

The Difficulties that Seventh Grade Students Face in Comprehensive Reading Skill for English Curricula

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Abstract

The study aims at identifying the difficulties affecting the student in the area of reading comprehension skill in English language curricula, measuring the differences in English language teachers' attitudes towards difficulties that seventh grade students face in reading comprehension skill for English language according to personal variables. The researcher has used descriptive method because it is suitable for the purposes of this study. The researcher has chosen a sample randomly with percentage of 66% at least of the study population (target group), where the number of sample individuals is (85) male/female teachers of English language at AL Karak departments of education. The study shows the presence of a high degree at the scale of difficulties that seventh grade students face in reading comprehension skill of English language curricula. The answers average of total degree is (3.74). At the level of scale areas, we note that three areas have a high degree while one area has a medium degree. The highest averages are in the area of problems and difficulties that reduce the efficiency of comprehension process with an average of (4.00) and a standard deviation (0.57), while the lowest averages are in the area of reading comprehension skills with an average of (3.66) and a standard deviation (0.65). The study shows the absence of statistical significant differences of study sample answers on difficulties that seventh grade students face in reading comprehension skills for English language curricula due to the gender difference. According to the results of this study, the researcher recommends the following: Conduct training courses for teachers of seventh grade and provide them with modern trends in teaching English language and Reading Comprehension to students; provide linguistic laboratories that will allow students to practically apply English as it's the language of communication and contact; and to encourage students to use English as a means of communication among each other and between them and their teachers instead of excessive use of Arabic language.

Introduction

Human societies are distinctive from others by language in which language is considered as a communication tool among individuals and support social cohesion. Therefore, teaching managements pay attention to teach the students Arabic language as well teaching English is recently paid attention to as it is the language of era and science. Reading is a complex performance mental operation where it forms with other language skills such as listening, speaking and writing a language system considered as one of the most prominent and important language system and individual depends on this system to acquire language use in lesson and life situations (Ruddell, 1992).

Opinions are different about what the nature of reading is and how it happens for the individual reader. Difference in the nature of reading and how it happens is reflected in one way or another on the student, the teacher and the author of the curricula due to the fact that this language skill is the most important life skills in this day and era which is described as the era of information technology and the era of communication (Nasr 0.2003).

Many reading teaching curricula experts face great challenges and severe difficulties in their searches to reach for more developed technologies in teaching reading skills to the children since reading is overlapping sub-skill and it is difficult to be taught and learnt in separation from other language skills. It becomes more difficult matter when the educational situation requires that the language teacher to work in a variable linguistic environment which makes social dynamics along with reading varieties within one class a unique and distinctive environment. The reading teacher is directly responsible for the management of these varieties which makes teaching decision-taking extremely difficult in this regard (Michael & Susan & Bonnie, 1999; Roe, 1992).

In light of the growing interest in teaching of English, the importance of new teaching strategies use has been emerged which focus on student comprehension and understanding of the article content so as to have better understanding for the reader and to improve his/her level through training him/her on reading comprehension practices. Accordingly, this study has been conducted to find out the difficulties that seventh grade students face in comprehensive reading skill for English curricula in the Governorate of Ma'an.

The problem and questions the study:

Based on ideas and opinions motioned in the introduction of this study regarding to the reading nature, its importance and factors affecting the formation and / or development of first four basic grades students in which the Arabic language teacher is most notable one, the problem of the study is determined by answering the following question: - What is the most important difficulties that seventh grade students face in comprehensive

reading skill for English curricula.

The importance of the study

The importance of this study is as follows:

1. This study may contribute in enhancing the awareness of how to overcome and reduce the impact of the difficulties that seventh grade students face in comprehensive reading skill for English curricula.
2. Draw the attention of teachers who are responsible of the importance of comprehensive reading skill for English curricula.
3. Emphasize on the importance of understanding and / or comprehension as an important outputs of any reading process and the main indicator for reading.
4. Draw the attention of English language curriculum members and reading teachers to provide the seventh grade teachers with modern reading concepts, theories and models that explain how this reading process is happened and to call for the balance in the Reading Education between the output and the process.

Objectives of the study

The study aims at identifying the difficulties affecting the student in the area of reading comprehension skill in English language curricula.

Measuring the differences in English language teachers' trends toward the difficulties that seventh grade students face in comprehensive reading skill for English curricula within personal variables.

Procedural definitions

Comprehension: is the process of extracting meaning from the text and integrating it with reader cognitive structure to become part of the experience of the reader.

Reading Awareness: in the current study, it means the knowledge of the English language teacher about the nature of reading, how it happens to the reader, the Sub-reading skills and the nature of the relationship that exists between it and other language skills that should be available to the reading teacher to be able to help the students to interact with the text to construct meaning in the light of available inputs.

