

## ضعف طلبة اللغة الإنجليزية في مهارات القراءة والاستيعاب في نصوص اختبار التوفل بجامعة الجفرة

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### ملخص الورقة:

تركز هذه الدراسة الكمية على المشاكل التي تواجه طلبة اللغة الإنجليزية عند القراءة والاستيعاب والتعامل مع نصوص اختبار التوفل لقياس كفاءة اللغة الإنجليزية لطلبة كلية الآداب بجامعة الجفرة والدارسين بقسم اللغة الانجليزية. أيضا تركز على الطرق والاستراتيجيات التي تم اتباعها من قبل الممتحنين. وقد توصلت هذه الدراسة إلى أنه ثمت صعوبات قد واجهت هؤلاء الطلبة كاجتياز الاختبار بشكل كلي، حيث اجتازت الاختبار نسبة 60% من النسبة الكلية. بينما لم يجتاز الاختبار 40% وهذا يبين ضعف الطلبة مقارنة مع مستوياتهم الدراسية. استخدمت هذه الدراسة وسيلتين لجمع البيانات حيث إن الأولى تمثلت في اختبار أجري لهؤلاء الطلبة الذين بلغ عددهم ال 30 طالبا من الذكور والإناث. أما الوسيلة الثانية فكانت في شكل استبيان قدم للطلبة بعد الانتهاء من الاختبار. حيث توصل الباحث إلى أن هؤلاء الطلبة يعانون من العديد من المشاكل مثل سرعة القراءة الاستيعاب وأيضا عدم توظيف الاستراتيجيات والتقنيات الصحيحة للقراءة التي تمكنهم من التغلب على مثل هذه المشاكل مستقبلا.

### Weaknesses on Reading English TOEFL Texts for English Language

#### Students at Al Jufra University

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### Abstract

*This quantitative study focuses on reading comprehension for TOEFL texts to see the major complicated problems faced by English Department Students who are studying in different semesters as FL learners. The method used was a descriptive quantitative study conducted at Al Jufra University, Faculty of Arts in the south of Libya during 2022, and targeted 30 English students in*

*different semesters as a sample. The TOEFL test results show some percentages such as (60%) of participants passed the test, whereas the rest of (40%) did not pass the test, which was a TOEFL text. These results show that those students have some problems in reading comprehension and in dealing with such texts. Also, a questionnaire was distributed for getting extra information about the subject. The findings of the study also revealed that there were some significant differences between males and females in their reading comprehension challenges when they were compared.*

*Keywords: Reading TOEFL Texts, Problems of Reading Comprehension, Reading Strategies.*

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## **Introduction**

Reading skills are generally used for getting information from different resources such as magazines academic and businesses articles, poetry, novels, and short stories. Articles contain charts and graphs, abbreviations, fixed expressions, idioms, metaphors and historical facts. These kinds of articles can contribute in improving reading comprehension skills.

Nowadays, people need reading for studying at schools and universities, and study became a wide spread everywhere and every time in the entire world. This complicated system needs to be classified and evaluated according to levels and grades, ages and specializations. One of those things which needs evaluation is a language learning. Therefore, the language itself is divided into skills, which need to be assessed. Consequently, even in the departments of English there is a subject called a language and testing evaluation. Brown (2006) has revealed that reading is an essential skill in the educational content as it can be the assessment of students' general language ability.

Reading is the most difficult task among the other skills of the language for many learners of English language. It plays a critical role in our learning process. Difficulties that learners face are most likely the same in all languages and everywhere in both teaching and learning. For instance, the limited sight vocabulary words, the difficulty decoding syllables or single words with their exact meanings, translating the exact meaning of each word during the process of reading from the context, the genre of the topics, time indicated, quick reading and using the strategies in dealing within the written texts. Moreover, learners have poor comprehension when reading difficult

texts such as IELTS, CAE, CPE and TOEFL. Adding to that, psychological factors such as confusion, embarrassment, and fearfulness can affect the process of understanding of reading texts.

