

An Investigation of English Reading Difficulties as Perceived by 10th Grades and ELT Teachers in Al Seeb Government Schools and Proposed Remedies from ELT Teachers' Perspectives.

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ABSTRACT

This study investigates the reading difficulties that Grade 10 face as perceived by students and teachers in Al Seeb government schools, Oman and discover how these difficulties vary according to gender and English level. It also tries to detect whether there are statistically significant differences between grade 10 students' and ELT teachers' perceptions of reading difficulties, as well as discovering the most effective remedies to overcome these difficulties. The study employed a quantitative, descriptive research design. All grade 10 students and their ELT teachers in Al Seeb government schools were the target population, and this study used a random sample size of 280 students and 37 ELT teachers. To ensure validity and reliability, the research instruments were piloted on a small group prior to the main data collection. Data was gathered using an electronic survey and analyzed using descriptive statistics via SPSS. The findings revealed that Grade 10 students experience reading difficulties at a moderate level, with retention difficulties being the most prominent. ELT teachers perceived reading difficulties at a high level. To overcome the reading difficulties faced by grade 10 students, the study recommends exposing students to multiple types of reading texts, favored by efficient materials in the English language, and giving them more practice and activities in reading skills. Additionally, it is recommended that the Ministry of Education provide training courses for the teachers and supply schools with English Language laboratories.

Keywords: Reading difficulties; decoding; comprehension; retention.

INTRODUCTION

Nowadays, the English language is viewed as an interactive system among individuals and societies (Al Muwajida & Al Tuwasi, 2020). Despite its importance, many students struggle with reading as a means of achieving academic success. Reading is a dynamic interaction among the text, the reader, and the context in which meaning is constructed. According to Nunan (2003), reading involves combining textual information with the reader's background knowledge to build understanding. Karanja (2015) emphasized that reading also requires visual-motor skills and the way the brain processes written symbols. Generally, reading consists of two main components: decoding and comprehension, and it is considered a cognitive activity through which readers interact with authors via written texts (Nyarko et al., 2018).

Reading occupies a central role in English as a Foreign Language (EFL) programs worldwide. As Al-Jarrah and Ismail (2018) asserted, the importance of reading as a language skill cannot be underestimated. It serves as a primary channel for gaining information, particularly for educational purposes (Mundhe, 2015). Consequently, governments and educational institutions invest considerable time, effort, and resources in developing reading programs to enhance learners' academic achievement (Al Seyabi & Al Amri, 2016). Nevertheless, research has highlighted a noticeable decline in reading culture and persistent difficulties faced by students when dealing with reading tasks (Al Ajmi, 2003). Reading difficulties often occur along a continuum, affecting a substantial number of learners; however, these difficulties can be reduced through the use of appropriate remedial strategies (Yassin, 2013).

In the Omani context, the declining level of students' academic performance in English language skills at the secondary school level has long been a cause for concern. Observations by EFL teachers indicate that many

students, despite several years of English instruction, are unable to read simple English texts with adequate comprehension. This issue raises serious concerns for the Ministry of Education, parents, students, and teachers alike (Al Mamari, 2011). According to the Ministry of Education in Oman (2011), students in Grades 5–10 are expected to engage with a variety of reading texts with increasing confidence and understanding. However, assessment data reveal otherwise. For instance, an analysis of Grade 10 assessment results from the academic year 2019/2020 showed that 58% of students achieved low scores in reading. Similarly, an analysis of examination results from the 2013/2014 academic year indicated that 52% of students scored below 50% in the reading section (Al Seyabi and Tuzlukova, 2015). These findings are further supported by Al Khamisi (2014), who reported weak student performance in reading tests and quizzes

Based on the review of relevant literature, no empirical studies have been conducted to examine Grade 10 students' and ELT teachers' perceptions of reading difficulties, nor to investigate effective remedies for these difficulties from ELT teachers' perspectives within the Omani context. This gap in the literature highlights the need for remedial research to address reading difficulties at this educational level. Accordingly, the present study aims to investigate reading difficulties among Grade 10 students as perceived by both students and ELT teachers and to identify effective remedies from ELT teachers' perspectives.

Grade 10 was selected for this study as it represents a critical stage in students' academic development, during which learners are expected to demonstrate sufficient reading proficiency to cope with the demands of postbasic education. Reading difficulties at this level may have a negative impact on students' academic performance in subsequent grades. Al Seeb Government Schools were chosen due to their large student population, diverse academic backgrounds, and accessibility, which make them a suitable and practical setting for investigating reading difficulties within the Omani school context.

In addressing this issue, the study focuses on identifying the reading difficulties encountered by Grade 10 students as perceived by both students and their ELT teachers, as well as exploring the most effective remedies proposed by ELT teachers to help students overcome these difficulties. Accordingly, the study seeks to answer the following research questions

1. What are the reading difficulties that 10th graders face as perceived by students and ELT teacher?
2. Do these reading difficulties vary according to students' gender (male, female) and their English level?
3. Are there statistically significant differences in grade 10 students' and ELT teachers' perceptions of reading difficulties?
4. What are the effective remedies to overcome reading difficulties as perceived by ELT teachers?

LITERATURE REVIEW

Reading as a Tool of Learning

"Reading is really like taking a light into a dark tunnel in a quest for knowledge" (Ahmed, 2011, p13). It is an essential, vital, active, and positive skill (Ahmed, 2011) and is considered a fundamental skill to reach success (Yasin, 2013). However, more recent theorists agree with the fact that this skill is a complicated process in which different levels of physiological and cognitive functions interact with each other in making sense of the meanings of the text. That's why readers need to use all the knowledge they have, including their background knowledge, their linguistic knowledge, and their use of cognitive and metacognitive reading strategies (Zain, 2007). Unfortunately, many learners, for different reasons, are unable to utilize reading as a tool for learning and getting new ideas, information, and attitudes (Kasim & Raisha, 2017).). Karanja (2015) makes the very significant point that learners with reading difficulties are not proficient with the form, content, and function of the English language. "There are marked individual differences in reading attainment rate"(Al Ajmi, 2003, p 9). However, some learners begin to read early and progress rapidly, while others start their reading rate and move forward slowly (Al Ajmi, 2003).

Difficulties with Reading

In the view of many experts, although there are many difficulties with reading, three types of difficulties are considered as the roots of reading problems. These difficulties are decoding, comprehension, and retention (Yasin, 2013). Decoding is a process by which a word can be broken into individual phonemes. It is recognized based on those phonemes (Shankweiler et al., 2009). In reading decoding, the reader sounds out the words by pronouncing their parts first, then joining these parts to form the words. Thus, students must be able to decode the words and join their parts accurately and quickly to comprehend what is being read and with sufficient fluency (Logsdon, 2020). Danielle et al., (2012) provided an example of that difficulty. The word 'bag' is separated into the following sounds; 'buh', 'aah', and 'guh'. Any student who has decoding difficulty may not differentiate these three phonemes. Then, they might be meaningless to them with the word 'bag'. Many key warning signs are helpful to indicate whether a student is facing a decoding difficulty or not. Skipping words or lines is one sign of decoding difficulty. In that case, the learners try to jump to the next words in a reading text without reading the prior word or skipping entire lines without noticing. Other signs include reading slowly (word -by-word), ignoring punctuation while reading, confusion between letters and the sounds they represent, reading without any expressions, difficulty in following the read text with a finger, and racing the eyes around the page by darting erratically from section to section and ignoring the normal left-right sequence (Meltzar, 2020).

