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**A RESEARCH PROPOSAL ON ENGLISH READING
COMPREHENSION TEXT LEVEL DIFFICULTIES AMONG SAUDI
SCIENCE STUDENTS**

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Abstract:

The overall objective of the project was to evaluate the issues of the English reading comprehension text level among Saudi Science students at the King Faisal University English Language Centre to improve the reading comprehension of science students with reading text problems. In relation to the multiple text level problems students have in reading comprehension, the literature of the prescribed material was chosen for text levels. The research explored the unique problems in the text of the learning material affecting these students. The participants were 120 Saudi science students at ELC with reading problems who had to participate in this study. In the proposal for convenience sampling, a mixed approach was proposed. SPSS program was also suggested by the researcher to evaluate the quantitative data that included questionnaire and an experimental study. However, Atlas ti 7 was recommended to analyze qualitative themes of the interview. Within three years, the planned PhD research had to be carried out. The main objective of the study was to evaluate the difference between difficulties in reading text level and strategies used to resolve the King Faisal University ELC among Saudi students.

Keywords

Reading comprehension; text level difficulties; text problems; and reading strategies

1.1 Research Background:

According to Alsamadani (2008), reading plays an essential role in the lives of children. It is so much a part of everyday living that one can hardly

think of life without it. In the age of information and the internet revolution, reading retains its significance as an important skill for any language learner. For most of them, it is an essential skill to master to ensure success in learning. As referred to by Koda (2007), reading is a process, and its goal is to build the meaning of the text based on visually encoded data. However, reading is a composite cognitive task. Ovando (2005) has stated that in the first language reading, readers use only a single language, whereas, in a second language reading, learners have at least two languages to manage with. Reading a text in a foreign or second language with comprehension becomes a complex and challenging and sophisticated method. Pugh et al. (2000) have stated that reading is regarded to be an essential skill for survival in life and, as such, a fundamental skill for success in academics. Moreover, with the social media expansion and interconnectedness of foreign, mastering sufficient reading comprehension level in English is becoming much essential. There has been a continual reduction in the average ability of reading of college-aged students. Jubani et al. (2012) have mentioned that reading is the key to learning. Knowledge and learning are the basis of education. Reading history is related to the invention of writing. It is a similar knowledge that no one is born knowing how to write or read because these two things must be taught. Reading is of enormous importance in human life; therefore, it is the primary factor in acquiring knowledge and expertise. Reading is a translation of spoken words and written symbols and the relationship between the meaning and the written character. That means reading is a complicated method between the tongue, mind, and eyes. Al-jarf (2007) has stated that teaching reading is to manage readers to read to acquire the information efficiently and perceive what has been read. This is known as reading comprehension. Reading comprehension means the capability to read the text and perceive the intent of the writer. It includes using prior knowledge, making predictions, and drawing out valuable information, among other factors. There are various reading ways to develop comprehension, such as reading silently or aloud.

McNamara (2007) has stated that Saudi Arabia is a small country with only 20 million people. The educators of Saudi Arabia examine something worrying teachers, and many students do not prefer to read books, histories, stories, or textbooks. This has a negative influence on academic achievement and the improvement of students. Walczyk and Griffith Ross (2007) provided a theory on developing comprehension involving the skills of reading. This theory focuses on the mastery of reading and grabbing readers' attention to establish reading with weak readers. Vacca (2002) has stated that reading comprehension is the essential skill that a child learns. Learning to be a systematic, strategic, and active reader is crucial to success in all content areas. The learning of literacy in adolescents between the ages of 10 and 18 is essential in preparing for life in and out of school.

