4.0. Introduction:

So far in the previous chapter, a description of the methodology adopted in carrying out the present study and the theoretical assumptions behind the tools used have been delineated. In this chapter we are going to have a detailed analysis of the data. To begin with, a brief description for each tool used in collecting the present data would be stated.

4.1. Comprehension Tests:

Comprehension tests administered in this study fall into two categories; A) test one was to check students' reading for detail; B) test two was to check their inference and C) test three was to test their vocabulary. However, each group had its own texts of tests (i.e., group A's – first year students – test in inference was not as the same as group B's test). In other words, only the techniques used in designing the tests were the same for all the tests: comprehension, cloze, and composition. In regard to scoring, every correct answer in these tests was awarded the mark (1), whereas every wrong answer was given the mark (0). The analysis of all these tests along with the other types of tests was done in percentages, means, standard deviations and correlations. The data was presented as well in tables, figures and graphs to make it more obviously and sensibly explained.

4.2. Cloze Tests:

Cloze tests, however, were designed in three categories as follows:
A- cloze test one = every 5th word omitted;
B- cloze test two = every 6th word omitted, and
C- cloze test three = every 7th word omitted.

In each of the three tests (40) words were deleted according to the scheme above. Students, actually, were to retrieve the correct (exact) word
or the word that can be textually fit into the gap (acceptable). As in appendices (15-20) deleted words were serially numbered and identified in these charts and they were, essentially, either content words (nouns, adjectives, verbs, or adverbs) or functional words (pronouns, prepositions, determiners, or conjunctions). In scoring these passages, two methods were followed; the Exact Word Method (EWM) and the Acceptable Word Method (AWM).

Every correct answer, actually, was awarded the mark (1) while every acceptable answer was awarded the mark (2), whereas wrong answers were given the mark (3). These marks were assigned to such categories so that the analysis later on could be explicit and easier in terms of statistical figures (see appendices 15-20). Later on, the percentages of errors for each group in each passage were calculated. Both percentages of correct and acceptable words were taken into account in the computation of the correlations with the other variables (tests).

4.3. Questionnaires:

Two types of questionnaires were administered in addition to comprehension tests, cloze tests and composition tests. One of these questionnaires was designed to obtain information about the students reading habits, reading awareness, reading performance and reading tactics. It is hoped that it would help in identifying the problems of reading EFL learners in the department are facing. Percentages were done to come to an adequate interpretation for the problems faced by the students in reading an English prose text. Graphs were also utilized along with tables to present the outcomes of the data analysis.

As far as teaching is concerned, it is worth mentioning that teachers' opinions in the learning process are decisive. Therefore, a questionnaire was designed and distributed among the teachers of the department to elicit information about their opinions related to teaching English in the department and teaching reading in particular. These views helped in tracing, understanding, and diagnosing the reading problems of the EFL
learners in this particular situation. Percentages of the responses of the teachers were calculated.

4.4. Observations:

Some observations were carried out by the researcher to inspect the actual classroom teaching of reading comprehension in the department of English. The main concern in administering such observations was to investigate how reading was taught, to observe closely the students' actual behavior in such classes, how reading was assessed and to what extent students were provided with reading materials. Nevertheless, the observations carried out in this study are hoped to illuminate further some responses of both learners and teachers in the questionnaires.

4.5. Composition:

Free composition tests were designed and circulated among the two groups of the sample of the study. Hence, in each group students were asked to write a free composition on a certain topic that looks suitable to both standard and background of the subjects. As mentioned earlier in (3.5.3), Group A students were asked to write a free composition on the topic “the village/town/ city in which I live in”; whereas group B students were asked to write a free composition on “my work”. The compositions were studied and analyzed as will be seen later on in this chapter.

However, the underlying principle behind such tests is to check how far reading proficiency of the learners was related to their performance in writing skill. In other words, is it true for those learners who were good at reading skills were also equally good at writing in this particular situation?

Having discussed the tools of the data collected for this study, tables (4.1) and (4.2) provide a descriptive statistics of the two groups which we will keep referring to while discussing the data in detail in the upcoming divisions.
### Table (4.1)
**Group A**
Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Comprehension Tests</th>
<th>Cloze Tests</th>
<th>Composition Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Detail Test</td>
<td>Inference Test</td>
<td>Vocabulary Test</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>9.52</td>
<td>11.17</td>
<td>11.78</td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td>4.05</td>
<td>4.03</td>
<td>3.48</td>
</tr>
<tr>
<td><strong>Maximum Mark</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Maximum Obtained Mark</strong></td>
<td>16</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td><strong>Minimum Obtained Mark</strong></td>
<td>4</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

### Table (4.2)
**Group B**
Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Comprehension Tests</th>
<th>Cloze Tests</th>
<th>Composition Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Detail Test</td>
<td>Inference Test</td>
<td>Vocabulary Test</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>6.34</td>
<td>9.47</td>
<td>10.34</td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td>2.85</td>
<td>3.76</td>
<td>3.53</td>
</tr>
<tr>
<td><strong>Maximum Mark</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Maximum Obtained Mark</strong></td>
<td>13</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><strong>Minimum Obtained Mark</strong></td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

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4.6. Comprehension Tests and Cloze Tests Analysis:

Reading comprehension tests, generally, try to determine the test-taker's ability to get meaning from the printed material. So, as long as reading consists of several sub-skills, there are different techniques in measuring reading comprehension. The commonest of all is the multiple-choice technique. Farhady et al (1995:247) identify seven abilities that multiple-choice items test; they however examine the ability to:

1. guess the meaning of words from context;
2. understand the syntactic structure of the passage;
3. get explicit and implicit ideas;
4. grasp the main idea of the passage;
5. recognize the tone, mood, and purpose of the writer;
6. identify literary techniques of the writer; and
7. draw inferences about the content of the passage.

Comprehension tests in the present study were set to examine the ability of the test-takers on how to guess the meaning of words and their formations in one passage; to comprehend the main ideas in another passage, and further, to check the subjects ability to infer meanings from a third one, as has been noted down in (4.2) above.

Failing to understand the main idea of a text, students are not taught appropriately to give a special attention to the general meaning while reading. Vocabulary, furthermore, is an essential factor in reading comprehension. Vocabulary building and vocabulary mastery as well depend on the reading habit, text genre, and quantity of material. If an extensive reading is being practiced definitely students will acquire a wide range of varied vocabulary. Vocabulary is commonly believed to be the main issue of reading difficulties.

Let us have a closer look at the students' performance in each of the three passages. The passages were, however, to examine their reading for specific information (detail), their inference, and their vocabulary.
The performance of group A, in the passage that examined reading for
detail, seemed to be better than that of group B, in the sense that scorings
of the former were higher than those of the later in all respects.
Statistically, group A attained 9.52 as M with SD= 4.05 and a maximum
obtained mark, Max.OM=16 out of 20 and a minimum obtained mark,
Min.OM= 4. While group B, on the other hand, obtained 6.34 as M and 2.8
as SD with a Max.OM 13 and Min.OM 2 (see tables 4.1 and 4.2 above).
Likewise, the test that examined inference seemed to be similar to the
detail test in the performance of the two groups. Group A, however,
attained 11.7 as M with SD as 4.03 compared to group B’s M=9.47 and an
SD=3.76. The Max.OM for A was 18 out of 20 and Min.OM=2, whereas for B
Max.OM=17 and Min.OM=4.
Finally, if we are to compare the subjects’ performance of both groups in
vocabulary tests we get the following figures: Group A M=11.78 with an
SD= 3.48, whereas group B M= 10.34 with an SD= 3.53, and the
Max.OM=19 and 17 for A and B, respectively and Min.OM=7 and 4 for A
and B, respectively, as well.
If truth be told, the above analysis of the tests entails the conclusion that
group A performed better than B in all the three passages. The difference,
yet, was not too great between them, but still both groups did not seem to
be satisfactorily performing well, which shows that there were problems
related to their reading skills.
We can come to a conclusion that performance of the subjects in the skill
of extracting details from texts was lower than their performance in both
inference and vocabulary. They were definitely unable to get the gist of the
main ideas in the given passages. Inference as well seemed to be lower in
the profile of the reading comprehension of the subjects. Similarly, their
performance in vocabulary tests showed that vocabulary constitutes a
serious reading problem too. Mastery of lexis, in general, is an essential
factor in learning a foreign language. Students with a wide and varied
vocabulary are able to infer meaning from a text in a certain context.
Expanding students' vocabulary, as mentioned above, could be achieved
through setting up extensive reading programs and exposing the learners to
varied printed materials. Figures revealed above and in the following graph showed that these sub-skills of reading might not be given an adequate share in the teaching of reading to the EFL learners in this department. Figure (4.1) for instance, reveals that the Mean Error Percentages (MEPs) of A and B in reading for detail was above 60% and for both A and B as well in inference and vocabulary tests was above 40%. These are, anyway, very high negative scores which show the students' ineffectiveness in these sub-skills of reading comprehension.