Karen (2015), in his study about the factors influencing reading comprehension, found that phonemic knowledge, which means the ability to process the distinct sounds of letters required for word recognition, is one of the most significant factors negatively affecting students' reading comprehension. This finding can be proved by another recent study done by Abu Abeeleh et al. (2021) which aimed at investigating the reading comprehension problems encountered by students of Ajloun National University. The results showed that students have high estimation of certain problems they encounter in reading comprehension because of the complexity of the texts, word recognition (decoding), and anxiety.

The second difficulty is reading comprehension, which depends on the mystery of decoding. Learners who struggle to decode words find it difficult to understand and remember what has been read (Ismail & Al-Jarrah, 2018). Kasim & Raisha (2017) reported that numerous research studies have shown that EFL learners often face difficulties in comprehending English texts. In this sense, there are a set of comprehension difficulties that might be encountered by EFL learners. For example, the EFL reader might face difficulty in identifying the main ideas in a written text, choosing the appropriate reading strategies, differentiating the main and supporting ideas, and inferring information from a written text (Kasim & Raisha, 2017). Furthermore, some learners might face difficulties in using the title of the text, the picture clues, and the subheadings to understand the main ideas of the topic (Al Ajumi, 2003).

Retention is the third difficulty. It depends highly on the mystery of decoding and comprehending abilities (Yasin, 2013). It also depends on the high level of cognitive skills, including the ability to retrieve and group ideas, as well as learners' memory. David (2007) correctly acknowledged that learners with good retention abilities are expected to retain more of what they read with higher levels of reading. In contrast, learners with low levels of retention have difficulty in connecting what they read to their prior knowledge and remembering what is read (David, 2007). Ismail & Al-Jarrah (2018) asserted that while the readers engage in cognitive tasks, the working memory helps readers store information in short-term memory and recall what has been read. Therefore, learners with poor working memory struggle to read and comprehend a given text (Swanson et al. 2009). Another retention difficulty is reported by Kasim & Raisha (2017), who observed that applying the content of the read text to personal experience is another retention difficulty. The inability to predict the upcoming events and the meaning of the new words in each text are also difficulties related to retention (Yasin, 2013).

Factors that Cause Difficulties in Reading

Many studies tried to investigate poor reading among school students. Inadequate vocabulary knowledge is one of the main causes of that matter (Ismail & Al-Jarrah, 2018). This issue can be illustrated by the study done by Nurjanah (2018). He asserted that the main difficulty that students encounter when doing the final reading test is related to poor vocabulary knowledge. Al Seyabi & Tuzlukova (2017) approved that report in their study, which aimed to investigate problems that Omani post-basic and university foundation program students face in reading the English language. The main results indicated that students in both contexts face problems with

reading, especially with vocabulary. This is a significant matter as students with poor vocabulary knowledge face multiple difficulties in understanding technical words like synonyms, antonyms, superordinate and compound words (Carlisle, 2000).

Davoudi and Yousefi (2015) mentioned that causes of reading difficulties involve instructional, environmental, and biological sources. The researchers argued that learners might have some difficulties in understanding reading materials in a disorganized atmosphere while those in a peaceful environment have more effective reading abilities. This assumption is proved by Dennis (2008) who reported that learners lose their focus while reading in noisy places like areas with a high volume of radios or televisions. Additionally, concentration, motivation, and anxiety are other causes. A reader could understand simple words and expressions, but he/she might face difficulty in understanding longer sentences, without being willing to complete the reading (Anmarkrud & Braten, 2009). Background knowledge is another factor affecting reading ability. Results of a study done by Al Jahwari and Al Humaidi (2015) showed a strong agreement of the role of prior knowledge in text comprehension. Again, Alyousef (2005), emphasizes that lack of background knowledge leads to misunderstandings of reading. This was proved by the study done by Nguyen (2007). The results showed that learners who had prior knowledge comprehend reading materials more easily, compared with those who are not exposed to diverse and strange reading materials. They need to reread several times to understand the text. Poor working memory is also a cause of reading difficulty. While learners are engaging in cognitive reading tasks, working memory enables them to store the information in short-term memory. Therefore, learners can activate previous information about a subject from the context while recalling what has been read. On the contrary, disabled learners mostly have low working memory abilities. Hence, they face reading difficulty (Ismail & Al-Jarrah, 2018). Besides these causes, some studies suggested that grammar knowledge has a crucial role in reading comprehension. Bernhardt (2000) noted that EFL learners' reading ability strongly depends on their grammatical knowledge. This tells us that there is a significant relationship between grammar knowledge and reading ability (Ismail & Al-Jarrah, 2018).

Remedies for Reading Difficulties

The presence of reading difficulty in schools constitutes a serious educational issue at the secondary level. Thus, there is a need for remedial work. Yukselir (2014) has suggested in his study some strategies that could be useful to overcome the issues related to reading skills. He classified them into cognitive and metacognitive strategies. The prominent cognitive strategies are note-taking and writing down the main ideas or summary, relating the new knowledge to previous experience, studying the new words with their meanings, as well as accomplishing the reading activities by working in groups or peers. On the other hand, metacognitive strategies help learners to think critically and develop their understanding of the text. For example, asking questions related to the topic, analyzing text structure, using imagination and a variety of senses, and evaluating and synthesizing by pausing while or after reading (Yukselir, 2014).

Repeated reading independently and orally could be a good solution too (Yasin, 2013). Gibson (2008) in his study found that 82% of autonomous learners read orally to themselves as part of private study. Alshumaimeri (2011) makes the very valid point that oral reading has a great effect on comprehension performance. It helps in concentration, memorizing words and texts, and pronouncing and practicing words for real-world encounters. Besides, extensive reading is an effective way that can keep a learner in contact with English outside the classroom sessions. It gives him/her a positive attitude toward the target language. "The more a learner reads extensively, the faster he/she learns" (Ouahani, 2010, p22). Undoubtedly, teachers are required to direct their students' attention towards the reading materials and provide them with some interesting samples that have been read to convince them of the value of extensive reading (Ouahani, 2010). Al Seyabi and Al Rashdi (2016) conducted a study about extensive reading in Omani public schools, particularly for 10th graders. The results revealed that the frequency of reading amongst students is very low. 53% of the students read only once a semester and they often read the same type of genre. Therefore, they emphasized that there is a need to provide appropriate techniques of implementing extensive reading that correspond with the student's actual needs.