Comprehensive Reading: is a person's ability to grasp the meanings and translate ideas from one image to another in the light of his knowledge. It is procedurally defined as the degree that person obtained according to expressed scale for each of (Borella, Carretti and De Beni, 2007) to measure the reading comprehension used in this study.

The theoretical framework and related studies

Reading capacity and strategies

Comprehension is defined as a mental process aimed at extracting the meaning from the written, audio or visual source and integrating it into the cognitive structure of the recipient. Comprehension is one of the major thought processes, where its tools are represented in silent reading, listening and viewing. when it is applied to reading, it means that the good reader activates his mental schemes on the subject and builds his assumptions about the content then he/she reads to prove, deny or modify those expectations where he/she uses this ability to identify letters, words, know the semantics, rules of sentence structure, other language knowledge and the characteristics of literary genres and patterns Besides his /her general knowledge and culture. That's contradicted to what was proposed by the supporters of transformational generative theory who described comprehension as building up the meaning from simplest forms of language which is sentence. (Betty & Adams, 2009).

To extract and comprehend the meaning from text, the reader uses some cognitive and meta-cognitive strategies as this requires the clarity of vocabulary and knowledge of the world that surrounds the reader. This extraction means to identify and understand the information and ideas contained in the text. Or it means to rebuild the meaning by interpreting the text and making Inferences based on what the personal experiences that the reader have. (Neff, Nancy; Showers, Peggy; Vaughan, Charlene, 1999)

According to the views of language teachers, in this period, the learning to read does not exceed the level of translation of language written units and symbols into spoken sounds. Decoding of language symbols process is considered as one of the assisting skills in the formation of reading comprehension where that process is an easy way that does not consume the effort of the reader. If the children do a great effort to identify the words and letters, this will reduce their mind energy for the process of comprehension (Chen, 2009). In other words, the school should contribute in strengthening those initial skills to have children engaged in language symbols decoding process for the purpose of comprehension. School's failure to build basic reading skills and related knowledge leads to have a reader suffers from weakness throughout the duration of the school. (Harb and Jamal 0.2004).

Others argue that silent reading begins late this grade, while the global reading standards adapt higher-order thinking of reading skills during early reading teaching stages since kindergarten and that reading comprehension skills are not essential for academic and career success but necessary for success in social and civil productive life. These skills exceed the limits of learning to read, to build capacity for independent learning, comprehend information from different sources and help to study literature in deep and awareness (Brakas, Nora; Dunn, Kerry; Pittman, Sally, 2008; Fountas & Prinnell, 1996).

Comprehension is a process that cannot be fully mastered. The reader has to use his skills and comprehensive operations in various grades of comprehension and for all types of texts. (Neff & et al, 1995).

So, the curriculum should be sufficient and flexible at both variety and level of content including what the teacher is supposed to do to teach students using a system of strategies for teaching how to read. The researchers were able to draw a number of problems and difficulties which reduce the comprehension efficiency process from what are stated in the educational literature (Shubaylat 0.2010; Manasrah 0.2007; 2008; Nasr 0.2003; Asr 1999; Kamahi & Catts, 1991). The most important problems are:

1. Limited previous knowledge of the reader with inability to integrate new knowledge to the previous one.
2. A limited vocabulary.
3. Lack of oral language skills before entering school.
4. Excessive concentration of teachers in the early grades on teaching the skill of decoding the symbol.
5. Focus on accurate reading performance at the expense of meaning.
6. Lack of listening comprehension skills.
7. Parents' carelessness to communicate with their children or follow up them at the school.
8. Lack of exposing children in the early grades for printed materials.
9. Create negative attitudes among students towards reading and materials.
10. Lack of dedicated time for independent reading.
11. The weakness of the students' self-confidence in their abilities to read.

The strategies for learning to read which should be intensively dealt with by the teachers of the class in the attitudes of the teaching of reading are as follows: review the previous relevant knowledge, identify the purpose of reading, connect among text parts, identify key words and important information, try to review what has been understood or sum up, monitor the progress in reading, make sure of the meanings of some of words, fill up the shortfall or gaps in the text and to identify the problem that hinder understanding. In contrast, the teacher uses similar strategies and teaches students these strategies directly or indirectly (Nasr and Smadi 0.1996). (Some studies have indicated that teachers teach loud reading and assess silent reading, which means that teachers do not know the strategies that supposed to be used by students during practice silent reading (Neff & et al., 1995), reading is represented as a system as follows:

1. Input: The input includes letters knowledge, meanings of words, previous experiences and curriculum including textbooks and teaching methods and what the learner have of positive or negative trends and a variable information.
2. Operations Processes: operations primarily include words recognition through recognizing overall form of linear units, merge letters and the building of words, or the use of context and linguistic structure then to link words with their significances listed in mind finally in the third phase is to link the various parts of meaning to grasp the overall meaning. All this is done by employing an effective long-term memory and working memory in particular.
3. Output: The output is represented in completing the reading process by comprehending the text and understanding the meaning. If the inputs are incomplete, the outputs will be dominated by a lot of defects

The curriculum is an essential means to achieve the objectives of language education where some studies have indicated that language textbooks need further change and development to keep pace with the global conditions for language learning especially in the early teaching grades, also they have pointed a severe shortage in voice training and teaching vocabulary needed to be learnt to read in spite of development and innovations introduced in the textbooks for the developed English curriculum in Jordan (Manasrah 0.2007; Nasr, 2003) which requires re-examining the construction of textbooks of teaching English language, particularly with regard to reading skill. (Al-Ayed, 2006).

Reading has a relationship with each of conversation, listening and writing. Reading and listening are from the reception skills while writing and speaking are sending skills. Therefore, the reader should have mentality skills such as near, distant meaning, purpose of the writer, significance, the ability to assess the text and pass judgment on the article (Habibullah 0.2000: 251).

Previous studies

- Study of (Hamory, Khasawneh, 2011) entitled: The role of working memory capacity and gender in reading comprehension. This study aimed at investigating the role of working memory capacity and

gender in reading comprehension among a sample of 230 male and female students from secondary school chosen randomly. To achieve objectives of the study, "listening period test " is used to measure working memory capacity and another test is used to measure reading comprehension. The results showed the presence of statistical significant differences among student performance averages on test working memory capacity and test reading comprehension due to the gender variable in favor of females. The results revealed that reading comprehension is affected by working memory capacity and the superiority is for females to males in reading comprehension while the results did not reveal any impact of the interaction between the variables of working memory capacity and gender in reading comprehension.

- Study of (Waeli, Abu Alroz, 2009), entitled: the degree of Arabic language teachers to teach reading critical skills in the tenth grade and its impact on student achievement and attitudes toward reading. The study aimed at measuring the degree of Arabic language teachers to teach reading critical skills in tenth grade and its impact on student achievement and their attitudes towards reading. To achieve the objectives of the study, the researchers chose a random sample consisted of 40 male and female teachers, (18) male teachers (22) female teachers. The researchers depended on two tools for the study which are: observation form and reading achievement test. The study relied on the prepared tool to measure the direction toward reading. The researchers checked the persistence and veracity of the tools. The observation form included critical reading skills practiced by female and male teachers and included five main skills which are: discrimination, style, appreciation, conclusion, and passing judgement. Each main skill was divided into a number of sub-skills. The results showed that the achievement of students who their teachers practice (likert) consisted of (36) paragraph depending on Likert skills system with medium degree are better than the achievement of students who their teachers practice low degree skills and there is no significant difference between the achievement of students who their teachers practiced skills with high degree and achievement of students who their teachers practiced skills with medium degree. The results also showed that there is a statistical difference between students' attitudes toward reading depending on the type of practice.
- Study of(Goff, Pratt and Ong, 2005) aimed at identifying main factor of reading comprehension through the ability variables to read words and variables associated with language and memory among a sample of 180 male and female students from basic grades' students (third until the fifth) grades in Australia. The study results showed that when we adjust the age and intelligence variables, the ability to read the words and language variables in general were more strongly predicted by reading comprehension than of those memory-related variables. The researchers concluded that the tasks which measure the interaction between the long-term memory and short-term memory through which new information are integrated with those stored previously are more precise for predicting Reading comprehension of those tasks that rely only on working memory.

The study methodology

Due to the fact that this study aims to explore the point of view of their teachers, the researcher has used the descriptive approach because it is suitable for the purposes of this study.

The study population (target group)

The study target group is consisted of all English language community teachers for seventh grade in AL Karak governorate for the academic year 2014/2015 and their number is (130) male/ female teachers.

The study sample

Researcher has chosen a random sample with an average of (66%) at least of the study target group where the sample individuals were (85) male/ female English language teachers at AL- Karak Departments of education.