TOEFL reading texts or passages are articles collected carefully from different sources and other types of academic material that would be used in testing the levels of learners. These passages are different from one theme to another as far as they discuss variety of topics. Techniques make those passages difficult according to the wide range of complicated vocabulary, sentence structure and terms of different disciplines. TOEFL as a general training reading tests the methods of reading skills, will need to locate, identify and extract different types of information from a large number of texts in a short time and to do this, the participants will need to know how to skim and scan the texts and then read for detail. To vanquish the problems of reading TOEFL texts, a candidate has to have a good knowledge of different subjects, knowledge of vocabulary, fluent reading, and good comprehension. Most learners and TOEFL exam takers face these obstacles and difficulties in dealing with texts which are chosen by experts to measure the level of candidates. Students, who want to apply for further studies or jobs in large well-established universities or companies, need to achieve high marks to gain their places. Therefore, they face problems when they need to pass this kind of tests.

This study scrutinizes the level of comprehension and the problems of reading for the students of English language department who are studying at a Libyan university called Al Jufra University to discover the weaknesses and defects related to reading comprehension and the way that those students dealing with difficult texts which have tricky and distract questions, difficult and different vocabularies and the strategies they followed during reading such texts. 30 students from different semesters at the above-mentioned University were given a TOEFL test with questions to be read and answered its questions in a limited time followed by a questionnaire, distributed after they finished the test to be filled in to find out the techniques and methods, including Likert questions which were used as well for getting more information about the topic.

Through this study the researcher can judge and evaluate the level of those students at this university as a sample, to suggest possible solutions for their problems and the ways of improving and enhancing the weak points that they faced.

### **Statement of the problem**

With reference to the lack of comprehension, time limited for reading texts, lack of vocabulary knowledge, and reading strategies which should be followed before, during and after the reading process, the researcher likes to tackle the mentioned problems according to:

- a. The background of the participants in terms of, age, sex, years of learning English, and semester or the level of the study.
- b. Are the methods of reading suitable for learners to be followed in reading TOEFL texts?
- c. The problems of reading comprehension that students encounter when they read a TOEFL texts.

### **Literature Review**

Reading has been defined as process of constructing the general and specific meaning from passages. Sweet and Snow (2003) have the same point of view about the definition of reading. Therefore, reading can be regarded as an ability to understand all information of texts to get a full and deep idea about what the writer has written. Grabe and Stoller, (2002) indicate that reading is a way to draw information from the printed page and to interpret the information appropriately. One can say that reading is a skill of translation and interpretation from SL to FL happens during the time of reading.

TOEFL test measures the level and the ability of the examinees and “beginning readers need explicit instruction and practice that lead to an appreciation that spoken words are made up of similar units of sounds, familiarity with spelling-sound correspondences and common spelling conventions and their use in identifying printed words, “sight” recognition of frequent words, and independent reading, including reading aloud. Fluency should be promoted through practice with a wide variety of well-written texts”. Lanauze. et al. (1989. P.23). Quick reading or reading words and sentences by eyes is a skilful method which can help readers to accomplish their tasks on time. This strategy needs practice for long time and setting an

extensive reading program is the most suitable solution for improving fluent reading. Through extensive reading, learners can acquire wide and multifarious terms in different subjects

TOEFL texts have difficult terminologies related to a wide range of disciplines such as science, technology, social, environment, and even historical themes. Adding to this, some passages have different techniques to develop the ideas presented. These passages may include analysis of cause and effect of phenomenon or remarkable events (dinosaur extinction was caused by meteorite impact). That's why learners need to be able to master a wide range of vocabulary. English department students who don't have profound knowledge find such texts difficult and become like beginners-hence, Snow (1989. P.25) indicates that the critical importance of the teacher in the prevention of reading difficulties must be recognized, and efforts should be made to provide all teachers with adequate knowledge about reading and the knowledge and skill to teach reading or its developmental precursors. It is imperative that teachers at all grade levels understand the course of literacy development and the role of instruction in optimizing literacy development to teach students. Academic passages can improve the capacity of reading, increase the knowledge and vocabulary.

The Educational Testing Services, (2017) has enumerated that TOEFL ITP tests are paper based and use 100 percent academic content to evaluate the English language proficiency of non-native English speakers. All questions are in multiple-choice format, with four answer choices per question. The tests evaluate skills in three areas:

- TOEFL in the part of listening comprehension measures the ability to understand spoken English as it is used in colleges and universities.
- Structure and Written Expression measures recognition of selected structural and grammatical points in standard written English.
- Reading Comprehension measures the ability to read and understand academic reading material written in English.

The test may include questions that do not count toward the score. These are either questions that enable ETS to make test scores comparable across administrations, or new questions that help ETS determine how such questions function under actual testing conditions.

