

# Effects of Print Media: A Study of Reading Skills among University EFL Students

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## Abstract

The present study is an attempt to investigate the effectiveness of reading materials of print media (hereinafter PM). The Quasi-experimental design and a structured questionnaire were selected to investigate the impact of PM, such as locally published English newspapers and magazines, to improve the reading competence of Preparatory Year Programme (henceforth PYP) students of English Language Centre of Taif University (hereinafter TUELC). One experimental group comprised of fifteen students was selected from PYP classes to determine the effectiveness of PM material among PYP students of TUELC. Four units were selected from the prescribed English for Academic Purposes (EAP) textbooks along with supporting reading materials adapted from PM for improving reading skills of the students. The results of the students' performance were also substantiated by the opinions of the PYP teachers about the use of PM through a structured questionnaire. In an effort to address the issue relating to the use of PM, the present study tried to explore the role of PM in the interaction of the Saudi EFL classrooms with special reference to the PYP students of Taif University. The findings of the present study reveal that the Saudi PYP EFL teachers, as represented by the cohort this study, bear quite positive attitudes towards the use of materials adapted from local English newspapers and magazines. The present study concludes with recommendations on how PM can be employed to enhance reading skills in the Saudi PYP EFL classrooms.

**Keywords:** Print media materials, reading competence, EFL classrooms, reading strategy use, and Saudi classroom interactants,

## 1. Introduction

Over the last few years, two highly interdependent disciplines, such as communication and PM, have provided a magnificent leap in information and knowledge. Hence, it is not irrational to expect that within the next ten years they can lead to even a greater integration. The interesting part to note is that both disciplines are dominated by English language. Talking about the fast development of media, Crystal states (2000, p. 83) the fact that "the media are at the centre of everyone's life like the press, radio, advertising, and especially television, and even the hint of nuance can make a difference". Focusing on this promising power of the PM, it can be used in the Saudi PYP EFL classroom to strengthen the use of English and reading skills of the students.

Although the role of English is rising in the Saudi classrooms, the motivation level of students remains low as there is no enjoyment for the students in the reading tasks, and the textbooks also contain limited reading materials (Al-Seghayer, 2011). Singhal (1995, p.178) clarify this situation and claim that "most of the countries today are concerned about the low quality of their secondary education which is marked by the high percentage of failures, repeaters and dropouts." It has been reported by much research that the teachers follow the activities given at the end of each unit as directed to them and no room is left for them to exploit a variety of other interesting reading activities taken from outside the classroom. Davison and Dowson (1998, p. 98) proclaiming the significance of RSs delineate that "through reading, we are able to interpret, comprehend and respond critically to the ideas of others". Though English is taught as the main subject, students' knowledge about English is very limited, and they feel difficulty in comprehending reading materials. Focusing on this dismal situation of English learning, especially on the reading skills, the role of PM cannot be ignored as it has been serving many important responsibilities in all fields of learning, especially in education for the last many decades (Quirk and Widdowson, 1985). PM provide abundant reading material in the form of newspapers and magazines to expand educational opportunities and foster literacy to a significant extent among students. Therefore, there is an emerging need to develop more understanding about the significance of PM for improving reading skills amongst the EFL students at the university level.

## 1.2. Objectives of the study

The objectives of the present research are:

- i. To analyse whether reading skills can be enhanced through adapting reading materials of PM among PYP students of the Saudi universities or not;
- ii. to understand how effectively the level of students' motivation in reading activities can be developed through PM; and
- iii. to know the utility of locally published English newspapers and magazines for developing reading skills.

## 1.3. Significance of the study

This study is of prime significance because it provides a conceptual framework for teachers to consider the possibilities of effective utilization of PM for teaching English. This is especially important at the time when the present policies of KSA indicating a growing realization that delivery of English language is important from the beginning of primary education. Furthermore, as there has not been any research done on PM as a 'tool' in particular, therefore, the present study will contribute to strategic guidance for the spread of PM as a teaching technique in the PYP EFL classrooms of KSA. Moreover, introducing PM as supporting materials may help transform the teaching techniques of English in general and reading skills in particular. Hence, the researchers expect that language research along these lines will be a growth area for practicing teachers and language policy makers in years to come.