Along with other skills, if vocabulary building and expanding, inferring practicing, and reading for detail have been practiced systematically in classroom students reading performance would have been far better more than in the current situation. Importance of vocabulary, for instance, was stressed by many experts as being the core of reading problems. Yorio (1971) in his study on the Spanish SL learners of English finds that vocabulary is the main problem for the learners, while grammar and sentence structure constitute a less serious problem for them. Furthermore, Schoonen, Hulstijn and Bossers (1998) argue that FL vocabulary is an important predicator of FL reading comprehension. Barnett (1986), and Strother & Ulijn (1987) in Grabe (1991:392) point out
the importance of vocabulary as an essential indicator in reading ability in general.

Now it is the turn to discuss the subjects' performance in cloze tests. Cloze tests are usually intended to measure the reader's comprehension ability by deleting certain words from a selected text. Every n\textsuperscript{th} word is deleted and the test-taker has to retrieve the deleted words. The reader may provide either the exact word or an acceptable word that can make sense in the space.

In the present study, as has been pointed out so far, three passages were given to each group as cloze tests. In the first passage, for both A and B, every 5\textsuperscript{th} word was deleted, while in the second one every 6\textsuperscript{th} word was deleted, and in the last one every 7\textsuperscript{th} word was deleted. A uniform of 40 words are deleted in all the three texts for both groups.

The performance of the subjects in those cloze tests was definitely very poor, which revealed the difficulty of the process and the inefficiency of the learners as well. Cloze test depends critically on the learner's knowledge of the language and his repertoire of vocabulary. Students reading much and in various genres in English will find it much easier to fill the gaps in a certain cloze test.

Now, we compare the performance of both groups A and B in the three passages. The following figures obtained in passage one (every 5\textsuperscript{th} word deleted) for group A: M= 27.93 and SD= 12.85 whereas group B scores were: M= 23.15 with an SD= 9.89. In passage two (every 6\textsuperscript{th} word deleted), group A scores were: M= 40.97 with an SD= 10.54 and group B, on the other hand, achieved M= 27.60 and an SD= 15.02. Finally, in passage three (every 7\textsuperscript{th} word deleted), the following figures were obtained: M= 43.47 with SD= 11.59; and M= 30.76 with SD= 11.14 for A and B, respectively. For more details on the Max.OMs and Min.OMs of both groups, see tables (4.1) and (4.2) above and figure (4.2) below.

To make it more explicit, the MEPs of the subjects in each group for each passage were calculated. Group A MEPs are 74.78; 59.45, and 55.54 in passages one, two and three, respectively. While group B MEPs= 76.73; 68.91, and 66.19 in passages one, two and three, respectively.

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Again as in the comprehension tests, group A seemed to be ahead in the cloze tests performance. However, the performance in cloze tests for both groups generally fell into what so called traditionally the “frustrational level of reading”

To achieve a full and a well understanding for the students problem of reading, particularly in the reading comprehensibility of the cloze tests, percentages and means of both grouped content words and grouped functional words were calculated as in the following tables:

**Table (4.3 a)**

**Group A**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every 5&lt;sup&gt;th&lt;/sup&gt; Word Deleted Mean Error %</td>
<td>68.1</td>
<td>77.4</td>
<td>76.0</td>
<td>64.3</td>
</tr>
<tr>
<td>Every 6&lt;sup&gt;th&lt;/sup&gt; Word Deleted Mean Error %</td>
<td>58.2</td>
<td>54.0</td>
<td>58.0</td>
<td>66.0</td>
</tr>
<tr>
<td>Every 7&lt;sup&gt;th&lt;/sup&gt; Word Deleted Mean Error %</td>
<td>59.0</td>
<td>53.4</td>
<td>56.5</td>
<td>59.8</td>
</tr>
<tr>
<td>Total Mean Error %</td>
<td>61.7</td>
<td>61.6</td>
<td>63.5</td>
<td>63.3</td>
</tr>
</tbody>
</table>

---

<sup>1</sup> Cloze scores of 53% or above corresponds to “what has been traditionally called an independent level of reading and scores of 44% to 53% corresponds to instrumental level whereas scores below 44% fall into the frustrational level of reading (see Frahady et al 1995 p. 282)
Table (4.3 b)
Group A
Grouped Functional Words Mean Error %

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Pronoun</th>
<th>Preposition</th>
<th>Determiner</th>
<th>Conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every 5th Word Deleted</td>
<td>74.4</td>
<td>77.4</td>
<td>85.2</td>
<td>76.0</td>
</tr>
<tr>
<td>Mean Error %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every 6th Word Deleted</td>
<td>34.7</td>
<td>59.9</td>
<td>54.3</td>
<td>60.8</td>
</tr>
<tr>
<td>Mean Error %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every 7th Word Deleted</td>
<td>00.0</td>
<td>44.6</td>
<td>60.0</td>
<td>58.7</td>
</tr>
<tr>
<td>Mean Error %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Mean Error %</td>
<td>54.3</td>
<td>60.6</td>
<td>66.5</td>
<td>65.1</td>
</tr>
</tbody>
</table>

Table (4.4 a)
Group B
Grouped Content Words Mean Error %

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every 5th Word Deleted</td>
<td>74.3</td>
<td>77.6</td>
<td>75.8</td>
<td>76.1</td>
</tr>
<tr>
<td>Mean Error %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every 6th Word Deleted</td>
<td>71.0</td>
<td>72.5</td>
<td>75.1</td>
<td>65.2</td>
</tr>
<tr>
<td>Mean Error %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every 7th Word Deleted</td>
<td>70.8</td>
<td>65.2</td>
<td>69.5</td>
<td>67.4</td>
</tr>
<tr>
<td>Mean Error %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Mean Error %</td>
<td>72.0</td>
<td>71.7</td>
<td>73.4</td>
<td>70.5</td>
</tr>
</tbody>
</table>

Table (4.4 b)
Group B
Grouped Functional Words Mean Error %

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Pronoun</th>
<th>Preposition</th>
<th>Determiner</th>
<th>Conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every 5th Word Deleted</td>
<td>78.3</td>
<td>79.7</td>
<td>76.1</td>
<td>70.6</td>
</tr>
<tr>
<td>Mean Error %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every 6th Word Deleted</td>
<td>69.5</td>
<td>73.0</td>
<td>73.9</td>
<td>75.3</td>
</tr>
<tr>
<td>Mean Error %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every 7th Word Deleted</td>
<td>78.2</td>
<td>72.8</td>
<td>58.0</td>
<td>74.7</td>
</tr>
<tr>
<td>Mean Error %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Mean Error %</td>
<td>75.3</td>
<td>75.1</td>
<td>69.3</td>
<td>73.5</td>
</tr>
</tbody>
</table>
Apart from the figures obtained in the above tables, which show clearly the lower performance of both groups in content and functional words, the total means for the errors in these categories in all the three passages for all students of the two groups were calculated:

<table>
<thead>
<tr>
<th></th>
<th>Content words</th>
<th>Functional words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Error %</td>
<td>67.11</td>
<td>65.25</td>
</tr>
</tbody>
</table>

This shows a little bit difference in dealing with the functional words by the subjects. Though the difference is not huge, but it still demonstrates that students commit mistakes in replacing the appropriate nouns, verbs, and adjectives. These categories are however, meaning-carriers in any given text. If we are to examine the percentage mean scores of the subjects for these categories separately we also find that A was also, to some extent, better. See tables 4.3 a 4.3 b; 4.4 a and 4.4 b above.

Students are generally much more concerned about the words of these classes and they give less attention to the overall meaning of sentences when filling the gaps. Yorio (1971:113) says “right or wrong, it is the fact that the learner of a foreign language ‘holds on’ to words. In reading, the cues he looks for are words, and it is obvious that he wants to be sure that he understands them”. He also argues that students spend too much time in handling word classes in texts rather than the whole sentences. This, in turn, slows down their reading and hinders their capacity of grasping ideas.

Finally, cloze tests give a chance to measure the students’ reading ability and proficiency; whereas reading comprehension tests depend upon the mastery of the reading skills, which were both in dearth in the case of the students of this department. Anyway, both practicing reading extensively and teaching reading adequately effectively collaborate together in developing the reading skills. In doing so, learners will have a chance to activate their schemata and the back ground knowledge of the world as well. Failing to adapt to these practices, students definitely are confronted with reading problems.
4.7. Composition Tests Analysis:

It has been pointed out, so far, that the subjects were asked to write free composition on certain topics to check their performance of writing and how it was related to their skills of reading. The importance of the relation between reading and writing have recently been stressed by many scholars such as Grabe (1991) and Stotsky (1983), for instance, as mentioned earlier in (3.5.3).

