# Understanding of Reading among Teachers and Learners: A Descriptive Study of Pre-university English Language Teaching /Learning in Saudi Arabia

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**Abstract**
This study assesses pre-university teachers' perception about reading comprehension in English as a foreign language (EFL) in Saudi context. It also identifies the difficulties faced by the students in their reading comprehension classes to have a holistic view of learning process. The main aim of the study is to explore the issues related to teaching reading, both from teachers as well as learners' perspectives, so that the best teaching strategies can be adopted to achieve the desired outcomes. It assesses the ongoing prevalent scenario of learning to read in English as foreign language and observes that the learners' difficulties are not addressed properly because the teachers/instructors are not trained well or pay less attention to reading skill. A descriptive approach has been used on a sample of instructors from various non-native English-speaking nationalities (*n*=60) and Saudi learners (*n*=146). Responses revealed that teachers' poor awareness of teaching strategies cause poor learning outcomes. Their responses also reveals that their strategies do not take into account learners' difficulties which somewhere cause learners' helplessness in getting desired outcome. The results of the study elaborate how the culture and contextual knowledge play significant roles. These are the bases of teaching reading skills along with learners' needs so that more robust teaching strategies can be followed to truly meet the desired learning outcomes. This will definitely help the teacher-educators as well as the instructors in improvising their teaching practices that suit their classrooms well.

*Keyword*s: comprehension, EFL instructors, EFL reading, reading strategies, Saudi learners

## 1. Introduction

English as a Foreign Language/English as a Second Language (EFL/ESL, hereafter) instructors are responsible for developing all the four language skills among the learners wherein reading and writing are found to be overlooked in most of the teaching environments. In Saudi Arabia, writing and reading skills are very much debated in the recent studies as learners exhibit surprising lack in these skills at the later stages of their university education (Al Qahtani, 2010; Al Roomy, 2013). ESL teachers are guided by their knowledge of reading process while performing the teaching task. Though they are aware of the stages and various elements of teaching process, they are unable to practically make the learners learn the desired strategies (Hager et al., 2005; Chappell et al., 2005a, b). When the learners are fully aware of various strategies to improve their reading skills, they are bound to evolve as fluent readers. It has been noticed that the teachers are not well aware of their roles and the related tasks in terms of reading comprehension. They unintentionally follow ineffective tasks that may not be very helpful for the learners which result in their poor understanding of the texts. Poor comprehends are unable to effectively construct and understand the meanings implied in the texts. Comprehension as defined in various dictionaries as mental capacity to know the message communicated and reading means comprehending the written symbols. Here in this activity readers construct the meanings communicated from the written text and interpret the message based on their prior knowledge and background information.

Moreover, mostly the ESL/EFL teachers fail to understand that reading is not limited to classroom activity but comprehension of the message in general in any contexts (Masadeh, 2015; Wooly, 2011; McKeown & Beck, 2001). Most of the studies have acknowledged comprehension as the end result of reading in general. Comprehension is the end result of result in successfully decode the all the elements of message or information communication within the text and similar context in general. To successfully implement this, the instructors need to stimulate the readers to read the text in order to reflect effective results by comprehending all the elements well. This may include infer, synthesize and analyse the events and information wherein the readers should be able to discriminate the realities of the events from their real-life experience. There are four features of a classroom activity (Koleva, 2008). First is the time limit which expects the learners to perform various other language related activities along with reading. Second is the materials used are not necessarily suits learners' interest as the text may vary in terms of their difficulty as well as their taste. Third is that the learners are expected to not only read the specified text but they also have to show their understanding of the text and the fourth one is that they are compelled to work on the prescribed text. Reading is an activity wherein the readers need to comprehend, infer, analyse and evaluate the text. Learners do infer the meanings beyond the word level and evaluate the overall message in the text which requires them to integrate all the fractions into a big picture.