## 2. Review of the relevant studies

The value of English in the present day can hardly be overemphasized. At present, many countries have adopted English as a language of wider communication making it a world's Lingua Franca. Conrad and Fishman have pointed out clearly as McKay quotes (1992, p. 28): "English is the language of diplomacy, the predominant language in which mail is written, the principle language of aviation and radio broadcasting, the first language of nearly 300 million people and additional language of perhaps that many more". The English language of PM is a global language and it is an epicenter of education and technology. Under these circumstances, the role of PM demands more understanding in redefining its boundaries in the field of imparting education. The PM is not meant to be only for the affluent and fluent use of English, and it should also reach the students who form a large part of the society. In the opinion of Singh (2005, p. 128), "print media are different types of useful material, devices and symbols that make the study of a subject more comprehensible and interesting". They provide students with realistic experiences which capture their attention and appeal to the mind through the visual, auditory senses and thereby enliven the past (Dubin and Olshtain 1981). Since 2000, the PM has brought a transformation in the media landscape of KSA. It is on the threshold of huge changes which can redefine the ways of teaching in and outside the classrooms of the Saudi universities. PM can be considered as those technologies which provide a link between many people that is the media of radio, television, newspaper, film, and the World Wide Web (Hughes and Ina 2005). At the threshold of this millennium, PM communication has added new dimensions to the lives of people. Subsequently, the role of PM and most importantly the role of the English language which hosts a number of challenges in the Saudi heterogeneous society calls for measures for the interaction and integration of PM for the spread of English.

### 2.1. Purpose of PM coincides with the purpose of reading skills

A successful reading programme demands recognition of the students' needs for the sake of developing their reading skills. Cunnings (1984, p.5) states that "our teaching must have its base at the consideration of what our students need to learn, that is, what they will do with English on completing their course. This involves the teacher is in looking beyond the confines of the classroom into the outside world..." Serving the same purpose, PM develop curiosity and love for reading amongst the students. Also, newspapers and magazines are useful not only for the purpose to satisfy their needs but also to attract them for new topics. Thus, due to the overwhelming impact of PM, readers become more informative and mature as PM create reading culture, broaden the horizon of mind and lead to achieve the true objectives of teaching reading skills. Dominick (1993, p. 80) comments that "as more books went into print, more people were encouraged to learn how to read. As literacy grew, more people turned to education, and universities expanded." Contrary to it, students in the context understudy are less motivated to read their course books and this situation brings many challenges for English language teachers train students how to read.

Therefore, the PM can be an effective source of motivation because they mostly depict the real life

situation in the classroom. Wharton and Race (1999, p. 45) argue that “a successful reading of texts from the world outside the classroom is very motivating and exposure to such sources can provide language development opportunities on conscious and unconscious levels...” In this way, two main objectives can be achieved. Firstly, students can read unfamiliar authentic texts that are not written for teaching purposes; rather, they serve the audience on the broader spectrum. Secondly, the reading abilities which are developed through PM can also be used for reading of textbooks for higher classes as well (Cunningsworth, 1984). In fact, the critical thinking, and reading strategies that can be developed by reading newspapers can also be applied at the level of college reading materials (Skidell and Becker 1996). PM provide supporting reading material because a reading lesson is different from a language lesson. The main concern in a language lesson is to teach language structures and grammar, whereas in a reading lesson, the main interest of a teacher is to help students to improve their reading skills and as a result language itself is also improved. On the other hand, the prescribed textbooks contain exercises only useful for language lesson as grammar based activities are mostly focused on through different activities. Nuttall (1982, p. 20) rightly points out this scenario and opines that “giving a lesson based on a text is not the same thing as giving a reading lesson: Most of the skills practised are probably not reading skills at all”. Therefore, magazines and newspapers can be an effective source of reading material in order to achieve the true objectives of reading lesson when reading activities are carried out for getting information and entertainment. Dubin and Olshtain (1981, p. 36) supporting these ideas explain that “popular magazine writers use various devices: Clever titles catch your attention; short paragraphs to hold your attention...” Also, with the help of newspapers and magazines, the interests of students towards reading can be achieved and retained. Much research has pointed out that magazines present pictures lavishly in newspapers and magazines to fascinate the human eyes so that readers may take interest to read further. For instance, Adams and Stratton (1963, p. 331) mention that “magazines make extensive use of pictures, and some pictorial magazines tell their stories almost entirely with photos.” These magazines with the coloured additions can be very effective to captivate the students’ attention and as a result, they take interest in reading activities devised for different purposes. Grellet (1981, p. 67) suggests, “Give four photographs- corresponding to four different moments in the passage- to four groups and ask them to reorder them and invent a story illustrated by the pictures”. Moreover, Dechant (1970) also recommends the sports pages, magazines, or even the comics to children who do not read. PM provide a variety of reading material using this source students can get good opportunities to read widely. Such exposure can contribute to general language improvement as well as fostering reading competence itself (Wharton and Race 1999). Thus, PM being a rich source of enjoyment can remove boredom and monotony from the Saudi PYP EFL classroom, and can also improve the reading competence of the students.