The analysis of the composition tests revealed that group A was also better than group B. A attained the following scores: M= 9.30 and SD= 4.53 whereas B gained 7.73 as the M with an SD= 3.89. For Max.OM and Min.OM check tables (4.1&4.2) above. Graph (4.3) below provides a comparison of the two groups Mean Error Percentages:

![Graph (4.3)](image)

Further analysis of the subjects' compositions disclosed that their performance in composing sentences and choosing words was not far from their reading performance; it ran into numerable errors. Students' structuring of sentences either lacked agreement or it was a reflection of mother tongue constructed sentences. A lot of expressions and conceptions were translated or conceptually overgeneralized due to the preoccupation with the mother tongue structured sentences. This, however, elucidated the way of teaching written English to the EFL learners in this college, which, definitely, lacked the experience of practice. Had had the students explicitly been shown how an English sentence is assembled and had had they been
exposed to a variety of practical activities on patterns of English sentences, phrases, expressions, and utterances, they would have not run into such enormous mistakes. Students were to be taught how an English sentence differs from an Arabic one in word order and concord, for instance. Students’ written works in the tests suffered from illformedness of utterances, which were contextually or situationally inappropriate. They mostly either omitted some grammatical components or misused some expressions. Mother tongue interference was clearly observed in such tests in different levels: phonologically, morphologically, syntactically, and semantically. These problems will be looked at in a little bit detail.

- **Mother Tongue Interference:**

  Syntactically, there were a lot of sentences that have been constructed with some Arabic conception or translation of expression and overgeneralization. Phonologically, there were many examples which reflected either the non-existence of certain phonemes in the mother tongue (Arabic), as /p/ and /v/, or the problem of writing English words the way they pronounce them. Here are some examples:

  1. * bray (pray)
  2. * afreeday (everyday)
  3. * becoase (because)
  4. * soparmarket (supermarket)
  5. * stady (study)

  Students, obviously, were writing the English words the same way they were used to utter them, this, however; made it so clear that they lacked the required appropriate practice of English pronunciation. They hardly came to know that orthography of English is not adequately representing the speech in a one to one relationship; rather it is a tricky and confusing system for a language learner.

  Other example of MT interference was the use of determiner ‘the’ the same way as they used to in Arabic, e.g.

  6.-* I begin in the hour 8 (at 8 o’clock in the) morning and end in the one (at one in the) afternoon.

  7.-* I work until the 12 o’clock.
These two sentences look like a literal translation of Arabic ones and have nothing to do with English as far as both articles and prepositions are concerned.

Subjects committed mistakes of overgeneralizing some grammatical concepts like 'plurality'. English adjectives can not accept being pluralized, but, contrarily, Arabic adjectives can, e.g.

8-* longer (longer) holidays.

Prepositions misuse was a common phenomenon in these tests. Students generate sentences like, for instance:

9-* I meet many of people from different of governorates.

11-* I begin in the hour 8 (at 8 o'clock in the) morning and end in the one (at one in the) afternoon.

These two sentences also show how the subjects dealt with constructing English sentences. They, however, transferred equivalent sentences they felt that they can fit from the mother tongue into English.

As for word order we can have examples of the subjects' sentences as:

12-* Holiday the summer is about three months.

13-* I begin my lecture at eight past quarter.

Mother tongue expressions were clearly transferred in composing an English piece of writing by the Arab subjects in this study. They were not fully aware of the word order of English which totally differs from Arabic.

- Concord:

Concord (also termed agreement) can be defined as the relationship between two grammatical units such that one of them displays a particular feature (e.g. plurality) that accords with a display (or semantically implicit) feature in the other. The most important type of concord in English, according to Quirk et al (1985:755) is the concord between of 3rd person number between subject and verb.

The composition tests showed that students also lacked an ample acquaintance with the concept of concord in English sentences formation; they consequently produced sentences like;

14-* She do (does) not go.

15-* Our timetable begin (begins) at eight o'clock in the morning.
16-* They lives (live) in a small town.

These sentences showed how far students are confused about the subject
verb agreement, for instance. Where 3rd person singular marker “-s” was
needed, it was omitted and where it was not necessarily needed it was
unfortunately supplied.

• **Redundancy:**

There are a lot of redundant elements presented in the subjects’
sentences, e.g.:
17-* This work is consists of ...
18-* I am going to talk about myself and the work I do it during my
daytime.
19-* I am live in a village.

• **Omission of Some Essential Grammatical Components:**

Here are some examples picked up in the data collected from the
subjects’ compositions, in which some essential elements in some
sentences were omitted;
20-* I study in college of Education, Shabwa Governorate. (Determiner)
21-* I now student in the college of education. (Verb)
22-* when I walking in the village. (Auxiliary)
23-* read in English one hour a day. (Subject)

• **Wrong Expressions or Substitutions:**

24-* In the start of this passage, I am going to talk about my job.
25-* I am will going to study computer.

Subjects, at this juncture, were using wrong expressions or they
substitute a certain expression with another inappropriately. Some
expressions may mean the same thing but they are used differently
according to the context they play a part in. ‘Start’ does not used
interchangeably with ‘beginning’ as misused in (24) above; likewise, ‘will’
and ‘be+Vb+ing’ in (25) are almost playing the same role in futurity in
English, with some slight difference, which is confused here in this
example.
• **Spelling:**

Spelling mistakes, however, as S.Pit Corder (1974:183) notes are “far more numerous from and far less easy to classify. There are two ways we can set about it: classifying the learners’ spelling according to (a) how well it corresponds to the pronunciation (b) how well it corresponds to the conventions of English spelling.” There are several examples recognized in the subjects’ written tests, and a selection of these has been made:

26-* equarter (quarter) 31-* tetcher (teacher)
27-* sentral (central) 32-* prather (brother)
28-* stady (study) 33-* hous (house)
29-* colege (college) 34-* o'callak (o'clock)
30-* Fiyday/ Freday (Friday)

Finally, it is well established that subjects faced problems in writing not less than what they face in reading. The study of the errors in the subjects’ compositions enabled the researcher to have a clear vision about these problems and their relation to reading performance.

By and large, error analysis of the learners has a practical function as S.Pit Corder (1981:45) asserts that its function is guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

4.8. **Correlational Analysis:**

Correlation means the relationship between pairs of two or more variables or two or more sets of data (Hatch and Farhady, 1981:192). The degree of relationship is measured and represented by the coefficient of correlation (Best and Kahn 1993:297). It is also used to tell us about the relationship between any two or more variables whether this relationship is positive or negative one (Abunniel 1987:147). However, there are some underlying assumptions have to be met for the correlation analysis: (1) the two variables are continuous, (2) scores on X and Y are independent of each other and (3) the relationship between X and Y is linear (Hatch and Farhady 1981:203-4)
Karel Pearson’s coefficient of correlation, which is according to (Hatch and Farhady 1981:203), is the most commonly used type of correlation and Gupta (2001:19) further argues that it is ideal from statistical point of view because it is based on arithmetic mean and standard deviation; it also gives idea about the direction as well as degree of correlation. Pearson’s coefficient of correlation was calculated to measure the degree of the relationship between the seven tests administered for the two groups of this study. (See tables 4.5 and 4.6).

**Table (4.5)**
Correlation Matrix
Group A

<table>
<thead>
<tr>
<th></th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>V4</th>
<th>V5</th>
<th>V6</th>
<th>V7</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
<td>1</td>
<td>74**</td>
<td>72**</td>
<td>81**</td>
<td>46*</td>
<td>75**</td>
<td>85**</td>
</tr>
<tr>
<td>V2</td>
<td>1</td>
<td>75**</td>
<td>70**</td>
<td>55**</td>
<td>65**</td>
<td>78**</td>
<td></td>
</tr>
<tr>
<td>V3</td>
<td>1</td>
<td>76**</td>
<td>41*</td>
<td>70**</td>
<td>79**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V4</td>
<td>1</td>
<td>48*</td>
<td>69**</td>
<td>74**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V5</td>
<td>1</td>
<td>39</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V6</td>
<td></td>
<td>1</td>
<td>71**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V7</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**P<0.01 and * p<0.05

**Table (4.6)**
Correlation Matrix
Group B

<table>
<thead>
<tr>
<th></th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>V4</th>
<th>V5</th>
<th>V6</th>
<th>V7</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
<td>1</td>
<td>70**</td>
<td>72**</td>
<td>47**</td>
<td>59**</td>
<td>65**</td>
<td>79**</td>
</tr>
<tr>
<td>V2</td>
<td>1</td>
<td>76**</td>
<td>81**</td>
<td>63**</td>
<td>65**</td>
<td>87**</td>
<td></td>
</tr>
<tr>
<td>V3</td>
<td>1</td>
<td>88**</td>
<td>58**</td>
<td>72**</td>
<td>89**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V4</td>
<td>1</td>
<td>70**</td>
<td>75**</td>
<td>88**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V5</td>
<td>1</td>
<td>78**</td>
<td>68**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V6</td>
<td>1</td>
<td>77**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V7</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** p<0.01

In the coming paragraphs a detailed account of the correlation coefficient for the whole variables will be given.