The study sample characteristics:

Table (2)
It shows the study sample distribution according to sex, academic level and experience
(N = 85)

Variable	Frequency	Percentage 100%	
Gender	Males	42	49.4
	Female	43	50.6
Academic level	Bachelor	66	77.6
	Master	11	12.9
	PhD	8	9.4
Experience	less than a year	4	4.7
	1-3 years	47	55.3
	More than 3 years	34	40.0

It is shown in Table No. (2) That representation rates of both males and females are close. The percentage of male representation is 49.4% while the percentage of female representation is (50.6%) of the study sample. With regard to the academic level, we note that the majority have bachelor degree with the representation percentage of (77.6%) while the representation percentage of master's degree is (12.9%) and the representation percentage of PhD degree is (9.4%). In terms of experience, we find that the experience of more than half of the sample is within (1-3 years) category with percentage of (55.3%) then experience percentage of who has more than three years is (40.0%) while the percentage of those who has little experience less than one year is (4.7%)

The study tool

The researcher has developed a study tool which is represented in a questionnaire for the difficulties that seventh grade students face in reading comprehension skills of English language curricula. During the process of developing this tool, the researcher has depended on number of previous related studies and researches.

Reliability (Veracity) tool

Researcher has chosen a group of long experience specialists in teaching English in order to read the paragraphs of the tool and make sure that the paragraphs language composition was build up correctly and its relevance to the subject it was composed for. Some required modifications have been done.

The study tool

The scale has been designed is similar to Likert scale where the answers of paragraphs are gradual as (always, often, sometimes, rarely, never) and they were given the following degrees (5.4, 3.2, 1) respectively, the degrees have been determined at the scale phrases according to the following equation: scale range= (5) always - (1) never = (4) Accordingly, we find the scale of category length according to the following equation:

- Category length = range ÷ number of levels (low, medium, high)
 = $(4 \div 3 = 1.33)$ accordingly, categories of (approval) degree become as follows:
- (1 - 2.33) and refers to a low degree.
 - (2.34- 3.67) and refers to a medium degree.
 - (3.68-5.00) and refers to a high degree.

Stability and reliability

A prospective study has been conducted on 20 teachers from outside the study sample. The stability coefficient has been extracted by dividing the sample into two halves (10) of each group then correlation coefficient between the two groups has been extracted (0.87) which indicates the study tool stability.

As well as Alvakronbach coefficient for internal consistency among questionnaire paragraphs has been calculated. The value of Alvakronbach coefficient among all questionnaire paragraphs is (0.769). This value confirms the stability of the study tool. Table (1) illustrates Alvakronbach coefficients according fields of study.

Table (1)
Alvakronbach coefficients

Areas	number of paragraphs	Alvakronbach value
Comprehension reading skills	13	0.810
Problems related to the teacher	12	0.732
Problems related to the student	18	0.805
The problems and difficulties that reduce the efficiency of comprehension process	11	0.703
Total	54	0.769

Statistical methods: statistical methods that are appropriate for the current assumptions and variables of the study have been used including:

1. Simple statistical methods such as frequencies, percentages, averages and standard deviations.
2. Alvakronbach coefficient for internal consistency among variables paragraphs of and stability by midterm retail.
3. Unilateral variation analysis / One Way ANOVA.
4. T-test for independent samples.
5. (T) test per sample.

Descriptive Results

It is shown as follows, descriptive results in terms of the arithmetic average and standard deviation for answers of study sample at the areas of the scale and paragraphs of each scale:

Table (3)
Arithmetic averages and standard deviations for answers of study sample at the areas of study

Scale areas	Arithmetic averages	standard deviations	arrangement	degree of answer
1 reading comprehension skills	3.66	0.65	4	medium
2 problems related to teacher	3.89	0.53	2	high
3 problems related to student	3.76	0.63	3	high
4 problems and difficulties that reduce the efficiency of comprehension process	4.00	0.57	1	high
Total	3.74	0.45	-	high

It is notes in table No:(3) that there is a high degree at the scale of difficulties that seventh grade students face in reading comprehensive skill of English language. The answers average of total degree is (3.74) with standard deviation (0.54). At the level of scale areas, we note that three scale areas have a high degree and one area has a medium degree. The highest averages are for the problems and difficulties that reduce the efficiency of the comprehension process with an average of (4.00) and a standard deviation (0.57) while the lowest averages at the area of reading comprehension skills with an average of (3.66) and a standard deviation (0.65).