The reading skill excellence with understanding is one of the significant essential skills to obtain knowledge and prosper. Several learners may never handle to read well. Hence, they face specific reading issues owing to weakened confidence in their ability. Reading in students can be regarded as an essential skill in Saudi Arabia and is of most important. The curriculum of Saudi Arabia emphasizes reading as a significant skill to be developed by learners from intermediate to graduate level and in preparatory year courses. Instructors nowadays face an essential issue in reading and comprehension among the students at the university level in Arab nations. Many students could be accounted well for as disabled, judging by their reading difficulties, an issue that may reflect poor performance in their educational activities. Reading can be regarded as one of the usual ways of obtaining information in society and academic settings. It may be considered that the individual who is not capable of reading well will face severe issues, particularly in what is deemed educational and, consequently, opportunities for a job. McLaughlin and Allen (2002) have mentioned that good readers use comprehension strategies to enhance meaning construction. These strategies involve skimming, scanning, understanding vocabulary in the present context,

summarizing, predicting, and evaluating, making connections, self-questioning, monitoring, and visualizing, etc. These strategies help readers to become metacognitive readers.

Gold and Gibson (2001) revealed that 4th to 6th-grade students who read loudly continuously during a time duration of 7 months accomplished certain gains in reading comprehension, vocabulary, and decoding skills. Reading loudly is the foundation of literacy growth. They have also mentioned that reading aloud represents the relation between the meaning, so reading aloud and printed word makes complex thoughts much accessible to perceive for the reader. Gray (2010) has mentioned that in Saudi Arabia, elementary schools use standardized basic readers to teach reading to entire students in the 1st to 6th grades. In 1st to 3rd grade, the students learn to read and read for comprehension in 4th to 6th grade. The program of reading in elementary schools in Saudi Arabia emphasizes vocabulary acquisition, word recognition, and comprehension. Most of the elementary school students in Saudi Arabia are not better readers. This has a negative influence on the academic accomplishment of students. Zhao (2009) has mentioned that in Saudi Arabia, teachers use varied reading strategies to develop students' comprehension. It is important to mention that teachers are exceptional when it comes to teaching reading strategies. The teachers described that they did not teach students how to set up regular reading exercises purpose. It is also important to mention that students were not rivalry when making queries concerning different texts in a consistent way. Brown (2001) has suggested that the strategy of assessing the process of comprehension was taught to Saudi Arabia students; however, the strategies of comprehension are important when it comes to developing the processes of reading. The reading competency enhances one to face the process of constructing and understanding the meaning from a text piece. Therefore, reading competency among English as a foreign language is an overriding and primary goal in the English language pedagogy in Saudi Arabia. Therefore, it is an important relationship between English strategies as

foreign language teachers and complete reading comprehension. Inadequate knowledge of the vocabulary of English is one of the major difficulty causes in comprehension. Both comprehension and reading are major elements when it comes to learning English among students in Saudi Arabia. Fortranet-Gomez and Raisanen (2008) have described that English has indeed obtained an eminent status in the world of Saudi Arabia as a foreign language. The most spoken language of technology, research, and business and behind the driving force and factor for transfer of knowledge, English is vastly considered a factor for global communication, and its acquisition is understood as compulsory. Block and Cameron (2002) have mentioned that several parents in Arab are keen on having English education for their children. They strongly believe in the need for social and professional success. Because several well-paid jobs, opportunities, and greater positions for promotion worldwide and mainly in the Gulf region are related to better English proficiency. In the Saudi Arabia Kingdom, a job applicant who is skilled in English is much probable to acquire positions in government or private sector firms than other applicants with no or poor English command. Therefore several non-speaking English nations around the globe involving the Gulf countries enhance English proficiency as a foreign language as a part of their effort towards the accomplishment of internationalization and modernization. Similarly, Al Turka and Dufuaa (2003) have stated that college students also come to college with reading deficits in Saudi Arabia. They always arrive at colleges who cannot read for details, recognize major notions, or identify the relationship among text elements. With the developed requirement for college graduates from the English department to become skilled English teachers, it is essential to assess reading comprehension. In Saudi Arabia, there have been many issues regarding college graduates who lack important skills. With the lack of national measures, several calls for recognizing measures for proficiency have been provided. Krieger (2007) has mentioned that the main aim is to have students reading at her or his grade level or above it. As an outcome, many teachers need to support these