- 110 -
I. Variable 1 (Comprehension Test for Detail):

This variable put on display a positive correlation with almost all the other variables in the study. Correlations between V1 and V2 (comprehension test for inference) were: \( r = .74 \ p < 0.1 \) and \( r = .70 \ p < 0.1 \) for group A and B, respectively, which were positive high degrees of correlations. A high degree of positive significant and high correlation was also found between V1 and V3 (comprehension test for vocabulary) \( r = .72 \ p < 0.1 \) and \( r = .72 \ p < 0.1 \) for A and B, respectively. A high positive and significant correlation was also found between V1 and V4 (free composition test) \( r = .81 \ p < 0.1 \) for group A and \( r = .74 \ p < 0.1 \) for group B. Both group A and B had some thing in common in correlation between detail tests, V1 and the other variables (comprehension tests and composition test) higher scoring in these tests was found identical with higher scoring in the other tests as well.

Again positive correlations were found between V1 and variables 5, 6, and 7 (cloze tests) for both groups. As for group A, \( r = .46 \ p < 0.5 \); \( r = .75 \ p < 0.1 \), and \( r = .85 \ p < 0.5 \) between V1 and V5 (cloze test I), V6 (cloze test II) and V7 (cloze test III), respectively. Group B, as well, scored the following correlations \( r = .59 \ p < 0.1 \); \( r = .65 \ p < 0.1 \), and \( r = .79 \ p < 0.1 \) between V1 and V5 (cloze test I), V6 (cloze test II) and V7 (cloze test III, respectively. It could be, anyway, inferred from the above correlations that group A performed a little bit better than B did, as shown in the relationship between reading for detail and the cloze tests. The less frequent the omitted words were, the fewer scores the subjects obtained.

II. Variable 2 (Comprehension Test for Inference):

V2 manifested high significant correlation with the other variables. There was a significant high positive correlation between V2 and V3 (comprehension tests for vocabulary) \( r = .75 \ p < 0.1 \) for group A and \( r = .76 \ p < 0.1 \) for group B, which means that skill of inference of the subjects with their vocabulary acquisition. V2 also showed a higher correlation with V4 (free composition test) \( r = .70 \ p < 0.1 \), and \( r = .81 \ p < 0.1 \) for both A and B,
respectively. This showed a good relationship between skill of inference in reading and free composition writing of the subjects. That is, inference contributes to the subjects’ creativity in writing in general. Group A seemed not to be as good as group B, as shown in the correlation figures. Generally, the lower the scores in inference are the worse the composition will be.

The correlation between this variable and the cloze tests variables seemed also to be higher for the two groups. Correlation between V2 and V5 (cloze test I) revealed that \( r = 0.55 \) \( p \leq 0.1 \) and \( r = 0.63 \) \( p \leq 0.1 \) for A and B, respectively, which were high and significant correlations. High and significant correlation was also found between V2 and V6 (cloze test II) \( r = 0.75 \) \( p \leq 0.1 \) and \( r = 0.65 \) \( p \leq 0.1 \) for A and B, respectively. These scores of relationship were also high although there was a slight difference between group A and B. Group B students’ inference skills seemed to be less employed in relation to their cloze tests of every 6th word deleted than group A.

V2 also correlated highly with V7 (Cloze test II) for both group A and B \( r = 0.78 \) \( p \leq 0.1 \) for group A and \( r = 0.87 \) \( p \leq 0.1 \) for group B. A also here was less in correlation between V2 and V7 than B, but compared to the other two tests (cloze I and cloze II) the correlation is less.

### III. Variable 3 (Comprehension Test for Vocabulary):

Variable 3 correlated highly and positively with V4 (composition test) for both groups \( r = 0.76 \) \( p \leq 0.1 \) and \( r = 0.88 \) \( p \leq 0.1 \) for A and B, respectively. Composition, no doubt, depends upon the learners’ own knowledge of vocabulary and how to use it practically. This relation showed how significant was the subjects’ vocabulary to their performance in composition, which was for B, looked higher than for A. V3 also correlated a little bit lower with the V5 (cloze test I) \( r = 0.41 \) \( p \leq 0.5 \) for group A and \( r = 0.58 \) \( p \leq 0.1 \) for B, which looked less than the other correlations with cloze II and cloze III. V3 correlated highly significantly with V6 (cloze II) \( r = 0.70 \) \( p \leq 0.1 \) and \( r = 0.72 \) \( p \leq 0.1 \) for A and B, respectively, while it correlated a little bit higher than this with V7 (cloze test III); \( r = 0.79 \) \( p \leq 0.1 \) for A and \( r = 0.89 \) \( p \leq 0.1 \).
It can be concluded that the more the frequency of the deleted words is, the more difficult the tests will be for the subjects to fill the gaps correctly or acceptably. This is also shown in the correlation between cloze tests and vocabulary test as well.

**IV. Variable 4 (Composition Test):**

A significant but relatively lower correlation was found between V4 and V5 (cloze test I), which was for group A; r=.48 p≤ 0.5, but significant and high correlation was found between the same variables for group B; r=.70 p≤ 0.1.

V4 also correlated a little bit highly positively with V6 (cloze test II) for A; r=.69 p≤ 0.1 and correlated highly positively with the same variable for group B; r=.75 p≤ 0.1. Again it was found that a high positive correlation between V4 and V7 (cloze test III), but this time for both A and B; r=.74 p≤ 0.1 and r=.88 p≤ 0.1 for A and B, respectively.

**V. Variable 5 (Cloze Test I):**

A lower and insignificant correlation was identified between V5 and V6 (cloze test II) for group A, while high and positively significant correlation was also detected between the same variables for group B; r=.39 and r=.78 p≤ 0.1 for A and B, respectively. Even a more lower and insignificant correlation was found between V5 and V7 (cloze test III) for group A; r=.31, whereas a high and significant correlation between the same variables was found for group B r=.68 p≤ 0.1

**VI. Variable 6 (Cloze Test II):**

A high positive correlation was found between V6 and V7 (cloze test II); r=.71 p≤ 0.1 and r=.77 p≤ 0.1 for both group A and B, respectively. The conclusion that can be drawn, in short, for V5, V6 and V7 is that the correlation was higher with those tests of less frequency of deleted words as shown in the correlation figures. Every 5th word deleted test correlated a
little bit lower with those of every 6th word and every 7th word deleted tests, while the last two tests correlated better.

4.9. Students' Reading Profile:

Reading habit is, for sure, a major contributor to one's academic record. Reading habit may be related to textbooks and extra-curricular books, and for how long this habit is practiced daily. The questionnaire responses revealed a very slight inclination towards the habits of reading for the students of English in the department. Table (4.7) gives a clear idea about how far students were really not interested in reading and not really being motivated to read. It was, undoubtedly, the role of the teachers to enhance some sort of encouragement in the part of the learners since early stages of foreign language learning.

<table>
<thead>
<tr>
<th>Table (4.7)</th>
<th>Students' Preference of Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>74.5%</td>
<td>25.5%</td>
</tr>
</tbody>
</table>

74.5% of the students in the department did not prefer 'reading', which was, unfortunately, a high percentage against a minor number of students who preferred reading. This phenomenon was in parallel with the actual scoring of the subjects of the sample in the administered tests. Unless being motivated to read, even in his mother tongue, a foreign language learner could not possibly gain a considerable profile in both reading and language proficiency. Certain important motivations considered by Robeck (1974) in Sharma (1989:31):

1. Imitation of adult model,
Regarding the language preference of reading, students responded to Arabic, the mother tongue, more than English, while preferring to read in both option gained less preference. See figure (4.4) below.

This reveals that there was no much inclination towards reading English by the learners. 41.0% of the whole number of the students in the department preferred Arabic only as there language of reading, while 40.0% of them preferred English as their preference of reading. It is really a strange phenomenon for students of English who were majoring this language and did not prefer it as their language of reading.
What's more, students seemed not to spend much time daily in reading as they responded to a question related to their time of reading. Figure (4.5) gives a comparison of the actual percentages to illustrate the learners' time spend daily in reading.

![Bar chart showing students' time spent daily in reading](image)

This bring to light that very few students read for 'more than two hours' daily while the majority fell into the period of 'less than two hours' and 'two hours' as well. Time in reading by no means is so momentous. If a learner does not specifically allocate time for reading would not increase the capacity for reading, which could be an impediment for him in developing his skills. It will surely create a problem to handle a reasonable quantity of reading a printed material in his academic career. It was also seen that students encountered problems in reading English texts in the tests administered for this study, probably, because of the limited time of practicing reading. "Practice makes perfect" is a well description for those who are eager to uphold their own standards of reading and foreign language proficiency in general by giving enough time to practice.

Additionally, the students' responses to the question related to frequency of practicing the four language skills displayed that reading gained the highest figures compared to the other skills. 52.0% responded that they...
'always' practice reading, while 26.5% ticked 'some times'; whereas 21.4% had gone for 'never' practice reading. What seems to be prominent here was the practiced of speaking. It was the least of all skills in the practice of the learners with 53.0% of them responding to 'never practice' speaking. For more details and comparison of the four skills, see figure (4.6) below.