It is well acknowledged that readers' prior knowledge plays a crucial role in reading comprehension (Adams, 1990; Grabe, 1991; Ulijin & Salager-Mayer, 1998). Eskey (1986) introduced the ideas of 'knowledge of form' and 'knowledge of substance'. The first one refers to the linguistic competence of the learners to identify the symbols at lexical as well as syntactic/semantic levels whereas the second one refers to the cultural and pragmatic aspects of the text encoded in the linguistic formal symbols. Therefore, the learners do use their prior

knowledge based on their personal experience, be it learnt from the surrounding or the reading the materials in their mother tongue or their first language. Recent researches have indicated that the affective factors do influence learners' academic achievement and behaviour (Alvermann & Guthrie, 1993). Furthermore, this implications entails that the readers tend to read more and found to be highly motivated which is resulted in their better reading achievement (Foertsch, 1992). Negative emotions about reading discourage the learners from getting actively involved in the activity which fail the whole teaching and learning process. The resent study aims to ascertain the teachers as well as the learners' perception about the reading activity so that desired outcomes are achieved. ESL/EFL learning in Saudi Arabia has not yet been able to demonstrate desired results and the learners with poor language skills, especially reading, fail to meet the demands as they move further in their academic experience. This has raised doubts about the teachers' own language skills which somewhere limit them from desired performance.  At the same time, the learners do have to assess their own motivation level so that the teachers can assess their expectations which in turn help them to improvise their instructional strategies.

*1.1 Importance of the study*
First of all, it serves as an eye-opener for the instructors to communicate the importance of reading to learners so that they can access variety of resources to know what all going around them (Liang & Dole, 2006). As evident a teacher not prepared well can never yield desired outcomes, likewise less motivated learners would also not learn skills. Without knowing learners' expectations, it is quite impossible to meet language course objectives. Therefore, the present study aims to find out answers to the following questions:

a.  What are the best ways to teach comprehension and enhance the readers' understanding skill?
b.  What are learners' attitudes and expectations and their own roles in the learning process?
c.  What are the strategies adopted in order to help the poor readers?

*1.2 Objectives of the study*
The present study aims to investigate the teachers' perception on their concerns related to teaching reading at foundation level or pre-university stage. Furthermore, this will also assess learners' perception about how they feel about themselves as readers. The relationship between the two will be evaluated so as to see whether learners' perception is somewhere properly addressed by the teachers as well. The study will seek to answer the following questions:
a.  How much the teachers give importance to reading their classes?
b.  How much teachers' are aware of teaching reading strategies to be followed in their pedagogical process?
c.  What are the learners' roles in the improvement of their reading skill?
d.  What is the status of learners' understanding of reading skill?

## 2. Literature review
Reading related EFL research and pedagogy is highly governed by cognitive, educational theories, as well as socio-pragmatic aspects. Approaches from various fields of study have contributed

highly to research in reading in the recent past. Moreover, researches on learners' perspectives have suggested that students' interest in reading enhances their achievement as well (Chiu & McBride-Chang, 2006; Brozko, Shiel, & Topping, 2008; Wigfield et al., 2008). Motivation is directly proportionate to achievement as verified in various individual tasks (Anmarkrud & Braten, 2009; Munns & Woodward, 2006). Guthrie & Wigfield's (2000) 'engagement model' prescribes extensive reading wherein motivation plays a significant role to have the desired output (Guthrie, 2006; Morgan & Fuchs, 2007). It has been noted that motivation towards reading is not the same in non-native learners as the native ones (Jang & Meyer, 2012; Neugebauer, 2013). But, the factors related to this have not been explored well. Earlier researches focussed on teachers' perception on the difficulties faced by the learners in their reading classes (Quirk et al., 2010; Unrau et al., 2015) and researches related to students' motivation have mostly been empirical studies wherein students have marked their preferences on Likert-type surveys (Coddington & Guthrie, 2009; Wigfield et al., 2008). However more recent studies have witnessed a change in approach wherein teachers' perception and belief have been assessed related to motivational factors. And, teachers' response show that efficacy, importance of reading, skill development as motivating factors for the students. To this, Unrau, Ragusa & Browers (2015) added relationship building with the peers could also be a motivating factor which I doubt does have any relevance in monolingual society as Saudi Arabia where Arabic is the only language spoken in almost all domains of life. Learners are exposed to English only in the classroom as learners from other ethnicities do not join public schools here. It has also been found that teachers do not perceive motivated and unmotivated students well (Protacio, 2012, 2013; Taboada & Buehl, 2012). Though motivation plays a significant role in reading comprehension, there are other factors which affect learners' involvement in reading classes (Protacio & Jang, 2016). In EFL setting, the learners are exposed to target language in very limited domains of life, which hinders their growth of language skills. Lack of reinforcement is a crucial factor in poor language development.  The present study aims to set a balance of understanding between the teachers understanding of reading comprehension as well as the learners' difficulties, to find a way forward in the direction of better learning experience.