Teachers are also responsible to act as role models for their students by sharing the knowledge gained with their students and adopting a more active reading behavior. And finally, the Ministry of Education should provide every school with sufficient funds to buy various reading materials that cover different topics and genres. Equally important, "there is a common focus on raising student achievement while integrating technology as a tool"

(Costley, 2014, p 2). This claim can be illustrated by the study done by Shagluf (2016), who mentioned that 67% of students agreed that a computer-based classroom is more practical to improve their ability to read in English, and 93.5% of teachers emphasized that integrating technology helps them to teach new reading skills. Picton (2014), insisted on the positive effect of reading from electronic books. Conversely, results in a study done by Hussain et al., (2015) concluded that reading from printed documents led to a greater understanding and more retention power of the text than reading from the screen (e-reading) and students are more interested in reading from printed materials than electronic materials. The teacher's role as a provider of facilities in reading classes is very crucial. Nurjanah, (2018) reported that EFL teachers should be aware of students' needs and be more creative in involving students in interactive techniques and reading activities.

METHODS

This section spotlights the methodology used in this study. It represents the research design, the sample, and the instrument used in that study. Then, the procedure of collecting and analyzing the data.

Design and Sample

A descriptive research study was designed to investigate the reading difficulties that 10th graders face and identify the most effective remedies to overcome these difficulties.

The target population of this study consisted of all Grade 10 students enrolled in Al Seeb government schools, as well as all ELT teachers teaching Grade 10 in these schools. The selection of the sample size was based on the accessibility of participants and the need to obtain a representative sample from the target population. A total of 280 Grade 10 students and 37 ELT teachers were selected using random sampling techniques to ensure adequate representation of both groups and enhance the generalizability of the findings within Al Seeb educational context.

There were 122 (43.6%) male students and 158 (56.4%) female students. 46.4 % of students got a very high level (90-100) in their previous English grade, while 26.8% of students got high level (80-89), 18.6 % low level (65-79), and 8.2% of students with the very low-level (50-64). Table 1 summarizes the distribution of the sample by gender and previous English grades.

Regarding ELT teachers, the study included 38 participants, 14 (36.8%) were male and 24 (63.2%) were female. The majority of the participants (68.4%) have taught for more than 10 years. 21.1% of teachers had less than 5 years of teaching experience and only 10.5% of teachers had between 5-10 years of experience. More than eighty percent (89.5%) of the participants had a qualification of Bachelor degree, 5.3% of them had a Master degree, and the same percentage for those qualified for a Diploma. Table 2 summarizes the distribution of the sample by gender, teaching experience, and qualification.

Table 1. Distribution of the Sample According to Gender and Previous English Grade (n=280)

Gender			Frequency	Percent
Males	Valid	A (90-100)	58	47.5
		B (80-89)	35	28.7
		C (65-79)	25	20.5
		D (50-64)	4	3.3
		Total	122	100.0
Females	Valid	A (90-100)	72	45.6
		B (80-89)	40	25.3
		C (65-79)	27	17.1
		D (50-64)	19	12.0
		Total	158	100.0

Table 2. Distribution of the Sample According to Gender, Qualification, and Years of Teaching Experience (n=38)

Gender	Qualification			Frequency	Percent
Males	Diploma	Valid	More than 10 years	2	100.0
	Bachelor's	Valid	Less than 5 years	1	9.1
			5-10 years	1	9.1
			More than 10 years	9	81.8
			Total	11	100.0
	Master's	Valid	More than 10 years	1	100.0
Females	Bachelor's	Valid	Less than 5 years	7	30.4
			5-10 years	3	13.0
			More than 10 years	13	56.5
			Total	23	100.0
	Master's	Valid	More than 10 years	1	100.0

Research Instrument

An electronic questionnaire was developed for ELT teachers by the author of this study. It consisted of three main parts. The first part contained 3 items about general information of the participants in terms of gender, qualification, and teaching experience. The second part consisted of 26 items measuring reading difficulties as perceived by the participants. 8 items for decoding difficulties, 14 items for comprehension difficulties, and 4 items regarding retention difficulties. The third part consisted of 29 items measuring proposed remedies as perceived by the participants. Twelve items were for proposed remedies related to ELT teachers' domain, 8 items for other proposed remedies related to the curriculum domain, and 9 items suggesting some remedies related to the administrative domain. Responses for the second and third parts were given on a 5-point Likert scale (1= never to 5=always) for the reading difficulties and a 5-point Likert scale (1= strongly disagree to 5=strongly agree) for the reading remedies.

Similar as with the teachers, another questionnaire was developed for 10th grade students. It consisted of two main parts. The first part contained two items about general information of the participants in terms of their gender and previous English level. The second part consisted of the same items in the questionnaire distributed to ELT teachers which focused on measuring reading difficulties as perceived by the participants.

Validity and Reliability

To check the validity of the instrument, the English version was checked by area experts and practitioners. They were asked to comment on checked items in terms of clarity and relevance, and to make any additions and/or modifications. Changes were made to some of the items as a result of their feedback. Then, their comments were incorporated into the second draft. Two items were omitted, six items were modified in the second part, and four items were added to the third part.

After doing the necessary modifications in the questionnaire, the last English draft was translated into Arabic. The Arabic version was also validated by translation specialists. They checked the accuracy of the translation from English to Arabic as the Arabic version was the one that the subjects would respond too. The last version of the questionnaires was piloted. Ten students from the whole population were randomly selected and participated in this piloting. However, those students were excluded from the sample of the study. After piloting, the last version was put into electronic survey format through Google Forms and distributed.

To check the reliability of the questionnaire, the researcher used internal consistency(Cronbach's Alpha).

Tables 3 and 4 represent the reliability coefficient of the scales. The reliability coefficient ranged between .85 and .96. They were deemed reasonable.

Table 3. Reliability Coefficient of the Scales of Reading Difficulties as Perceived by Grade 10 Students and their ELT teachers

Scale	Number of items	Cronbach's Alpha
Decoding difficulties	8	.93
Comprehension difficulties	14	.96
Retention difficulties	4	.89

Table 4. Reliability Coefficient of the Scales of Proposed Remedies as Perceived by ELT Teachers

Scale	Number of items	Cronbach's Alpha
Proposed remedies related to ELT teachers' domain	12	.90
Proposed remedies related to the curriculum domain	8	.85
Proposed remedies related to the administrative domain	9	.85

Procedure and Data Analysis

Over three weeks, the electronic questionnaire was sent to the sample in a link via the platform Google Classroom and WhatsApp application. In the second week, a reminder was sent to boost participation levels. The subjects were asked to note down any other reading difficulties they might face and suggest any additional remedies. They also were told not to discuss the answers with their classmates and post the same answers. After gathering the questionnaire data, it was transformed into an Excel program, then entered into the SPSS program to perform the subsequent data analysis using descriptive statistics.