**Figure (4.6)**
Students' Claim over the Frequency of Practicing The Four Skills

4.10. Students' Strategies in Reading English Text:

Wenden (1984) cited by Alderson (2000:308) refers to strategies as "techniques, tactics, potentially conscious plans, consciously employed options, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies, problem solving procedures. These multiple designations point out to the elusive nature of the term." We will look at the learners' strategies in reading texts in this study in two angles. First, dealing with vocabulary will be traced and second, text meaning and speed strategies will be discussed. To begin with, let us have a look at the Students' strategies in vocabulary.

4.10.1. Students' Strategies in Dealing with Vocabulary:
In the present study, some of the questions presented in the questionnaire focused on how students dealt with English texts in terms of new words pronunciation, new words meaning and the general meaning of the text.

Meanings of words constitute a burden on the learners' minds in handling an English text. However, vocabulary difficulty is shown as constituting a serious effect on the understanding of FL learners as well as for NL learners. Meanings of new idiomatic expressions constitute difficulties for EFL learners in particular. In responding to a question regarding dealing with meanings of new expressions and words, students displayed a great tendency to looking up words in dictionaries rather than guessing their meanings from the context, which was in percentages as 50.0%; next to that was the strategy of asking a teacher or a classmate for the meaning at 32.7%.

**Figure (4.7)**

![Bar chart showing students' strategies in dealing with new words](chart)

Further, the students responded to a question with reference to their treatment of the pronunciation of words whether they form a reading
problem for them or not. They, in fact, faced with problems in dealing with new words while reading. Table (4.8) illustrates the percentages.

<table>
<thead>
<tr>
<th>Creates a problem</th>
<th>Does not create a problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.6 %</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

Only 22.4% did not have problems in handling new words' pronunciation when reading an English text. Definitely, new words for students of English as a foreign or second language are challenging. Due to the complexity of the relationship between orthography and speech in English, many EFL learners are stuck on words' pronunciation and they may some times spell out words the way they are written. Though it is not our concern to go into details of pronunciation problems in reading, it is worth mentioning that even while reading for comprehension, i.e., reading silently; learners sub-vocalize the words they are reading. On doing so, the learners definitely will encounter such problems.

4.10.2. Text Meaning and Speed Strategies:

The main rationale behind reading is, indubitably, meaning; with out which, reading is just a time-wasting activity. Speed, too, is an imperative aspect in reading. Spending much time than normal in reading a text absolutely makes comprehension less and reading process in general futile. Students responded to questions about their strategies in speed and meaning. Table (4.9) illustrates their strategies in dealing with meaning in a given text.

<table>
<thead>
<tr>
<th>Students' Strategies in Handling Text Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every word</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>59.2 %</td>
</tr>
</tbody>
</table>
Students seemed to adhere to the bottom-up processing while reading. Meaning for them, was associated to the lexical items in a text rather than the selective processing of some clues to derive meaning. However, 59.2% of them concentrate on words, whereas the over all meaning of a text was not given an adequate share in the students’ strategy when treating meaning. This phenomenon is naturally common for EFL learners believing that the lexical items are the main cause of their difficulties in reading; it is then given all priority. Speed and meaning are relatively associated in reading. It is commonly misbelieved that the slower the reader is the better the comprehension will be.

<table>
<thead>
<tr>
<th>Table (4.10)</th>
<th>Students' Strategies in Speed and Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed without attention to the meaning of words</td>
<td>Speed with attention to the meaning of words</td>
</tr>
<tr>
<td>12.2 %</td>
<td>23.5 %</td>
</tr>
</tbody>
</table>

It is also clear that students were stuck over words meaning in the processing, and this gave clear evidence that speeding up reading was not given any support by the teachers as observed by the researcher in the classes of reading in the department. This is, most probably, true for all the other stages of learning prior to the college level. If students were acquainted with an interactive approach to reading they would not have responded in such a way, in this and the previous strategy as well. It is, no doubt, an essential aspect that of vocabulary knowledge for EFL learners, but it should not be set as an ultimate goal for reading. Research, however, clarifies that speed is an assistant factor to comprehension. Learners who are faster can comprehend better than those reading slowly.
In answering a question regarding the issues which make reading difficult for them, they responded in favor of the two aspects: new words and their formation, and long texts almost equally with the problem of long sentences in a prose text as the most leading problematic aspect for them.

**Table (4.11)**
Students Rating of Some Problematic Issues in Reading

<table>
<thead>
<tr>
<th>New words and their formations</th>
<th>Long sentences</th>
<th>Long texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.6 %</td>
<td>39.8 %</td>
<td>29.6 %</td>
</tr>
</tbody>
</table>

Syntax, anyhow, came at the top of problems for the students in reading English. Longer texts, then again, might have made them confused and uncertain about the anaphoric expressions and cues along with longer sentences. New words, certainly, were given the lion share in their reading process as seen previously; see table (4.11) above. The problem might be so intricate if all these issues collaborated together in a reading learning situation. These might be confronted in actual learning situations at once by a reader in a certain text.

**4.11. Students’ Reading Text Preference:**

In their questionnaire, students were asked to respond in ‘YES’ or ‘NO’ to a list of text types. Their responses, in fact, revealed that religious texts, newspapers, and magazines came at the top of their preference. 86.7% of
the students of the department preferred reading religious books while only 13.3% who did not, whereas newspapers, the next favorite reading material, was preferred by 84.7% of the students against 15.3% who did not. The least preferable, types of reading materials were adventures, travel, and science and technology. Adventures, however, was supported by 13.7 and 86.3 did not, while texts of travel literature were preferred only by 23.7% against 76.3% and science and technology texts as well were read only by 35.7% against 64.3%. See figure (4.8) to check the rest of the text types.

Anyway, we can conclude that students' profile of reading was poor in general. The responses to the questionnaire regarding the text type made it clear that students were not really interested in varying their own reading materials. More to the point, they concentrated on certain materials either due to their availability and easy access like religious books and newspapers, or due to their commonness to the learners. Even literary texts
like novels and plays were not of that much in their preference. Literature, however, can not be separated from language in learning a foreign language. To understand the language of a certain nation it is important to be acquainted to its literature. In this study only the short story which gained a good support in students’ preference with a 74.5 % compared to plays and novels with 27.6% and 50.0%, respectively.

Having analyzed the students’ reading profile we turn to the teachers’ responses on their questionnaire in detail.

4.12. Teachers’ Qualification, Service and Experience:

It is, unquestionably, true that a qualified teacher for English language, in general, and for reading, in particular, is fundamental. Anyway, teachers in a foreign language situation are really teaching in an acquisition-poor environment and the language of both the teacher and the learner is book-based. Adequate and good qualification for the teacher in this case is a must. Non-native language teachers if being qualified well will be even as equal as native language teachers in a foreign language situation.

The questionnaire distributed among the teachers of English in the College of Education, Shabwa, revealed that most of the teachers were B.Ed. holders, while a good number of them were granted scholarships for pursuing courses in PhD and MA. There is, however, no M.Ed holders at all in the department.

<table>
<thead>
<tr>
<th>Table (4.12)</th>
<th>English Language Teachers’ Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Qualification</td>
</tr>
<tr>
<td>1-</td>
<td>B.A.</td>
</tr>
<tr>
<td>2-</td>
<td>Bed.</td>
</tr>
<tr>
<td>3-</td>
<td>M.A.</td>
</tr>
<tr>
<td>4-</td>
<td>Med.</td>
</tr>
<tr>
<td>5-</td>
<td>M.A. &amp; Ph.D.</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

*One is on a study leave for M.A. Course, and five are on a study leave for PhD course.

Teachers’ service, as well, is another essential factor in teaching English to EFL learners. Those with long periods of experience in teaching should
perform more effectively than newly graduated employed ones. In fact, it was revealed that the majority of the teachers had been teaching English for five years and more. There was no teacher who taught just for one or two years in the department as shown in table (4.13) below.

<table>
<thead>
<tr>
<th>Teachers' Teaching Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than five years</td>
</tr>
<tr>
<td>Two - four years</td>
</tr>
<tr>
<td>One year</td>
</tr>
<tr>
<td>83.3 %</td>
</tr>
<tr>
<td>16.7 %</td>
</tr>
<tr>
<td>0.0 %</td>
</tr>
</tbody>
</table>

According to the above given qualifications of the teachers we can infer that the teachers posted in this department were mostly well-qualified. We will see in the subsequent sections of this questionnaire's analysis whether this is really interpreted into efficient teaching of English and reading, in particular or not.

4.13. Teachers' Work Load and Time Allocated for Reading:

It is apparently obvious that the teachers' teaching load per week was moderate. No teacher was taking less than five hours a week, while 33.3% of the teachers were teaching for more than 9 hours a week, which is really not high percentage. 66.7% of the teachers had a share between 5 – 9 hours a week.

