



## Investigate Reading Comprehension Problems That Encountered EFL learners at Almergeb University - Faculty of Art and Science Missalata

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### التحقيق في مشاكل فهم القراءة التي واجهت متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة المرقب-كلية الآداب والعلوم مسلاتة

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#### Abstract

Reading is a basic foundation that enables learners to build their academic skills. It's a receptive and crucial skill that enhances learners' ability in acquiring knowledge and gaining a basis of the sentence's structure, vocabulary, and idioms. This study aims to investigate the challenges that EFL students face during learning reading comprehension. Simultaneously, the main issues that affect students' capability to dominate the materials are explored. Students' difficulties in learning are due to teaching approaches inside the classroom that impact their progress, as well as lack of background knowledge, absences of maintaining reading techniques, and mispronunciation problems. Furthermore, the researcher suggests strategies for improving students' progress and how to overcome this issue. Therefore, the researcher adopted a quantitative approach as the research method and conducted a questionnaire survey on 34 participants from the English department. The results indicated that the inability to maintain effective reading strategies and the lack of awareness from their teachers were the primary factors affecting their academic progress.

**Keywords:** Reading Comprehension, Students' Difficulties, Strategies, Teachers.

#### الملخص

القراءة هي أساس ثانوي يمكن المتعلمين من بناء مهاراتهم الأكاديمية. إنها مهارة استقبالية وحاسمة تعزز قدرة المتعلمين على اكتساب المعرفة والحصول على أساس بنية الجملة والمفردات والتعابير. تهدف هذه الدراسة إلى التحقيق في التحديات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية أثناء تعلم فهم القراءة. وفي الوقت نفسه، يتم استكشاف القضايا الرئيسية التي تؤثر على قدرة الطلاب على إتقان المواد. تعود صعوبات الطلاب في التعلم إلى أساليب التدريس داخل الفصل الدراسي التي تؤثر على تقدمهم، فضلاً عن نقص المعرفة الأساسية، وعدم اتباع تقنيات القراءة، ومشاكل النطق الخاطئ. علاوة على ذلك، يقترح الباحث استراتيجيات لتحسين تقدم الطلاب وكيفية التغلب على هذه المشكلة. لذلك، اعتمد الباحث نهجاً كمياً كطريقة بحث وأجرى استبياناً على 34 مشاركاً من قسم اللغة الإنجليزية. أشارت النتائج إلى أن عدم القدرة على الحفاظ على استراتيجيات القراءة الفعالة ونقص الوعي من قبل معلمهم كانت العوامل الرئيسية التي أثرت على تقدمهم الأكاديمي.

**الكلمات المفتاحية:** فهم القراءة، صعوبات الطلاب، الاستراتيجيات، المعلمون.

## **Introduction:**

Reading comprehension stimulates learners to communicate effectively and develop their skills. Moreover, it is the active engagement that enables the students to decode the words and understand and interpret the meaning of the context Mktad (2025); Omar and Ali (2025); Aomr and Abdalla (2025); Khalifa (2025); Mohammed (2025); Elzunni (2025); Mahmoud (2023); Saleh and Megaib (2025); Alamaria (2023); Elwerfalli et al., (2024). Tarhoran and Rachmat defined reading as the reader's attempts to follow and react to the writer's message through a mental or perceptive process (P.1,2014). Jump and Kopp (2022) define comprehension as the fundamental purpose of reading (P.154). Reading comprehension is crucial for learners to gain knowledge of different aspects of language and literature. It also enables them to concentrate on phonemic awareness, getting more vocabulary, fluency, understanding of sentence structure, and background knowledge to get writers ideas and message. Clarke et al. state reading comprehension can be enjoyable and inspiring experience if the message of the writer's text is understood by the readers. It conveys the ideas, perspective, and meaning of the message. (P.1). Also, it's essential for readers to go beyond the literal meaning of the text.

The benefit of reading comprehension is developing the critical thinking of learners; moreover, help them to gain more ideas. Furthermore, it enables learners to understand the given text and acquire many vocabulary words. It encourages learners to broaden their knowledge and thinking by engaging with multiple passages. The main key elements of reading comprehension are when students grasp its components like decoding, fluency, phonemic awareness, and gaining a strong vocabulary.

Oakhill et al., (2015) mention that reading is a complicated task that requires a unity of enormous of different cognitive skills and capacities. Naturally, reading comprehension necessitates at least a basic level of word reading. If learners are unable to recognize the words in the text, they cannot understand and comprehend the given text. (P.10). However, students' challenges began when students couldn't read fluently and accurately, and some students couldn't read orally with appropriate speed, accuracy, and suitable expression. Hence, the procedure of teaching has a great role in enhancing students learning of reading comprehension such as practice that encourages learners to read frequently to improve their ability to read and become fluent readers.

Correspondingly, reading quickly a given text provides an opportunity to make associations between the content of the text and its meaning. Practice in a side classroom stimulates learners to focus on other linguistic aspects like grammar structure and its relationship with the words. Through several practices, students can improve their pronunciation with appropriate stress and intonation. Thus, reading comprehension considered a crucial skill for EFL students to enhance their academic level and develop how they performance to think critically and get more information across other language aspects.