students, but they are not sure how to support the best strategies to support the students in becoming better readers. Alsheikh (2002) predicted that Saudi Arabia learners use more support reading strategies such as translation and asking queries. The support reading strategies were familiar with English as foreign language learners. The Saudi Arabia students stated that the strategies they use rely on the data they are viewing for in fact some of them would tend to read paragraph by paragraph to get what they are viewing for. Bolos (2012) have stated that reading is essential to support students gain access to several varied types of ideas, information, and knowledge. Reading has numerous advantages for students because it can develop students' social skills and open new worlds for them. The students must view reading as an enjoyable activity to advantage truly from it not only associated with school or university. Thus, it can be inferred that reading helps all students study the subjects and have strong skills to struggle in their lives of academics.

1.2 Problem Statement:

There has been a continual decrease in university students' reading ability, with nearly 1/3rd of 4-year college students regarded at risk for reduced academic achievement. Reading is essential to support students to acquire access to several types of information, ideas, and knowledge. It is a general assumption that reading skill is one of the simplest of the four skills: speaking, writing, listening, and reading for the university students and beginners. The skill of reading English as foreign language learners needs adequate vocabulary knowledge of the English language. The adeptness in skimming and scanning ability, comprehension power, and speed of reading is also essential. Al-Nujaidi (2003) investigated the relationship between strategies of reading, reading comprehension, and vocabulary size of English as foreign language learners of Saudi. He estimated the strategy of students' use by adopting the SORS (Survey of Reading Strategies) of Mokhtari and Reichard (2002). The reading comprehension determines students' reading skill level, estimates the present pedagogical strategies adopted by universities, and

proposes strategies to further develop the reading skills among Saudi Arabian English readers. This study discusses the reading text level difficulties and strategies used to overcome among Saudi Students at the ELC of King Faisal University.

1.3 Aims and Objectives of the study:

Aims:

The main aim of the study is to determine the gap between reading text level difficulties and strategies used to overcome among Saudi students at the ELC of King Faisal University

Objectives:

- To analyze the importance of reading comprehension.
- To examine the factors influencing reading comprehension to students.
- To determine the reasons behind the low-level performance of university students in reading comprehension.
- To examine the difficulties faced by Saudi students on reading comprehension text.
- To propose strategies to sort out the difficulties faced by university students in managing the skills of reading.

1.4 Research Questions:

The research questions of this study are:

- 1) What is the importance of reading comprehension?
- 2) What are the factors influencing reading comprehension to students?
- 3) What are the reasons behind the low-level performance of university students in reading comprehension?
- 4) What are the difficulties faced by Saudi students in reading comprehension texts?

- 5) What are the strategies to sort out the difficulties faced by university students in managing the skills of reading?

2. Literature Review:

To succeed academically, one of the foundational skills is reading skill, which is considered an essential skill for survival (Dearman and Davis, 1990; Pugh, Pawan, and Antommarchi, 2000). Current studies reveal a continuous decline in the average reading skills of young adults who are students. There is a risk of less achievement in academics in three out of four students. An assessment was conducted at the Saudi Arabia Qassim University of the English reading comprehension for senior students who chose English as their primary subject. The investigation focused on the GPAs of the reading ability and the impending impacts of the students' age. A quantitative method was used in this study, and about one hundred and three participants were involved in the investigation. There were two reading comprehensions on different topics and lengths of contents, and each comprehension has ten multiple questions. This study's findings show that there was a low capability of reading comprehension, and the significant factor, GPA, significantly impacted the participants' reading comprehension. It was also found that the student's age was irrelevant to their reading ability, and the reading materials prescribed focused on the reading strategies instead of comprehension instructions as the whole concept of comprehension loses its meaning. In contrast, decoding and reading are done without understanding the comprehension (Abik, 2014).

