

Reading Comprehension Difficulties among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan

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Abstract

This paper discusses English as a foreign language (EFL) reading comprehension difficulties faced by students at a university in Jordan. Data were collected using questionnaires which were distributed to 200 students at Yarmouk University. The questionnaire consists of two parts: the first part contains demographic information about the participants and the second part includes two sections: the students' preferences and the students' reading difficulties. The findings reveal that the respondents are motivated to learn as they are in dire need for acquiring English. However, they face several problems in the reading process, such as ambiguous words, unfamiliar vocabulary, and limited available time to cognitively process the text. The findings of this study may be useful to policy makers in Jordan to improve the learners' reading experience.

Keywords: EFL reading, higher education institution, Jordanian students, reading comprehension, reading difficulties

Cite as: Qrquez, M., & Ab Rashid. R. (2017). Reading Comprehension Difficulties among EFL Learners: The Case of First and Second -Year Students at Yarmouk University in Jordan. *Arab World English Journal*, 8 .(3)

DOI: <https://dx.doi.org/10.24093/awej/vol8no3.27>