## Research design

This quantitative paper is designed according to some steps of reading skills to be counted and measured for finding percentages of some mutual problems that participants share.

## Instrumentation

### a. Reading Text:

A Reading text was taken from a TOEFL collection to be given to the participants to measure the ability of those readers when they read and understand academic passages. Such texts can be found and read in text books or academic articles which can be used in teaching and learning. That's why the researcher selected a TOEFL reading text to be used as an instrument for this study.

### b. A Questionnaire

The questionnaire also has questions about the age, sex and experience of candidates, some general and specific questions. The questionnaire is designed to be used for the same group to help the researchers in discovering the methods and strategies being used by the students during the test.

## Data Collection and Analysis

**Table 1. The Results of the Test According to the Number of Participants, their Level and their Sex.**

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total	Level	Sex	%
1	X	X	x	x	x	x	√	x	√	√	12\40	5 <sup>th</sup>	F	30.0
2	√	X	0	0	0	x	x	√	√	√	16\40	5 <sup>th</sup>	F	40.0
3	√	X	0	0	0	x	0	x	√	√	12\40	5 <sup>th</sup>	F	30.0
4	√	√	x	√	x	x	√	x	√	√	24\40	5 <sup>th</sup>	F	60.0
5	√	X	x	0	√	√	√	√	√	√	28\40	5 <sup>th</sup>	F	70.0
6	X	X	x	√	x	√	x	x	√	√	16\40	6 <sup>th</sup>	F	40.0
7	X	X	x	x	0	x	√	√	√	√	16\40	7 <sup>th</sup>	F	40.0
8	X	X	x	0	√	√	0	x	√	√	16\40	5 <sup>th</sup>	F	40.0
9	√	X	x	x	x	√	√	√	√	√	24\40	5 <sup>th</sup>	F	60.0
10	X	X	x	√	x	√	x	x	√	√	16\40	5 <sup>th</sup>	F	40.0
11	√	√	√	x	x	x	√	√	√	√	28\40	4 <sup>th</sup>	M	70.0
12	√	x	√	√	x	x	√	√	√	√	28\40	4 <sup>th</sup>	F	70.0
13	X	x	x	x	x	x	x	x	√	√	8\40	5 <sup>th</sup>	F	20.0
14	√	x	√	x	x	√	x	√	√	√	24\40	2 <sup>nd</sup>	F	60.0
15	X	x	x	x	x	x	√	x	√	√	12\40	2 <sup>nd</sup>	F	30.0
16	X	x	x	x	x	x	x	x	√	√	8\40	2 <sup>nd</sup>	F	20.0
17	X	x	√	x	x	√	x	√	√	√	20\40	4 <sup>th</sup>	M	20.0
18	X	x	x	√	x	x	√	x	√	√	16\40	4 <sup>th</sup>	M	40.0

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total	Level	Sex	%
19	√	√	√	√	√	x	√	√	√	√	36\40	8 <sup>th</sup>	F	90.0
20	√	x	x	√	x	√	√	x	√	√	24\40	8 <sup>th</sup>	F	60.0
21	√	√	x	x	x	√	√	√	√	√	28\40	8 <sup>th</sup>	M	70.0
22	√	√	x	x	x	x	√	x	√	√	20\40	8 <sup>th</sup>	F	50.0
23	X	x	√	x	√	√	√	√	√	√	28\40	8 <sup>th</sup>	F	70.0
24	X	√	0	x	x	√	√	x	√	√	20\40	8 <sup>th</sup>	F	50.0
25	√	√	x	x	x	√	√	x	√	√	24\40	8 <sup>th</sup>	F	60.0
26	√	x	x	x	x	x	√	√	√	√	20\40	8 <sup>th</sup>	F	20.0
27	X	x	x	√	x	√	√	x	√	√	20\40	8 <sup>th</sup>	M	50.0
28	√	√	x	√	x	√	√	x	√	√	28\40	8 <sup>th</sup>	F	70.0
29	√	x	x	x	x	x	x	x	√	√	12\40	8 <sup>th</sup>	F	30.0
30	√	√	√	√	√	√	√	√	√	√	40\40	8 <sup>th</sup>	M	100.0
√	17	9	7	10	5	15	13	30	30	30		-----	F:	
%	56.6	30.0	23.3	33.3	16.6	50.0	43.3	100	100	100	60		24	
X	13	21	23	20	25	15	17	0	0	0			M:	
%	43.3	70.0	76.6	66.6	83.3	50.0	56.6	00.0	00.0	00.0	40		6	

Table 1 includes the whole information related to the empirical test, which was done for the participants. It shows the participants' results for each individual horizontal and vertically question. (60%) of participants passed the test, whereas the rest of (40%) did not pass the test. Also, the table shows the level which was mixed between the second and eighth semesters. The number of males which was (20%) shows the minority in the term of gender. There are some questions left without answers shown with the zero number.