## **The Significance of the Study**

This study suggests strategies for improving students' level in learning a reading comprehension in the College Art and Science Misallatsa. The researcher recommends techniques for teachers to motivate the students and develop their learning progress to interpret the text, memorize multilabel vocabularies and improve their pronunciation problems to emphasize their influence. Moreover, students should engage in several exercises which help them to understand the subject and answer the given questions. Also, benefit of reading strategies is to help them to identify the main idea and summarize the passages which stimulate their writing skill. The instructor should use the visual aids to develop students' vocabulary enhance their awareness thinking. Students should engage actively with written text to build background knowledge and encourage them to expand their vocabulary. Students need an effective strategy to improve the fluency and accuracy level which is considered a main factor for EFL learners. So, teachers should give an oral practice and engage them to learn an audio technique which helps them to learn expression and intonations. Emphasizing a fluency is necessary for learners to enhance their reading progress, also reading strategies skimming, skipping and scanning are the main key of reading development that stimulate EFL learners and support their reading proficiency.

## **Statement of the Problem:**

Reading, as a fundamental skill in learning a second language, is considered a challenge for EFL students, which affects their academic performance. Firstly, students' difficulties in recognizing any written text related to lack of background knowledge and decoding problems. They have a difficulty in recognizing the vocabulary and how to get the main idea of the text. Also, there is a lack of maintaining reading techniques like skimming and scanning inside the classroom, which prevents learners from improving reading skills. These issues are related to the teacher's style in using an appropriate teaching technique inside the classroom. The ignorance of the guide instructor causes issues for the learners that influence their reading style and pronunciation issues.

**The hypothesis of the study:**

- According to students of the Faculty of Art and Science Missalata, the main factor impacting their academic progress is the lack of reading technique in learning reading comprehension.
- Lack of practice is considered a challenge for learners which influence on decoding and pronunciation problems.
- Difficulties in understanding any academic text causes difficulty to recognize the main idea of the passage.
- Limited vocabulary causes a confusion and lacks background knowledge
- Poor reading leads to confusion, misinterpretation, less confidence, slow reading and delaying the development of other skills
- Lack of motivation and teaching aids that enhance their performance are measured as challenges through their learning progress.

**Research Question:**

- What are the challenges that encountered students of Faculty of Art and Science Missalat?
- What is the main reason behind their disability in learning reading comprehension?
- How to overcome their challenges in learning reading comprehension?

**Literature review:****Difficulty of reading comprehension:**

In the process of learning reading comprehension, many EFL students face difficulties in dealing with the multiple factors associated with poor reading comprehension skills.

**Difficult vocabulary:**

Sequence of poor reading comprehension due to limited vocabulary when students couldn't understand and associate with the words in the text that directly affect their progress. Although reading comprehension is the ability to grasp and analyze words and ideas, students lack the ability to use the vocabulary they have learned, resulting in a limited vocabulary. Through reading, students develop their vocabulary and encourage learners to work on the sound of words. It plays an essential role in reading comprehension; which learners learn the meaning of words and makes a connection between words and ideas. Also, it gives students a better understanding of the text, but sometimes students lost when they faced an authentic text that contained difficult words.

Typically, the EFL learners have poor reading comprehension due to the lack of learning vocabularies, which impact on their academic achievements. Hence, students should have the capability of identifying unfamiliar words by using semantic cues to get the meaning. As well as, by learning vocabulary, they will improve their communicative skills and language proficiency. Tarihoran & Rachmat (2019) stated that to learn a language, vocabulary is crucial to learning a new language. It's important to learn vocabulary in learning any new language because its' impossible to be fluent without mastering a vocabulary knowledge. P.13. Teaching vocabulary improves communicative skills and language proficiency. After many researches about vocabulary problems, it has been obvious that there are multiple vocabulary problems in any place in the world.

Hassan, in 2024, conducted research in Saudi Arabia about challenges that students faced in learning English vocabulary. The researcher noticed that students have difficulty in picking up words and vocabulary in the English language, memorization problems, lack of interest, and difficulty in recognizing the contextual meaning. The students have difficulty in using vocabulary appropriately because some words have the same shaping that is used on specific text, which confuses them and makes it difficult to get the meaning of the content. When students can't understand enough words in a given text, it will be tough to get background knowledge. It is considered the most important skill for learning a second language, as well as the basis of reading comprehension, which is considered a main tool to learn the English language effectively.

Another study was conducted by Mohammed and Ab Rasheed (2017) about difficulties of EFL in learning reading comprehension, and results of the study revealed that the main factor for EFL students' challenges was ambiguous and unfamiliar words. Likewise, they recommended teachers apply effective techniques to engage learners in available reading experiences. To overcome this challenge, learners should memorize vocabulary and apply a repetition technique in learning. Robb (1992) stated that typically students who read frequently have their vocabulary knowledge enlarged due to words of varied context; also, repetition stimulates them to determine the meaning (p. 67).