## 2.2 Research questions

For the purpose of investigating the rationale behind the present study, the researchers formulated the following research questions:

- Q.1. Does PM help developing reading skills among PYP students of the Saudi universities?
- Q.2. How do the Saudi PYP EFL teachers determine the significance of PM for PYP students of Saudi universities?
- Q.3. How can PM be best utilized in the current status quo of Saudi EFL university curriculum?

## 2.3. Research methodology

Quantitative approach was considered as a necessary design for the present study to provide precise measurement of the participants’ development, opinions and views to reach a systematic conclusion. In this kind of research, results are more readily analyzed, interpreted, and the data is analyzed in the terms of numbers with an objective to achieve precision (Strauss and Corbin, 1990).

The quasi-experimental design and a structured questionnaire were selected for the investigation of the phenomenon under study. One experimental group, comprised of fifteen students was selected from the PYP classes on the basis of random sampling. Explaining the random sampling, Bell (1999, p. 126) opines that “a random sample will give each of the individuals concerned an equal chance of being selected.” Also, Gay (1996, p. 124) defines that “experimental design studies with light experimental controls, however, may be valid with as few as 15 subjects per group.” In this process, the researchers gave name codes to the participants who took part in the quasi-experimental design. In the experimental group, the researchers taught four units from the prescribed textbook along with adapted supporting reading material of PM to improve reading skills. The researchers took the classes of experimental teaching for four weeks and five hours a week. This means that the researchers taught the PYP students 40 hours in four weeks. For the purpose of investigating the impact of PM, the researchers developed two lesson plans each for both placement and achievement tests. Lesson plans for placement tests were simply based on textbooks and lesson plan for achievement tests were devised after incorporating activities from PM as a support material. Then, the results of the performance and achievement tests of the sample group were analysed to present the results. The researchers also used the structured questionnaire to get the opinions of

the PYP teachers about the use of PM in the Saudi PYP classes to enhance students' reading competence. Finally, the researchers triangulated the results gathered from two different tools; i.e. placement, achievement tests, and a structured questionnaire and drew the conclusions from the findings accordingly.

## 2.4. Validity and reliability

The initial version of the questionnaire, which had 20 items, was given to two senior faculty members from TUELC to determine the face validity of the instrument. Their comments were considered, and 7 items were deleted, and other recommended changes were also incorporated before it was piloted to determine its reliability. The questionnaire was administered to 20 PYP EFL teachers of TUELC to check its reliability. Their responses were coded and the reliability coefficient test was run for the instrument as a whole and for its two parts separately using SPSS version 10.0. The Cronbach Alpha value remained .8838 for the instrument as a whole which was a highly acceptable consistency of reliability.

## 2.5. Statistical parameters

The researchers used an experimental design to investigate the possible cause-and-effect relationship by manipulating an independent variable (teaching) to influence the dependent variable (learning) in the selected group. The tables were used to present the performance of students (in both placement and achievement tests) in percentage. The researchers also determined the value of mean for all the variables to determine teachers' beliefs about the significance of PM. The researchers determined the actual sample size of the population using the means of Proportional Allocation Method.

$$\begin{aligned} \text{Proportional Allocation (ni)} &= n * Ni / N \\ &= 30 * 20 / 40 \\ &= 15 \end{aligned}$$

Where n = randomly selected sample size

Ni = randomly selected population of a stratum

N = Total Population

## 3. Results and discussions on the placement and achievement tests

The performance of students in the placement tests and achievement tests is analyzed separately. The analysis revealed the effectiveness of using the PM for developing reading skills among the PYP students at TUELC. All the participants showed improved results in the reading skills in the achievement test compared to the placement test. It was found that during the analysis of the data as shown in the Table 1 that a great number of participants were below the line of general standard of reading competence. Comparatively, a few students were fairly better (e.g. 401, 402, 403, 404, and 413) to comprehend the message of text properly. On the other hand, a large number of the participants (e.g. 402, 405, 406, 408, 409, 411, 414, and 415) were weak and they did not even comprehend the single sentence of the given reading task.