The following paragraphs explain each area:

1. Reading comprehension skills:

Table (4)
Averages and standard deviations for the study sample answers at reading comprehension skills area

Scale areas	Arithmetic averages	standard deviations	arrangement	degree of answer
1 Reading is a meaning extraction process and integration in the reader cognitive structure	4.32	1.11	1	high
2 Before teaching reading, it is important to start checking the readiness of the student to be taught reading and provide a platform	4.15	1.03	3	high
3 There are no a specific best method to teach reading	3.28	1.28	12	medium
4 reading process happens when the eyes stops on words	3.36	1.24	8	medium
5 Reading range is the number of written symbols that the eyes grasp at a glance.	3.36	1.54	9	medium
6 Not to activate mental schemes before starting silent reading	3.41	1.44	7	medium
7 Rely mainly on aloud reading to achieve understanding.	3.33	1.35	11	medium
8 Not to follow a practical way to clarify the meanings of new vocabulary.	3.65	1.22	6	medium
9 start with teaching aloud reading skills before silent skills	3.02	1.41	13	medium
10 To interrupt the student during reading to correct errors in aloud reading	3.35	1.19	10	medium
11 correct aloud reading errors incorrectly	4.02	0.86	5	high
12 The lack of intended training to expressive reading skills	4.08	0.94	4	high
13 focus on the literal recall questions for information from the text	4.16	1.27	2	high
Total (reading comprehension skills)	3.66	0.65	---	medium

It is noted in table No. (4) That there is a medium degree of answer at reading comprehension skills areas. The answers average of total degree is (3.66) and standard deviation (0.65). At the level of paragraphs, we note that the four paragraphs have a high answer degree and eight paragraphs have a medium answer degree. The highest degree of approval is for paragraph (1) average (4.32) and a standard deviation (1.11) which states that "Reading is a meaning extraction process and integration in the reader cognitive structure with a high degree of answers. Paragraph (13) is in the second place with average (4.16) and standard deviation (1.27) which states that "focus on the literal recall questions for information from the text" with a high degree of answers as well. The lowest degree is the answers of paragraph (9) with average of (3.02) and a standard deviation (1.41) which states "start with teaching aloud reading skills before silent skills".

2. Problems related to teacher:

Table (5)
Averages and standard deviations for the study sample answers at problems related to the teacher area.

	Scale areas	Arithmetic averages	standard deviations	arrangement	degree of answer
1	lack of discussion by teacher for language exercises in the classroom	4.12	1.14	5	high
2	Teacher relies on indoctrination method in teaching	4.27	0.75	2	high
3	Using of Arabic language sometimes by teacher to answer students questions	4.13	0.91	3	high
4	English Teacher translates texts into Arabic instead of encouraging students to understand the original language	3.21	1.57	12	medium
5	Teacher rarely encourages students to use English in conversation.	3.34	1.38	11	medium
6	Weakness of teachers' theoretical and practical background in modern teaching methods.	3.78	1.17	9	high
7	lack of linking the English language with real students situation by teacher	4.04	1.02	7	high
8	Lack of teacher enthusiasm to be enrolled in training teaching English.	4.09	1.17	6	high
9	teacher focuses in his questions on the conservation, understanding and application only	4.13	1.04	4	high
10	the teacher passes judgment on the performance of students only at the end of the class	4.33	0.66	1	high
11	. Weak contact from the part of the teacher with students' parents.	3.84	1.11	8	high
12	the teacher relies on prepared notes courses for English solutions exercises and activities	3.44	1.04	10	medium
	Total (problems related to the teacher)	3.89	0.53	---	high

It is notes in table No. (5) That there is a high degree of answer on the problems related to the teacher, the average answers of total degree is (3.89) and standard deviation (0.53). At the level of paragraphs, we note that nine paragraphs have a high answer degree and two paragraphs have medium answer degree. The highest degree of approval is for paragraph (10) and average is (4.33) and a standard deviation (0.66) which states that " the teacher passes judgment on the performance of students only at the end of the class" with a high degree of answers. In the second place, paragraph (2) with average of (4.27) and a standard deviation (0.75) which states that " Teacher relies on indoctrination method in teaching" with a high degree of answers as well. The lowest degree of answers are for paragraph (4) with average of (3.21) and a standard deviation (1.57) which states that " English Teacher translates texts into Arabic instead of encouraging students to understand the original language".

3. Problems related to the student:

Table (6)
Averages and standard deviations for the study sample answers at problems related to the student area