RESULTS AND DISCUSSIONS

The study was based on a descriptive research design in which the collected data was analyzed using appropriate statistical methods. The data analysis and discussion were divided into two sections :reading difficulties and proposed remedies for these difficulties.Tables were used to present and describe the data ,and analysis and interpretations followed.

Table 5 depicts the corresponding levels used to label ELT teachers' and students' opinions of the different types of reading difficulties and the proposed remedies for the difficulties.

Table 5. Evaluation Criteria Used for Measuring Perceived Reading Difficulties and Remedies.

Level	Means	
Very low	1-1.79	
Low	1.8-2.59	
Medium	2.6-3.39	
High	3.4-4.19	
Very high	4.2-5	

Results and Discussion of the Reading Difficulties that 10th Graders Face as Students and ELT Teachers Perceive.

For the reading difficulties as perceived by students, an analysis of participants' reading difficulties is presented in Table 7. Tables 7, 8 and 9 present an analysis for each reading difficulty.

Table 6. Means and Standard Deviations of the Three Reading Difficulties

Reading Difficulties	M	Std	Level
Retention	3.6	0.8	High
Decoding	3.2	1.2	Medium
Comprehension	3.1	1.0	Medium
Overall	3.3	1.2	Medium

M: Mean Std: Standard deviation

Table 7. Reading Retention Difficulties as Perceived by Grade 10 Students (n=280)

No	Reading difficulty	M	Std.	Level
1	Relating the topic of the text to their previous knowledge and experience.	4	1.0	High
2	Remembering the meanings of the new words after the reading.	3.9	1.0	High
3	Remembering the forms of the new words after the reading.	3.5	1.2	High
4	Using the words that they learn to guess the meaning of unfamiliar words in future readings.	3.0	1.4	Medium
	Overall	3.6	0.8	High

M: Mean Std: Standard deviation

Table 8. Reading Decoding Difficulties as Perceived by Grade 10 Students (n=280)

No	Reading Difficulty	M	Std	Level
1	Confusing some letters and their pronunciation.	3.4	1.5	High
2	Identifying the sounds associated with the letters.	3.3	1.3	Medium
3	Pronouncing the letters correctly.	3.3	1.4	Medium
4	Pronouncing the consonants in different contexts correctly, e.g. /c/ in 'car' and 'cite'	3.2	1.4	Medium
5	Pronouncing the vowels in different contexts correctly, e.g., /i/ in 'kite' and 'kit'.	3.2	1.3	Medium
6	Pronouncing letter combinations correctly, e.g. 'tion' as 'shen'.	3.2	1.5	Medium
7	Pronouncing some sounds which have no equivalents in Arabic, e.g., 'p' and 'v'.	3.1	1.3	Medium
8	Reading written texts at a neutral speed.	3.1	1.3	Medium
	Overall	3.2	1.2	Medium

M: Mean Std: Standard deviation

Table 9. Reading Comprehension Difficulties as Perceived by Grade 10 Students (n=280)

No	Reading Difficulty	M	Std	Level
1	Distinguishing between significant information and minor details.	3.8	1.0	High
2	Following the flow of ideas in the text.	3.7	1.0	High
3	Inferring information from the text.	3.1	1.5	Medium
4	Using the picture clues, title, and sub-headings to understand the topic.	3.1	1.5	Medium
5	Scanning the text for specific information.	3.1	1.5	Medium
6	Drawing conclusions from the text.	3.1	1.4	Medium
7	Identifying the main idea of the paragraph.	3.0	1.5	Medium
8	Identifying the supporting details and arguments.	3.0	1.4	Medium
9	Using context clues to understand the meanings of unfamiliar words.	3.0	1.4	Medium
10	Using word structure to understand word meanings.	3.0	1.3	Medium
11	Distinguishing between different meanings of a word in the same text.	3.0	1,3	Medium
12	Skimming the text to get the gist.	3.0	1.4	Medium
13	Inferring the meanings of the authors' indirect expressions, e.g., idioms.	3.0	1.2	Medium
14	Predicting the upcoming events or ideas in the text.	3.0	1.3	Medium
	Overall	3.2	1.2	Medium

M: Mean Std: Standard deviation

Overall, the grand mean for all three components indicated a medium reading difficulty ($M = 3.3$, $SD = 1.2$). The means of the three types of reading difficulty were arranged in descending order from the highest to the lowest mean, indicating that the highest mean is the most common difficulty that students encounter. Almost all the respondents reported they have reading retention difficulties. As can be shown in Table 6, the major reading difficulties appear with reading retention difficulties ($M=3.6$), making it “high”. While decoding and comprehension reading difficulties indicated the least mean as follows ($M=3.2$), ($M=3.1$). This shows that respondents have a medium level of difficulty with these components.

According to the respondents' responses in reading retention difficulties, it is shown clearly in Table 7 that grade 10 students often don't know how to relate the topic of the text to their previous knowledge and experience. They also have a difficulty in remembering the meanings of the new words after the reading. These findings are in accordance with the findings reported by Kasimand & Raisha (2017). Their results revealed that students encountered nonlinguistic reading difficulties which are mostly related to the lack of cultural and previous knowledge, as well as working memory problems. A similar conclusion was reached by Nguyen (2007). He mentioned that learners who had prior knowledge can comprehend reading materials more easily, compared with those who are not exposed to diverse and strange reading materials.

The results presented in Table 8 show that grade 10 students have a significant problem in confusing some letters and their pronunciation. These results are broadly in line with the findings reached by Hassan, 2014. He reported

that Arab students face problems in the pronunciation of sounds which the students are not familiar with. A similar pattern of results was obtained by Yasin (2013). His study revealed that decoding problems are one of the basic reading difficulties faced by secondary-level students. These difficulties are shown in a study done by Ganie el, (2019). They concluded that reading comprehension difficulties appear as students use unsuitable methods while reading and they don't know the meaning of the written text.

For comprehension difficulties, it is indicated in Table 9 that most subjects often with a high-level face difficulty in distinguishing between significant information and minor details and following the flow of ideas in the text. This is indicative of the lack of practice done by students and the use of improper ways of reading. Reading comprehension difficulties appear as students use unsuitable methods while reading and they don't know the meaning of the written text (Ganie el, 2019). Teachers could be another source of these comprehension difficulties. As Al Khaseefan (2000) assumed in his study that a high percentage of teachers didn't use good teaching methods that guide students to organize what they read.

For the reading difficulties as perceived by ELT teachers, an analysis of participants' reading difficulties is presented in Table 10. Followed by tables 11, 12 and 13 that present an analysis for each reading difficulty.

