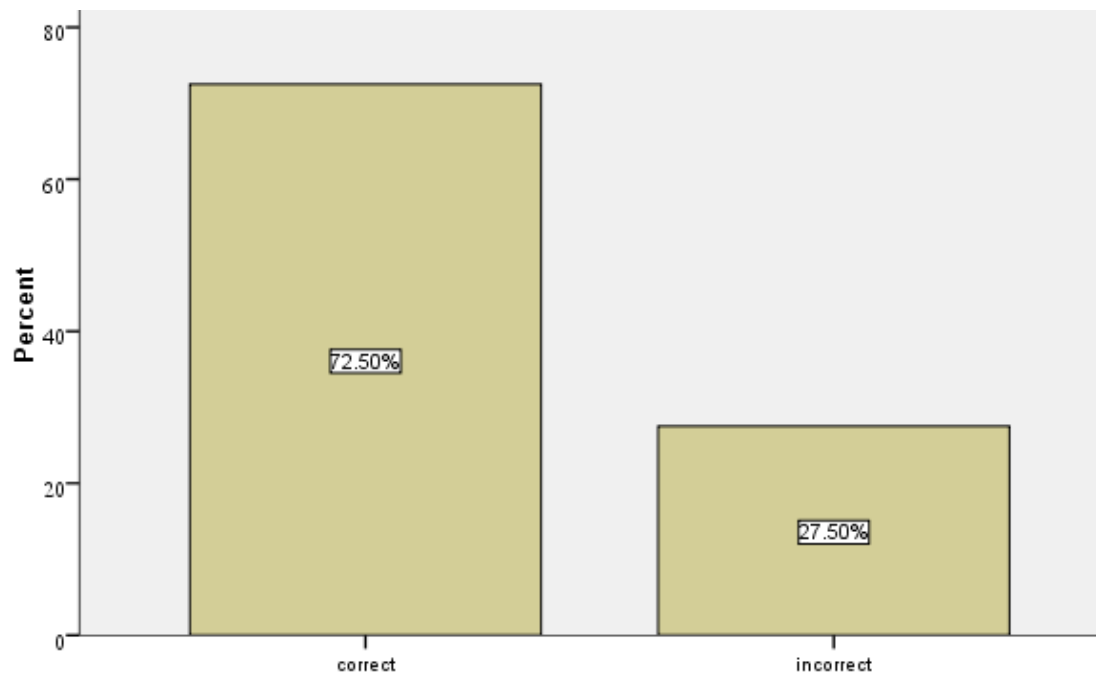
| WORD | | CORRECT | INCORRECT | TOTAL |
|---|-----------|---------|-----------|-------|
| 2- Why did she struggle hard in her life? | Frequency | 14 | 26 | 40 |
| | Percent | 35% | 65% | 100 % |



The data in table (4-25) shows that most 35% of the respondents have chosen the correct answer about (**Why did she struggle hard in her life?**). Whereas 65 % of them have fallen to choose the correct answer.

Table (4-26): What was Helen Keller?

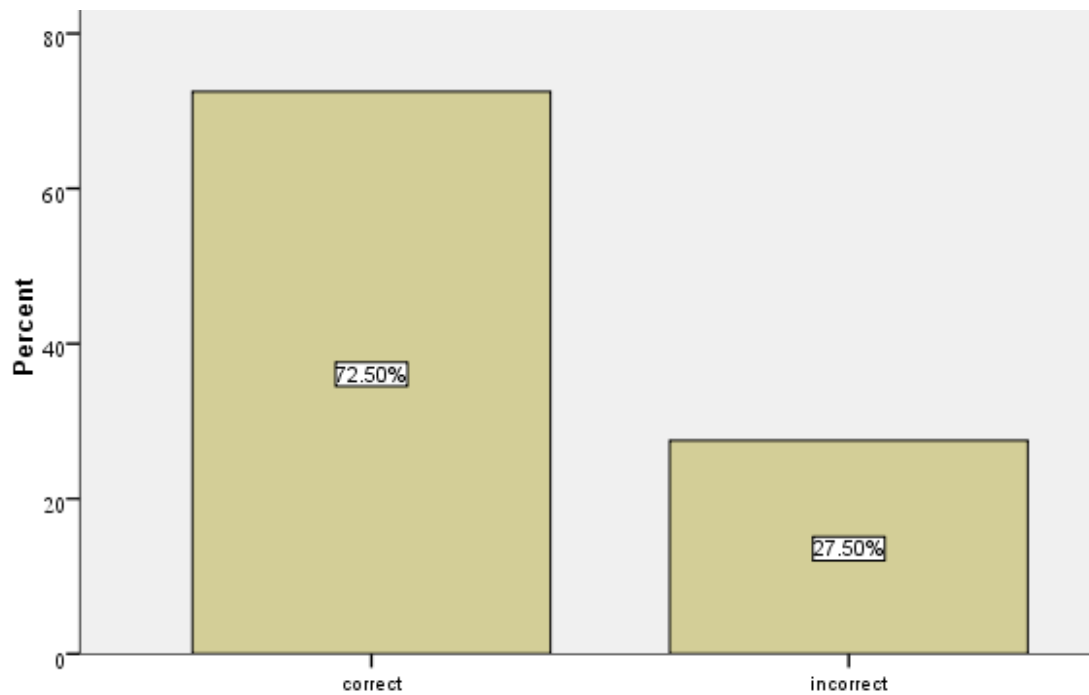
| WORD | | CORRECT | INCORRECT | TOTAL |
|--------------------------|-----------|---------|-----------|-------|
| 3-What was Helen Keller? | Frequency | 29 | 11 | 40 |
| | Percent | 72.5% | 27.5% | 100 % |



The data in table (4-26) shows more than half 27.5% of the respondents have fallen to choose the correct answer about (What was Helen Keller ?.).while72.5 % of them have chosen the correct answer.