Many studies have shown the effective strategies to enhance learners' reading experience and text comprehension in general. Each study has tried to develop a microscopic view of the elements involved in reading comprehension process and the factors affect this process. Broughton (1981) points out that a reader first of all identify the written symbols form words and phrases and then try to correlate them with the meanings. In this process, reading aloud focuses on the effective performance of learners in properly identifying the written sounds. However, reading comprehension is a process wherein more importance or so to say the main objective of the activity is to understand the text and the learner should be able to skim through the text to answer all the related questions. Later, Mckeown and Beck (1992) stress on the reading process and recommended that a strategic reader would see first the purpose of the text and then identify the general character and features of the text. A reader would skim, evaluate and scan the text to know the author's purpose as well. He may use his prior knowledge, his background information about the context and various other related knowledge to develop a comprehensive view that is based on compare and contrast the sequence of events, infer the other parts of whole message, and finally conclusion wherein his opinions require frame the structure. Pang et al (2003) proposes that there is a relation between teachers' fears and readers' comprehension input. It means the teachers focus more on the output of comprehension learning process, rather than the strategies or the methods

readers do follow while reading. However, readers' perceptions about the reading process and their thoughts while reading is found to be closely related (Konare, 1994). Pang et al (2003) found that the readers need to identify the written symbols and relate those with the meanings so they need to make sense of words, sentences and the interconnectedness of the text. Readers do use background knowledge, grammatical knowledge to know the text. That is why the second or foreign language learners are expected to know the cultural and social aspects of the target language.

Earlier studies recognize reading as a decoding process (Norris, 1994) and as a process that is not explicitly visible so it cannot be observed (Singhal, 1998). However, Alyousef  (2005) finds reading as an interactive process wherein the reader interacts with the text and tries to decode the intended meanings as communicated in the text from the written symbols. It is quite evident that teacher can't see inside the readers' mind what's going on while reading but he can definitely make him aware of linguistic, cultural background of the text.

## 3. Methodology

The present study followed a descriptive approach to assess the participants' views through questionnaire. This involved surveys and interviews to gather information. The study was conducted on 60 English instructors employed at the pre university level in Saudi University in the academic year 2017-2018. All the teachers (with 3-22 years of teaching experience) were engaged in level 1 and 2 English Language skills courses for the pre university or foundation year learners in the northern region of Saudi Arabia. The teachers were mostly very dynamic in the sense that they had very different educational and ethnic backgrounds. All the teachers learnt English as second or foreign language in their native countries (see table 1).

Table 1. *Distribution of the participants as per their experience Years of experience*

| *Distribution of the participants as per their experience*Years of experience | Male | Female | Total |
|---|---|---|---|
| Group A (3 – 9 years) | 14 | 13 | 27 |
| Group B (10 – 22 Years) | 19 | 14 | 33 |
| Total | 33 | 27 | 60 |

*3.1 Study Instruments*

A questionnaire was prepared to assess the teachers' belief in reading and the steps followed while teaching reading. In interviews, the teachers were asked to further elaborate on the following questions:

a.  What are the main stages in reading comprehension?
b.  What activities do they carry out for each stage in their respective classrooms?
c.  How do they differentiate between the questions to be asked to test and the questions to be formed for teaching reading comprehension?
d.  What types of questions do they think are most appropriate to form in a reading lesson?

Experts involved in teachers' education and also actively involved in ESL/EFL teaching process were consulted to assess the appropriateness of the study instruments. Three were university professors employed at various other universities in the kingdom. The other two were ESL instructors with very rich teaching background. They checked the suitability of all the items and gave very useful remarks. Based on their feedbacks, the questionnaires were modified and sent back to all of them for their consent.

In the second part of the study, a survey of students' (*n*=146) responses on reading comprehension was conducted to assess the difficulty and its nature. They were asked four questions related to their difficulties while their reading activities. Markedly, their responses yielded insights into the whole learning process. Therefore, both the prime stakeholders' views have been assessed in Saudi context. Learners' ranked responses were analyzed using *Multiple Rule for Probability* & *Expected Value of a Discrete Random Variable* since SPSS and Minitab were not enough to analyze ranked responses (Adopted from Lin, 2002).