Table 10. Means and Standard Deviations of the Three Reading Difficulties

Reading Difficulty	M	Std	Level
Decoding	3.7	0.4	High
Retention	3.6	0.4	High
Comprehension	3.5	0.5	High
Overall	3.4	1.4	High

M: Mean Std: Standard deviation

Table 11. Reading Decoding Difficulties as Perceived by ELT teachers (n=37)

No	Reading difficulty	M	Std.	Level
1	Pronouncing some sounds which have no equivalents in Arabic, e.g., 'p' and 'v'.	3.8	0.7	High
2	Correctly pronouncing letter combinations, e.g. 'tion' as 'shen'.	3.8	0.6	High
3	Pronouncing the letters correctly.	3.7	0.7	High
4	Pronouncing the vowels in different contexts correctly, e.g., /i/ in 'kite' and 'kit'.	3.7	0.7	High
5	Confusing some letters and their pronunciation.	3.7	0.9	High
6	Reading written texts at a neutral speed.	3.7	0.7	High
7	Pronouncing the consonants in different contexts correctly, e.g. /c/ in 'car' and 'cite'	3.6	0.7	High
8	Identifying the sounds associated with the letters.	3.5	0.7	High
	Overall	3.7	0.4	High

M: Mean Std: Standard deviation

Table 12. Reading Retention Difficulties as Perceived by ELT teachers (n=37)

No	Reading Difficulty	M	Std	Level
1	Using the words that they learn to guess the meaning of unfamiliar words in future readings.	4	0.7	High

2	Relating the topic of the text to their previous knowledge and experience.	3.7	0.7	High
3	Remembering the forms of the new words after the reading	3.7	0.7	High
4	Remembering the meanings of the new words after the reading.	3.7	0.7	High
	Overall	3.6	0.4	High

M: Mean Std: Standard deviation

Table 13. Reading Comprehension Difficulties as Perceived by ELT Teachers (n=37)

No	Reading Difficulty	M	Std	Level
1	Inferring the meanings of the authors' indirect expressions, e.g., idioms.	4.1	0.8	High
2	Identifying the supporting details and arguments.	3.8	0.7	High
3	Inferring information from the text.	3.8	0.7	High
4	Using context clues to understand the meanings of unfamiliar words.	3.8	0.9	High
5	Using word structure to understand word meanings.	3.8	0.9	
6	Identifying the main idea of the paragraph.	3.7	0.6	High
7	Using the picture clues, title, and sub-headings to understand the topic.	3.7	0.8	High
8	Distinguishing between different meanings of a word in the same text.	3.7	0.8	High
9	Following the flow of ideas in the text.	3.7	0.6	High
10	Skimming the text to get the gist.	3.7	0.7	High
11	Scanning the text for specific information.	3.7	0.7	High
12	Distinguishing between significant information and minor details.	3.7	0.8	High
13	Drawing conclusions from the text.	3.7	0.7	High
14	Predicting the upcoming events or ideas in the text.	3.7	0.8	High
	Overall	3.5	0.5	High

M: Mean Std: Standard deviation

Overall, the grand mean for all three components indicated a high reading difficulty ($M = 3.4$, $SD = 1.4$). The means of the three types of reading difficulty were arranged in descending order from the highest to the lowest mean, indicating that the highest mean is the most common difficulty that students encounter. As can be shown in Table 10, the major reading difficulties appear with reading decoding difficulties ($M=3.7$). However, almost all the respondents reported their students often have reading difficulties.

According to ELT teachers' responses in decoding difficulties, it is shown in table 11 that most difficulties were in pronouncing some sounds which have no equivalents in Arabic and pronouncing the letters correctly. This result is attributed to the idea that Omani students combine Arabic and English letters. They are also affected by their mother tongue in pronouncing the letters. With retention difficulties, Table 12 presented that ELT teachers perceive that student face difficulty in using words that they learn to guess the meaning of unfamiliar words in future readings. This result is due to students' strategies they use in guessing the meaning of the new words and their abilities to retain what they have learned. David (2007) revealed that learners with good retention abilities are expected to retain more of what they read as they achieve higher levels of reading. It is obvious from Table 13 that all teachers agreed that their students often encounter difficulties in comprehending reading texts,

especially in inferring the meanings of the authors' indirect expressions. This result could be due to teachers themselves. For example, the procedures they follow in presenting reading lessons and activities and the number of opportunities they provide to practice different kinds of reading texts.

This goes in the line with the study done by Al Seyabi& Al Rashdi (2016). Teachers are responsible to adopt more active reading behaviors for their students.

Comparing Reading Difficulties According to Students' Gender.

An independent-samples t-test was conducted to compare the means and standard deviations of reported reading difficulties by male and female students as can be observed in Table 14.

Table 14. Means and Standard Deviations of Perceived Reading Difficulties According to Students' Gender

Group	n	M	Std.
Males	122	3.3	1.0
Females	158	3.2	1.0

N: Number of respondents M: Mean Std: Standard deviation

The results showed that there was no statistically significant difference between male and female participants in reading difficulties, $t(28) = 1.27$, $p = .205$, two-tailed. The magnitude of the differences in the means (mean difference = 3.76, 95% CI: -2.06 to 9.57) was very small (eta squared = .002).

The results presented in that section were expected because students in both streams study the same curriculum 'Engage with English'. They also study English subject with the same number of periods every week (six periods per week). And only about one or two periods for reading skills. All participants share the same cultural background as mentioned in the previous section. Thus, this could be another reason behind these results. This observation is similar to Yassen's (2013) study. He found no statistically significant differences in reading difficulties as perceived by 10th students due to gender. On the other hand, these findings contradict an old study done by Al Ajmi (2003). It showed that there was a statistically significant difference between male and female students in the perceptions of reading difficulties.

Comparing Reading Difficulties According to Students' previous English Level

Based on the criteria adopted by the Ministry of Education, the sample was divided into four level groups according to the previous English scores in the academic year 2019/2020. The first group started from the score of 50 to score 64. It was called a low-level group. The second group started from score 65 to score 79. It was called a moderate-level group. While the third one started from the score of 80 to score 89. It was called a high-level group. And the fourth group started with a score of 90-100. It was called a very high-level group.

A one-way analysis of variance was conducted to examine the differences in reading difficulties concerning participants' English level. Table 15 presents means and standard deviations of the reading difficulties scores for very high, high, moderate, and low-level groups.

Table 15. Means and Standard Deviations of the Reading Difficulties for Participants with Four English Levels (n=280)

Group	N	M	Std
Very high	130	3.2	1.1
High	75	3.4	1.0
Moderate	52	3.1	0.7
Low	23	3.0	0.7

N: Number of respondents M: Mean Std: Standard deviation

The results showed that there were no statistically significant differences in reading difficulty scores between the four groups, $F(28) = 2.32, p = .08$. The effect size calculated using eta squared was .02. Post-hoc comparisons using Tukey HSD test indicated no statistically significant differences in reading difficulties between participants who had the following levels: very high and high levels, very high and moderate, very high and low levels, high and moderate levels, high and low levels, as well as moderate and low levels. A different result was found by Al Ajumi (2003). Her findings indicated that high achievers had fewer reading difficulties compared with middle and low achievers. At that point, several possible explanations appear besides these results. One is that respondents may have skewed their answers to one side of the scale. Another possible issue may be that the responses don't want to show their real previous English grade.