Table (4-27): What was the title of her first book?

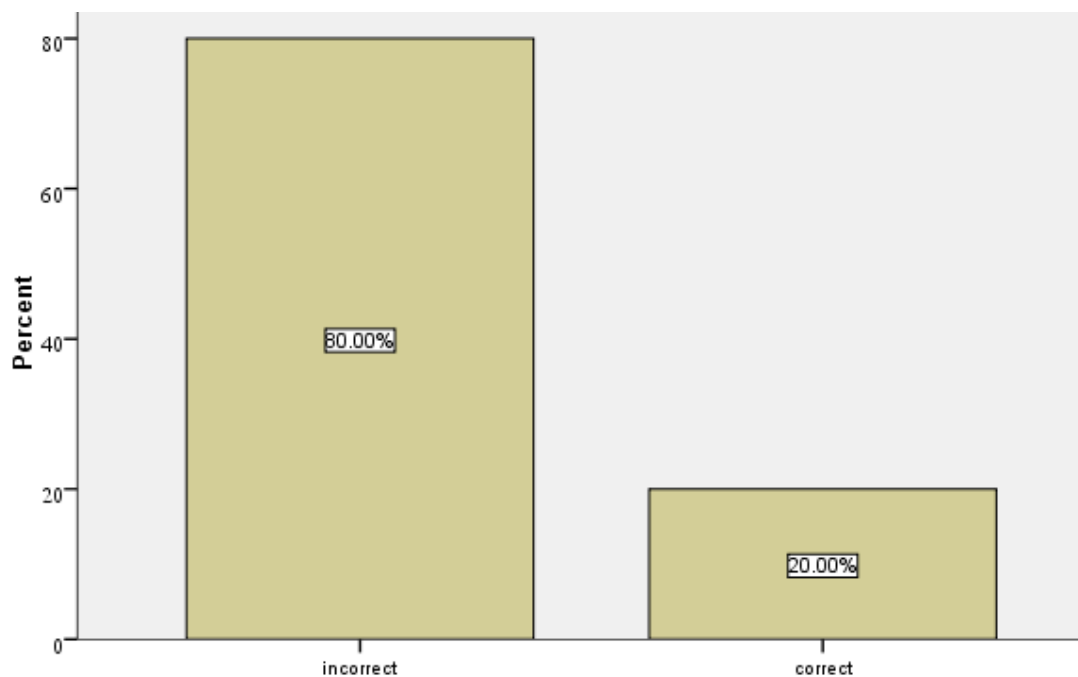
| WORD | | CORRECT | INCORRECT | TOTAL |
|---|-----------|---------|-----------|-------|
| 4-What was the title of her first book? | Frequency | 29 | 11 | 40 |
| | Percent | 72.5% | 27.5% | 100 % |



The data in table (4-27) shows that , most 72.5% of the respondents have chosen the correct answer about **(What was the title of her first book?)**.Whereas 22.5 % of them have chosen the correct answer.

Table (4-28): Why was the third of March a turning point in her life?

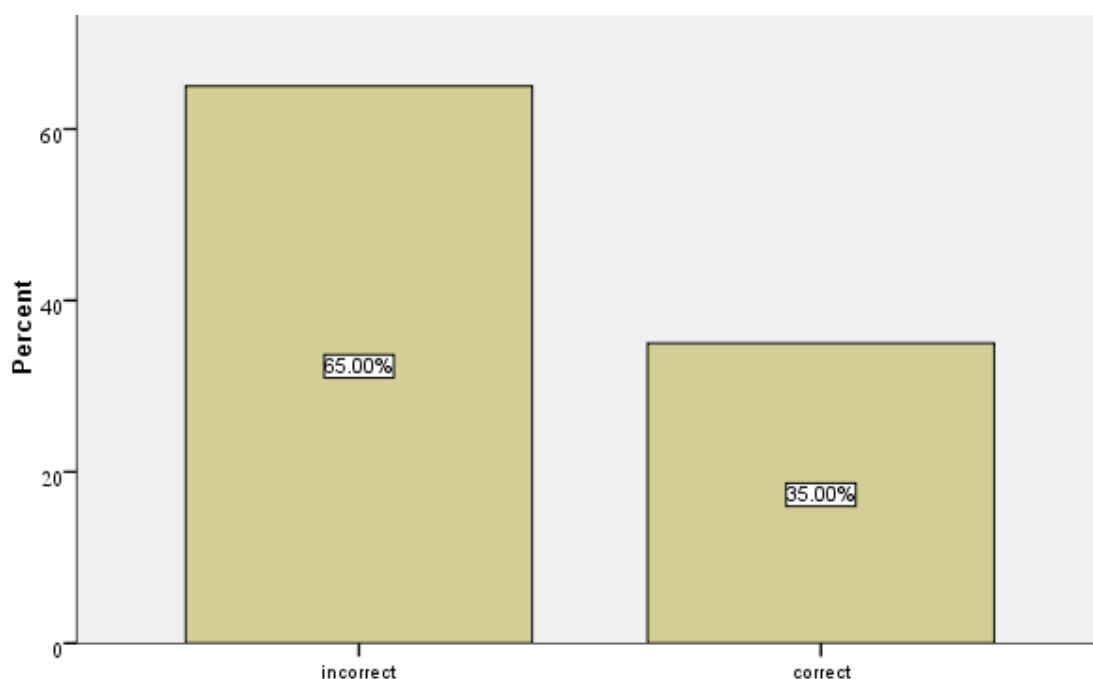
| WORD | | CORRECT | INCORRECT | TOTAL |
|---|-----------|---------|-----------|-------|
| 5-Why was the third of March a turning point in her life? | Frequency | 8 | 32 | 40 |
| | Percent | 20% | 80% | 100 % |



The data in table (4-28) shows that 20% of the respondents have chosen the correct answer about ("**Why was the third of March a turning point in her life?**"). While 80 % of them have fallen to choose the correct answer.