Scale areas	Arithmetic averages	standard deviations	arrangement	degree of answer
1 students focus on English grammar at the expense of other skill	4.52	0.95	1	high
2 Students avoid using modern techniques in understanding different subjects.	4.36	0.77	2	high
3 Lack of students commitment in teacher's instructions	3.60	1.48	10	medium
4 chaos happens in the classroom among students during the practicing various activities	3.56	1.45	12	medium
5 students are weak in English material	3.39	1.54	15	medium
6 Students fear to express themselves in English.	3.56	1.43	11	medium
7 students depend on prepared notes in reading English language and solving activities and exercises	3.67	1.38	9	medium
8 students use Arabic language to explain English meanings	3.52	1.39	13	medium
9 Students underestimate modern teaching methods	3.32	1.31	16	medium
10 Class lack for the interval funny acceptable atmosphere.	3.51	1.45	14	medium
11 Students lack to connect English language from the part of the student with their culture and reality.	3.91	0.89	8	high
12 students' lack of interest in improving themselves in the practice of linguistic communication skill	3.99	1.10	7	high
13 students rely only on their textbook without the help of other references	4.12	1.11	4	high
14 Students' weakness to use language vocabulary in useful sentences.	4.26	0.89	3	high
15 Students pay more attention to get high marks than language development	4.06	0.88	6	high
16 Students lack for motivations to be excellent and innovated in the English language.	4.09	1.05	5	high
17 Lack of students motivation to study English	3.15	1.44	17	medium
18 Weakness of the students in writing expression in English.	3.08	1.38	18	medium
Total (problems related to the student)	3.76	0.63	---	high

It is noted in table date (6) that there is a high degree of answer at the problems related to the student area. The average answer of total degree is (3.76) and standard deviation (0.63). At the level of paragraphs, we note that eight paragraphs have a high answer degree and ten paragraphs with medium answer degree. The highest degree of approval is for paragraph (1) and average is (4.52) and a standard deviation (0.95) which states that "students focus on English grammar at the expense of other skill" with a high degree of answers. In the second place, paragraph (2) with average of (4.36) and a standard deviation (0.77) which states that "Students avoid using modern techniques in understanding different subject" With a high degree of answers as well. The lowest degree of answers is for paragraph (18) with average (3.08) and a standard deviation (0.63) which states that " Weakness of the students in writing expression in English".

4. Problems and difficulties that reduce the efficiency of the comprehension process:

Table (7)

Averages and standard deviations for the study sample answers at area of the problems and difficulties that reduce the efficiency of the comprehension process

Scale areas		Arithmetic averages	standard deviations	arrangement	degree of answer
1	Limited background knowledge of the reader with the inability to integrate new knowledge with previous one	3.99	1.01	6	high
2	The student of English language has a limited vocabulary	3.98	1.09	7	high
3	lack of oral language skills before joining school	4.15	0.89	5	high
4	. excessive concentration of teachers in the early grades to teach the skill of symbol decoding	4.49	0.68	2	high
5	Pay attention on reading performance at the expense of meaning	4.34	0.89	3	high
6	Lack of listening comprehension skills.	3.66	1.20	8	medium
7	parents lack of interest to contact with their children and follow up them at school	3.60	0.80	9	medium
8	lack of children exposing to a printed materials in the early grades	4.65	0.67	1	high
9	formation of negative attitudes among students towards reading and materials	4.34	0.97	4	high
10	Lack of dedicated time for an independent reading.	3.20	1.00	11	medium
11	The students have a weak self-confidence in their abilities to read	3.58	1.04	10	medium
Total (the problems and difficulties that reduce the efficiency of the comprehension process)		4.00	0.57	---	high

It is notes in Data Table (7) that there is a high degree of the answer at the area of problems and difficulties that reduce the efficiency of the comprehension process. The answers average of total degree is (4.00) with standard deviation (0.57). At the level of paragraphs, we note that seven paragraphs have a high degree of answer and four paragraphs with medium answer degree. The highest degree of approval is for paragraph (8) with an arithmetic average (4.65) and a standard deviation (0.67) which states that " lack of children exposing to a printed materials in the early grades" with a high answers degree. In the second place, paragraph (4) with an average (4.49) and a standard deviation (0.68) which states that " excessive concentration of teachers in the early grades to teach the skill of symbol decoding " with a high answers degree. The lowest answers degree is for paragraph (10) with an average (3.20) and a standard deviation (1.00) which states that "Lack of dedicated time for an independent reading".

Differences in English teachers' attitudes towards difficulties that faces seventh grade students in reading comprehension for English language curricula skills according on personal variables:

Differences according to gender:

Table (8)

(T) Test results of independent samples based on differences test according to gender

Scale areas		Gender	Arithmetic averages	standard deviations	calculated value (T)	Degrees of freedom	statistical significance
1	Reading comprehension skills	Males	3.60	0.66	0.812	83	0.419
		Females	3.71	0.65			
2	Problems related to the teacher	Males	3.87	0.58	0.466	83	0.642
		Females	3.92	0.48			
3	Problems related to the student	Males	3.72	0.64	0.630	83	0.531
		Females	3.80	0.62			
4	The problems and difficulties that reduce the efficiency of the comprehension process	Males	3.96	0.59	0.531	83	0.597
		Females	4.03	0.56			
Total		Males	3.70	0.49	0.826	83	0.411
		Females	3.78	0.41			

(T) test results of independent samples indicate to the absence of statistical significance differences at the level of significance ($0.05 \geq \alpha$) for answers of the study sample members at the area of the difficulties that seventh grade students face in comprehensive reading skills of English language curricula according to gender difference, where the calculated values of (T) is lower than driven value of (T) at degrees of freedom (83) and error level (0.05) with value of (1.960), as well as the statistical significance is above the upper limit in which statistical significant differences is calculated which is the value of (0.05) at total degree of scale and four-dimensions.