*3.2 Hypotheses*

H1 = There is no significant differences between the teachers' perception on own abilities related to teaching reading due to gender and the years of teaching experience.

H2 = Teachers' knowledge or awareness of stages in teaching reading is weak

H3 = *Learning to read* is somewhere govern the whole learning-teaching process rather than *reading to learn*

## 4.    Data Elicitation and Generalization of the Results

*4.1 Teachers' perspective*

The data on teachers' belief on reading as an essential component of reading comprehension process, determines the fruitful effects of learning reading comprehension.

Table 2. *Teachers' belief in Reading Comprehension*

| Questions | Male | | Female | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Is reading comprehension important? | 95 | 05 | 93 | 07 |
| Is it exciting? | 91 | 09 | 100 | 00 |
| Is it more important than other language skills? | 72 | 23 | 79 | 21 |

The responses indicated that the more than 90 percent teachers believed reading as an important factor in language learning. Both male and female teachers responded that they found it exciting and very interesting for the learners to be involved in. Even it's quite interesting for the teachers as well to teach the learners. The data in table 1 suggest that more than 70 percent teachers, both male and female, felt reading should be given preference over the other language skills. Though they responded in favour of reading as an important language skill, but they were found to be not prepared well or lack desired skills of reading teaching. It was clear from their class observation during the term; once they were informed about observation in advance and another time they were not informed about the visit. In both the visits they were found less aware of the skills needed for teaching reading comprehension. This was further justified when they were asked to fill out questionnaire related to their awareness of components related to teaching reading comprehension. The table 2 below show their responses.

Table 3. *Teachers' awareness of teaching reading comprehension*

| Components of teaching reading comprehension | Male | | Female | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Learners should be encouraged to use dictionary? | 93 | 7 | 91 | 9 |
| Aim of the text is important | 67 | 33 | 71 | 29 |
| Authors' feeling and temperament is important to be taught | 43 | 57 | 49 | 51 |
| Details in the text need to be explained | 100 | 0 | 92 | 8 |
| Decoding the meaning from the context | 43 | 57 | 55 | 45 |
| Difference between bottom-up and top-down approach | 2 | 98 | 7 | 93 |
| Learners should be set free to decode the sub-ideas of the text | 47 | 53 | 57 | 43 |
| Learners should be set free to decode the main idea of the text | 6 | 37 | 68 | 32 |
| Do you know how do you introduce vocabulary related to the text? | 2 | 98 | 8 | 92 |
| Average | 47 | 53 | 52 | 48 |

The results in table 3 indicated that 47 percent male and 57 percent teachers are aware of the components of teaching reading comprehension in a classroom situation. It is evident from the fact that 93 percent and 91percent of male and female teachers or instructors respectively do encourage the use of dictionary so as to enhance their vocabulary. Almost 100 percent male and 92 percent female teachers felt that the details of the text need to be explained to the learners but around 32 to 37 percent teachers didn't feel that the main idea of the text should be explained to the learners. It is quite surprising that almost 40 to 50 percent of the teachers couldn't differentiate between the two approaches. However, most of the teachers do encourage the learners to elicit the ideas of the text themselves but relatively good number of teachers didn't feel the same. Poor language skills in English could be a possible reason that the teachers didn't feel the need for that. The table 4 shows how teachers responded to a lesson plan showed to them to follow in their teaching experience. They were given a month time to experience their teaching following standardized lesson plans (downloaded from www.teachingenglish.org.uk, www.tesol.org, www.ibo.org etc.). After following a structured lesson plan for their reading classes, they responded the following (see table 4).

Table 4. *Views on proposed lesson plan*

| Questions related to proposed lesson plan | Male | | Female | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Easy to follow | 98 | 2 | 97 | 3 |
| New to you | 84 | 16 | 82 | 18 |
| Helpful for students | 91 | 9 | 93 | 7 |
| Interesting | 100 | 0 | 100 | 0 |
| Helpful in your teaching | 100 | 0 | 100 | 0 |
| Enhance learners' achievement | 94 | 6 | 95 | 5 |

| | | | | |
|---|---|---|---|---|
| Helpful in having a more controlled teaching environment | 92 | 8 | 89 | 11 |
| Helpful in finding relevant vocabulary from the text | 81 | 19 | 79 | 21 |
| Helpful in dealing with teaching stress | 92 | 8 | 91 | 9 |
| Can be followed further as well | 100 | 0 | 100 | 0 |