Ebad (2014) has stated that around the world, at higher education institutions, EMI (English as a medium of instruction) dominates. In the Saudi Arabian Kingdom, the adoption of English as a medium of instruction in entire universities is compulsory by the Higher Education Ministry. Javid et al. (2012) have stated that all students who graduate from secondary schools in Saudi and who are admitted to universities must record in a PYP (preparatory

year program) where they are expected to accomplish some English proficiency level before they are accepted into UG degree programs. Because the concerns considering the low-efficiency levels in English amongst the students are developing and some Saudi Arabian universities have been performing to resolve the problem by continuously changing and developing English as a foreign language instructional and pedagogical practices. Out of the four important English skills as a foreign language taught at tertiary level institutions in Saudi Arabia, developing a reading habit among students seems to be challenging and problematic. The studies of Al-Nujaidi (2003) and Abik (2014) predicted proof of inadequate comprehension of reading amongst high school students in Saudi Arabia entering university. However, Al-Akloby (2001) conducted a study in Saudi Arabia that inferred that English as foreign language learners in Saudi Arabia has a positive attitude towards acquiring and learning reading English as a foreign language materials and English.

Similarly, the study of Al-Mansour and Al-Shorman (2011) showed that with the positive and proper approach of pedagogy, the English as a foreign language learner in Saudi Arabia has become much encouraged towards L2 reading. Reading is significant to facilitate students' increase access to numerous diverse kinds of information, knowledge, thoughts, and ideas. The reading aloud approach aims to bring out successful outcomes and augment the students' reading comprehension. The rationale of this investigation is to offer support to reading aloud to progress in reading comprehension. The study was done in Saudi Arabia during the summer of 2014. Forty-one young men of the 5th grade participated in the study. The investigator explained this strategy to the participants to boost their understanding of reading. The students then engaged the reading aloud strategy while reading the lessons to improve their reading comprehension ability. To determine the application of reading aloud strategy, a 5th-grade coursebook was used. The use of this strategy was evaluated by comparing the interventions before and after the reading comprehension analysis.

Further, the survey attempted to find out whether the students enjoyed reading while applying the reading aloud strategy. Students' behavior was also observed during the study, and it was found that there were optimistic effects on the improvement and development of the students' comprehension. It was evident that the participants developed the ability to relate their personal knowledge and experiences with daily comprehension to express their views and display a remarkably high standard of understanding (Alshehri, 2014).

Even though much research (Alhaidari, 2006; Al-Musallam, 2009) has been conducted on encouraging reading among English as foreign language learners in Saudi Arabia, the focus of these studies has been the views of teachers and what they perceive as successful methods to encourage their learners. Al-Hamound and Schmitt (2009) mentioned that reading required to be repackaged to learn new things and as an activity of entertaining rather than a way to pass an exam or to practice the skills of English or merely to develop scholastically. Those who refer to themselves as non-readers must be motivated to view that linking with the written word in all its forms is part of what is to be a reader. Suppose Gibson (2008) is correct in considering that oral reading can be made a much efficient device of learning with larger systematization in the curriculum. In that case, the methods by which the teachers in Saudi Arabia motivate and use oral reading in the classroom must be researched further. It is feasible that scholastic surroundings in Saudi Arabia offer an ideal setting for permitting oral reading methods to assist essential gains in reading comprehension. This education setting, coupled with an appreciation of culture for memorization and oral religious traditions through recitation orally, could enhance powerful tendencies among students to relate oral reading with memorization and concentration. Nuttall (2005) has stated that teachers must capitalize on readers' pragmatic encouragement associated with their learning to read in English. With the diversification and expansion of the economy of Saudi Arabia, the readers of English must probably provide more fantastic choices, particularly in matters

of foreign relations and trade. Universities must employ reading labs for reading therapists and learning specialists and involve English as a reading curriculum.

Nooh and MsPherson (2013) conducted a study about the effectiveness of the latest strategies employed in teaching English reading skills in Saudi Arabia, which considered the opinions of both the students and teachers. Vital discrepancies were highlighted among the advantages of the various strategies that were implemented earlier. In addition, the authors identified another problematic area that is short of support mechanisms that must act as supplements to the teaching of English reading ability in the classroom.