<table>
<thead>
<tr>
<th>Teachers' Work Load per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than five hours</td>
</tr>
<tr>
<td>Five – nine hours</td>
</tr>
<tr>
<td>More than nine hours</td>
</tr>
<tr>
<td>0.0 %</td>
</tr>
<tr>
<td>66.7 %</td>
</tr>
<tr>
<td>33.3 %</td>
</tr>
</tbody>
</table>

There is, subsequently, no room for arguing of heavy load for the teachers in the department; rather the teachers were almost having enough time for further in and outdoors activities as well. If had been employed
well, the leisure time would have helped greatly in setting up some beneficial learning programs such as ‘E R P’.

**Table (4.15)**

Number of Teachers in Each Skill

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Reading as a subject in the syllabus, came first in number of teachers posited for teaching it, while writing was the next. Three teachers were taking reading in both first and second year. The majority of the teachers in responding to the preference of teaching a skill, nonetheless, indicated in favor of reading as a paper to be taught more than the other skills.

**Table (4.16)**

Teachers’ Preference of Teaching Skills in the Dept.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Speaking</th>
<th>Listening</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.0%</td>
<td>16.7%</td>
<td>16.7%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

Further, teachers were asked about their opinion whether time allocated for teaching reading is sufficient or not. In fact, the majority of them responded that time for reading in the timetable of the department is ‘enough’.

**Table (4.17)**

Teachers’ Assessment of Time Allocated for Reading Classes

<table>
<thead>
<tr>
<th>Enough</th>
<th>Not enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>83.3 %</td>
<td>16.7 %</td>
</tr>
</tbody>
</table>
Additionally, some teachers commented on the point above as saying:

- There is a gap between the present syllabus and the students’ level, so we need time for practice. The time for reading is not enough.
- Because of time limitation, we advise the students for some additional homework as a complementary activity in reading. We need more time for reading classes.

4.14. Objectives of English Language Syllabus and Areas of Emphasis:

In responding to a question regarding the syllabus objectives of the department of English language, Aden University, 66.0% of the teachers indicated that the objectives of the syllabus are clear.

Table (4.18)
Teachers’ Opinions on the Clarity of the Syllabus Objectives

<table>
<thead>
<tr>
<th>Clear</th>
<th>Not clear</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>66.0 %</td>
<td>16.7 %</td>
<td>16.7 %</td>
</tr>
</tbody>
</table>

Some of the teachers commented further on the objectives clarity as follows:

- The objectives of the syllabus are far from the real social values of our life.
- The syllabus, unfortunately, concentrates not only on teaching English subjects in English language as a medium of teaching, but there are several subjects in Arabic which will make it difficult for the students to have enough time to practice English.

It is worth mentioning that the second comment is on the second year students who have been taught, since their joining, according to the old syllabus. That syllabus gave a wider scope for several Arabic language subjects like Arabic Morphology, Rhetoric, Arabic Poetry, etc. (see table 1.2 & 1.3 and appendix 25 to compare the old and new plans of the two syllabuses). According to the old syllabus, the course was called
English/Arabic Diploma, i.e., Arabic is a subsidiary subject. That course, however, was set to prepare English/Arabic teachers for the primary level of education (basic education).

Asked for their opinion about any sort of emphasis in the present syllabus, 66.7% of the teachers indicated that it emphasizes on learning English for every day life (see table 4.19) below. This view, at least in the teachers' minds, goes in parallel with the urgent need for English language in Yemen. Students joining the departments of English in the universities are, really, very much fond of learning English for the actual usage in conversations and understanding English in action in real situations.

<table>
<thead>
<tr>
<th>The study of literature</th>
<th>Learning English for everyday life</th>
<th>Developing students' ability to pass exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

4.15. **Important Aspects of ELT:**

It is unquestionable matter the essential issue of the four basic language skills in any EFL teaching program. Speaking, listening, reading, and writing are very much necessarily needed for the learner at every level in learning. Anyway, according to the assessment of the teachers, the syllabus prescribed for the Dept. of English, Aden University took into account the essence of such reality. In the questionnaire, teachers' assessment and rating of the skills in their teaching was investigated. We can observe in table (4.20) below, that most of the teachers, 83.7%, considered speaking as the most important and useful skill for their students.

---

1 At the time of data collection for this study in the Dept. of English, first year students were taught according to the new syllabus, which is purely English with some papers in Arabic as college and university requirements like Psychology, Fundamentals of Education, etc. Second year students; on the other hand, were still adjoined to the old one with almost half or more of the papers in Arabic.
Additionally, the teachers were asked about their assessment of which skill was most neglected in the syllabus. Nearly, 50.0% of them, however, rated speaking as the most neglected language skill in the syllabus. The other skills were rated at the same level with 16.7% for each (Table 4.21).

<table>
<thead>
<tr>
<th>Table (4.21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' Rating of the Skills</td>
</tr>
<tr>
<td>According to their Neglect in the Syllabus</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>16.7%</td>
</tr>
</tbody>
</table>

We can deduce that reading, in particular, was unfortunately not given an emphasis in the teachers' perception for the four skills. Its importance does not lie on its being a language skill in the classroom, but it is a useful ability in different situations linked to peoples' successful careers.

It is either the teachers' own assessments failed to realize this important or may be the syllabus itself really did not take into consideration the seriousness of such a matter.

4.16. Students' Abilities in English:

Teachers were asked to indicate the degree of importance they can associate to each ability of the students in their teaching of English in the classroom. They, in fact, associated the degree, most important, to the 'ability to converse in English' with 83.3%, while 'the ability to read newspapers in English' was only given the degree of important with a percentage of 83.3%. We can deduce from these figures that teachers were
very much keen about the importance of the ability of ‘speaking’ and next to that in their priorities was the ability of listening with 50.0% as most important, for comparison see table(4.22) 

<table>
<thead>
<tr>
<th>Ability</th>
<th>Not important</th>
<th>Important</th>
<th>Most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Ability to read newspapers in English</td>
<td>16.7 %</td>
<td>83.3 %</td>
<td>00.0 %</td>
</tr>
<tr>
<td>2-Ability to write letters, reports, etc. in English</td>
<td>16.7 %</td>
<td>66.7 %</td>
<td>16.7 %</td>
</tr>
<tr>
<td>3-Ability to converse in English</td>
<td>00.0 %</td>
<td>16.7 %</td>
<td>83.3 %</td>
</tr>
<tr>
<td>4-Ability to follow conversations and lectures in English</td>
<td>00.0%</td>
<td>50.0 %</td>
<td>50.0 %</td>
</tr>
<tr>
<td>5-Ability to study and pass exams</td>
<td>50.0 %</td>
<td>16.7 %</td>
<td>33.3 %</td>
</tr>
</tbody>
</table>

A good thing can be inferred from table (4.22) that the ability to study and pass exams was rated at its minimum by the teachers. Learning should be for the sake of learning itself and it should be its own reward as well. When exam is only a subsidiary objective then the quality of learning would be extremely effective.

4.17. Usage of English by the Learners:

Exposure to language is, no doubt, fundamental to EFL learners in their acquisition of English. The communicative needs of the language would not be achieved if not being put into practice. Communicating with each other and with their teachers, students will get an opportunity in learning situation of English in Yemen, which is the sole chance to practice their language. The teachers were asked to assess the students’ usage of English in classroom. In table (4.23) below, we can observe that the students are using English to the extent of 50.0% as assessed by the teachers and also
as seen in the observation of teaching reading in classroom by the researcher that will be discussed later in this chapter.

Table (4.23)
Teachers' Assessment of Students' Usage of the Language in Class

<table>
<thead>
<tr>
<th>English</th>
<th>Mother tongue</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.0%</td>
<td>33.3%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

Regrettably, students were unaware of the risk of using their mother tongue (Arabic) in English classes either with each other or some times resort to it in talking to their teachers. Interference of Arabic in such a learning situation was minimizing the chance of exposure to English in classroom. Comparing these figures to what the students claimed over the language of reading preferred by them revealed some sort of contradiction. But, anyhow, the difference was a little bit greater in using English as assessed by the teachers, which looked higher, whereas Arabic, the mother tongue, is assessed a little bit lesser than did by the students as shown in figure (4.4)

4.18. Homework and Reading Assignments:

Students seemed to be regular in their homework and assignments as indicated by the teachers in their response to a question related to students' reading activities and assignments. This was shown in a scale of three degrees; regular, regular to some extent, and irregular. 50.0% of the teachers indicated that the students are 'regular' in their reading homework and assigned to them.

