Difficulties of Reading that Facing the Students of University.

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Abstract:
This study aims to determine the difficulties of practicing the reading skills facing the graduates, of Faculty of Education, University of Kordofan, during 2015-2017. The study aims to identify the difficulties of comprehension reading skills facing the graduates of Faculty of Education. It also aims to reveal the methods used to teach reading by the graduates. The descriptive analytical approach was used. Data were collected by questionnaire. The sample 50 graduates of Faculty of Education were chosen by simple random sample from the total 188 graduates specialized in English language. The data were analyzed using ‘SPSS’ Programme. The study came out with the following results: that 86% of the respondents pointed that there are difficulties like understanding the sentence that link together and paragraph, and the general and detailed meaning for the text. Whereas 88% agreed that graduates do not make used of the media for an effect teaching reading. Also, 62% confess that graduates face problems of coherence and cohesion system during reading that lead to incompleteness of the general meaning of the text. So, the study recommended the subjugation of the graduates from Faculty of Education for more training and workshops that develop their reading skills practice.

الملخص:
تناولت الدراسة صعوبات تطبيق مهارات القراءة التي تواجه خريجي كلية التربية بجامعة كردفان خلال الفترة 2015-2017م. هدفت الدراسة إلى التعرف على الصعوبات التي تواجه خريجي كلية التربية في القراءة الصامتة. أيضاً هدفت إلى الكشف عن الأساليب المستخدمة في تدريس القراءة من قبل...

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خريجي كلية التربية، اتبعت الدراسة النهج الوصفي التحليلي. تم جمع البيانات من المصادر الأولية المتمثلة في الاستبانة والمصادر الثانوية كالكتب، والدوريات، وشبكة المعلومات العنكبوتية والمكتبة الإلكترونية. تم اختيار عينة من 50 خريجا بنسبة (27.7%) من جملة الخريجين (188) في تخصص اللغة الإنجليزية. تم تحليل بيانات الاستبانة عن طريق برنامج الحزم الإحصائية للعلوم الاجتماعية. توصلت الدراسة للنتائج التالية: أن (86%) من أفراد العينة أشاروا إلى وجود صعوبات تواجه الخريجين في مهارة القراءة تتمثل في فهم الجمل المرتبطة مع بعضها والفقرات وهوى المعنى العام والتفاصيل للنص. بينما (88%) من أفراد العينة وافقوا على أن الخريجين لم يستعينوا بالوسائط المؤثرة في تدريس القراءة. وأيضاً (62%) اعترفوا بأن الخريجين يواجهون مشكلات في نظام ربط الجمل وال الفقرات أثناء القراءة مما يؤدي لعدم تكامل المعنى العام للنص. فعليه أوصت الدراسة بإخضاع خريجي كلية التربية لمزيد من التدريبات والورش التي تتم فيهم تطبيق مهارة القراءة.

1:0 Background
Reading is defined as "A cognitive process that involved decoding symbols to arrive at meaning. It is also an active process of constructing meaning of words."
Reading with a purpose helps the reader to direct information and focus on the goal with complete attention to their functions. The reader has to understand the passages they have read through the required reading skills strategies. Reading purposes may be for enjoyment or scientific purpose especially the academic ones.
For students, reading is the only way for testing, assessing and evaluating them examinations. It helps the students to develop
their language by gaining new vocabulary and structures and to express themselves in meaningful utterances.

1-1 Statement of the problem:
Reading is very essential strategy to acquire the language and its use for its functions. So, the purposes behind study are to establish the factors, the elements and characteristics which contribute to the reading difficulties in practicing the English language, specially the university students. It would try to investigate the ways to improve the reading skills and to examine the possibilities of reading usage at the tertiary level.