The teachers should apply and insist on practicing a new vocabulary inside the classroom. Moreover, by motivating them to use the new words in their social interaction, that will enhance their ability to memorize the words. Through extensive reading, students will gain multiple knowledge of words that improves their reading comprehension. Vaghn et al. (2024) indicated that students need a specific

academic vocabulary even if they grasp the meaning of the words in the text. Therefore, students need to build up new vocabulary, which helps them to recognize and understand the text without wondering.

#### **Lack of reading strategies:**

Lack of maintaining teaching strategies in teaching reading comprehension causes challenges in improving students' progress. Teaching aids have a great role in enhancing students' ability to gain knowledge, but the sequence of poor teaching strategies leads learners to confusion. Moreover, it increases difficulties in learning as well as frustration. Teachers' styles and techniques influence their level, which leads them to fall into common mistakes like ignoring their pronunciation mistakes. According to Macceca (2014), students who read the text for answering the questions and testing typically are not learning how to read the context effectively.

Moreover, he included that learners need to expand their learning to become independent readers by engaging in a variety of activities that go beyond the text. (P, 6). Another study by Suliman (2023) maintained that students do not have sufficient knowledge due to a lack of vocabulary, and learners believed that a lack of experienced teachers was a main factor for poor reading comprehension. Teachers should maintain active interaction and engage learners in several exercises and techniques by providing feedback and clear explanations.

Rasini & Brassell stated that students need strategies to be more confident and comprehend what they read, and teachers should devote their time to providing various techniques in the classroom by engaging them actively with various types of texts (p. 31, 2008). Therefore, working in groups is considered one of the most successful characteristics in improving students' level in learning reading skills; they will interact when they share and discuss the topic with their colleagues. Moreover, students require several exercises to predict and explore to revisit the ideas. Students must be encouraged to use prediction of what they are reading to grasp more and make inferences.

#### **lack of background knowledge:**

Background knowledge is an essential key for learning reading comprehension, which supports learners in comprehending what the topic and text are about. If students get a lot of vocabulary and knowledge about a topic, it would be easier to read and understand. However, EFL students of the Faculty of Art and Science Misalata faced this challenge while reading an authentic material. Simply, they didn't recognize what the topic is about and how to explain the main points of the text and how to build coherent representations; also, they struggle to identify the main idea and the meaning of new vocabulary because a lack of vocabulary causes a lack of background knowledge, which confuses the learners and makes it difficult for them to understand what they read. Al-Jarrah & Ismail (2018) conducted a study about difficulties of reading comprehension among EFL students in higher learning institutions.

They investigated that students who have challenges in comprehension and are unable to read face difficulties after their graduation. They found that the main reasons for Arab EFL learners' complexity were lack of ability to recognize the text and lack of background knowledge. Moreover, Pei-Shi (2012) investigated that participants gained a better performance for familiar text than unfamiliar topics. So, he suggested teachers should use the pre-reading technique in order to enhance their performance. Nevertheless, background knowledge provides for learners to make connections with new information and helps them to create predictions and draw conclusions. Thus, teachers should introduce a new vocabulary for the new text or topic before reading the passage.

Because a lack of background knowledge, impacts their confidence which has a great influence on their understanding. The best way to improve students' comprehension is to engage them to read a variety of books, like novels, poems, newspapers, and articles. Brassell & Rasinski stated in their book that effective teachers should engage their students with material that they like and are most interested in for building upon students' prior experience and that is the best way to attract their attention (p. 27, 2008). Consequently, the purpose of background knowledge is to inform students' ideas and lead their thinking in a certain direction. Furthermore, working in groups is a helpful technique that leads learners to use deeper discussion and think out loud, which encourages them to exchange their ideas by sharing them with each other. Thus, background knowledge is important for learners to grasp the content and create a process of communication between reader and writer.

#### **lack of fluency:**

Reading fluency is an essential key or component in learning reading skills, and it is also crucial to enhance and increase students' comprehension. Moreover, it requires accuracy and speed to read a text effectively because when reading fluently, the readers automatically concentrate on comprehension. However, EFL students have a difficulty in reading a text appropriately, so they stop at unfamiliar words, which causes a lack of reading expression, frustration, and lack of confidence. Reading slowly affects their understanding and progress of reading skill; however, the main factor of

lack of fluency is word recognition, because some of the EFL learners have difficulty decoding words and recognizing them.

This challenge will affect their speed reading and accuracy, which leads learners to spend more time working out individual words. Albadawi showed in his research in Saudi Arabia in 2017 (Turabah Branch) the influence of reading fluency on reading comprehension. He conducted his research to investigate the relationship between them by using pretests and posttests. The findings showed that difficulties of reading fluency will improve by using effective strategies in teaching reading comprehension, like long stories and short passages, along with enhancing their phonological knowledge. Struggling readers struggle to recognize the words correctly and quickly because of decoding problems. Phonological decoding is considered a source of difficulties for learners; they should be taught enough word identification and decoding skills to gain cognitive capacity for reading comprehension. Klingner, et al stated in their book that teachers should provide strategies for teaching decoding skills to their students.