The results indicated that almost all the teachers found a structured lesson plan was easy to follow and very helpful in teaching reading comprehension. Moreover, it helped in dealing with the stressful situations while teaching so they showed their wiliness to follow this further as well. Very few numbers of teachers couldn't find the lesson plans helpful in finding the relevant vocabulary to initiate the learners' interest in the text to be dealt in the class. Very few teachers felt as well that the proposed lesson plans were not new to them but mostly found them new. It means that most of the teachers were not aware of the steps to be followed for teaching reading. They might be focussing more on words decoding where the learners didn't have autonomy to freely elicit the meaning and developing their own understanding of the text.

*4.2 Learners' perspectives*
The students were asked four questions and were asked to rank their difficulties. The following was the first question:

Question 1
      *What are the factors that you feel cause more difficulties in reading comprehension?*
Table 5. *Learners' responses about their difficulties*

| Options | EFL learners ($n$= 146) | | |
|---|---|---|---|
| | Expected value | Relative frequencies | Ranks |
| Vocabulary | 3.31 | 0.47 | 1 |
| Grammatical rules | 1.70 | 0.22 | 2 |
| Unknown content | 0.49 | 0.09 | 5 |
| Background knowledge | 0.77 | 0.12 | 4 |
| Long sentences | 1.52 | 0.20 | 3 |
| Other, if any | 0.08 | 0.01 | 6 |
| Total | 7.87 | 1.11 | |

Learners' responses in table 5 show that vocabulary was found to be the most crucial factor for their poor reading comprehension skill. Grammatical rules and long sentences were the other important factors that hamper their reading skills. Unfamiliar content and the background knowledge of the text were found to be the least difficulty causing factor.

Question 2
*What are the other factors that may cause difficulty in comprehending a text without any unknown words?*

Table 6. *Learners' responses about their difficulties other than vocabulary*

| Options | EFL learners (*n*= 146) | | |
|---|---|---|---|
| | Expected value | Relative frequencies | Ranks |
| Decoding the sense of words | 1.52 | 0.20 | 3 |
| Idioms | 0.77 | 0.12 | 4 |
| Content | 1.70 | 0.22 | 2 |
| Background knowledge | 3.31 | 0.47 | 1 |
| Long sentences | 0.49 | 0.09 | 5 |
| Other, if any | 0.08 | 0.01 | 6 |
| Total | 7.87 | 1.11 | |

If not vocabulary, then the learners found background or prior knowledge of the text as the most important factor in reading comprehension. However, they found it less difficult to decode the meaning of the words from the context. Provided they have little background of the text, they could decode the overall idea about the text with less effort. It might be possible that they didn't come across much idioms and complex grammatical constructions in their EFL reading comprehension sessions. That is why they did not find it too difficult to count as such.

Question 3
*What are the psychological factors you think affect reading comprehension?*

Table 7. *Learners' responses about their difficulties caused by other factors*

| Options | EFL learners (*n* = 146) | | |
|---|---|---|---|
| | Expected value | Relative frequencies | Ranks |
| Nervousness | 0.01 | 0.00 | 4 |
| Uninteresting content | 2.53 | 0.41 | 1 |
| Time limit | 1.51 | 0.27 | 3 |
| Background knowledge | 2.31 | 0.38 | 2 |
| Other, if any | 0.00 | 0.00 | 5 |
| Total | 6.36 | 1.06 | |

Table 7 shows that boring content and lack of prior knowledge are the most important factors that affect learners' reading comprehension. Time limit is also a factor that somewhere is felt as a dominant factor. This could be the situation because of poor reading skill of the students as they find themselves limited to finish the activity within the stipulated time limit. So, the socio-cultural background of text and the text related to the interests of the students would be a necessary component for reading comprehension activities.