1-3 Objectives of the study:
This study aims to achieve the following objectives:
1- To identify the factors those contribute to the reading skills difficulties.
2- To point out the strategies used to address reading skills difficulties among the university students.
3- To recognize the important aspects of reading English language as second language.
1-3 To reveal the suitable reading pedagogy to support and improve learners competence

1-4 Method of the research:
The descriptive statistical analytic method suits this educational study. It helps to investigate and analyze the data which was collected through the questionnaire for the selected sample of the study

3 What Is Reading?
By: Diane Henry Leipzig
Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print.
Reading is making meaning from print. It requires that we:
Identify the words in print — a process called word recognition
* Construct an understanding from them — a process called comprehension
* Coordinate identifying words and making meaning so that reading is automatic and accurate — an achievement called fluency
* Sometimes you can make meaning from print without being able to identify all the words. Remember the last time you got a note in messy handwriting? You may have understood it, even though you couldn't decipher all the scribbles.
* Sometimes you can identify words without being able to construct much meaning from them.

2:1 Reading skills: Learning to read

Literacy is the ability to use the symbols of a writing system. It is the ability to interpret what the information symbols represent, and to be able to re-create those same symbols so that others can derive the same meaning. Illiteracy is the inability to derive meaning from the symbols used in a writing system. Dyslexia refers to a cognitive difficulty with reading and writing. It is defined as brain-based type of learning disability that specifically impairs a person's ability to read.

The term dyslexia can refer to two disorders: developmental dyslexia which is a learning disability; alexia (acquired dyslexia) refers to reading difficulties that occur following brain damage, stroke, or progressive illness.

Major predictors of an individual's ability to read both alphabetic and non-alphabetic scripts are phonological awareness, rapid automatized naming and verbal IQ. Being taught to read at an early age (such as five years old) does not ultimately result in better reading skills, and if it replaces more developmentally appropriate activities, then it may cause other harms.
1:2:2 Reading rate
Average reading rate in words per minute (wpm) depending on age and measured with different tests in English, French and German. Reading speed requires a long time to reach adult levels. The table to the right shows how reading-rate varies with age, regardless of the period (1965 to 2005) and the language (English, French, German). The Taylor values probably are higher, for disregarding students who failed the comprehension test. The reading test by the French psychologist Pierre Lefavrais ("L'alouette", published in 1967) tested reading aloud, with a penalty for errors, and could, therefore, not be a rate greater than 150 wpm. According to Carver (1990), children's reading speed increases throughout the school years. On average, from grade 2 to college, reading rate increases 14 standard-length words per minute each year (where one standard-length word is defined as six characters in text, including punctuation and spaces). Note that the data from Taylor (English) and Landerl (German) are based on texts of increasing difficulty; other data were obtained when all age groups were reading the same text.

4Methods of reading
Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It is necessary to understand visual perception and eye movement in order to understand the reading process. There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes:

Subvocalized reading combines sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts.
Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. Methods include skimming or the chunking of words in a body of text to increase the rate of reading. It is closely connected to speed learning.

Proofreading:
"Is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.

Cognitive benefits
Reading books and writing are among brain-stimulating activities shown to slow down cognitive decline in old age, with people who participated in more mentally stimulating activities over their lifetimes having a slower rate of decline in memory and other mental capacities. Reading for pleasure has been linked to increased cognitive progress in vocabulary and mathematics during adolescence. Moreover, the cognitive benefits of reading continue into mid-life and old age.
Effects: Night reading has benefits to calm the nerves by eliminating excess sound and vision stimulus resulting in better sleep.

Lighting
Reading from paper and from some screens requires more lighting than many other activities. Therefore, the possibility of doing this comfortably in cafés, restaurants, buses, at bus stops or in parks greatly varies depending on available lighting and time of day. Reading from screens which produce their own light is less dependent on external light, except that this may be easier with little external light. For controlling what is on the screen
5: Seven Strategies to Teach Students Text Comprehension

By: C.R. Adlerstaed that:

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. These seven strategies have research-based evidence for improving text comprehension.

1. Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate strategies to resolve problems in comprehension

2. Meta-cognition

Meta-cognition can be defined as "thinking about thinking." Good readers use meta-cognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Students may use several comprehension monitoring strategies:

- Identify where the difficulty occurs
"I don't understand the second paragraph on page 76."

- **Identify what the difficulty is**
  "I don't get what the author means when she says, 'Arriving in America was a milestone in my grandmother's life.'"

- **Restate the difficult sentence or passage in their own words**
  "Oh, so the author means that coming to America was a very important event in her grandmother's life."

- **Look back through the text**
  "The author talked about Mr. McBride in Chapter 2, but I don't remember much about him. Maybe if I reread that chapter, I can figure out why he's acting this way now."

- **Look forward in the text for information that might help them to resolve the difficulty**
  "The text says, 'The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.' Hmm, I don't understand how people can do that… Oh, the next section is called 'Wells.' I'll read this section to see if it tells how they do it."

3. Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

Graphic organizers can:

- Help students focus on text structure "differences between fiction and nonfiction" as they read
- Provide students with tools they can use to examine and show relationships in a text
- Help students write well-organized summaries of a text

4. Answering questions
Questions can be effective because they:
• Give students a purpose for reading
• Focus students' attention on what they are to learn
• Help students to think actively as they read
• Encourage students to monitor their comprehension
• Help students to review content and relate what they have learned to what they already know

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

There are four different types of questions:
• Direct explanation
  The teacher explains to students why the strategy helps comprehension and when to apply the strategy.
• Modeling
  The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.
• Guided practice
  The teacher guides and assists students as they learn how and when to apply the strategy.
• Application
  The teacher helps students practice the strategy until they can apply it independently.

Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Cooperative learning instruction has been used successfully to teach comprehension strategies.
Students work together to understand texts, helping each other to learn and apply comprehension strategies. Teachers help students learn to work in groups. Teachers also provide modeling of the comprehension strategies.

2: 6-1 Seven Strategies to Teach Students Text Comprehension

By: C.R. Adler explained that:

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. These seven strategies have research-based evidence for improving text comprehension.

: 8 How To Teach Reading Comprehension Strategies In Your School

Hanging on the door in my classroom is a hand-written poster that I made over 10 years ago. It reads, “Reading Comprehension Strategies will help you → to understand texts more deeply → which will lead to a greater enjoyment and appreciation of reading.”

Education is a field that seems to be constantly changing and progressing through advances in technology, professional publications, and research studies on students. Every year, I find myself revising, completely changing, or even creating from scratch new lesson plans and units. The only constant that has remained for me in all these years is my goal of teaching what I like to refer to as the seven “core reading comprehension strategies.”

All of my students are familiar with the reading comprehension strategy poster on my door. At any given moment you can walk into my classroom and ask any of my students for a strategy that they just used while reading and not only will they be able to state a specific strategy, they will also be able to tell you how it helped them to better understand the
story. I pride myself on my students’ ability to use reading comprehension strategies, because ultimately what I hope to create is a class full of lifelong readers that truly enjoy reading, and you cannot enjoy what you do not understand. Reading comprehension strategies help students better understand what they are reading and develop an appreciation for literature.

So let's explore how to teach reading comprehension strategies in the classroom!

What do Reading comprehension strategies mean for educators?

It is important for all educators to be familiar with the seven core reading comprehension strategies that I am going to share with you.

**Table No. 4-1**

**Item No: 4-1 Lecturers can predict reading problems that face students in university**

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The above table indicated that the majority (20%) agreed that lecturers can always predict reading problems that face students in university. Whereas (08%) respond that lecturers can usually predict reading problems that face students in university. But (40%) stated that lecturers can sometimes predict reading problems that face students in university. While (20%) agreed that lecturers can rarely predict reading problems that face students in university. (12%) stated that lecturers never predict reading problems that face students in
university. The figure below showed that lecturers sometimes can predict reading problems that face students in university.