**Table 2. Strategies to be Followed**

strategies:	Before reading	During reading	After reading
Numbers and dates	9	1	
Difficult words	11	14	
Names	1	5	
Repeated words			1

The table (2) shows the strategies being followed before, during, and after the time of reading. Before reading any kind of texts, everyone knows that there are too many steps that should be noted by readers to get a fast observation for what they want to read. In this table (30%) of the test-takers focused on the dates and numbers while they read, and only (3.3%) did the same during reading. (46.6%) underlined the difficult words during the time of reading, while (36.6%) while they were scanning the text. (16.6%) focused on the

names with bold letters before they read to know the characters of the text, however, only (3.3%) used to focus on the names before they read the text. Another (3.3%) used the strategy of after you read because of focusing on the repeated words in the text. To analyse that, the questionnaire exposes that these participants were suffering from several problems, such as realizing the meanings of some new words from the context of sentences in the reading text. If any one looks at their test papers, s/he will notice that they were full of scratches and there are written notices in the margins. This reveals that those participants were suffering from problems during this very semi quiz test.

**Table 3. Methods with Concentration:**

Skim	Scan	Inference	Synthesize
13	12	3	2
1 <sup>st</sup> paragraph	Length of the text	The questions	The title
5	8	5	12

Table 3 indicates the concentration of the participants towards the questionnaire a statement for using the methods of reading. It is noted that (40%) of the participants stressed to determine the title of the text. Those were misled to discriminate between the given choices. This is related to the level of comprehension. Therefore, one can say that the candidates are suffering from the lack of comprehension. Although, some of the participants used the proper methods of reading such as skim (43.3%), scan (40. %), inference (10%), and synthesise (6.6 %), but still as the researcher said that the participants were feeling stressed when reading a text in English in the classroom. It seems that the study participants usually translate each word even words of the smallest units when they read a text. The study participants have a problem in recognizing the aim behind reading comprehension, problem in characterizing the main ideas from backup or copying of data in order for retrieval in the event of a malfunction of ideas during reading text, difficulty in summarizing the main ideas of the text. Even after those participants are well prepared for language class in dealing with paragraphs, the length of texts, and answering the questions, they still feel anxious about it. They feel disappointed when they do not understand what they read in



English. They never feel quite sure of themselves when they are reading in the classroom.

**Table 4. Language Improvement Conditions:**

Activity	Frequency	Important	Difficulty
Reading news	8	14	7
Reading academic articles	8	13	3
Reading text books	12	8	5
Newspapers and magazines	7	12	6
Navigating the internet	4	8	2

Table 4 reveals the activities and their extension use by the participants during their daily time routine. (40%) of the participants believe that reading textbooks frequency is the best activity which should be followed to improve reading skills. Similarly, another (40%) said that reading newspapers and magazines was important for reading development. (46.6%) picked the choice of 'reading news' because they felt that it was crucial as far as news has variety of different information with different subjects and vocabulary. The minority which was (6.6%) ratified that navigating the internet for enhancing the skills of reading was pointless to be used, because it is just wasting of time. The rest of percentages were in-between the aforementioned signs. Some indicated that news was difficult; others said that reading academic articles is difficult too.

**TABLE 5. Likert:**

Select one of the following:	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Fast reading can solve all problems.	7	6	7	5	6
Using dictionaries leads to understand everything.	12	6	6	3	3
I am confident that I can apply the knowledge I gained to develop my reading skill.	8	8	10	4	3
Concentration and psychological readiness are important in tests.	9	8	6	5	3

Table 5 is about the 5-point Likert scale which is used to assess attitudes and views of the participants to classify the level of agreement for solving the problems of reading of the test-takers. For instance, the researcher discovered that (40%) of them thought that using dictionaries leads to understand every single and precise clues in the text. That is why readers have more time than the expected when they read the exam texts. The identified percentages were (10%) in disagreed and strongly disagreed. Those participants were also satisfied about the methodology of the paper, and got the best makes in the test. Another group which was represented in (23.3%) have a confidence that fast reading can unravel all of the puzzles of reading in a significant time. The last but one choice was a question about the confident and readiness after doing the test. The biggest percentage was (33.3%) to whom were not certain that their confident will be developed after having this experience. Double percentages of (26.6%) were agreed and strongly agreed that they will apply the knowledge to develop their reading. (13.3%) disagree and (10%) strongly disagree.