**Table 1: Marks obtained by PYP students of TUELC in the placement and achievement test of lesson plan No.1 and lesson plan No.2**

TABLE 3									
S.NO	NAME CODE	LESSON NO.1				LESSON NO.2			
		PLACEMENT TEST		ACHIEVEMENT TEST		PLACEMENT TEST		ACHIEVEMENT TEST	
		MARKS	%	MARKS	%	MARKS	%	MARKS	%
1	B-401	5/25	20%	18/25	72%	3/25	12%	17/25	68%
2	B-402	2/25	8%	13/25	52%	1/25	4%	12/25	48%
3	B-403	9/25	36%	21/25	84%	8/25	32%	20/25	80%
4	B-404	4/25	16%	17/25	68%	5/25	20%	20/25	80%
5	B-405	0/25	0%	16/25	64%	6/25	24%	14/25	56%
6	B-406	0/25	0%	11/25	44%	3/25	12%	11/25	44%
7	B-407	4/25	16%	16/25	64%	2/25	8%	18/25	72%
8	B-408	4/25	16%	11/25	44%	3/25	12%	15/25	60%
9	B-409	1/25	4%	7/25	28%	4/25	16%	15/25	60%
10	B-410	2/25	8%	19/25	76%	6/25	24%	17/25	68%
11	B-411	0/25	0%	12/25	48%	1/25	4%	14/25	56%
12	B-412	1/25	4%	18/25	72%	2/25	8%	19/25	76%
13	B-413	4/25	16%	17/25	68%	9/25	36%	20/25	80%
14	B-414	4/25	16%	11/25	44%	4/25	16%	14/25	56%
15	B-415	4/25	16%	11/25	44%	2/25	8%	12/25	48%
Sum of marks obtained by all students		44	11.80%	218	58.13%	59	15.73%	238	63.47%

The performance of students remained very low in the placement tests. However, they obtained good marks in the achievement tests. Also, the results shown in Table 1 report that students' performance level did not reflect any drastic changes in placement tests, but some of the participants showed good improvement despite going through the lesson plans based on the traditional methods of teaching reading skills. For instance, the participants with code No B-403, B-410, and B-413 and B-412 showed improvement in the reading competence in the placement tests despite the complete reliance on EAP books. Thus, this method of relying on EAP books cannot be totally negated as the results showed improvement to some extent in the reading competence of some students. However, this limited utility of relying on EAP books cannot sort out the multifaceted issues of the poor reading performance of the Saudi PYP EFL students