**Figure 4-1** Lecturers sometimes can predict reading problems that face students in university

**Table No. 4-2**

**Item No. 4-2** Lecturers are able to design solutions to the problems arise.

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The above table indicated that the majority (56%) agreed that lecturers are usually able to design solutions to the problems arise. Whereas (26%) respond that lecturers rarely are able to design solutions to the problems arise. But (08%) stated that lecturers always / sometimes are able to design solutions to the problems arise. While (02%) agreed that lecturers never design solutions to the problems arise. The figure below showed that lecturers are usually able to design solutions to the problems arise.

**Figure 4-2** Lecturers are usually able to design solutions to the problems of reading skills arise.
Table No. 4-3
Item No. 4-3 Lecturers have various strategies in teaching reading skills

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The above table indicated that the majority (40%) agreed that lecturers always have various strategies in teaching reading skills. Whereas (32%) respond that lecturers sometimes have various strategies in teaching reading skills. But (20%) stated that lecturers rarely have various strategies in teaching reading skills. While (08%) agreed that lecturers usually have various strategies in teaching reading skills. None stated that lecturers never have various strategies in teaching reading skills. The figure below showed that lecturers always have various strategies in teaching reading skills.

![Bar chart showing the distribution of lecturers' responses to having various strategies in teaching reading skills.]

Figure 4:3 Lecturers have various strategies in teaching reading skills
Table No. 4-4
Item No. 4-4 lecturers design a good plan for implementation.

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The above table indicated that the majority (34%) agreed that lecturers always design a good plan for implementation. Whereas (22%) respond that lecturers usually design a good plan for implementation. But (20%) stated that lecturers rarely design a good plan for implementation. While (12%) agreed that lecturers design a good plan for implementation. No one stated that lecturers never design a good plan for implementation. The figure below showed that lecturers always design a good plan for implementation.

![Figure 4-4](image)

Figure4-4 lecturers always design a good plan for implementation
5-1 Summary:
This study began with the choice and stating the research title. Then the proposal designed and approved and presented. The information was chosen and collected from the secondary sources and references like books, journal and from the electronic library through the internet. The information was to support the theoretical part of the study and help to test and evaluate the research sample about the the selected topic.

The references are rare, so it took a lot of time to collect and organize it. Many problems and difficulties face the research conductor during this stage.
The primary data was collected through the questionnaire and observation. The questionnaire was designed in its draft and then validated and the final copy was printed out and distributed and collected back for analysis. It was arranged, counted and put into tables for discussion and analysis. The tablets are supported by graphs.
The process of discussion and analysis is as follows:
5-2 Results:
The discussion and the analysis of the data came out of the following results:

1- About (40%) of the sample agreed that there are difficulties in reading skills that sometimes face the students of University whereas (12%) of the stated that there are no difficulties in practicing reading skills at the study area.

2- Lectures are able to predict the difficulties and problems that face the students.

3- Lectures have various strategies in teaching reading skills.

4- Lectures design a good plan for solving the skills of reading.

5- Lectures have considerable individual differences in teaching reading skills.

6- Professional Lectures present their reading lessons that help the students to develop their performance.

7- The university reading courses programme help students to acquire te reading skills.

8- Students face problems in practicing and developing the reading skills.

9- Students need effective reading mediator enjoy their learning.

10- Technological media for teaching and learning reading are available.

11- The suitable selected methods of teaching reading courses motivate students to read.

12- Competence and performance of reading motivate the students to improve the reading skills.

13- Students have sufficient chances to practice the integration of four skills.

14- Forums are opportunities for real English interaction.

15- The acquisition of reading skills develop students' teaching practice.
5-3 Recommendations

Bibliography


6. Coltheart, Max; Curtis, Brent; Atkins, Paul; Haller, Micheal (1 January 1993). "Models of reading aloud: Dual-route and parallel-distributed-processing approaches.". Psychological