They need principles of fundamental phonics to decode complicated words. Consequently, teachers should provide directions to overcome decoding a complex word. (P.7, 2015). Furthermore, insufficient practice will hinder their progress in speed and accuracy, which impacts their comprehension. However, ignorance of teachers to guide their students and practice them to read frequently will create mispronunciation issues. Because learners have difficulty with specific sounds and also the impact of their mother tongue. Reading loudly with paying attention to pronunciation helps learners to build confidence and improve their accuracy.

Though, fluent readers have the ability to make a connection with a given text and their background knowledge. Ellery (2014) claimed that pre-reading is useful to enhance students' development of their rapid and fluent oral reading. Also, by repeating, learners will decrease their word recognition mistakes, and their oral reading expression will improve. (P. 197) To improve fluency, students need motivation and encouragement to read more to achieve and improve their reading. Through oral reading, students have the opportunity for achieving accuracy by receiving feedback from their teacher. Students need instruction in phonics to improve their decoding skills; in addition, the repetition of reading enhances their fluency and helps them to read with expression.

#### **Strategies for improving reading comprehension:**

Learning reading comprehension requires certain techniques and strategies to achieve success in this skill. Teachers who teach EFL students should concentrate on how to provide strategies to them, the purpose of the text, reading techniques, and vocabulary knowledge rather than focusing on the information of the text and memorizing it. Allen (2007) stated that, to develop students' vocabulary, they need to integrate listening, speaking, reading, and writing for gaining vocabulary knowledge. Also, she recommended that teachers should include direct discussion before reading the text. (P. 86). According to Ellery (2014), teachers should provide opportunities for students to read a variety of genres to find enjoyment while reading. Also, he included that wide reading strategies stimulate learners in their journey to become fluent readers and increase their word recognition. (P.218).

Furthermore, Marco (2025) claimed that teachers should involve cognitive skills in dynamic and interactive ways that enhance students' comprehension and create a sense of written text. By providing explicit instruction and giving opportunities for learners to practice that enhance students to become confident and proficient readers. (P.25). Therefore, strategies of reading comprehension help students to interact and grasp the main idea of the content effectively. First of all, the previewing technique is useful to get the idea of the text and locate useful relevant information. Tarihoran & Rachmat defined the previewing procedure as learners using this strategy before reading; there will be a great difference in gaining and understanding the content of what they are going to read, which enhances comprehension. (P.8, 2019). It enhances learners' prior knowledge in activities and identifies key areas. Jump and Kopp (2022) stated that teachers should ask their students during and after reading to determine how they understand the content of the text. (P. 157).

Furthermore, this procedure helps learners to make predictions and get more ideas about the text. Grellet stated that predicting is not only a method, but also a basic skill in the process of reading; it is the predictive capability to guess what is next, and it is taking advantage of grammatical and cultural cues. (P.17, 1981). Secondly, skimming and scanning are the other reading procedures; both of them are common activities. Scanning is a rapid technique in order to get specific information by looking at the whole text. However, skimming strategy is used to get the main idea of the text and skip other details for gaining general understanding. Another crucial reading strategy is phonemic awareness; it is a fundamental skill, and this procedure helps EFL students improve their decoding, enhance fluency, improve understanding of the vocabulary, enhance pronunciation, and grasp the text.

Finally, vocabulary skill is essential in teaching reading comprehension, so by reading several books and magazines, for example, learners will pay attention to unfamiliar words. Pang et al. specified that

it's important to use authentic material for both native and non-native speakers. It is vital to use a variety of authentic texts that provide a lot of information and works of literature like stories and narrative texts. (P.17, 2003). Teachers should encourage students to widen their reading skills to expand their range of vocabulary and also advise them to use dictionaries, notebooks, and semantic mapping and use context clues that improve their progress in learning new words. Thus, teachers must be aware of students' progress and should enable classroom activities that develop their reading skill. Because reading comprehension relies on efficient word recognition and comprehension, as well as motivation to use authentic text for building on cultural knowledge.

## Research Method:

### Data collection instrument

In this research, the researcher selected a questionnaire as quantitative data collection for analyzing learners' challenges. The primary object of this research is to investigate the difficulties that EFL learners face during their learning and also to find out the differences between students' ideas. Furthermore, this study aims to determine whether the participants' findings provide clear evidence that applying reading strategies and techniques by teachers in the classroom will enhance students' levels or not. The questions of the questionnaire are divided into two sections; the first part of the questionnaire was concentrated on learners' challenges in learning reading that impact their academic level, and the other part of the questionnaire focused on the main procedures and strategies that will enhance their progress. The analysis of the collected data will reveal the effectiveness of these procedures in overcoming the identified challenges of EFL students.