The last question was about concentration, which is related to the lack of imagination that can be regarded as an obstacle to one's development. (30%) agreed that concentration and readiness are important in reading for any purpose. However, (10%) of participants was strongly disagreed with the above mentioned. They believed that tranquillity and encouragement are more important than concentration. (20%) were unsure of concentration and (16.6%) were completely disagreed.

**Table 6. Background Knowledge**

	<i>1. Very Low</i>	<i>2. Low</i>	<i>3. Moderate</i>	<i>4. High</i>		<i>Very High</i>		
No.	Question			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Q1	<i>What is your level of knowledge pertaining to colonialism?</i>			3	4	11	4	3
Q2.	<i>What is your level of knowledge pertaining to the English history?</i>			6	7	7	4	2
Q3.	<i>What is your level of understanding pertaining to rivalry of strong countries to occupy large parts of the Earth?</i>			6	9	5	4	2

Table 6 shows the background knowledge about the topic, which includes the knowledge about the colonialism, the history of the English, and the rivalry

of strong countries to occupy the large parts of the earth. The table revealed and summarized the participants' level of knowledge about the topic. (36.3%) selected the moderate level. (13.3%) has a low level of knowledge and the same percentage picked the choice of high level of knowledge. Correspondingly, there are another two equal percentages which are (10%) shared the very low level and very high level. This means that the gained knowledge was taken from the subjects of their studies not from their acquaintance.

The second level of knowledge was about the history of English. It was expected that the participants who are in the fifth semesters and above might have good knowledge about the topic because there is a subject called the history of English. Unfortunately, the highest percentages (23.3%) were in low and moderate level, and this can be regarded as a defect in the process of teaching of those participants. (20%) have a very low level of knowledge pertaining the English history. However, only (6.6%) have a very high level of knowledge and this percentage is very low among the number and level of the participants. Finally, (13.3%) of participants have a high level of knowledge.

The third question was about the level of understanding pertaining to rivalry of strong countries to occupy large parts of the Earth. (20%) of the participants have a very low knowledge about this topic. What's more, (30%) have a low knowledge about the rivalry of strong countries for the occupation issues. (16.5%) have a moderate knowledge, and (13.3%) have a high knowledge while only (6.6%) have a very high knowledge. It can be summarizing that the level of knowledge for the historical events for the participants suffers from a shortage because they are not significant readers.

**Table 7. Opinions of the Test-Takers.**

Participants:	Yes,	No.	Somehow	I don't know
Q3. Was the time consumed enough for the passage?	5	17	7	1
Q5. Did you find the text difficult?	21	9		
Q6. Have you read such a text before?	13	17		

Table 7 illustrates the close-ended questions. These questions were asked for finding some information about the text, which was given as a test for the participants. The researcher wanted to know whether the time which was given answering the questions while reading the text was enough or not. Also, another question to see whether the text was difficult or not, and the last question was they sued to read a such article before or not. To conclude that, (65/6%) stated that the time was not enough for reading the text and answering the questions. (10%) mentioned that the time was enough and (23.3%) told that the time was somehow enough. However, (3.3%) did not focus on the time and their answer was that they didn't know. Although, the test time was given according to the of the original time of TOEFL but still the test takers complained about it. For the difficulty of the text (76.6%) of the participants confessed that the text was difficult and (30%) conducted that the text wasn't difficult. On the other hand, the rest of the participants did not answer the questions. Half of the participants have not read a text like that before. This can be seen in the answers because, many of them have not answered the two choices of the question and (43.3%) said 'yes' which means that they did not read such texts. The other half of the participants (56.6%) said 'no' which meant they read texts related to this sequence. The researcher provision can conclude that the test-takers picked the choices randomly or in an unintentionally because this matter can be reflected to their marks of the test.