There exists a general opinion about one of the necessary abilities of a Language, the reading skill. It is considered the easiest of the other three skills, viz listening, speaking, and writing for any beginner in Language learning, and the university students confirmed false by the investigator (Lebaure, 1985). Adequate English vocabulary knowledge is a must for those who learn English as a Foreign Language (EFL). Proficiency in skimming, scanning, reading speed is the rate of reading and power of understanding. Generally, the EFL students of Saudi Arabia are deficient in proficiency in finding the meaning in a given context and summarizing the general picture of the comprehension passage. There are two ways of doing the reading comprehension – the intensive course for juniors and the extensive form. In the researcher's view, the extensive way having some aspects of intensive teaching such as precise computer-assisted application is more productive for students. It is directly connected with the classroom instruction. Showcasing the importance of reading comprehension and the problems faced by Saudi students was the focus area of the research. In conclusion, the complexities are seen in many areas such as exercising vocabulary, skimming, scanning, predicting, and summarizing during understanding the English language in Najran University (Nezami, 2012)

In a study, Alshumaimeri (2011) explored the relative outcomes of various reading techniques on the performance of comprehension of the Saudi EFL male students of 10th grade. The score of these students who were asked to read three similar passages in three different ways (silent, oral and subvocalizing) were evaluated. The outcomes showed a vast difference between sub-vocalization and oral reading and silent reading and oral reading. It was concluded that the greatest effect on the performance of comprehension was oral reading among the other three methods. It was the most preferred reading method for almost all the groups involved in the study. Most of the respondents reported that oral reading was best preferred over any other reading methods besides being the style best-supporting understanding. From the study's feedback, oral reading is given preference as it supports memorizing the text words, practicing words, pronunciation, and concentration while encountering new and real-world situations. However, the author recommended that language teachers identify the best reading method by using all available reading methods.

It was examined that the language and cognitive report in children having low reading ability using a longitudinal outlook. Although understanding skills are closely linked to educational accomplishment, the deficits in comprehension in children were ignored in reading research. The comprehension factors behind reading skill are vital as it advances the potential for the early recognition of children at the peril of budding reading problems. The three studies were involved in the research. They examined 1000 twin pairs of ages between 5 and 15 years using well-identified predictors of reading, spelling, decoding, understanding comprehension, and oral language procedures. The theoretical framework utilized in the study was the Simple View of Reading, and children who showed different types of understanding - related intricacies were identified at different ages. In both the prospective and retrospective analysis, the results indicated a strong oral language shortfall in all subtypes along with understanding problems. This

shortfall of oral language was widespread and included grammar, vocabulary, and verbal memory. Further, the oral language gap was evident as the phonological responsiveness was compromised preceding the reading skill's teaching. Reading comprehension discrepancies were budding across children's investigations with reading and understanding difficulties (Elwer, 2014).

Al-Rasheed (2014) proposed examining the effectiveness of pre-reading strategies on Saudi English as a foreign language college students' reading comprehension. Reading comprehension is a key problem in learning English as a foreign language. Teachers must use pre-reading strategies in reading classes to support students in developing their comprehension. This study examines the effectiveness of two pre-reading strategies on English as a foreign language performance of students in reading comprehension. The pre-reading strategies used in reading classes can offer students the meaning of keywords, while other strategies help encourage students to read the passage. This study examines whether pre-questioning is much more efficient than pre-teaching vocabulary for English as a foreign language college student in Saudi Arabia. Since reading is one of the significant areas in English as a foreign language teaching, this study draws teachers' attention to specific pre-reading activities that must be used before reading initiates in reading lessons. It also offers English as foreign language teachers to use pre-reading strategies that are pre-questioning, vocabulary, and pre-reading.

Furthermore, it will help recognize which one of the two strategies investigated is much efficient. Some suggestions have been proposed for English as foreign language material designers and teachers. Future research is required to examine the efficiency of other pre-reading strategies in English as a foreign language in Saudi Arabia.

3.1 Research methodology

Research is a coherent and deliberate quest for new and helpful data on a specific point. The accompanying part talks quickly about exploration paradigm, examination configuration, sorts of information, sampling outline, information investigation, accumulation, and understanding procedures adjusted in this examination notwithstanding clarify moral contemplation and impediments included in this exploration.