Testing the statistically significant differences in grade 10 students' and ELT teachers' perceptions of reading difficulties

An independent-samples t-test was conducted to compare reading difficulties perceptions for ELT teachers and students. There was a significant difference in the perceptions of reading difficulties for ELT teachers ($M=97.31, SD= 9.6$) and students ($M=79.3, SD= 28.2$) favoring ELT teachers; $t(146.13) = 7.9, p = .00$, two-tailed. The magnitude of the differences in the means (mean difference = 18.04, 95% *CI*: 13.5 to 22.6) was very small (eta squared = 0.1).

This is an important finding in the understanding of how students and teachers perceive reading difficulties. This difference can be contributed to ELT teachers' judging reading difficulties based on their continuous assessment of students' reading and their academic level. On the other hand, students might feel shy to show their real level of reading and provide explicit answers in the survey instrument.

The Effective Remedies to Overcome Reading Difficulties as Perceived by ELT teachers

An analysis of participants' responses for the most effective remedies is presented in Table 16. Followed by an analysis for each category of the reading remedies in tables 17, 18, and 19.

Table 16. Means and Standard Deviations of the Three Categories of Reading Remedies

No	Proposed remedies related to	M	Std.	Level
1	Administrative domain	3.9	0.6	High
2	Curriculum domain	3.8	0.6	High
3	Teachers' domain	3.8	0.6	High

M: Mean Std: Standard deviation

Table 17. Proposed Remedies for Reading Difficulties related to the administrative domain as Perceived by ELT teachers (N=37)

No	Reading Remedy	M	Std.	Level
1	Regularly holding competitions that motivate students to read and develop their reading skills.	4.2	1.0	Very High
2	Urging the parents to engage in extensive reading to be models for the students.	4	0.8	High
3	Providing supportive reading teaching aids that facilitate teachers' endeavors in the teaching and students' task in the learning.	4	0.8	High
4	Giving reading lectures in modernized appropriate language labs.	3.9	1.0	High
5	Supporting students' reading by providing proper internet services in schools.	3.9	0.7	High

6	Providing a rich language environment that engages students in small group activities.	3.8	1.0	High
7	Increasing the extracurricular reading activities in English Language Clubs.	3.8	0.9	High
8	Asking the teachers to engage in extensive reading to be models for the students.	3.8	0.9	High
9	Allowing students to practice reading for pleasure during school time.	3.7	1.0	High
	Overall	3.9	0.6	High

M: Mean Std: Standard deviation

Table 18. Proposed Remedies for Reading Difficulties related to curriculum domain as Perceived by ELT teachers (N=37)

No	Reading Remedy	M	Std.	Level
1	Designing interesting reading texts and articles based on students' cultural backgrounds.	4	1.2	High
2	Paying special attention to extensive reading to monitor students' progress during class time.	4	0.7	High
3	Involving the students in the creation of new and meaningful reading exercises.	4	0.8	High
4	Designing reading exercises that address the various reading skills.	3.9	1.0	High
5	Assigning reading texts that highlight the importance of reading for education and life in general.	3.9	1.1	High
6	Including multi-sensory (auditory, visual, tactile) instructional approaches.	3.9	0.9	High
7	Taking into consideration the connection between the content of the reading text and the student's prior knowledge.	3.8	0.9	High
8	Replacing reading textbooks by electronic reading applications.	3.0	1.1	Medium
	Overall	3.8	0.7	High

M: Mean Std: Standard deviation

Table 19. Proposed Remedies for Reading Difficulties related to ELT teachers' domain as Perceived by ELT teachers (N=37)

No	Reading Remedy	M	Std.	Level
1	Analyzing text content frequently to train students to get ideas from texts.	4.2	0.7	Very High
2	Asking the students to suggest topics for class readings.	4.1	0.8	High
3	Allowing students to read aloud in the classroom.	4	0.9	High
4	Encouraging students to choose the reading texts that fit their interests.	3.9	1.1	High

5	Increasing the use of teaching aids, especially ones that employ modern technology.	3.9	1.0	High
6	Designing new exercises that involve using the new vocabulary in writing and speaking.	3.9	0.8	High
7	Employing peer learning strategies in the reading lessons.	3.8	1.0	High
8	Encouraging students to use electronic textbooks and dictionaries.	3.8	0.9	High
9	Asking students to produce a presentation or other project based on a reading text.	3.8	1.1	High
10	Designing new reading activities in addition to the ones provided in the textbooks.	3.7	1.0	High
11	Utilizing exciting articles and stories that encourage students to practice reading skills.	3.6	1.1	High
12	Setting additional plans and strategies for teaching and learning the new vocabulary.	3.5	1.1	High
	Overall	3.8	0.6	High

M: Mean Std: Standard deviation

The means of the three categories of reading remedies were arranged in descending order from the highest to the lowest mean indicating that the highest mean is the most favorable category of remedies that ELT teachers agreed with. As can be shown, all respondents agreed with all reading remedies suggested. However, the proposed remedies related to the administrative domain got the highest level ($M=3.9$; $Std=0.6$), followed by the curriculum domain and the teachers' domain ($M=3.8$; $Std=0.6$).

From the short review above, key findings emerge that almost all respondents agreed that holding regular competitions that motivate students to read and develop their reading skills is the most effective solution related to the administrative domain. As is shown in Table 17, it represents the highest level. This result ties well with a previous study done by Al Seyabi & Al Rashdi (2016). They reported that The Ministry of Education should provide every school with sufficient funds to buy various reading materials that cover different topics and genres. This is consistent with what Dweikat (2019) found in his study too. He reported that administrators are required to incorporate more interesting reading materials and reading activities to enhance the reading proficiency level of EFL students.

According to the curriculum domain, Table 18 represents that the highest levels appear with designing interesting reading texts, paying special attention to extensive reading, as well as involving students in the creation of new reading exercises. These basic findings are consistent with research done by Cullinan (2016), showing that needs analysis is an important element in the curriculum design process. Jagersma (2010) also claimed that students' participation in curriculum design increases their engagement and academic achievement. A similar pattern of results was obtained by Al Jahwari & Al Humaidi (2015). They concluded that it is very important to consider students' background knowledge and their culture in the designing process. Besides, Al Seyabi & Al Rashdi (2016) asserted the importance of extensive reading. They emphasized that there is a need to provide appropriate techniques of implementing extensive reading that correspond with the student's actual needs.