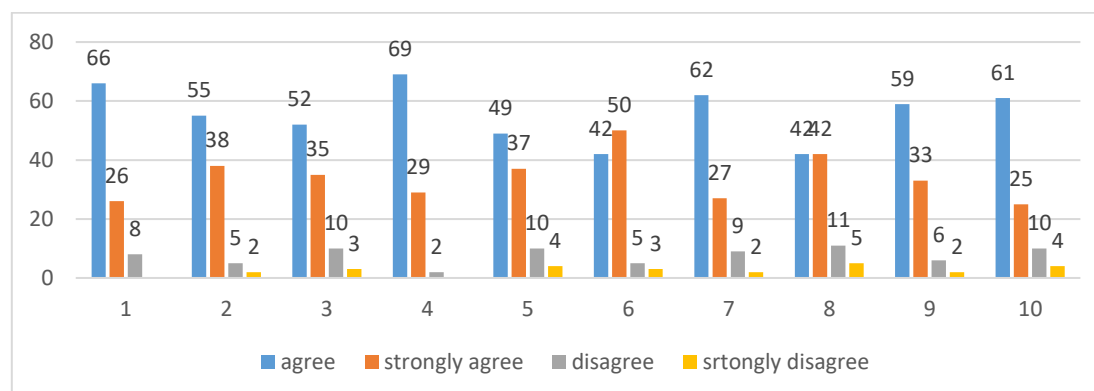
### Population of study:

This research was designed to investigate EFL students of the Faculty of Art and Science, Missalata, obstacles in learning reading comprehension. The questionnaire was distributed to 34 students of the English department in the second and third years. In April 2025, the samples were selected at random, and students were invited to participate in the study freely.

### Analysis of Data collection and Findings

This section of research presents the results of research question. The study was conducted at Almergeb University Faculty of Art and science Misalata on English department students.

- What are the challenges that encountered students of Faculty of Art and Science Missalat?
- What is the main reason behind their disability in learning reading comprehension?
- How to overcome their challenges in learning reading skill?



**Figure (1):** What are the challenges that students face in learning reading comprehension?

- Students have pronunciation problems while reading any academic text.

The figure shows that, most of students agree that they have pronunciation problems when they read the passage about 66%, whereas, 26% of students strongly agree about the pronunciation issues. However, 8% of learners disagree about this challenge and zero percentage for strongly disagree. So, the figure pointed out that learners have difficulty in pronouncing the words correctly while reading any academic text.

- Students rarely pay attention to memorize a new vocabulary

According to the figure, the results show that 55% of student agree about lack of memorizing new words and 38% of learner strongly agree about this statement. Whereas, 5% of student disagree about this issue and 2% of them strongly disagree. Thus, most of learners agree that they ignored the importance of memorizing new vocabulary in order to enhance their understanding of reading comprehension.

- Students have difficulty in understanding the main idea of the passage.

52% of learners agree that they have difficulties in understanding the main idea of the text and 35% of learners strongly agree. However, 10% of learners disagree and 3% of them strongly disagree. So, most of students couldn't grasp the main point of the text which is considered a main challenge for them that due to lack of reading many books, memorizing new words and ignorance of applying teaching techniques.

- lack of effective techniques in learning reading inside classroom is main problem

The results in figure above showed that 69% of learners agree about the absence of teaching strategies and 29% of them strongly agree about that issue. Nevertheless, 2% of student disagree and zero percent for strongly disagree, but according to the answers of learners most of them agree that ignorance of teachers' instruction inside classroom is main factor for their disability in learning the skill perfectly.

- students have difficulty in recognize the meaning of new words that have the same shape

The figure showed that 49% of learners agree that they couldn't get the meaning of new words and 37% of them are strongly agree. Whereas, 10% of them disagree and the other of them are strongly disagree about 4%. According to the answers, difficulties EFL in identifying new words, leads to frustration and lack of comprehension. Because absence of vocabulary knowledge learners will always struggle in recognizing new words.

- students couldn't read the text fluently

Based on the figure above, 50% of EFL students strongly agree that they couldn't read the academic text with fluently and accuracy. Moreover, 42% of learners agree about this statement, but 5% of them are disagree about fluency problems and 3% of them are strongly disagree. This exposes that learners struggle in reading text fluently which impact on their progress and make them feel anxious while reading the passage loudly.

- Lack of practice and motivation are the main factors

In accordance with results of figure above, 62% of EFL students agree and 27% of them strongly agree that ignorance of motivations and reading practice inside classroom are main factor of lack reading comprehension. Whereas, 9% of students disagree and 2% for strongly disagree.