3.2 Paradigm

A research paradigm is clarified as a structure of routines, principles, and state of mind inside which the examiners work and the examination work (Krauss, 2005). Research paradigms are of two general classes. They are (1) Positivism and (2) Interpretivism (Creswell, 2003).

A mixed methodology is followed in this exploration. This study coordinates interpretivism and positivism. According to Easterby-Smith et al. (2008), positivism philosophy is based upon a more unique structured methodology to develop quantifiable and generalization observations. It evaluates the results with the help of statistical methods. Positivism is commonly used in natural science, and it is based on the objective and critical method. It is an approach that includes varied philosophies of natural science such as unaltered philosophy, universal law, and the view of everything that occurs in nature. A researcher can collect all the figures and facts associated with the research issue through general sources with positivism philosophy.

Similarly, Cousin (2005) has defined interpretivism as the methods used to emphasize people's meaningful nature in cultural and social life. This theory or process is varied in the sense that it handles any natural science methods. Interpretivism is used to reveal the constructive nature of the evaluation process in academic achievement. Interpretivism research processes involve

interviews, focus groups, and research diaries, i.e., specific techniques that permit several variables to be registered as feasible.

Poor reading comprehension of the students have generally been depicted as they are distinguished at the age of 8-9 or more seasoned, along these lines moderately less is thought about their subjective and dialect profile after some time, and particularly at an early stage in the advancement before they are presented to developing a reading guideline in their career progress levels.

The investigation is majorly targeted on the difficulties faced by the students of ELC of the King Faisal University in Saudi Arabia. As explained in the above statements, comprehensive English learning tends to be difficult for the students, resulting in a loss of career and losing confidence. The researcher finds a gap between the reading text level problems faced by the Saudi Arabian King Faisal University students and the strategies they adopt to overcome them. To know more on this, the study must be carried to the 360-degree level response, and from that, the final notes can be drawn. Hence, the investigation follows a mixed approach and collects the primary data from the students and the teaching faculties of the university.

3.3 Approach

As the given name, the examination approach characterizes the technique by which an investigation is occurred (Gliner and Morgan, 2000). The two fundamental exploration approaches in like manner are subjective and quantitative examination approaches (Thomas, 2003).

The study uses both qualitative and quantitative approaches. Merriam (2009) has mentioned that qualitative research usually occurs in naturally occurring situations as contrasted with quantitative research in which behaviors and settings are controlled and manipulated. Qualitative research is more likely to explore processes than outcomes. Qualitative research focuses on the meanings of experiences by exploring how people define, describe, and

metaphorically make sense of these experiences. On the other hand, Thomas (2010) refers that Quantitative research is more closely associated with deduction, reasoning from general principles to a specific situation. Quantitative research has its roots in positivism and is more closely associated with the scientific method than is qualitative research. The emphasis is on facts, relationships, and causes. Quantitative research involves studies that make use of statistical analyses to obtain their findings. Quantitative researchers look for more context-free generalizations. Typically quantitative researchers separate facts and values. Overall quantitative researchers are more attuned to standardized research procedures and predetermined designs than qualitative researchers. Subjective research, likewise, called an inductive strategy for examination, is subjective (Muijs, 2010). Both the close-ended and open-ended questionnaires are used in the study.

3.4 Design

Rasinger (2008) characterizes exploration outline as many development appraisals that produce the groundbreaking strategy that indicates the systems and strategies for the social affair and dissecting the required data.

This study makes utilization of a descriptive examination plan. Salaria (2012) defines the descriptive research design is detailed in nature and often misused to describe the different investigations. The superficial similarities have covered their differences. The research method that uses it for the presence of the terms and conditions, practices, beliefs, processes, relationships, or trends that were invariably termed is known as descriptive research. According to Srinagesh (2006), descriptive research design can be either quantitative or qualitative. Descriptive research designs can be as easy as an individual, briefcase, or critical, examining a vast number of variables. Descriptive research design is also used for hypothesis testing and theory generation. As per Thyer (2009), the descriptive examination endeavors to describe the issue, circumstance, administration, and wonder or program

deliberately and offers data about a group's living states or portrays dispositions towards the problem.