Differences according to academic level:

Table (9)
Results of unilateral variation analysis for differences test according to academic level

Scale areas		variation source	sum of sum squares of	degrees of freedom	squares average	calculated value (F)	statistical significance
1	Reading comprehension skills	Among groups	0.143	2	0.071	0.165	0.848
		Within groups	35.474	82	0.433		
		Total	35.617	84			
2	Problems related to the teacher	Among groups	0.231	2	0.116	0.411	0.664
		Within groups	23.072	82	0.281		
		Total	23.303	84			
3	Problems related to the student	Among groups	0.346	2	0.173	0.427	0.654
		Within groups	33.248	82	0.405		
		Total	33.595	84			
4	The problems and difficulties that reduce the efficiency of the comprehension process	Among groups	0.012	2	0.006	0.018	0.982
		Within groups	27.648	82	0.337		
		Total	27.660	84			
Total		Among groups	0.028	2	0.014	0.067	0.935
			17.066	82	0.208		
			17.094	84			

Results of unilateral variation analysis indicate to the absence of statistical significance differences at the level of significance ($0.05 \geq \alpha$) for answers of the study sample members at the area of difficulties that seventh grade students face in comprehensive reading skills of English language curricula according to academic level difference, where the calculated values of (F) is lower than critical value of (F) at the degrees of freedom (2.82) and error level (0.05), as well as the statistical significance is above the upper limit in which statistical significant differences is calculated which is the value of (0.05) at total degree of scale and four- dimensions.

Differences according to experience level:

Table (10)
Results of unilateral variation analysis for differences test according to experience level

Scale areas	variation source	sum of sum squares of	degrees of freedom	squares average	calculated value (F)	statistical significance
1 Reading comprehension skills	Among groups	0.424	2	0.212	0.493	0.612
	Within groups	35.193	82	0.429		
	Total	35.617	84			
2 Problems related to the teacher	Among groups	0.351	2	0.175	0.627	0.537
	Within groups	22.952	82	0.280		
	Total	23.303	84			
3 Problems related to the student	Among groups	0.091	2	0.046	0.112	0.894
	Within groups	33.504	82	0.409		
	Total	33.595	84			
4 The problems and difficulties that reduce the efficiency of the comprehension process	Among groups	0.513	2	0.256	0.775	0.464
	Within groups	27.147	82	0.331		
	Total	27.660	84			
Total	Among groups	0.153	2	0.077	0.371	0.691
		16.941	82	0.207		
		17.094	84			

Results of unilateral variation analysis indicate to the absence of statistical significance differences at the level of significance ($0.05 \geq \alpha$) for answers of the study sample members at the area of the difficulties that seventh grade students face in comprehensive reading skills of English language curricula according to experience level difference, where the values of calculated (F) is lower than critical value of (F) at degrees of freedom (2.82) and error level (0.05), and statistical indications have the greatest of which is the upper limit at which the presence of statistically significant differences and value (0.05). as well as the statistical significance is above the upper limit in which statistical significant differences is calculated which is the value of (0.05) at total degree of scale and four-dimensions

Results

- ✓ The study shows the presence of a high degree of answers at the scale of difficulties that the seventh grade students face in reading comprehension skill for English language. The average answers of total degree are (3.74) and standard deviation (0.54). At the level of scale areas, we note that three areas have a high degree and one area has medium degree. The highest averages are in the area of problems and difficulties that reduce the efficiency of comprehension process with an average (4.00) and a standard deviation (0.57) while the lowest averages are in the area of reading comprehension skills with an average (3.66) and a standard deviation (0.65).
- ✓ The study shows that there is a medium degree of answer at the scale of reading comprehension skills. The answers average of total degree is (3.66) and standard deviation (0.65). At the level of paragraphs, we note that the four paragraphs have a high degree of answers and eight paragraphs have a medium degree of answers. The highest degree of approval is for paragraph (1) and average is (4.32) and a standard deviation (1.11) which states that "Reading is a meaning extraction process and integration in the cognitive structure of the reader." With a high degree of answers. In the second place is paragraph (13) with an average of (4.16) and a standard deviation (1.27) which states that "focus on the literal recall questions for information from the text." The high degree of answers as well. The lowest degree of answer is for paragraph (9) with a an average (3.02) and a standard deviation (1.41) which states " start with teaching aloud reading skills before silent skills".
- ✓ The study shows that there is a high degree of answer on problems related to the teacher, the average