Table 19 represents high levels of the Proposed Remedies related to ELT teachers' domain. However, analyzing text content frequently to train students to get ideas from texts got the highest level of agreement ($M=4.2$; $Std=0.7$). This demonstrates the importance of the teacher's role in facilitating the reading lesson. Yukselir (2014) recommended in his study to pay special attention to the familiarity of the lexical knowledge and varying the sources that provide multiple texts for students to read independently. A similar conclusion was reached by Al Muwajida & Al Tuwasi (2020), training students to become autonomous readers and considering their language experience is very helpful in solving reading problems.

CONCLUSION

This study sought to investigate some of the reading difficulties faced by 10th graders as perceived by them and their ELT teachers, focusing on three main difficulties: decoding, comprehension, and retention. It discovered how these difficulties vary according to students' gender (males, females), and their English level. Also, it tried to find the differences among students' and teachers' perceptions on reading difficulties and detect the effective remedies to overcome these difficulties. The findings indicated that grade 10 students often face reading difficulties. Most of them are related to decoding and retention. The results also showed that both male and female students struggle with the same difficulties and there were no statistically significant differences in reading difficulties between English level groups. However, there were statistically significant differences in students' and ELT teachers' perceptions of the reading difficulties. For the remedies, all the proposed remedies indicated a high level of agreement by ELT teachers. In conclusion, the findings of this study are significant for both teachers and students to take the reading difficulties into consideration and apply different reading strategies and remedies to help students achieve a high level of reading ability skills.

RECOMMENDATIONS

Based on the findings, this study suggests that ELT teachers may expose their students to different types of reading texts, supported by efficient materials in the English language. Equally important is to encourage students to read for pleasure and fun to get the habit of reading. Besides, students might be given some reading remedial techniques depending on the type of difficulty that each student faces. English teachers can adopt suitable methods of teaching and give their students more practice and training. Furthermore, it is recommended to the Ministry of Education to provide training courses for the teachers that help them to implement modern teaching strategies, enrich the curriculum with different types of reading activities that include group communication and activate background knowledge, involve students in the creation of reading exercises, and supply schools with English Language laboratories to accomplish different reading tasks.

Suggestions for further research

In light of the limitations of time and access to participants that the researcher faced during the development of this study, which somewhat limit the generalizability of the results, there are some suggestions for further research. First, there is a need to use other tools to collect data besides the questionnaire. These include reading tests, observations, and interviews. The instruments might provide more insights into the difficulties of reading. Second, to get more comprehensive results, the study could be replicated using a larger sample. Finally, more factors that might cause and increase the reading difficulties can be included, like parents' encouragement towards reading skills, anxiety and reading in English, and other linguistic awareness.

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APPENDIX

Appendix 1: ELT teachers' questionnaire

Sultan Qaboos University College of Education Department of Curriculum Survey Questionnaire Concerning Grade 10 English Reading Difficulties and Proposed Remedies as Perceived by ELT Supervisors and Teachers.

This survey was developed by an MA student at Sultan Qaboos University. It aims to identify the reading difficulties faced by 10th graders in Oman and tries to detect the most effective remedies that might help to overcome these difficulties from the perspective of ELT supervisors and teachers. I would be thankful if you would fill out the questionnaire. The information you provide will be kept confidential and will only be used to complete this study.

Part 1: Respondent Demographics (please tick)

- A. Gender: Male Female
- B. Highest level of Qualification:
- Diploma Bachelor's Master's PhD Other
- C. Years of Teaching Experience:
- D. Less than 5 years 5-10 years More than 10 years

Part 2: Section A: Reading difficulties as perceived by ELT grade 10 teachers.

Please read the following statements and decide how much you either agree or disagree with each. Using the scale provided, write the number that best indicates how you feel on the line next to each statement: 1 (never) 2 3 4 5 (always).

N	When my students read any English text, they have difficulty:	N	R	S	O	A
Decoding difficulties						
1	Identifying the sounds associated with the letters.					
2	Pronouncing the letters correctly.					
3	Pronouncing the consonants in different contexts correctly, e.g. /c/ in 'car' and 'cite'					
4	Pronouncing the vowels in different contexts correctly, e.g., /i/ in 'kite' and 'kit'.					
5	Pronouncing some sounds which have no equivalents in Arabic, e.g., 'p' and 'v'.					
6	Confusing some letters and their pronunciation.					
7	Pronouncing letter combinations correctly, e.g. 'tion' as 'shen'.					
8	Reading written texts at a neutral speed.					
Comprehension difficulties						
1	Identifying the main idea of the paragraph.					
2	Identifying the supporting details and arguments.					
3	Inferring information from the text.					

4	Using the picture clues, title, and sub-headings to understand the topic.					
5	Using context clues to understand the meanings of unfamiliar words.					
6	Using word structure to understand word meanings.					
7	Distinguishing between different meanings of a word in the same text.					
8	Following the flow of ideas in the text.					
9	Skimming the text to get the gist.					
10	Scanning the text for specific information.					
11	Distinguishing between significant information and minor details.					
12	Inferring the meanings of the authors' indirect expressions, e.g., idioms.					
13	Drawing conclusions from the text.					
14	Predicting the upcoming events or ideas in the text.					
Retention difficulties						
1	Relating the topic of the text to their previous knowledge and experience.					
2	Remembering the forms of the new words after the reading.					
3	Remembering the meanings of the new words after the reading.					
4	Using the words that they learn to guess the meaning of unfamiliar words in future readings.					

N: Never R: Rarely S: Sometimes O: Often A: Always

Section B: Proposed remedies for the reading difficulties as perceived by ELT supervisors and teachers. Please read through the following statements and decide how much you either agree or disagree with each. Using the scale provided, write the number that best indicates how you feel on the line next to each statement: strongly disagree 1 2 3 4 5 strongly agree.

I believe the following remedies are helpful in overcoming the above reading difficulties faced by grade 10 students		S.D 1	D 2	N 3	A 4	S.A 5
Proposed remedies related to ELT teachers' domain						
1	Designing new reading activities in addition to the ones provided in the textbooks.					
2	Employing peer learning strategies in the reading lessons.					
3	Increasing the use of teaching aids, especially ones that employ modern technology.					
4	Encouraging students to choose the reading texts that fit their interests.					
5	Allowing students to read aloud in the classroom.					
6	Utilizing exciting articles and stories that encourage students to practice reading skills.					