- Students couldn't decode any new words from the text

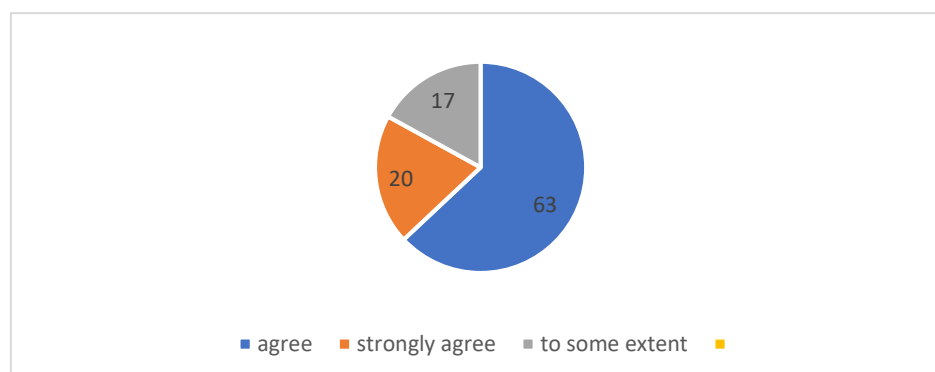
Most of EFL students of Faculty of Art and Science Misalata, couldn't decode new words and the figure reveal that the results were the same percentage about 42% of students agree and strongly agree about this statement. Consequently, 11% of learners disagree and 5% of them were strongly disagree. this result reveal problems of word decoding which impact on their academic level.

- Lack of background knowledge leads to poor reading comprehension

According to the figure, most of EFL students couldn't grasp the main idea of text due to lack of back ground knowledge. So, the results showed that 59% of EFL students agree and 33% of them were strongly agree that prior knowledge was challenge for reading comprehension. However, 6% of students disagree and 2% of them are strongly disagree.

- Students rarely read English books like stories and novels

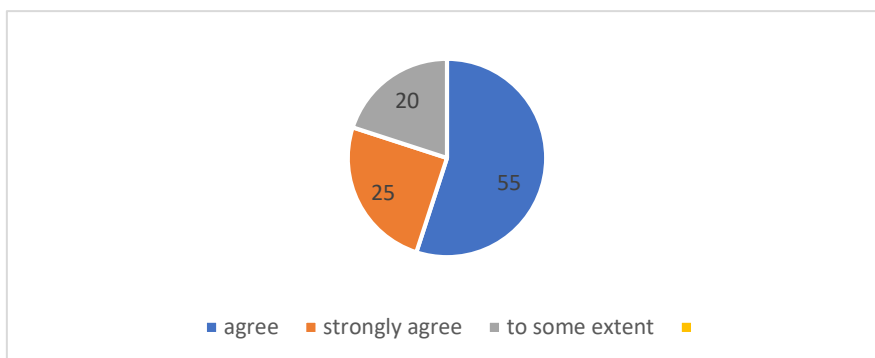
In this statement, many students didn't read English book for improving their skills in reading comprehension. Therefore, the results revealed that 61% of them were agree and 25% of them were strongly disagree that they didn't pay intention to reading activities. While, 10% was disagree and 4% was strongly disagree.



**Figure (2):** Applying reading techniques like skimming and scanning will improve students' progress.

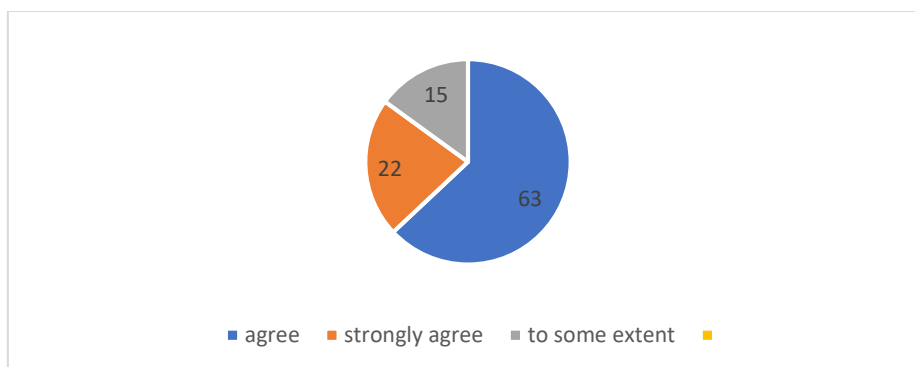
In this statement, the results show that 63% of learners agree that reading strategies enhance students' ability in learning. Also, 20% strongly agree about the importance of reading

techniques and 17% to some extent. Therefore, using reading strategies inside classroom will help learners to comprehend and gaining general understanding.



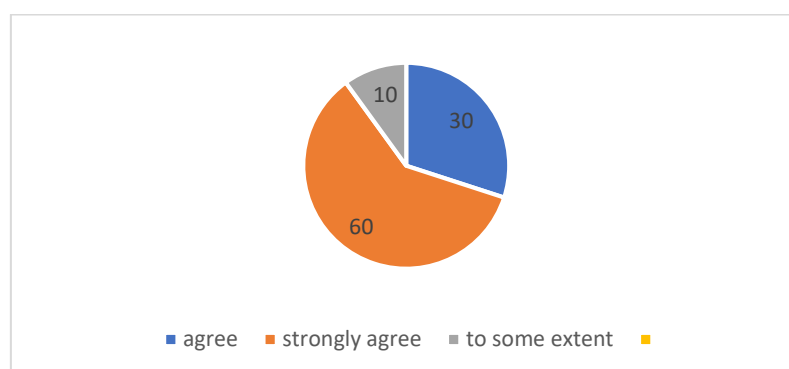
**Figure (3):** Reading many books and memorize new vocabulary will expand my background knowledge.