answers of total degree is (3.89) and standard deviation (0.53). At the level of paragraphs, we note that nine paragraphs have a high answer degree and two paragraphs have medium answer degree. The highest degree of approval is for paragraph (10) and average is (4.33) and a standard deviation (0.66) which states that "the teacher passes judgment on the performance of students only at the end of the class" with a high degree of answers. In the second place, paragraph (2) with average of (4.27) and a standard deviation (0.75) which states that "Teacher relies on indoctrination method in teaching" with a high degree of answers as well. The lowest degree of answers are for paragraph (4) with average of (3.21) and a standard deviation (1.57) which states that "English Teacher translates texts into Arabic instead of encouraging students to understand the original language".

- ✓ The study shows that there is a high degree of answer on problems related to the student. The average answer of total degree is (3.76) and standard deviation (0.63). At the level of paragraphs, we note that eight paragraphs have a high answer degree and ten paragraphs with medium answer degree. The highest degree of approval is for paragraph (1) and average is (4.52) and a standard deviation (0.95) which states that "students focus on English grammar at the expense of other skill" with a high degree of answers. In the second place, paragraph (2) with average of (4.36) and a standard deviation (0.77) which states that "Students avoid using modern techniques in understanding different subject" With a high degree of answers as well. The lowest degree of answers is for paragraph (18) with average (3.08) and a standard deviation (0.63) which states that "Weakness of the students in writing expression in English".
- ✓ The study indicates a high degree of answer on problems and difficulties that reduce the efficiency of comprehension process. The answers average of total degree is (4.00) with standard deviation (0.57). At the level of paragraphs, we note that seven paragraphs have a high degree of answer and four paragraphs with medium answer degree. The highest degree of approval is for paragraph (8) with an arithmetic average (4.65) and a standard deviation (0.67) which states that "lack of children exposing to a printed materials in the early grades" with a high answers degree. In the second place, paragraph (4) with an average (4.49) and a standard deviation (0.68) which states that "excessive concentration of teachers in the early grades to teach the skill of symbol decoding" with a high answers degree. The lowest answers degree is for paragraph (10) with an average (3.20) and a standard deviation (1.00) which states that "Lack of dedicated time for an independent reading".
- ✓ The study indicates the absence of statistical significance differences at the level of significance ($0.05 \geq \alpha$) for answers of the study sample members at the area of difficulties that seventh grade face in comprehensive reading skills of English language curricula according to gender difference, where the calculated values of (T) is lower than driven value of (T) at degrees of freedom (83) and error level (0.05) with value of (1.960), as well as the statistical significance is above the upper limit in which statistical significant differences is calculated which is the value of (0.05) at total degree of scale and four- dimensions.
- ✓ The study shows to the absence of statistical significance differences at the level of significance ($0.05 \geq \alpha$) for answers of the study sample members at the area of difficulties that seventh grade students face in comprehensive reading skills of English language curricula according to academic level difference, where the calculated values of (F) is lower than critical value of (F) at the degrees of freedom (2.82) and error level (0.05), as well as the statistical significance is above the upper limit in which statistical significant differences is calculated which is the value of (0.05) at total degree of scale and four- dimensions.
- ✓ The study shows the absence of statistical significance differences at the level of significance ($0.05 \geq \alpha$) for answers of the study sample members at the area of the difficulties that seventh grade students face in comprehensive reading skills of English language curricula according to experience level difference, where the values of calculated (F) is lower than critical value of (F) at degrees of freedom (2.82) and error level (0.05), and statistical indications have the greatest of which is the upper limit at which the presence of statistically significant differences and value (0.05). as well as the statistical significance is above the upper limit in which statistical significant differences is calculated which is the value of (0.05) at total degree of scale and four- dimensions

Recommendations

According to the results of this study, the researcher recommends the following:

- ✓ Conduct training courses for teachers of seventh grade and provide them with modern trends in teaching English language and Reading Comprehension to students.
- ✓ Provide linguistic laboratories that will allow students to practically apply English as it's the language of communication and contact and to encourage students to use English as a means of communication among each other and between them and their teachers instead of excessive use of Arabic language.

- ✓ Enhance students' attitudes toward comprehensive reading, encourage students to read comprehensively and develop the comprehensive reading skills for students.

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