Table (4-29): By "spared no effort in teaching her" the writer means

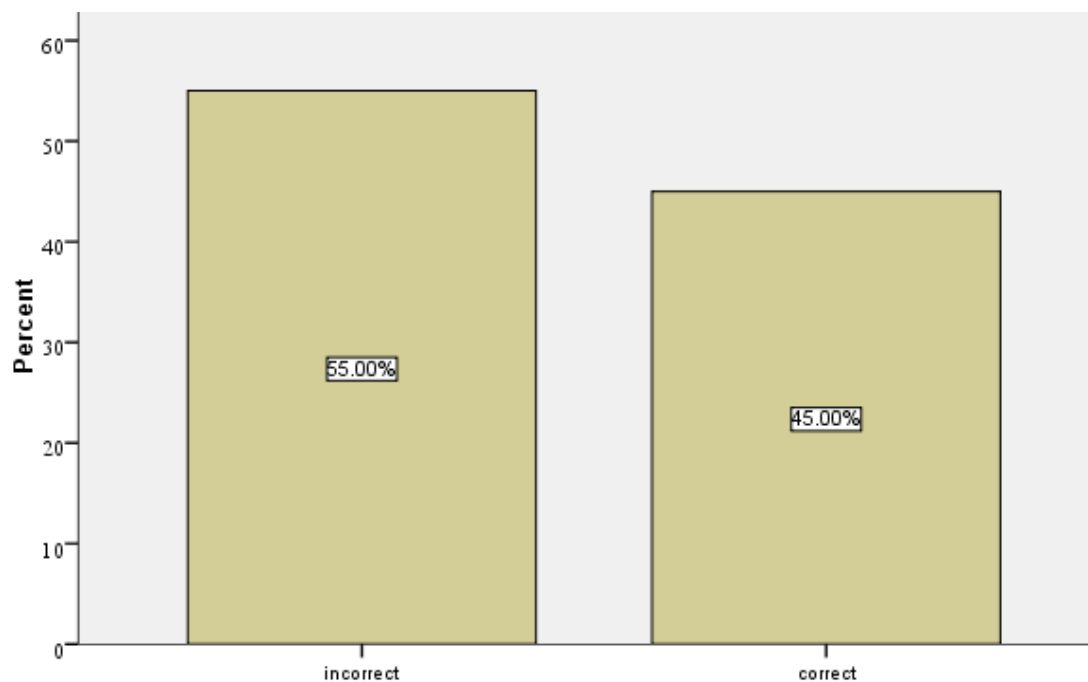
| WORD | | CORRECT | INCORRECT | TOTAL |
|--|-----------|---------|-----------|-------|
| 1-By "spared no effort in teaching her" the writer means | Frequency | 14 | 26 | 40 |
| | Percent | 35 % | 65% | 100 % |



The data in table (4-29) shows that more than half 65% of the respondents have fallen to choose the correct answer about (**spared no effort in teaching her" the writer means**).Whereas 35 % of them have chosen the correct answer.

Table (4-30): "Which "(line 5) refers to:

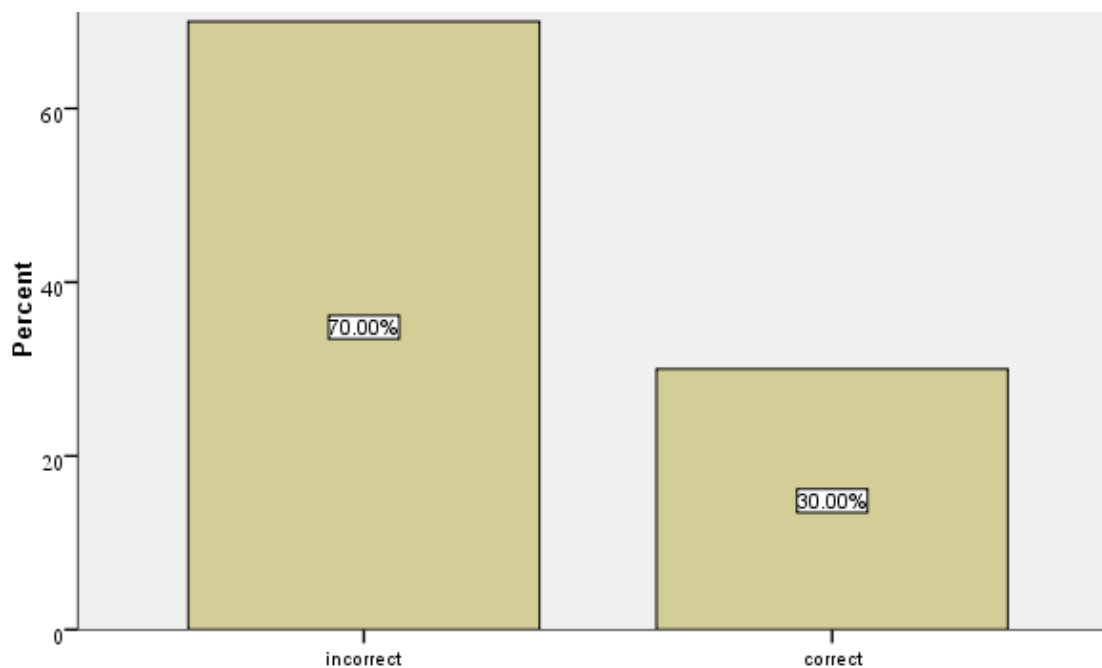
| WORD | | CORRECT | INCORRECT | TOTAL |
|------------------------------------|-----------|---------|-----------|-------|
| 2- "Which "(line 5) refers to: | Frequency | 18 | 22 | 40 |
| | Percent | 45% | 55% | 100 % |



The data in table (4-30) shows that less than half 45% of the respondents have chosen the correct answer about ("Which "(line 5) refers to...).Whereas 55 % of them have fallen to choose the correct answer.