The descriptive study supports both the qualitative and quantitative data collection types, e.g., the Qual→Quan→Results: -

Questionnaires→Interviews→Experiment



120 Students

6 Teachers

40+40 Students



2 Groups (Pretest&Posttest)

3.5 Sampling Design

Sampling design or sampling plan defines the procedure by which data could be collected from a large population (Sharon, 2010).

This research uses both non-probability and probability techniques of sampling since this research does both qualitative and quantitative analysis. A simple random sample is used to collect the quantitative data, and the qualitative data will be collected by using convenience sampling. Pathak (2008) has mentioned that a simple random sample of size n from a finite population of size N is chosen. Every possible sample of size n has a similar probability of being chosen. One process for selecting a simple random sampling from a finite population is to select the sample elements at a time that every element existing in the population has a similar probability of being chosen at every step. According to Niglas (2000), convenience sampling is a non-probability sampling technique that allows a researcher to generate a sample that may be broadly based at low cost. In convenience sampling, the choice of the sample is left completely to the convenience of the investigator. The investigator obtains a sample according to his/her convenience. At its

simplest convenience sampling means quite literally taking as a sample whoever is available to receive the administration of the research instrument. The convenience samples are selected to focus on a particular issue or issues. For example, the respondents for the numerical data collection will be chosen by random numbers, and the qualitative data will be collected based on the convenience and availability of the teaching faculties.

3.5.1 Sampling unit and size

The quantitative study will comprise the students at King Faisal University, Saudi Arabia, and the respondents for the qualitative study will be the same university teaching faculty. Quantitative data will be collected from 120 students, and qualitative data will be collected from 6 teaching faculties. The sample size is approximately 120. The sample size should be determined after conducting the pilot survey. But many researchers suggested different sample sizes for mixed research. For focus group (Number of teachers selected for interviews) 6–9 participants (Krueger, 2000); 6–10 participants (Langford, Schoenfeld, & Izzo, 2002; Morgan, 1997); 6–12 participants (Johnson & Christensen, 2004). For the Quantitative experimental purpose test, Onwuegbuzie et al. (2004) suggested 21 participants for one-tailed and double for two tailed. So, 40 students for each experimental group is statistically sufficient for conducting information.

3.5.2 Pilot Study

There is no hard and fast rule for deciding the sample size for the pilot survey. Different researchers gave a different opinion about the size of the pilot survey. According to Connelly (2008), extant literature suggests that a pilot study sample should be 10% of the sample projected for the larger parent study. However, Hertzog (2008) cautions that this is not a simple or straightforward issue to resolve because many factors influence these types of studies. Nevertheless, Isaac and Michael (1995) suggested 10 – 30

participants; Hill (1998) proposed 10 to 30 participants for survey research pilots. Julious (2005) in the medical field and van Belle (2002) suggested 12; Treece and Treece (1982) recommended 10% of the project sample size. I would say that ten would be a minimum, and 30 would be a maximum. So it is good to take sample size as large as possible. So, 30 is the right size for our survey that provides reasonable estimates about the population characteristics.

3.6 Data Collection Method

Research information is only certainties or perceptions on which test or contention is made (Grinnel & Unrau 2008). Information may be of two structures by name primary and secondary information. This exploration makes utilization of both.

VanderStoep and Johnston (2009) defined that primary data take a huge amount of expense and time for the researcher to prepare. Still, it has the benefit of being more applicable to the research situation or problem. Experimental, observational, and survey research are among the most renowned methods for gathering primary data. Surveys can be carried out by personal interviews, mail questionnaires, and telephone interviews. The information explicitly accumulated from the respondents is alluded to as primary information (Cormack 2000). The study includes closed-ended and open-ended questionnaires from the students and teaching faculties of the King Faisal University of Saudi Arabia. As per Kumar (2002), Secondary information is the data that is used as the foundation for any study, and thus it supports the primary data collection. It may be available in any form and mostly as raw data and information. According to Loewy and Guffey (2009), secondary data is the data that was already available in some figure or structure but which was not collected directly by the researcher. Secondary data is frequently the initial point for data compilation as much as it is the opening type of information to be collected. The main restriction is that the

secondary data has previously been compiled for something other than the present study problem.