Based on the results of the figure above, 55% agree and 25% strongly agree about memorizing new words will expand their background knowledge and enhance their ability to predict and analyze the text. In addition, 20% of answers were to some extent.



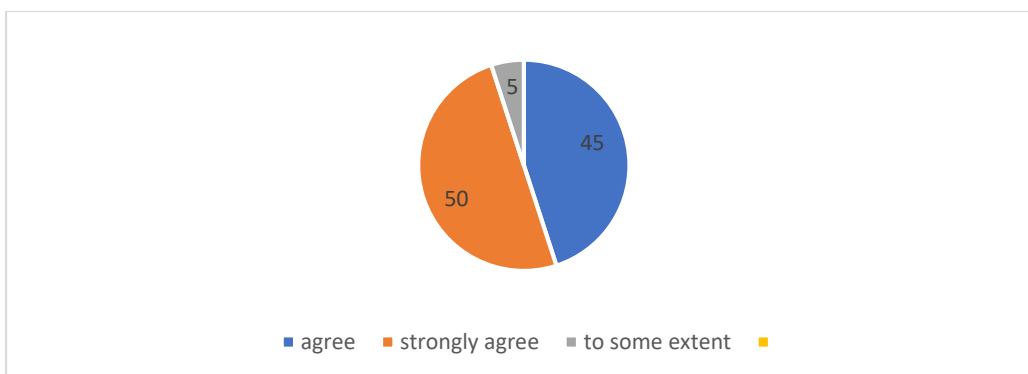
**Figure (4):** Motivation to read loudly will enhance my confidence to learn more and improve my pronunciation problems.

The best way to improve pronunciation mistakes is to read text loudly, which encourage learners to investigate their mistakes and develop a phonic awareness. So, the results showed that 63% of answers agree and 22% strongly agree, whereas, 15% of answers were to some extent.



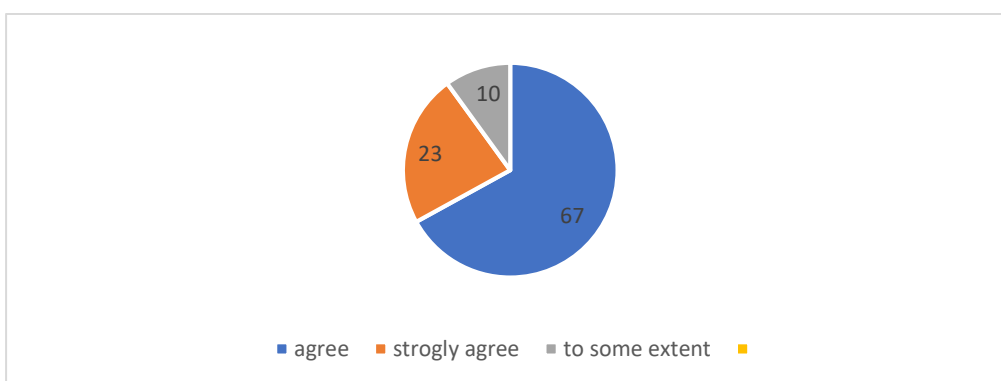
**Figure (5):** Using semantic mapping and context clues will develop my vocabulary skill.

According to the results, 60% of answers were strongly agree about importance of semantic mapping and context clues to improve vocabulary knowledge. Moreover, 30% agree that vocabulary strategies are important for EFL to determine unfamiliar vocabulary, and 10% answers were to some extent.



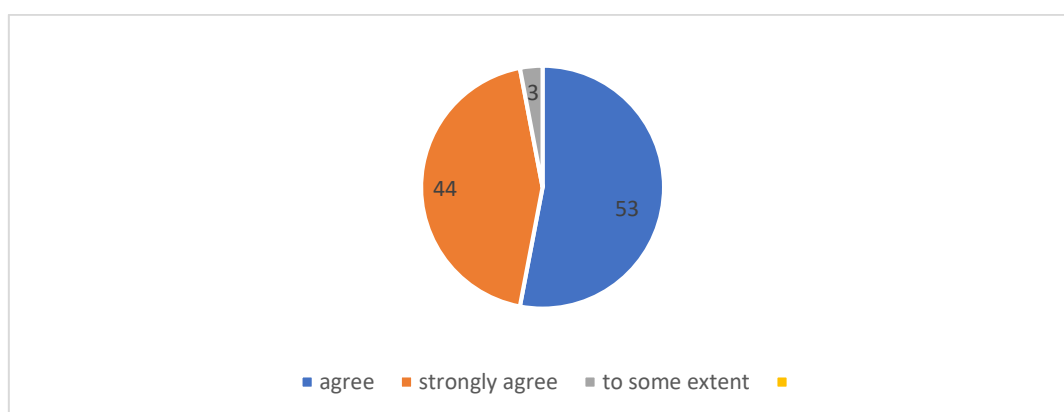
**Figure (6):** By engaging authentic material in classroom, I will learn to identify important words and phrases.