Table (4-31): When Helen became deaf, blind and dumb she was...

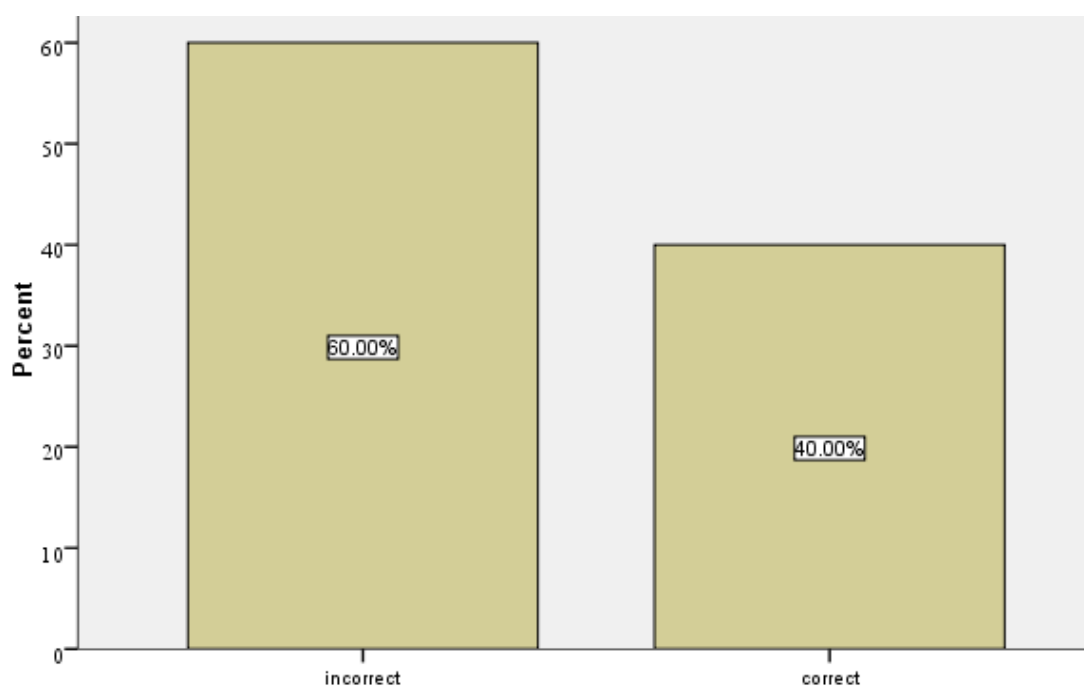
| WORD | | CORRECT | INCORRECT | TOTAL |
|---|-----------|---------|-----------|-------|
| 3-When Helen became deaf, blind and dumb she was... . | Frequency | 12 | 28 | 40 |
| | Percent | 30% | 70% | 100 % |



The data in table (4-31) shows that, more than half 70% of the respondents have fallen to choose the correct answer about (**When Helen became deaf, blind and dumb she was.....**). Whereas 30 % of them have chosen the correct answer.

Table (4-32): "affectionate" (line 14) means.....

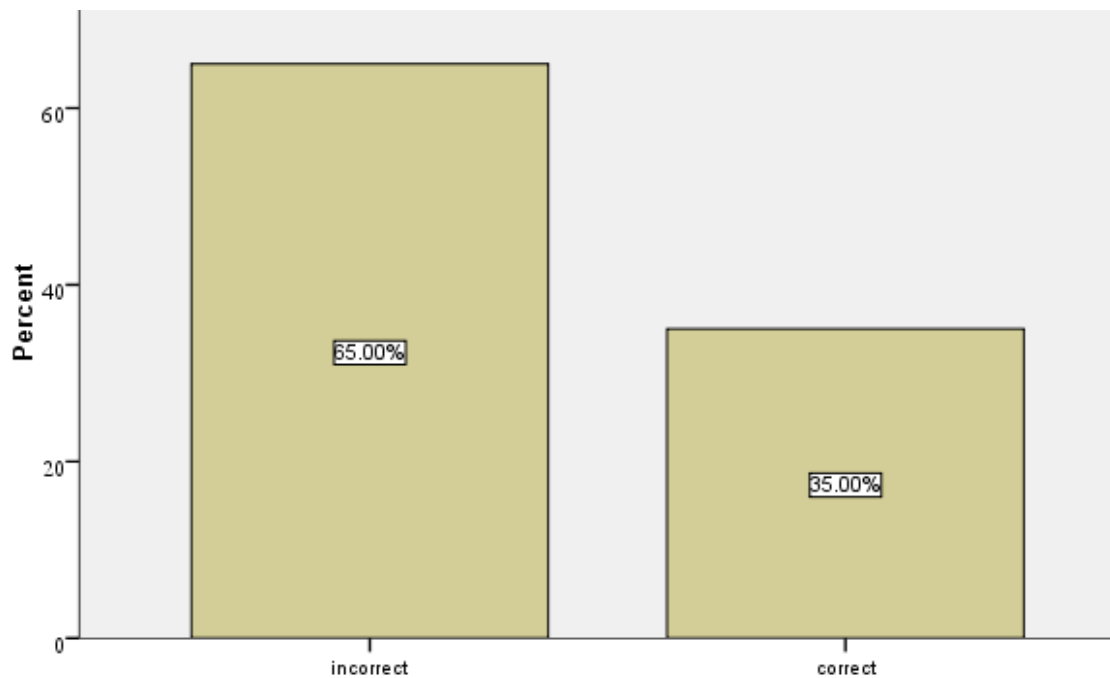
| WORD | | CORRECT | INCORRECT | TOTAL |
|--------------------------------------|-----------|---------|-----------|-------|
| 4- "affectionate"(line 14) means. | Frequency | 16 | 24 | 40 |
| | Percent | 40% | 60% | 100 % |