**Table 8. The Specified Time for Reading**

Q3. How often do you read articles of English?	Every day	4
	4-6 times a week	4
	1-3 times a week	8
	Less than once week	14

Table 8 shows the time which held by the participants for reading as a habit in their free time. Nearly the half of partakers (46.6%) mentioned that they read less than once per week which means that they are not addicted to reading English articles. The next percentage was (26.6%) read articles one to three times a week. In this table, there is a repeated percentages which is (13.3%) who read articles every day or from four to six times a week. The

participants are not geek and freak readers that is why they have too many problems. Their comprehension and perception are tenuous and they are not skilful for such programs.

**Table 9. Tricky Questions:**

Q4.	What was the genre of the passage?	Dialogue	1	No answer
		Argument	7	
		Narration	18	3
		Description	1	

Table 9 shows the level of comprehension for one of the tricky questions which check the understanding of the reader. This method can mislead even readers who are up into the intermediate levels. (60%) supposed that the text was a narration because it mentioned a consequence of historical events happened in many times in the past. (23.3%) felt that the text was an argumentative text but their expectation was wrong because there were no more than two characters in the text, the author and the recipient. (3.3%) have revealed that the text was a dialogue. (3.3%) stated that it was a descriptive text. Finally, (10%) did not mention any thing and left the box empty. May be those who did not give their comments were not able to get the right expectation about the text.

**Table 10. Satisfactions of the Participants**

Q4. Overall, how satisfied are you with this event?	Not at all	3
	Slightly	6
	Somewhat	3
	Mostly	6
	Completely	11

Table 10 displays the circumstance of satisfaction about the whole instrumentations of the research including the test and the questionnaire. (36.6%) were completely satisfied about the event. (20%) were in two choices, the first group who faced the difficulty was slightly satisfied while the other one was mostly satisfied. Similarly, another two repeated of contrary percentages of (10%), one group was not satisfied at all and the other one was to a certain degree satisfied. The rate of satisfaction is something related to

the participants' behaviour about the event. Those who were familiar with the topic were completely satisfied and others who couldn't manage the time, know the vocabulary, suffer from linking the meaning of the questions and the clues which lead to their answer, and the rapidity rate of reading were not satisfied at all.

**Correlated Questions:**

Q1. What are your 2 biggest problems in reading English texts?

Q2. What are the 2 biggest psychological problems face you during reading?

**Table 11. Sates Some Real Problems of Reading:**

No.	Vocabulary	Time Consuming	Psych Problems	Others
1	Vocab	Time	Ability to focus, Understanding	////////
2	Vocab	////////	////////	////////
3	////////	////////	////////	No answer
4	////////	////////	////////	No answer
5	vocab	////////	////////	////////
6	////////	////////	////////	No answer
7	////////	////////	////////	No answer
8	////////	////////	////////	////////
9	////////	////////	////////	No answer
10	////////	////////	////////	No answer
11	////////	////////	////////	////////
12	vocab	////////	Thinking, Understanding	////////
13	vocab	Time	Re reading, Understanding	////////
14	Vocab	////////	////////	////////
15	Vocab	////////	////////	////////
16	Vocab	////////	////////	////////
17	Vocab	Time	////////	////////
18	Vocab	Time	////////	////////
19	Vocab		Confusion	////////

No.	Vocabulary	Time Consuming	Psych Problems	Others
20	Vocab	Time	//////////	//////////
21	Vocab	//////////	Confusion	//////////
22	Vocab	//////////	Confusion	//////////
23	Vocab	Time		//////////
24	Vocab	Time	Confusion	//////////
25	Vocab	Time	//////////	//////////
26	Vocab	Time	Questions	//////////
27	//////////	//////////	Re Reading Confusion	//////////
28	//////////	//////////	//////////	No answer
29	//////////	//////////	//////////	No answer
30	//////////	//////////	//////////	No answer

No.	Vocabulary	Time consuming	Psych problems	No response
1	17	8	8	9

Table 11 summarizes most of decisive problems of reading starts from vocabulary, time, and psychological problems. It viewed that the biggest problem of reading for those candidates was the vocabulary. (56.6%) felt that if they master the vocabulary, they will be able to solve the rest problems of reading. Whereas, (26.6%) stated the time and psychological condition during the time of the test. There was no response for the rest of the (30%) because they neglected the choice.