Question 4
*What are factors responsible for easy comprehensibility of a new sentence you are reading for the first time?*

Table 8. *Learners' responses about their difficulties caused while reading an easy sentence*

| Options | EFL learners (*n* = 146) | | |
|---|---|---|---|
| | Expected value | Relative frequencies | Ranks |
| No new words | 2.76 | 0.31 | 2 |
| Simple sentence formation | 2.59 | 0.28 | 3 |
| Content | 3.37 | 0.34 | 1 |
| Background knowledge | 0.99 | 0.10 | 4 |
| Other, if any | 0.34 | 0.06 | 5 |
| Total | 10.05 | 1.09 | |

Table 4 shows that learners find content as well as the familiar words to understand the text comfortably as the most important factors in reading comprehension. Easy/simple or less complex sentence also play a significant role in comprehension. It means the learners can follow the text easily if they are exposed to the background of the text as well as the related vocabulary in advance. Eventually, this will facilitate their learning process.

## 5. Discussion & Implications

The survey conducted on the students give a fair picture of the learners' expectation from the teachers as well as the reading comprehension courses. Most of the learners do feel that background knowledge and content of the text plays an important role in enhancing learners' motivation and their achievement in a reading comprehension activity. Though vocabulary also plays a significant role or so to say prime role in making the learners comfortable as well as creating a background for the proposed text, the other factor such as nervousness of any sort of psychological issues are not observed as a cause for their poor learning. It entails the fact that the learning environment is quite conducive for the learners and the teachers follow learner-centric approach in their teaching.

If we use vocabulary range as an index, EFL learners at pre-university level are expected to know 3000-6000 words (ECS, 1992, 1993), learners' responses in table 1 show that they find vocabulary as the most significant factor in reading comprehension. Their responses might have been governed by various factors; either they have not acquired the desired word stock or the content is unfamiliar to them in most of the cases. But, it is for sure that they do lack desired vocabulary level. Since the structural features of language learning is focussed at the lower level and at pre-university level the learners are expected to be familiar with the basic grammatical formations, so as they move up in their academic level, they are already exposed to enough amount of language learning which requires them to focus more on conceptual and socio-cultural aspects. Because, even if the learners find any sentence easy to follow, they find the content and their prior knowledge as crucial to decode the intended meaning of the text. Similar study in Chinese context found that learners' preference and difficulties change as they move up in the academic level (Lin,

2002). Therefore, a similar study would be encouraging to assess learners' preferences over their self assessment parameters at the primary, middle, secondary, university levels of education. Even the preferences could be also assessed at the level of students involved in various majors as well.

In the second perspective, it can be observed that vocabulary and background knowledge of the text are necessary components to be focussed in reading classes which Pang et al. (2003) also found pertinent in his study. By having a little discussion on what the text is about would definitely reinforce their comprehension skill. Questioning regarding factual information and then more analytical questions to find answers using their prior knowledge would improve their comprehension skill. These structured practices are somewhat missing in Saudi context where more interactive situation needs to be creative in classroom so that the learners can enjoy better reading experience. It's not in Saudi context only but in almost all reading classes standard practices are overlooked in most of EFL context (Scott, 2009). Standard procedures are often missed by the reading teachers. Sheng (2000) stresses that the teachers need to focus on both surface as well as deep structures. While the former is related to the linguistic structure whereas latter is related to the overall cognitive understanding of the content. Vocabulary, content and background knowledge are found to be the most required tools for better comprehension. Linguistic structures might be the foremost requirement for the learners at school level but at pre-university level, average learners are aware of basic structure and they are cognitively aware of processes to approach a text or content where they need familiar vocabulary and content to make out the sense of a text. Moreover background information will definitely reinforce their comprehension skill.

**Conclusion**

English language instructors are strongly recommended to take various factors including learners' difficulties before adopting strategies to have impressive learning outcomes from their reading classes. Latest technological advancements have impacted teaching and learning experience for both teachers and learners. Teachers need to understand that learning never ends and keep track of latest and most effective teaching strategies would help them implement and make use of the most effective methods where the learners can have more gain with less effort. And, at the same time learning experience should be as enriching as possible. The data suggests that teachers are not aware of how to introduce related vocabulary and do not believe that learners' autonomy is necessary to make out sense of the text on their own which are considered as wrong practices. It is considered to be a severe issue when the teachers don't see any difference in top-down or bottom-up approach. And, a fair number of teachers believe that the teaching the aim of the text is not important but texts should be explained in detail to the readers. Learners' responses encourage the teachers to better understand their issues and make use of their L1 information to create background for the text. Lin (2002) rightly puts that reading comprehension is both a matter of language and matter of reading. It may not be matter of reading for beginners' level learners but it matters a lot for the learners who would start their university education wherein more complex structures as well as ideas they might get exposed to.

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