The data in table (4-32) shows that less than half 40% of the respondents have chosen the correct answer about ("affectionate" (line 14)means.").while 60 % of them have fallen to choose the correct answer.

Table (4-33): the suitable title for this passage is:

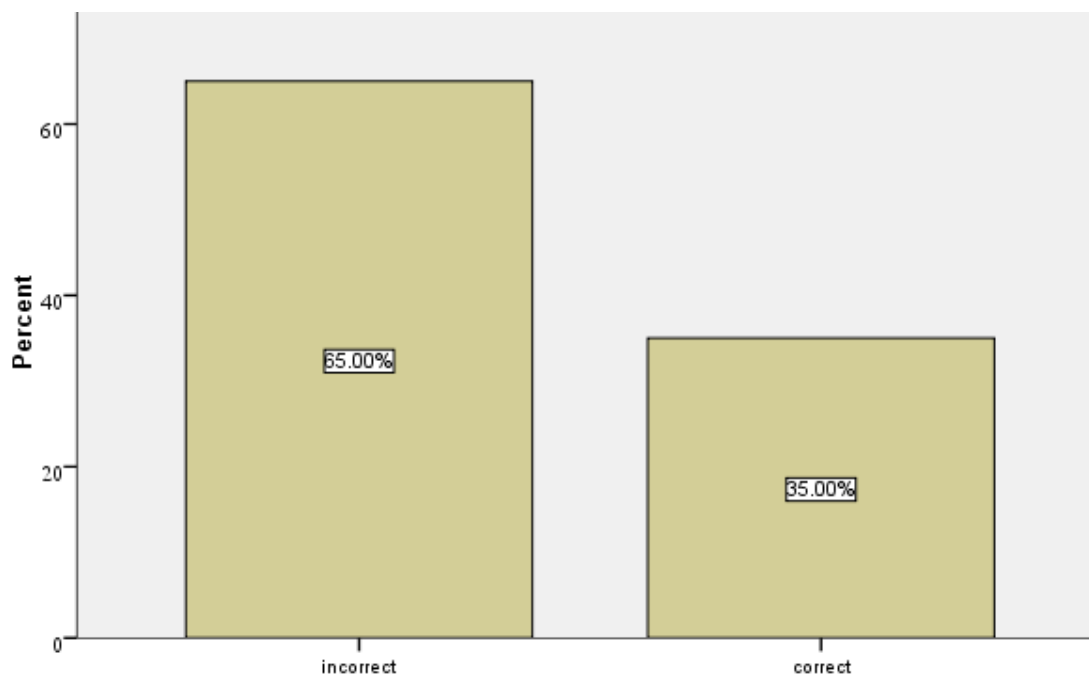
| WORD | | CORRECT | INCORRECT | TOTAL |
|---|-----------|---------|-----------|-------|
| 5-the suitable title for this passage is:.... | Frequency | 14 | 26 | 40 |
| | Percent | 35% | 65% | 100 % |



The data in table (4-33) shows that 35% of the respondents have chosen the correct answer about (the suitable title for this passage is :....).while 65 % of them have fallen to choose the correct answer.

Table (4-34): The word "struggled" means

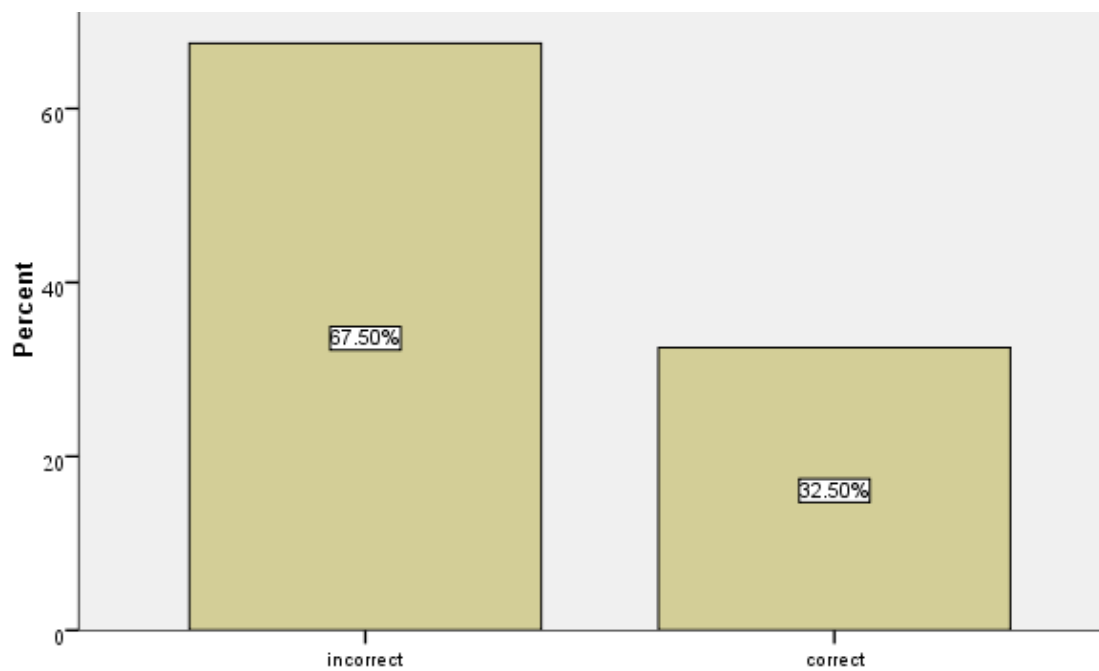
| WORD | | CORRECT | INCORRECT | TOTAL |
|-------------------------------|-----------|---------|-----------|-------|
| 6-The word "struggled" means. | Frequency | 14 | 26 | 40 |
| | Percent | 35% | 65% | 100 % |