Table (4.24)
Punctuality of Students in Doing Homework and Assignments

<table>
<thead>
<tr>
<th>Regular</th>
<th>Regular to some extent</th>
<th>Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.0 %</td>
<td>33.3 %</td>
<td>16.7 %</td>
</tr>
</tbody>
</table>
Teachers were further asked to assess their students' additional reading and most of them pointed out, as in table (4.25) below, that their students did not read additional materials in their learning process. It is, unfortunately, disappointing detail that students were reading additional materials only in a limited scale as assessed by their teachers.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>00.0 %</td>
<td>66.7 %</td>
<td>33.3 %</td>
</tr>
</tbody>
</table>

This, unluckily, goes in no match with what was stated, previously in this chapter, by the students themselves (see figure 4.6) above, in which the students claim that they 'always' practice reading in a percentage of 52.0%. In figure (4.8) above, students also claimed that they do practice reading several types of written texts, which was paradoxically in no match, as well, with the teachers' assessments in this point. Anyway, this additional reading assessment was according to the opinions of the teachers, which might be based on the actual observation of their students' activity in the class or probably the college domain. Students' opinions, on the other hand, were probably implying the whole activity by the students themselves including their activities at home as well.

4.19. English Teaching Aids and Reading Materials:

Teaching aids are, first and foremost, used to create situations to make the learning process clear and to make practice much easier and probably look like the real life situations. Audio-visual aids, generally, are essential
to the teaching/learning situations in EFL programs in different levels of learning, beginners, intermediate, advanced etc. These, however, include flash cards, slides, slide projectors, film strips and overhead projectors, radio, tape recorder, and gramophone, TV, video player, and computer. The usage of each depends solely upon the learning/teaching situation.

No effective teaching could possibly exist without having appropriate teaching aids. This is probably more accurate for teaching a second/foreign language than teaching one’s L1. In college level, definitely, the most important of all teaching aids is the blackboard. Textbooks, too, are very basic teaching aids in teaching a foreign language. According to B.S.Bloom (1954) quoted in Sharma (1999:508) the “appropriate learning experiences are provided with the help of textbooks and teaching objectives are realized. English textbooks are very useful for achieving the teaching objectives in the classroom interaction. Textbooks are most significant components of effective instructional procedures.”

The availability of materials, textbooks, reading materials and teaching/learning aids in the department was investigated and the responses of the teachers were reported as in the table below:

<table>
<thead>
<tr>
<th>Table (4.26)</th>
<th>Providence of Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials, Textbooks, Teaching/Learning Aids</td>
<td>Provided</td>
</tr>
<tr>
<td>Provided</td>
<td>66.7 %</td>
</tr>
<tr>
<td>33.3 %</td>
<td></td>
</tr>
</tbody>
</table>

As for textbooks, they were truly in dearth in the department as observed by the researcher and as part of his experience in teaching English in this department since 1996. Students, however, resorted to photocopying from the teachers’ original texts, relying on the notes of the lectures prepared by the teachers in most of the papers or buying some books from the market. Some teachers additionally commented on this question as follows:

- They [materials, texts, teaching/learning aids] are not sufficiently provided
• Textbooks are not enough and, except the blackboards, the other aids are not available.

• I think it is very hard to teach listening and speaking in English without a language laboratory. We have only a [tape] recorder for listening and speaking.

Teachers were asked further about their usage of audio-visual aids and, unfortunately, they mostly responded negatively.

Table (4.27)
Audio – Visual Aids
Utilization in English Classes

<table>
<thead>
<tr>
<th></th>
<th>Used</th>
<th>Not used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16.7</td>
<td>83.3</td>
</tr>
</tbody>
</table>

Most of the audiovisual aids were not available in the department. The only audio-visual aids provided, apart from blackboards, were the tape recorder, and overhead projector. Only one of the teachers, who specified the aid that he was using in his classes, namely tape recorder for listening and conversation practices.

Dictionaries as an assisting teaching material were provided and the students were using them in reading classes. All the teachers confirmed the availability of the dictionaries in 100 %.

4.20. Reading Assessment:

Assessment of reading is an essential process in EFL situation, without which it is impossible to get a clear vision about the learners’ progress. Assessment, in general, should be frequent, systematic and regular as well. The importance of assessment lays in the investigation of the learners’ strengths and weaknesses and, henceforth, suitable remedial measures are to be taken in case the learners exhibit some sort of weaknesses in reading. It also judges the success or failure of the teachers’ own teaching so that a change in the method and strategy of teaching is a must. Assessing reading, in particular, may motivate the learners to read more and stimulate their reading habit to improve their own learning profile.
The teachers were asked about the frequency of their students’ assessment in reading in the department. Most of the teachers indicated that it was done every two months with a percentage of 83.3% as in the table below.

Table (4.28)
Frequency of Reading Assessment in Each Semester

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a month</td>
<td>16.7%</td>
</tr>
<tr>
<td>Once every 2 months</td>
<td>83.3%</td>
</tr>
<tr>
<td>Once every 3 months</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

It seems that the assessment of reading was carried out frequently in the department since most of the teachers were of the idea of every two months frequency. This gap of two months assessment is really not adequate. The more frequent is the assessment the better the chance for checking learners' progress and achievement. Reading assessment, however, is better being done at least once monthly.

4.21. Teachers' Motivation:

In the same manner, motivation of the teachers in teaching English is as effective as the learners’ motivation to learn English. When asked about their satisfaction of teaching English in the department, the teachers mostly indicated that they enjoy teaching there as in the table below.

Table (4.29)
Teachers' Satisfaction of Teaching English in the Dept.

<table>
<thead>
<tr>
<th>Enjoy teaching in the dept.</th>
<th>Do not enjoy teaching in the dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>83.3%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>
Only 16.7% of the teachers who claimed their dissatisfaction of teaching English in the department. This, probably, may relate to some key rationale behind their dissatisfaction of holding such positions. This may relate to the displeasure over the amount of salary being paid to them or the conditions of learning/teaching situation. No body commented further on this matter in the questionnaire distributed among the teachers. Anyway, this might be reflected negatively on their production and performance and might have lead to some uninvited consequences on the level of the learners.

4.22. Library:

It is a well established convention that in dearth of textbooks, references, and additional materials reading would not be effective. In short, without a rich, well-organized and updated library learning/teaching process is in a kind of a great muddle. Library is an indispensable component of any systematic educational institution; without having an adequate library learning English, in general, and reading, in particular, suffers a lot. It is based on good and rich library, the establishment of certain programs in education such as extensive reading, for instance. Abridged classical novels, short stories, textbooks, references, magazines, and newspapers, mainly constitute the hub of successful programs of learning and reading in particular.

According to the teachers' assessment of the library, it seems that it is a retarded and underprivileged one. In a four scale question the teachers were to assess the library of the college; most of them, indeed, pointed out that it was 'poor'.

Table (4.30)
English Language Teachers' Evaluation of the College Library Facilities

<table>
<thead>
<tr>
<th>Very good</th>
<th>Fairly good</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 %</td>
<td>0.0 %</td>
<td>16.7 %</td>
<td>83.3 %</td>
</tr>
</tbody>
</table>
4.23. Observation of Reading Classes:

As have been noted down in chapter three of this study, some observations were executed by the researcher. The main intention behind these observations was to look into the focal causes of reading problems of the learners in actual classes of reading. They were also carried out to observe clearly the behaviour of both the learners and the teachers in reading classes and to get in touch with the teaching atmosphere. The observations were carried out as well to specify the shortcomings of teaching practices and the conditions of learning emerged in the department. They also sought to investigate classroom activities, teacher-learner relationship and how reading was managed in terms of methods, materials, programs, and activities.

Several activities by the teachers were observed in those reading classes. Aspects like pre-reading activities, teacher’s preparation, teacher’s efforts to stimulate reading on the learners’ part, teacher’s encouragement to the students to come up with their questions and stimulating their speed and how to utilize techniques like skimming and scanning were also observed.

Furthermore, and on students’ part, English language usage while asking questions and interacting with each other and their participation in discussions were given a special attention in the observation. All these teaching activities and techniques in reading class were recorded in an observation schedule forms (see appendix24).

The observations of the actual teaching of reading were carried out, as mentioned earlier in (3.5.4), in both classes, i.e., first year and second year with their full numbers. The discussion of these aspects of reading classes observed will be done in two major perceptions: (1) Teaching process of reading; (2) Facilities and reading materials.

4.23.1. Teaching Process of Reading:

Methods of teaching followed in this department, in general, did not seem to stimulate any sort of activity that make some fundamental alteration from traditional teacher-centered approaches to the relatively recent and most popular learner-centered approaches of teaching as an
earmark of learning languages and foreign language in particular. Reading largely did not seem to gain any specific attention as far as the above discussed idea is concerned. Teachers in both classes, first and second, did not show a good deal of zest to the stimulation of interaction in reading classes on the part of the learners. Although, in some classes, students were encouraged to ask questions, pre-reading activities, for instance, did not take place so that the learners’ capacities of thinking, predicting, and applying their minds to imagine what will be in the passage under teaching. Group and pair work were almost absent in those classes attended by the researcher. It is true that group and pair work are most important steps in the right direction towards the learner-centered approach manipulation of teaching reading and teaching English, in general, in a FL situation.