7	Analyzing text content frequently to train students to get ideas from texts.					
8	Encouraging students to use electronic textbooks and dictionaries.					
9	Setting additional plans and strategies for teaching and learning the new vocabulary.					
10	Designing new exercises that involve using the new vocabulary in writing and speaking.					
11	Asking the students to suggest topics for class readings.					
12	Asking students to produce a presentation or other project based on a reading text.					
Proposed remedies related to curriculum domain						
1	Designing reading exercises that address the various reading skills.					
2	Designing interesting reading texts and articles based on students' cultural backgrounds.					
3	Assigning reading texts that highlight the importance of reading for education and life in general.					
4	Replacing reading textbooks by electronic reading applications.					
5	Taking into consideration the connection between the content of the reading text and the student's prior knowledge.					
6	Including multi-sensory (auditory, visual, tactile) instructional approaches.					
7	Paying special attention to extensive reading to monitor students' progress during class time.					
8	Involving the students in the creation of new and meaningful reading exercises.					
Proposed remedies related to the administrative domain						
1	Allowing students to practice reading for pleasure during school time.					
2	Regularly holding competitions that motivate students to read and develop their reading skills.					
3	Providing a rich language environment that engages students in small group activities.					
4	Providing supportive reading teaching aids that facilitate teachers' endeavors in the teaching and students' task in the learning.					
5	Increasing the extracurricular reading activities in English Language Clubs.					
6	Giving reading lectures in modernized appropriate language labs.					
7	Supporting students' reading by providing proper internet services in schools.					
8	Urging the parents to engage in extensive reading to be models for the students.					
9	Asking the teachers to engage in extensive reading to be models for the students.					

S.D: Strongly Disagree D: Disagree N: Neutral A: Agree S.A: Strongly Agree

Thank you for your participation.

Appendix 2: Students' questionnaire

Sultan Qaboos University

College of Education

Department of Curriculum

Survey Questionnaire Concerning Grade 10 English Reading Difficulties and Proposed Remedies as Perceived by ELT Supervisors and Teachers.

صعوبات القراءة في اللغة الانجليزية للصف العاشر، وكيفية التعامل معها كما يراها معلمو اللغة الإنجليزية

This survey was developed by an MA student at Sultan Qaboos University. It aims to identify the reading difficulties faced by 10th graders in Oman and tries to detect the most effective remedies that might help to overcome these difficulties from the perspective of ELT supervisors and teachers. I would be thankful if you would fill out the questionnaire. The information you provide will be kept confidential and will only be used to complete this study.

من ضمن متطلبات مقرر مشروع التخرج في تخصص مناهج وطرق تدريس اللغة الإنجليزية بجامعة السلطان قابوس، أضع بين أيديكم هذه الاستبانة التي تهدف إلى تحديد مدى إدراك طلبة الصف العاشر لصعوباتهم القرائية والبحث عن طرق العلاج الأكثر فعالية والتي قد تساعد في

التغلب على هذه الصعوبات من وجهة نظر مشرفي ومعلمي اللغة الإنجليزية.

معلومات هذه الاستبانة ستستخدم لأغراض البحث فقط، وسيتم التعامل معها بكل سرية، شاكره لكم تعاونكم ومشاركتكم في هذا البحث.

Part 1: Respondent Demographics (please tick)

المحور الأول: البيانات الشخصية

A. Gender: الجنس ذكر Male أنثى Female

B. Pervious English Grade (Grade 9): (في الصف التاسع) درجة اللغة الإنجليزية السابقة)

A (90-100) B (80-89) C (65-79) D (50-64)

Part 2: Reading difficulties as perceived by grade 10 students. Please read through the following statements and decide how much you either agree or disagree with each. Using the scale provided, write the number that best indicates how you feel on the line next to each statement: 1 (never) 2 3 4 5 (always).

يرجى قراءة العبارات الآتية بتأني ثم اختيار درجة الموافقة أو عدم الموافقة باستخدام المقياس التالي: 1 أبدا 2 نادرا 3 دائما 4 غالبا 5

3 دائما

N	When I read any English text, I have difficulty:	N	R	S	O	A
	عندما أقرأ نص باللغة الإنجليزية، أواجه صعوبة في :	1	2	3	4	5
Decoding difficulties						
1	Identifying the sounds associated with the letters. التعرف على الأصوات والحروف المرتبطة بها					
2	Pronouncing the letters correctly. نطق الحروف بصورة صحيحة					
3	Pronouncing the consonants in different contexts correctly, e.g. /c/ in 'car' and 'cite'. نطق الحروف الساكنة بصورة صحيحة في سياقات مختلفة					
4	Pronouncing the vowels in different contexts correctly, e.g. /i/ in 'kite' and 'kit'. نطق حروف العلة بصورة صحيحة في سياقات مختلفة					

5	Pronouncing some sounds which have no equivalents in Arabic, e.g. 'p' and 'v'. نطق بعض الأصوات التي لا يوجد لها مرادف في اللغة العربية				
6	Confusing some letters and their pronunciation. التمييز بين الحروف وطريقة نطقها				
7	Correctly pronouncing letter combinations, e.g. 'tion' as 'shen'. القدرة على نطق الحروف المجموعة في صوت واحد				
8	Reading written texts at a neutral speed. القدرة على التحكم في سرعتي القراءة				
Comprehension difficulties					
1	Identifying the main idea of the paragraph. التعرف على الفكرة الأساسية للفقرة				
2	Identifying the supporting details and arguments. تحديد العبارات المهمة التي تدعم النص				
3	Inferring information from the text. استنتاج المعلومات الموجودة في النص				
4	Using the picture clues, title, and sub-headings to understand the topic والعناوين الجانبية لفهم الموضوع				
5	Using context clues to understand the meanings of unfamiliar words. استخدام السياق لفهم معاني الكلمات في النص				
6	Using word structure to understand word meanings. استخدام السياق اللغوي للكلمة لفهم معناها				
7	Distinguishing between different meanings of a word in the same text. التفرقة بين المعاني المختلفة لكلمة واحدة				
8	Following the flow of ideas in the text. تتبع تسلسل أفكار النص				
9	Skimming the text to get the gist. قراءة النص بصورة سريعة لمعرفة الفكرة الرئيسية				
10	Scanning the text for specific information. قراءة النص بدقة لاستخراج معلومة محددة				
11	Distinguishing between significant information and minor details. التمييز بين المعلومات المهمة في النص والتفاصيل الأخرى				
12	Inferring the meanings of the authors' indirect expressions, e.g., idioms. استنباط أفكار الكاتب غير المباشرة				
13	Drawing conclusions from the text. استخلاص النتائج من النص				
14	Predicting the upcoming events or ideas in the text. للنص التنبؤ بالأحداث القادمة أثناء قراءتي				
Retention difficulties					
1	Relating the topic of the text to their previous knowledge and experience. ربط الموضوع الذي قرأته بمعرفتي وخبرتي السابقة				
2	Remembering the forms of the new words after the reading. الجديدة تذكر أشكال المفردات بعد القراءة				
3	Remembering the meanings of the new words after the reading. الجديدة تذكر معاني المفردات بعد القراءة				
4	Using the words that they learn to guess the meaning of unfamiliar words in future readings. استخدام المفردات التي تعلمتها سابقاً لتخمين معاني مفردات أخرى				

N: Never R: Rarely S: Sometimes O: Often A: Always Thank you for Your Participation