The data in table (4-34) shows that, more than half 65% of the respondents have fallen to choose the correct answer about (**The word "struggled" means.**).Whereas 35 % of them have chosen the correct answer.

Table (4-35): By "dumb" the writer means...

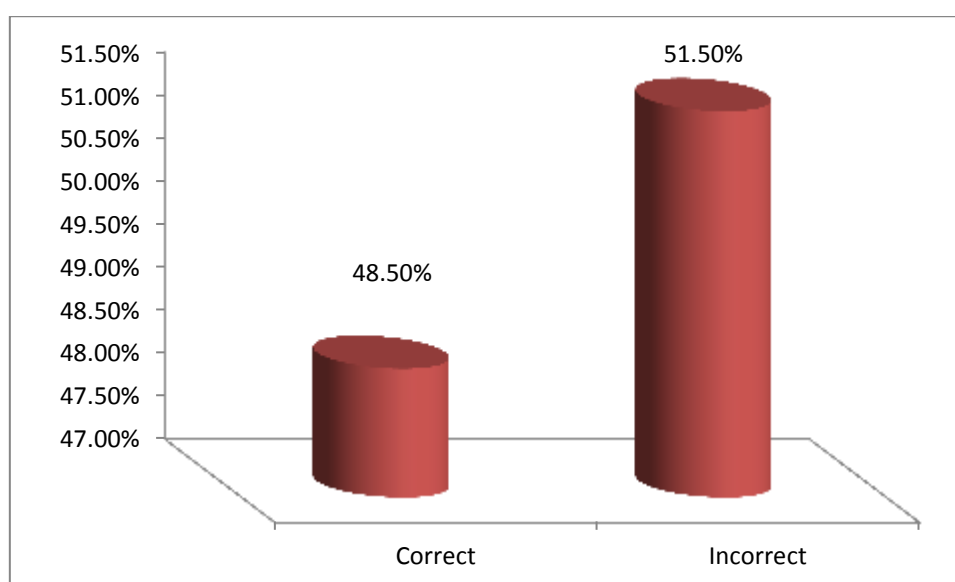
| WORD | | CORRECT | INCORRECT | TOTAL |
|----------------------------------|-----------|---------|-----------|-------|
| 7- By "dumb" the writer means... | Frequency | 13 | 27 | 40 |
| | Percent | 32.5% | 67.5% | 100 % |



The data in table (4-35) shows that 32.5% of the respondents have chosen the correct answer about (**By "dumb" the writer means:....**).while 67.5 % of them have fallen to choose the correct answer.

Table (4-36): verification of the first hypothesis

| | FREGUNCY | PERCENT |
|------------------|------------|---------------|
| Correct | 330 | 48.5% |
| Incorrect | 350 | 51.5 % |
| Total | 680 | 100% |

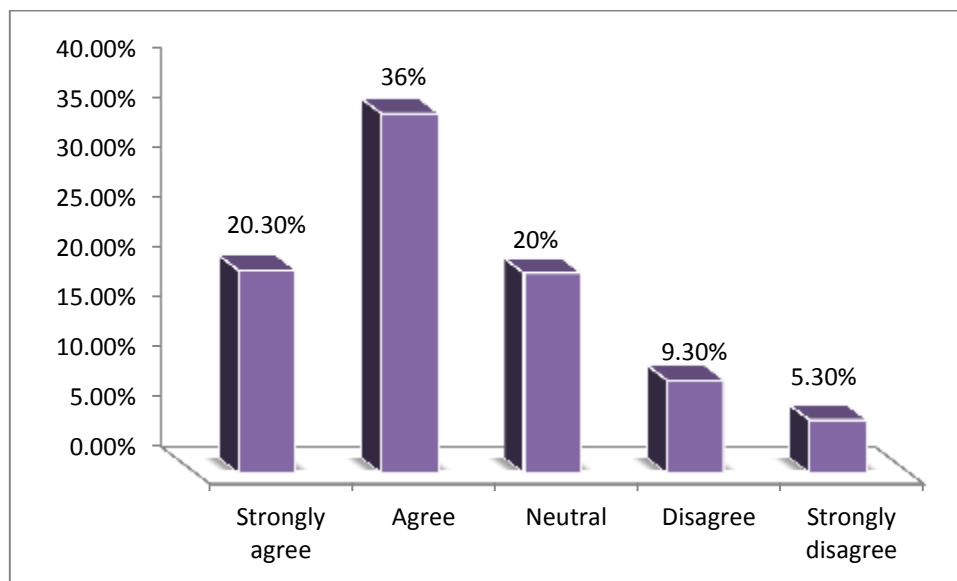


The data in table (4-36) shows the results of the students, and found that the percentage of the correct answers 48.5%, while 51.5 % was the percentage of the incorrect answers.