### Conclusion

This paper tried to find out reading comprehension problems, which were met by English Language students at Al Jufra University. The study discovered that students have too many problems in reading comprehension challenges as a result of kids of the texts, psychological awareness, and the difficulty of the vocabulary. The conclusions of this study also discovered that there were some varieties amongst male and female participants in their process of reading comprehension challenges. The female students showed a strong

effectiveness in comprehension performance rate, and indicted a higher level of reading proficiency

To solve the problems of reading comprehension, there are certain steps to be given by instructor and followed by readers. These steps have two parallel methods. One is with long term and the other can be acquired in a short term. There is a proverb in English says that 'practice makes perfect'. Reading comprehension still needs to be trained according to the techniques, methods and strategies of reading for those learners if they want to improve their reading comprehension skill. Reading strategies are different from text to text as long as readers use strategies such as as predicting, forecasting, deducing, summarizing, examining, and evaluating (Gilakjani & Sabouri, 2016). The role of the teacher here is imperative for developing the skill of reading. Mastering vocabulary also useful for learners to achieve strong comprehension skill. When learners attain the methods and strategies, they will be able to know how to deal with all kinds of texts started from scientific texts and ended with literature and sociology texts. The absence of determining and clarifying the meaning of difficult words and phrases based on reading and content is contributed in the lack of understanding.

The researcher found in this study that the participants are very weak in their reading comprehension, their methods, their strategies, and their techniques. This can be found in their test in regarding with marks. Also, the participants didn't know how to manage the time and lost most of it in re-reading the questions and the paragraphs. The participants need to Read with sufficient accuracy and fluency to support their comprehension.

They need to be awareness of techniques such as integration of knowledge and ideas. Grabe and Stoller (2002), highlighted that reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading without comprehension is nonsense and useless.

They are related to each other and cannot be separated. Comprehend has the same meaning with understanding. This is exactly what was happened with the participants during the test, they tried to read the test very fast but they did not get the whole meaning of the text.

The researcher suggests some other general solutions for those to be followed to improve reading comprehension skill:



- a. Extensive and a loud reading program can solve the issues.
- b. Providing good staff of lecturers with good experience for those learners.
- c. Giving English specific courses to guide those learners into the right paths.
- d. Enrich the library of the university with different books, academic articles, computer programmes, and internet web sites to encourage the learners to read during their free time.

## Appendices

### Questionnaire:

Your input is very valuable to the researchers. Please take a brief moment of your time to help us gain an understanding of where your knowledge level is on the subject of reading and comprehension.

Also, your efforts on this task of this program are extremely important and confidential. Please take a few minutes to fill in the questionnaire. Your answers to the following questions will help us better meet your needs in the future.

Thank you!

### Section I: Background

Male (       )

Female (       )

<b>Background</b>	
<b>Age</b>	
<b>18-19</b>	
<b>20-21</b>	
<b>22-23</b>	
<b>Above 23</b>	
<b>Semester 1</b>	
<b>Semester 2</b>	
<b>Semester 3</b>	
<b>Semester 4</b>	
<b>Semester 5</b>	
<b>Semester 6</b>	
<b>Semester 7</b>	
<b>Semester 8</b>	
<b>Semester 9</b>	
<b>Semester 10</b>	

## Section II: General Questions

Q1. During reading, which words do you notice first?	Dates	<input type="checkbox"/>
	Difficult words	<input type="checkbox"/>
	Names	<input type="checkbox"/>
	Repeated words	<input type="checkbox"/>

Q2. Which strategy did you use when you start reading?	skim	<input type="checkbox"/>
	scan	<input type="checkbox"/>
	inference	<input type="checkbox"/>
	Synthesize	<input type="checkbox"/>

Q3. Was the time consumed enough for the passage?	Yes,	<input type="checkbox"/>
	No,	<input type="checkbox"/>
	Somehow	<input type="checkbox"/>
	I don't know	<input type="checkbox"/>

Q4. What was the genre of the passage?	Dialogue	<input type="checkbox"/>
	Argument	<input type="checkbox"/>
	Narration	<input type="checkbox"/>
	Description	<input type="checkbox"/>

Q5.	Did you find the text difficult?	Yes,	<input type="checkbox"/>
		No,	<input type="checkbox"/>

Q6.	Have you read such a text before?	Yes,	<input type="checkbox"/>
		No,	<input type="checkbox"/>

Q7. To improve your reading in such texts, what activity do you need to develop?