3.7 Data Analysis and Data Interpretation

Clark and Creswell (2011) say that the examination and understanding of information include the target material in the researcher's ownership and his subjective response and longings to get from the information the inborn importance in their connection to the issue. To abstain from making conclusions of understanding from inadequate or invalid data, the last examination must be foreseen in point of interest when arrangements are being made for gathering data.

3.8 Statistical tools employed

This study makes use of a few numerical tools to consider the primary data gathered. They are

- i. Graphical method
- ii. Karl Pearson Correlation coefficient
- iii. Sample percentage method

The qualitative data will be evaluated by using the text analysis to make it understandable.

3.9 Strategies for validating findings

The outcomes collected are validated for rightness with the subsequent parameters, validity, reliability, credibility, conformability, transferability, and dependability (Taylor 2006).

3.10 Ethical considerations

There must be some essential morals to be followed in any exploration. The researcher keeps up morals in this study by keeping the reactions got entirely classified. In addition, prior authorization was taken by the investigator from the target sample unit.

3.11 Summary

This chapter makes it clear that the research is both qualitative and quantitative. In this study, the research design adopted is descriptive research, and the technique of sampling involved is simply random and convenience sampling. In addition to explaining the data analysis and interpretation techniques used for the research, this section has described ethical considerations and limitations associated with the research.

3.12 Limitations of the research

- i. This study is limited to King Faisal University.
- ii. This study is limited to Saudi Arabia alone.
- iii. This research evaluates the gap between reading text level difficulties and strategies used to overcome Saudi students at the ELC of King Faisal University.

4. Structure of the Thesis:

This thesis is made up of the following five chapters:

- i. **Chapter 1:** Chapter one will be the introduction and will present a brief idea about the research topic, covering the background of the study, the aim of the study, objectives of the study, the research questions, the problem identified in the study, and the limitations or future enhancements of the study.

- ii. **Chapter 2:** This chapter reviews literature that analyzes several existing works related to the gap between reading text level difficulties and strategies used to overcome among Saudi students at the ELC of King Faisal University.
- iii. **Chapter 3:** This chapter describes the research methodology that explains the research strategy, design, sampling plan, data collection, and analysis and interpretation techniques used in this study.
- iv. **Chapter 4:** This chapter discusses the data analysis and interpretation part that analyzes the collected data using several statistical tools to test the proposed research hypothesis.
- v. **Chapter 5:** The fifth chapter is the conclusion and recommendation chapter. The conclusion section describes the summary of outcomes acquired through the discussion section and concludes the research followed by the best strategies to be adopted for future studies.

Apart from these, this research includes a bibliography that lists all works of interest, including those mentioned in the text. The appendices include all necessary relevant data supporting the study, including the tables and graphs considered in the study used for the study titled "To determine the gap between reading text level difficulties and strategies used to overcome among Saudi students at the ELC of King Faisal University."

5. Timeline of Research

The following table describes in detail the plan for the entire research:

S.NO.	WORKPLAN	November-2014	December-2015	January-2016
1	Collecting the materials for the proposed study			
2	Preparing the literature review related to the proposed study			

3	Designing the proposed research methodology			
4	Collecting the primary data from the respondents			
5	Testing the proposed framework			
6	Results and Discussion			
7	The conclusion to the proposed study and Recommendations for future research			

During the entire research plan, the first step was to collect the materials for the proposed research in November 2015. The next step is to prepare the literature review related to the proposed study in the same month. In December 2015, the proposed research methodology is designed, and the primary data is gathered from the respondents in their respective workplaces. After this, the proposed study is tested. The results are generated in January 2016 along with the findings for discussion. Lastly, the proposed research is concluded, and the suggestions are proposed for future research.

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