This results realize the first hypothesis of the study which says "**Third year secondary school students face difficulties in reading comprehension**"

Table (4-37): verification of the second hypothesis

| STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|----------------|-------|---------|----------|-------------------|-------|
| 44 | 54 | 30 | 14 | 8 | 150 |
| 29.3 % | 36% | 20 % | 9.3% | 5.3% | 100 % |

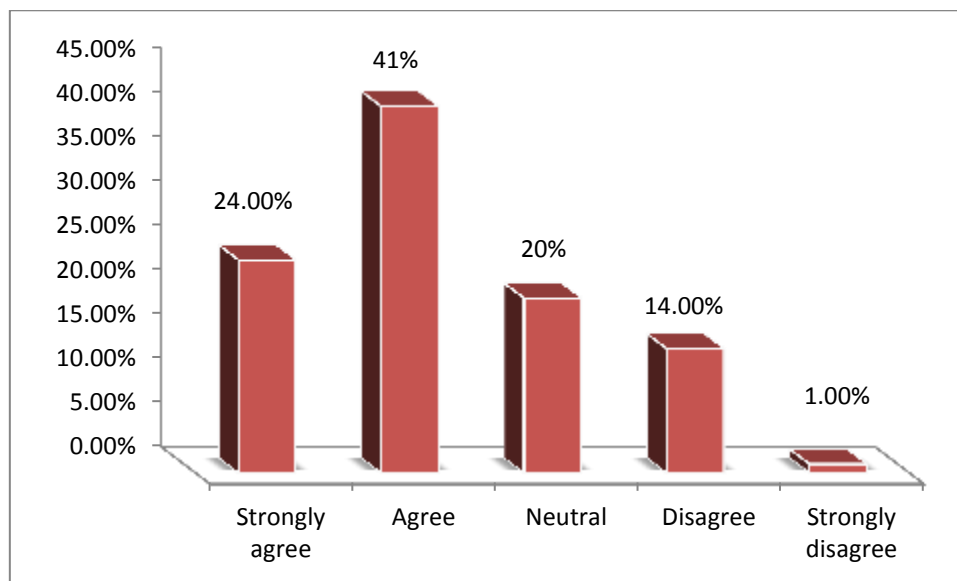


The data in table (4-37) shows the direction of the teachers towards the statements of the second hypothesis , where the most 65.3% agreed with the statements, 20 % neutral and 14.7% disagree.

These results realize the second hypothesis of the study which says **"Teachers of English at secondary schools do not play a significant role in addressing reading comprehension difficulties"**

Table (4-38): verification of the third hypothesis

| STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL |
|----------------|-------|---------|----------|-------------------|-------|
| 36 | 62 | 29 | 21 | 2 | 150 |
| 24 % | 41.3% | 19.3 % | 14% | 1.3% | 100 % |



The data in table (4-38) shows the direction of the teachers towards the statements of the third hypothesis , where the most 65% agreed with the statements, 20 % neutral and 15% disagree.

This results realize the third hypothesis of the study which says "**Secondary school syllabus dose not participate in addressing reading comprehension difficulties**"

CHAPTER FIVE

**CONCLUSION, RECOMMENDATIONS AND
SUGGESTIONS FOR FURTHER STUDIES**

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction:

This chapter presents conclusion of the study. It relates the analysis and discussion of data to the study questions and hypotheses. It will also offer recommendations and suggestions for further research.

5.1. Findings of the Study:

After data has been analyzed, the findings of this study are:

1. Most of the students have difficulties in reading comprehension, and these difficulties are: vocabulary, sentence structure difficulties beside the lack of techniques that can help them to understand a reading text.
2. Teaching reading comprehension needs trainee teachers.
3. The syllabus productions and its contents motivate students to comprehend.
4. Short reading comprehension texts can develop reading comprehension process.

5.2. Recommendations:

The researcher recommends that:

1. The teachers at secondary schools should enhance positive attitudes towards reading skills. They should teach their students in order to learn and acquire the language and not to pass the exam particularly at eighth class because most of the basics of reading comprehension are designed in their book.
2. Students should apply reading techniques that their teachers provide with them, and read more English texts. And they must know that reading is not only a matter of extracting meaning from written texts.
3. Teachers are required to implement grammar and morphology lessons to explain to their students how they can use them to guess the meaning of new words or strings of language.
4. Teachers should not only depends on the students' texts book only, subsidiary course or others interesting materials should be involved in teaching reading comprehension lessons in and outside the classroom.
5. As far as the course designers are concerned, they are expected to design reading course that focus on improving reading skills, not to adopt reading materials as bridges whose sole aim to be to impart grammatical or syntactic information.
6. Making some changes on the students' book include the motivations factors, clearness of instructions, various activities and attractive productions for the students' book to stimulate the students to learn English language.

5.4. Suggestions for Further Studies:

The researcher suggests the following:

1. Further studies required to investigate reading comprehension difficulties, factor that affecting reading comprehension skill, importance of using reading strategies or any studies that aim to improve reading skills by samples of others population in many different areas in Sudan.
2. To investigate reading comprehension difficulties or any similar studies which involved the three main parts; students, teachers and syllabus will be very fruitful.
3. In further studies, a questionnaire should be added to obtain more information on the participants' reading comprehension difficulties. Also it should be used to investigate teaching methods which their teaching strategies lead to the problems in reading comprehension. Moreover, the questionnaire should focus on schools from which participants were selected, this will be useful for teaching reading comprehension if teachers know more clearly their students' difficulties. The teachers could use the information from the result of the study to develop teaching techniques in order to improve their students' reading comprehension ability.
4. After conducting studies in the same area or similar places, it would be useful to consider an apply the obtained results so as to improve reading comprehension skill of Sudanese EFL students, particular at the third year secondary school.