The results in this statement, 50% of answers were strongly agree about engaging and encouraging students to use authentic material to expand the vocabulary knowledge. Also, 45% were agree and 5% were to some extent.



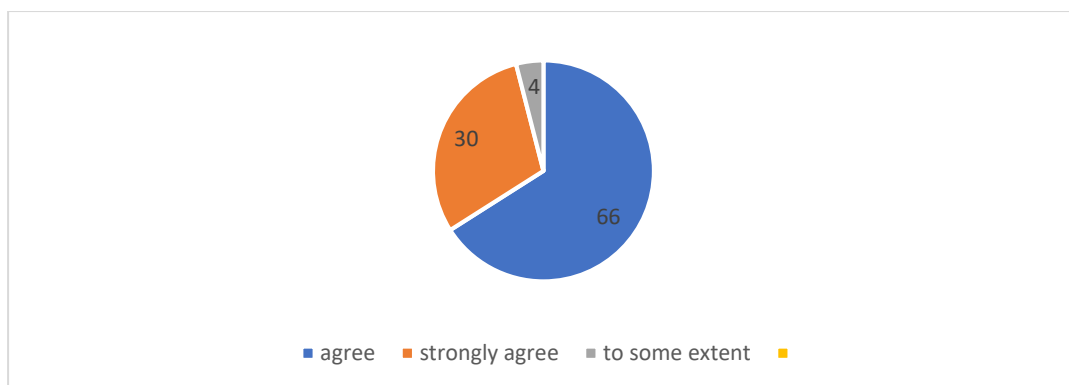
**Figure (7):** Decoding problems will be improved through applying oral reading technique.

The figure above showed that 67% of students agree about oral reading strategies for improving decoding difficulties significantly. Additionally, 23% of answers were strongly agree and 10% of them were to some extent. So, this exposes that by improving decoding, students will improve their fluency, accuracy and comprehension.



**Figure (8):** Several exercises inside classroom will help to develop reading comprehension.

The findings in this figure shows that 53% of answers were strongly agree that applying exercises inside classroom will significantly improve reading comprehension. Similarly, 44% of students agree about activating reading exercises and 3% of answers were to some extent.



**Figure (9):** Teachers should focus on mechanics of reading pronunciation, stress intonation and reading text with expression.

The results in this figure shows that 66% of students agree that teachers should concentrate on using strategies for improving students' pronunciation mechanics. Likewise, 30% of answers were strongly agree and 4% to some extent.

#### **Conclusion:**

This research was conducted to investigate difficulties that EFL students encounter in learning reading comprehension. The sequence of poor reading comprehension leads learners to frustration, limited vocabulary, lack of background knowledge, and fluency problems. Therefore, based on the results of this study, lack of applying teaching strategies impacts their academic level, causing poor reading comprehension and lack of interest. This result is supported by many other research findings; Hilmi (2024) affirmed that reading strategies are an essential and effective approach for students' improvement. Phuong (2022) asserted that teachers should instruct students to read instructions before reading the text in order to improve students' level and encourage them for greater engagements. Also, Abdulmumini (2023) found that students need to be educated on the accurate reading comprehension strategies appropriately for overcoming their difficulties. Kaphle (2024) highlighted the importance of systematic instructional strategies for improving students' vocabulary knowledge in English language education. According to Macceca (2014), students who are motivated by their teachers are more actively in the process of learning than the other students. Also, he included that teachers can encourage students by assessing their background knowledge and inspiring their curiosity about the topic (P.16). As a result of this study, lack of feedback from teachers and poor reading strategies caused complexity for students in learning. The students' difficulties should be solved to improve their ability to learn reading comprehension effectively. Teaching techniques facilitate learners to learn more successfully by engaging students in different strategies and reading activities. Teachers should apply various exercises and encourage students to work in groups by making a variety of discussions and asking questions that motivate them to learn and gain more knowledge. Moreover, teachers should use authentic materials and different works of literature like novels, poems, and short stories in the classroom, which increases their vocabulary knowledge. Furthermore, well-qualified teachers are crucial for teaching reading with fluency and accuracy by applying mechanics of pronunciation that improve their phonic awareness and reading the text with expression.

#### **Recommendation:**

The research recommends in the future to investigate the other challenges that face and cause difficulties for EFL students in learning reading comprehension.

- Teachers should motivate learners to read English books to widen their background knowledge and gain vocabulary knowledge.
- Students need feedback from their teachers and enthusiasm that facilitates their ability to learn and understand without anxiety and frustration.
- Teaching strategies are crucial to improve their obstacles and overcome their challenges by applying different techniques like preview reading, such as skimming and scanning.
- Students should use context clues and semantic mapping to learn new words and expand their vocabulary knowledge.
- Teachers should encourage students to read loudly in the classroom; that helps them to overcome decoding, pronunciation mistakes, and fluency.

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