Unfortunately, some teachers did not pay attention to preparation of their classes of reading. A teacher in one of those classes assigned for observation performed poorly even in pronouncing common words while reading a passage as a model reading after discussion. Such words could not possibly be mispronounced unless the teacher had not ever come across or because of carelessness in preparing such lessons appropriately. In a model loud reading by that teacher of a passage called ‘Cancer and Fluoride’ words like ‘chemical’, ‘tuning fork’, ‘molecules’ and ‘presidential’ are mispronounced as /tʃimikəl/, /ˈtʌniŋ fɔːk/, /məlɪkəlz/, and /prɛzɪɒnəl/, respectively. These are, however, horrible mistakes to be committed by a teacher in such a level. Anyway, had had the teacher prepared well for the class and paid little effort in looking up such words in the related sources of pronunciation, such mistakes would have not been committed. The problem does not reside only in this matter of preparation before classes, but it exceeds further to the criterion in choosing and staffing teachers for such positions, which is at any cost, none of the business of this study to discuss at this juncture.

Generally speaking, the command of English by the teachers in those observed reading classes was not as good as it should be. Some of them, in fact, resorted to Arabic, the mother tongue, to clarify certain points and
they might have used it excessively so that English role was minimized in making the exposure to such a language too limited. Teachers even did not seem to be keen on triggering the use of English by the learners when they talk to them or to each other in class. It was not objected, for instance, if a student initiated a question or argued with the teacher in Arabic in those classes. Teachers, nevertheless, tried some times to correct their students, mistakes in the class and they might use Arabic in some cases to convey some notions to the learners.

Teachers while teaching reading, as a general observation, adopted the lecturing mode in the sense the real interaction takes place in class, and if there was some interaction, it was at its minimum. This, however, put an emphasis on the teachers' role in the class rather than the learners' role, which was a clear evidence for the teacher-centered approach in teaching English in this particular department.

It had not been observed that there was any type of reading speed activity taking place in those classes as if speed is some thing out of the scope of the teaching priorities. As discussed in chapter two, speed is linked to comprehension and performance of language learners' reading in general. Speed itself is an aspect of economy of time while reading; failing to achieve a reasonable speed in reading, readers are troubled a lot when being confronted with a great a mount of different reading texts.

Silent reading was practiced by the learners, but unfortunately it was seen that some of the learners while reading silently could not give up some inappropriate obstructing habits. They were either moving their fingers or their pens along the line pointing out the words they were reading or subvocalizing and moving their lips while reading. These things should not be encouraged, rather the students should be directed to overcome and abandon such habits which might have contributed to their reading problems.

Reading aloud also was given more than enough share in practice which seemed to be an overgeneralization of the role of reading. Reading doesn't mean to vocalize what you read in a printed page rather it is the comprehension aspect that matters in reading. It is quite good if the
practice of reading aloud takes place at the end of the reading class when the teacher ensures a good comprehension of the text through silent reading. Reading aloud is a complementary job in reading used in foreign language situations to check the pronunciation of the learners for the expressions and the utterances studied. Model loud reading by the teacher, however, should be good and in a full command of aspects related to loud reading such as pronunciation, stress, tone, attitude, etc.

Techniques like skimming and scanning, for instance, were practiced in those classes very restrictedly by the learners. Once a teacher in one of the observed classes asked the learners to guess from the title what the topic was about. They were also asked to skim that passage and to read roughly and to give an idea about it. Their speed in doing so was not satisfactorily good.

Students' participation in reading classes was limited, and activities in those classes rotate around a definite number of students. In one of the classes, it seemed to be a convention that some students were under the focus of the teacher in asking questions while others kept listening to what was going on. They were either feeling uncomfortable in the class or they were not stimulated enough to take part in discussions so they remain inactive.

4.23.2. Facilities:

As part of the researchers' job and experience in teaching English in the department and as observed in the actual teaching of reading in some classes, facilities in the department and the college were in shortage. Students' access to textbooks and other printed English materials such as magazines and newspapers was in paucity. The administration of the college and the university, as well, did not give this issue a focal consideration. Teachers did not look interested in keeping some collection of papers or magazines in the department simply because they were not paid for in return for carrying out such further activities; it was hard for them to do this on their own expense. Unavailability of reference books for the teachers was undeniable fact. The library, as discussed in (4.22)
previously, was poor and in dearth of the essential proper materials that
could back both teachers and learners with appropriate sources in
teaching/learning English in the department.

The prescribed textbooks are irregularly provided to the teachers of the
department and in some cases teachers themselves had to look for books.
Students usually resorted to photocopying from the texts available to their
teachers.

According to the timetable and the observation the time allocated for
reading is about 6 hours weekly, which, compared to other subjects,
seemed to be adequate. Materials prescribed for reading in the syllabus, as
discussed earlier in this chapter, appeared to be unobjectionable as far as
the level of the learners was concerned.

4.24. General Impression of the Teaching of Reading:

To conclude this discussion of the observations carried out in this study,
it is worth mentioning that in spite of the bitter facts disclosed in the
previous paragraphs, there was some ray of hope that certain values and
practices were on a high profile of teaching English and reading particularly
in this department.

The friendly atmosphere enjoyed by both teachers and learners is a sign
of defy that both were hopefully full of to create such a kind of good
teaching/learning situations. Challenges were too great and facilities were
in dearth, but still one could feel the eagerness of being devoted to learning
English by the students was too lofty. As observed in reading classes, in
particular, teachers behaved friendly in dealing with the learners and vise
versa. There were in fact three teachers posted for teaching reading
comprehension in the department, but all the teachers were ostensibly
vigorous to cooperate in setting up proper teaching atmosphere as possible
as they could.

Reading clubs, honestly, did not exist in the college because both
teachers and administration were not fully aware of the significance of such
entities in educational institutes. Funding, as mentioned earlier, was a
problematic issue added to that was the unavailability of the printed material, which was in itself a stumbling block in the way of such activities.

As far as reading programs are concerned, Reading observed to be taught intensively. Extensive reading program, which is the most suitable for students in such a stage, did not seem to be given any kind of attention at all may be because of the above discussed reasons.

4.24.1. The Learners:

According to the subjects' answers in the tests, the tasks set for them, the students' attitudes towards English language learning, the observations of actual teaching of reading, and the questions asked by the teachers in classes the following problems were detected.

**A- Vocabulary:**

Students' vocabulary knowledge was very poor. Their performance as discussed earlier in (4.6) and (4.7) put on view that they had immense difficulties in handling certain expressions regarding the lexicon of English. Their linguistic repertoire seemed to be too limited. In answering the comprehension passages they did not look like having a good command over vocabulary rather they committed mistakes in answering simple questions which identified their own confusion of vocabulary and vocabulary usage as well.

**B- Bottom-up Processing of Reading:**

Students seemed to be very keen about deriving text meaning from the smallest units of language and move subsequently upwards to the higher ones. They thought that meaning was attached to every single word as shown in their responses to the questionnaire especially strategies used in reading and their practical answering of comprehension and cloze tests. These showed how they dealt with the new words and texts; unaware that it is the reader who applies meaning to a text not vise versa.
C- Inference:

Students did not give the impression of having good inferring skills in reading rather they suffered a lot in making conclusions due to their inefficiency in reading and poor knowledge of vocabulary as well. Drawing inferences while reading enables the reader to get a full grasp of ideas included in a certain text.

D- Reading Ability:

In comprehension tests students' answers revealed that they had poor abilities in reading. They did not look like knowing how to read well in English. Moreover, they did not know how to express themselves well. Being asked to give responses to some questions they write something that looked odd and which in some cases made no sense. They were unable to give clear idea about what they think was correct. Their performances in cloze tests showed plainly their poor readability and comprehensibility as well. Cloze tests did not concentrate on how to restore words with out having a sensible reconstruction of meaning first. Meaning, generally speaking, is a broad concept which accounts for the over all sense of the text not taking into account separately fragmented units. Even in writing a simple piece of writing, students constructed sentences which looked unfamiliar and strange. This demonstrated that they have plausible difficulties in expression as equal as those of comprehension.

E- Reading Speed:

In the classes observed and in the tests administered to the students, they exhibited poor speed in reading. They did not appear to be on time when reading their silent tasks and assignments in classes along with the tests given in the study. They either slowed down their reading so that they could comprehend better, as they misbelieve, or they could not speed up their reading due to the lack of practicing such a prolific habit. Students, however, were to be taught how to speed up their reading to develop their
skill of comprehension not only for reading skills but for their future career. All these problems will be discussed further in the following chapter.

Having specified the reading problems emerged in this study, we have a summary of the factors that may have contributed to these problems in the following section.

4.25. Factors Contributed into the Reading Problems:

1) Syllabus and textbooks.
2) Teaching methods.
3) Reading programs (intensive vs. extensive).
4) Time allocated to the teaching of reading.
5) Students, misconception of reading.
6) Teachers and professional training.
7) Dearth of extra-curricular reading materials.
8) In-service training.

In the next chapter a detailed discussions of the reading problem detected above along with the variables that might have contributed to their existence will be achieved.