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APPENDICES

Appendix (1)

Questionnaire related to the teachers

بسم الله الرحمن الرحيم

Sudan University of Science and Technology

College of Graduate Studies

College of Languages – English Department

Research questionnaire

Dear teacher, I will be very grateful if you can read and respond to the following questionnaire. It is planned to collect data about teachers opinion of the title: **Investigating Reading Comprehension Difficulties Encountered by EFL learners**. This questionnaire is composed of 3 axes.

Background Information:

Trained () **Untrained** () **degree** () **B.A.** () **M.A.** ()
Ph D () **Others** ()

Axis (1):

Problems related to the students, under the hypothesis one (**Third year secondary school students face difficulties in reading comprehension**) .

Please tick (✓) for the response that you think answer the statement.

| The statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1- The secondary school students' basics reading such as words knowledge and vocabulary are weak. | | | | | |
| 2- The secondary school students feel that reading lessons are boring due to limited knowledge of | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| vocabulary. | | | | | |
| 3- The secondary school students depend on Arabic translation for every word in their reading to understand the topic. | | | | | |
| 4- The secondary school students use their mother tongue in discussing activities related to reading comprehension passages. | | | | | |

Axis (2)

Problems related to the teacher under the hypothesis two (**Teachers of English at secondary schools do not play a significant role in addressing reading comprehension difficulties**).

| The Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1- The teachers of English don't use teaching aids in teaching reading lessons. | | | | | |
| 2-Some teachers of English do not use authentic materials in teaching reading comprehension passages. | | | | | |
| 3- The teachers of English focus on specific lessons such as grammar and ignore teaching reading comprehension lessons. | | | | | |
| 4- The unqualified teachers of English in basic | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| level have great role in the weakness of students` reading comprehension skills. | | | | | |
| 5- The teachers of English don`t motivate students to focus on reading comprehension. | | | | | |

Axis (3)

Problems related to the syllabus under the hypothesis three (**Secondary school syllabus does not participate in addressing reading comprehension difficulties**).

| The Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1- The syllabus conceptions of reading comprehension texts are very difficult to the students. | | | | | |
| 2- The instructions of reading comprehension activities are not clearly stated in the syllabus. | | | | | |
| 3- There is no gradation for the lessons of reading comprehension texts in the syllabus from easy to difficult. | | | | | |
| 4- The production of the reading comprehension texts book is not attractive or less exciting. | | | | | |
| 5- The syllabus hasn`t adequately familiarized students with the reading comprehension texts. | | | | | |

Appendix (2)

Students' Test

بسم الله الرحمن الرحيم

Karari Locality

Secondary School Level

3rd year students

English Language Test

Age:..... Sex: (male / female) Time Allowed: 1: $\frac{1}{2}$ hours

=

Q1- Read the following passage then answer the questions below.

HellenKeler was an American **author** and lecturer who was able to **overcome** great physical hardship. She suffered a serious illness and she became blind, deaf and **dumb** before she was two years old. However, she did not give up hope. She **struggled** very hard in order to live an active and useful life.

In her first book, `the story of my life`, she tells us of her early childhood **which** was at first **gloomy** and sad. She was desperate until something happened which completely changed her life. The third of March 1887 was a day which she should remember for a long time.

It marked a turning point in her life because on that day she met her teacher and guide, Miss Sullivan, for the first time. Like Helen Miss, Sullivan herself had lost her sense of sight when she was young, but she later recovered it. She was perhaps the best person to understand the problems of those who were blind. She volunteered to stand by Helen and take care of her education. She was a very loving and **affectionate** friend who **spared no effort in teaching her** how to spell simple words, reading them and she was taught that every word has special meaning. Every day she improved, until finally she was able to read books written in Braille.

(A) Write (T) for true and (F) for false:

- 1- Helen and Sullivan they were a like, as they both have been scientists. ()
- 2- "Gloomy"(line 6) means bright. ()
- 3- By "overcome" the writer means combat. ()
- 4-The suitable title for this passage is Miss Sullivan. ()
- 5- The word "author" (line) means writer. ()

(B) Give short answers:

- 1- How was her childhood at first?
.....
- 2- Why did she struggle hard in her
life?.....
- 3- What was Helen
Keler?.....
- 4- What was the title of her first
book?.....
- 5- Why was the third of March a turning point in her
life?.....

(C) Draw a circle round the letter of the correct answer {a,b, c or d}:

- 1-** By "spared no effort in teaching her" the writer means that she:

a. taught her unwillingly

b. didn't teach her at all

c. taught her willingly

d. did her best to teach her.
- 2-** "Which"(line 5) refers to:

a. story

b. childhood

c. book

d. something
- 3-** When Helen became deaf, blind and dumb she was:

a. about two years old

b. under two years old

c. two years old

d. over two years old
- 4-** " affectionate" (line 14) means:

a. to have sympathy or love towards

b. to breed hatred

c. to show animosity

d. to feel unhappy

5- The suitable title for this passage is:

- a. Miss Sullivan & Helen
- b. Helen Keler
- c. losing senses
- d. insistence and success

6- The word "struggled" means:

- a. insisted
- b. resisted
- c. quarreled
- d. fought

7- By "dumb" the writer means:

- a. able to hear
- b. combat
- c. unable to speak
- d. visit