Activity	Frequency	Importance	Difficulty
Reading news			
Reading academic articles			
Reading textbooks			
Reading newspapers and magazines			
Navigating and reading anything in the internet.			

**Section III: Let us answer your biggest questions/solve your biggest problems.**

Q1. What are your 2 biggest problems in reading English texts?

i. \_\_\_\_\_

ii. \_\_\_\_\_

Q2. What are the 2 biggest psychological problems face you during reading?

i. \_\_\_\_\_

ii. \_\_\_\_\_

Q3. How often do you read articles of English?

- |    |                       |                          |
|----|-----------------------|--------------------------|
| 1. | Every day             | <input type="checkbox"/> |
| 2. | 4-6 times a week      | <input type="checkbox"/> |
| 3. | 1-3 times a week      | <input type="checkbox"/> |
| 4. | Less than once a week | <input type="checkbox"/> |

Q4. What is the first thing you focused on when you read texts?

1. The first and last paragraphs

- |    |                        |  |
|----|------------------------|--|
| 2. | The length of the text |  |
| 3. | The questions          |  |
| 4. | The title              |  |

### Section IV

Please circle the number or space (using the scale below) for each statement that best describes your level of Knowledge before and then after the Regional Cotton Conference.

Select one of the following:	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Fast reading can solve all problems.					
Using dictionaries leads to understand everything.					
I am confident that I can apply the knowledge I gained to develop my reading skill.					
Concentration and psychological readiness are important in tests.					

<b>1. Very Low</b>	<b>2. Low</b>	<b>3. Moderate</b>	<b>4. High</b>	<b>5. Very High</b>
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Q1. What is your level of knowledge pertaining to colonialism?

**1 2 3 4 5**

Q2. What is your level of knowledge pertaining to the English history?

**1 2 3 4 5**

Q3. What is your level of understanding pertaining to rivalry of strong countries to occupy large parts of the Earth?

1 2 3 4 5

Q4. Overall, how **satisfied** are you with this event?

Not at all  
Slightly  
Somewhat  
Mostly  
Completely


### The test

#### Passage

The first English attempts to colonize North America were controlled by individuals rather than companies. Sir Humphrey Gilbert was the first Englishman to send colonists to the New World. His initial expedition, which sailed in 1578 with a patent granted by Queen Elizabeth, was defeated by the Spanish. A second attempt ended in disaster in 1583, when Gilbert and his ship were lost in a storm. In the following year, Gilbert's half-brother, Sir Water Raleigh, having obtained a renewal of the patent, sponsored an expedition that explored the coast of the region that he named "Virginia." Under Raleigh's direction efforts were then made to establish a colony on Roanoke Island in 1585 and 1587. The survivors of the first settlement on Roanoke returned to England in 1586, but the second group of colonists disappeared without leaving a trace. The failure of the Gilbert and Raleigh ventures made it clear that the tasks they had undertaken were too big for any one colonizer. Within a short time, the trading company had supplanted the individual promoter of colonization.

1. Which of the following would be the most appropriate title for the passage?
- (A) The Regulation of Trading Companies
  - (B) British - Spanish Rivalry in the New World

- (C) Early Attempts at Colonizing North America  
(D) Royal Patents Issued in the 16th Century
2. The passage states which of the following about the first English people to be involved in establishing colonies in North America?  
(A) They were requested to do so by Queen Elizabeth.  
(B) They were members of large trading companies.  
(C) They were immediately successful. (D) They were acting on their own.
3. According to the passage, which of the following statements about Sir Humphrey Gilbert is true?  
(A) He never settled in North America.  
(B) His trading company was given a patent by the queen.  
(C) He fought the Spanish twice. (D) He died in 1587.
4. When did Sir Walter Raleigh's initial expedition set out for North America?  
(A) 1577 (B) 1579 (C) 1582 (D) 1584
5. Which of the following can be inferred from the passage about members of the first Roanoke settlement?  
(A) They explored the entire coastal region. (B) Some did not survive.  
(C) They named the area "Virginia". (D) Most were not experienced sailors.
6. According to the passage, the first English settlement on Roanoke Island was established in  
(A) 1578 (B) 1583 (C) 1585 (D) 1587
7. According to the passage, which of the following statements about the second settlement on Roanoke Island is true?  
(A) Its settlers all gave up and returned to England. (B) It lasted for several years.  
(C) The fate of its inhabitants is unknown. (D) It was conquered by the Spanish.

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