The average performance of students indicated that they obtained low marks and scored only 11.80% marks in the lesson plan No.1 and 15.73% marks in the lesson plan No.2 of the placement tests respectively. On the other hand, they showed good results in both achievement tests by scoring 58.13% and 63.47% marks respectively. The results of the achievement tests indicated that the student name code B-401 improved his reading competence. He scored 20% marks in the first placement test and 12% marks in the second placement test, but in the achievement tests, he obtained good marks by scoring 72% and 68% marks respectively. The result of the achievement tests goes in accordance with the opinion of (Dechant, 1970) who confirms the significance of PM for promoting the interest of students in the reading skills. The student name code B-402 scored 8% and 4% marks in the placement tests of both lesson plans. He also demonstrated an average performance in the achievement tests after obtaining 52% and 48% marks respectively. The student name code B-403 showed an outstanding performance in the achievement tests. He scored 84% and 80% marks respectively, although he obtained 36% in the first placement test, and 32% marks in the second placement test. The student name code B-404 showed an excellent performance in the achievement tests by scoring 68% and 80% marks respectively. However, he also obtained 16% marks in the first placement test and 20% marks in the second placement test. The anomalous improvement in some of the cases may substantiate the views of Skidell and Becker (1996) in which they claim that PM develop critical thinking skills and reading strategies. Another student with the name code B-405 showed better performance and he achieved 64% marks in the first achievement test but he scored 56% marks in the second achievement test. On the other hand, he failed to get any marks in the first placement test though he obtained 24% marks in the second placement test. This is how some students showed instability in his performance in both tests (placement tests and achievement tests). Though the student B-406 could not get any marks in the first placement test, but he scored 12% marks in the second placement test. On the other hand, he showed ordinary performance in both achievement tests as he scored 44% marks in the both achievement tests. By and large, the higher percentage in the achievement tests signifies that the development was made by the students in their reading competence. This extraordinary performance of the students proves the views of Race (1999) when he claims that reading texts from the world outside the classroom can provide language development opportunities on the conscious and unconscious level. The summary of tests' result in Table 1 indicated that almost all the students showed better performance in the achievement tests compared to the placement tests. Students obtained 15.73% marks in the placement test and 63.47% marks in the achievement test of lesson plan No.2. This level of improvement is quite satisfactory because the majority of participants showed individual improvement in achievement tests. Therefore, the results of the present study showed that the complete adoption of traditional method of devising lesson plans for teaching reading skills proved less effective because participants could not get maximum marks due to the sole reliance on the EAP books. On the other hand, participants showed good performance in the achievement tests.

The findings of the study suggest that it can be useful to adapt reading materials of newspapers and magazines to improve reading skills in the Saudi PYP EFL classrooms. Furthermore, the results of the second data (collected through the structured questionnaire) as discussed underneath also authenticated most of the findings of the placement and achievement tests.

### **3.1. Results and discussion on the first part of the questionnaire**

The data generated through the questionnaire was manually entered, coded and analysed using SPSS program aiming to answer the research questions. The questionnaire of the present survey was administered to the teachers (both males and females) to determine their beliefs for using EAP books along with the materials adapted from PM for teaching reading skills. The following Table 2 ranked hierarchy as determined by the participants, and also showed individually identified mean scores for all the variables of part 1 of the questionnaire.



**Table 2: EFL teachers' beliefs about using EAP books along with PM for teaching reading skills. Analysis of Teachers' Questionnaire**

Teachers' beliefs about using EAP along with PM books for teaching reading skills	Rank	Mean
1. Textbooks contain only artificial reading (e.g. not taken from the real life of students) material.	4	2.7956
2. Textbooks should contain a material from a real indigenous life of the students.	3	2.9124
3. The subject matter of the textbook creates difficulty for the students.	6	2.6861
4. Reading tasks taken from the unfamiliar culture create difficulty for the students.	2	3.0219
5. The students find English textbooks motivating.	5	2.7080
6. Teaching reading skills through activities other than available in the text books promote the interest of the students.	1	3.6204

Based on the mean scores, the six items of the part one of the questionnaire displayed the respondents' ranking of variables from the most significant to the least significant. The most important item as identified by the participants was item 6 'teaching reading skills through activities other than available in the textbooks promote the interest of the students' with a mean of 3.6204. Hence, results reports that textbooks alone are considered insufficient for organizing successful developmental reading programme. Therefore, such responses imply that a plenty of supporting reading material adapted from PM need to be used to achieve the true objectives of teaching reading skills.

The second important item was 'reading tasks taken from the unfamiliar culture create difficulty for the students' with a mean of 3.0219. The third important item reported by respondents was 'text books should contain a material taken from a real indigenous life of students scoring a mean of 2.9124. The preferences of the participants reflected that reading activities other than the textbook stimulate the interest of the students. Moreover, the present study results reveal that the teachers concentrated more on the text in order to understand the sequence of meaning embedded in the text if the text is indigenously devised and formulated according to the level of the students. Thus, the present study may imply a significant finding that the teachers were fully aware about the induction of the PM for the proper implementation of reading strategies, and knew how to manage the motivation of the students in the reading tasks when their comprehension breaks down. This significant finding coincides with the beliefs of Wharton and Race (1999) who argued that reading was a matter of quality and quantity and students also needed an exposure to a rich variety of written texts, and such exposure could contribute to general language improvement as well as fostering reading competence itself.

The first variable 'textbooks contain only artificial reading (e.g. not taken from the real life of the students) materials' with a mean of 2.7956 was ranked fourth by the participating teachers. Data analysis also showed that item three 'the subject matter of the textbook creates difficulty for the students' with a mean of 2.6861 was the least preferred variable by the participants. As such, teachers' responses may confirm that subject matter was difficult for the students. Presenting this reason as a case, results implied that students' could not perform up-to-mark to achieve required competence in the reading skills due to the high level of difficulty. The fifth variable 'the students find English textbooks motivating' with a mean of 2.7080 was identified as the second least important variable in the priority list of the teachers. This finding indicated that the participants were not fully satisfied with the ongoing process of teaching reading skills in the Saudi PYP EFL classrooms. This finding seems to suggest that traditional teaching methods of teaching reading skills in the Saudi PYP EFL classrooms may be the reason for the low preference of this variable. In the Saudi EFL university classrooms, teachers may not be properly encouraged to use reading materials other than specified in the official textbooks. Further, they are instructed to finish the specified course within the stipulated time span, and for the same reason they proceed without incorporating supporting reading materials to boost up the interest of the students.

It is rightly pointed out by Davison and Dowsin (1998) and also authenticated by the findings of the present study that textbooks alone are insufficient to create interest among students for reading as they consist of fixed and monotonous reading material. Moreover, the findings of the present study are also consistent with the views of Davison and Dowson 1998; Dechant 1970; and Nuttal 1982.

### 3.2. Results and discussion on the second part of the questionnaire

The main purpose of this part of the questionnaire was to identify the teachers' credence about the effectiveness of PM for teaching reading skills. The following Table 3 presented the analysis results of part 2 of the questionnaire along with ranked hierarchy as recognized by the participants, and individually identified mean results for all the variables.

**Table 3: PYP teachers' credence about the effectiveness of PM for teaching reading skills.**

Teachers' credence about effectiveness of PM for teaching reading skills	Rank	Mean
7. Reading materials based on PM (e.g. English newspapers & magazines) should not be given to the students.	5	3.5547
8. PM help making language-learning exercises interesting.	5	3.5547
9. Reading skills can be improved through PM.	2	3.6496
10. PM can enhance reading habits of the students.	3	3.6058
11. Activities based on PM are used in the classroom for improving reading skills.	6	3.3577
12. PM can play an effective role to motivate students.	4	3.5985
13. PM (e.g. locally published English newspapers and magazines) should be preferred as supporting materials to teach reading skills.	1	3.7080

In Table 3, item 13 'PM (e.g. locally published English newspapers and magazines) should be preferred as supporting materials to teach reading skills' was shown to be the most preferred variable as supporting materials to teach reading skills' with a mean of 3.7080. It was an important finding that considering the importance of PM, and the problems of fixed, limited reading material, teachers recommended the use of advertisements, train schedules, weather forecasts and horoscopes, etc. However, that was stipulated with adapting them from PM to enable students to overcome their reading deficiencies. This result may align with the suggestion posed by Savignon, (1986, p. 145) who stated that "items from newspapers, popular, or professional magazines can be introduced over a period of time for intensive and extensive reading practice". Sometimes even a single page of a newspaper becomes sufficient for extensive and intensive reading in the classroom. This way, teachers may manage to take out students from the cycle of frustration created due to redundant lesson plans based on the official books, and hence they can lead them towards the cycle of development by devising lesson plans based on the materials of PM. Tuckner explaining the same situation (1986) claims that educational changes cannot be rushed, attitudinal change in Homo sapiens may be a long, painful or frustrating process, but it does happen. Item nine 'reading skills can be improved through PM' with a mean of 3.6496 was reported as the second most preferred variable. Similarly, Singh (2005) also claims that PM provide their students with realistic experiences which capture their attention and appeal to the mind through visual auditory senses. Accordingly, newspapers and magazines may be deployed as good teaching tools because they can provide a wide variety of reading material to keep their interest and motivation intact.

Participants of the study ranked item ten, 'PM can enhance reading habits of the students' third with a mean of 3.5547. Data analysis also showed that the least preferred item was eleven 'activities based on the PM are used in the classroom for improving reading skills' scoring a mean of 3.3577 which was graded at number six by the participants. Such results reflected that the PM was not used to teach reading skills to PYP students at TUELC. Based on that, it might be implied that the students' detected deficiency in the reading competence, as it was also shown in the placement test, was due to the limited exposure to the reading tasks.

The attempted triangulation of the results, using two tools (i.e. placement and achievement tests and the structured questionnaire), may authenticate the significance of the findings of the present study. Item seven 'reading materials based on PM should be given to the students' with a mean of 3.5547, and item eight 'PM help making language-learning exercises interesting' scoring a mean of 3.5547, were both ranked fifth by the participants in the priority list of the variables. The preferences of the teachers may reveal that the use of PM based on the indigenous culture kindle the interest of the students. On the basis of the results of the present work, it may be claimed that reading skills and reading habits can be improved if the reading activities are devised after adapting materials from PM appropriate to the level of the students. The beliefs of the teachers as emerging while sequencing the findings coincide with the beliefs reported in Crystal's (2000), Race's (1999), Dubin and Olsten's (1981), and Grellet Wharton's (1981). Thus, the present study findings convey that teachers were fully aware about the induction of the PM as supporting materials to enhance reading competence of the Saudi PYP students.

#### 4. Conclusion

The present study investigated the effectiveness of reading materials of print media in Saudi EFL settings at the university level. The present study findings confirmed the EFL teachers' positive views about effectiveness of PM as an essential tool for developing reading skills. The findings of the study implied that a fixed and limited reading material of prescribed textbooks is one of the main causes of students' limitations of reading competence. Also, students were not exposed to English language apart from the textbook materials in the classrooms at large and reading activities were also limited

for the proper exposure to the reading skills. Among the masses of KSA, adolescence is the prime audience of PM, and they are the aspiring audience for general education. PM can be convenient educational tool because youth is using them regularly. But it is strange that no government has ever made an integration of media into any national policy on education. This is an area of great potential which has remained unrecognized by our policy makers. The data based on the questionnaire may provide useful insights of male and female teachers' opinions towards the dynamic use of PM in the Saudi PYP EFL classrooms. It can be concluded that the sample groups represented by the cohort of this study recommended more professional use of PM to achieve the purpose of high reading competence for the Saudi PYP EFL students. The participants of the present study confirmed the importance of the PM and claimed that its wise use is essential for the Saudi PYP EFL students to learn English if they want to be academically successful. As such, it is exhorted that the Saudi EFL teachers in the Saudi universities may make pedagogical changes to achieve more academic benefits by using PM properly. Due to some misunderstandings about the use of PM, teachers cannot devise lesson plans based on the fitting use of PM. Moreover, it was quite alarming that both male and female teachers were in a perplexed situation about the use of PM as supporting materials in the Saudi PYP EFL classrooms and this serious situation is a main reason for students' low competence in the reading skills. On the basis of the present findings, the use of PM may help teachers to reset classroom lesson plans to accommodate the utility of PM in the Saudi PYP EFL classrooms to ensure a standardized academic atmosphere for the reading skills. The present study findings revealed that constraints such as shortage of time and the burden of curricula hinders the EFL teachers' efforts to incorporate PM into their classes. The recommendations of the present study may be utilized to establish a baseline for the role of PM in improving reading skills of the Saudi PYP EFL students.

#### 4.1. Recommendations

- A variety of interesting and entertaining reading materials may be selected from locally published newspapers and magazines.
- Those topics should be included in the textbooks which support the reading material from newspapers and magazines for enhancing the interest of the students.
- Reading texts like advertisements, team records and train schedule may be selected for improving scanning skills. Longer texts like news reports about popular sports should be selected for improving skimming skills.
- Headline lines from newspapers and magazines can be an effective source of improving anticipation skills.
- Teachers can use activities devised from newspapers and magazines to avoid difficulties in controlling these overcrowded classes.
- Variety of reading material should be selected to ensure reading for information as well as for pleasure.
- While selecting reading material, the background knowledge and previous experiences of students need to be considered. However, over familiar topics should not be included in the lesson plans.
- Supporting reading materials can be selected from newspapers and magazines according to the needs and interest of the students, and the course books. And teachers should focus on the demands of reading lessons to stimulate the interest of the students through PM.

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