

## **Some specific problems of English foreign language learner's in extensive reading**

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### **Résumé**

*L'enseignement d'Anglais comme une deuxième langue étrangère considérée par la plupart des linguistes doit premièrement s'accroître sur l'usage de la lecture cursive.*

*Pour développer une telle compétence (capacité) linguistique, l'enseignant d'Anglais doit savoir que ses élèves n'apprennent pas seulement la lecture mais aussi une capacité ou volubilité d'expression orale de la langue tout en faisant découvrir les différences de sons, prononciation ou intonation.*

*Il a été constaté que les apprenants de cette langue éprouvent beaucoup des lacunes pour interpréter le message d'un texte pour la lecture. Les apprenants sont incapables et bloqués devant la lecture par une incompréhension notoire du message. Ainsi, cet article traite des problèmes et remèdes intrinsèques et extrinsèques de la lecture d'Anglais en vue de relever certaines failles de message compréhensible de quelques textes d'Anglais et de renforcer la compréhension dans la lecture.*

**Mots-clés:** *Lecture anglaise, anglais, langue étrangère*

### **Abstract**

*The teaching of English as a second foreign language considered by most linguists must first increase the use of cursive reading. To develop such a linguistic competence (capacity), the English teacher must know that his pupils not only learn reading but also a capacity or volubility of oral expression of the language while making discover the differences of sounds, pronunciation or intonation.*

*It has been found that learners of this language have many shortcomings in interpreting the message of a text for reading. Learners are unable and stuck in front of reading by a notorious misunderstanding of the message. Thus, this article discusses the intrinsic and extrinsic problems and remedies of reading English in order to identify certain flaws in the comprehensible message of some English texts and to enhance comprehension in reading.*

**Keywords:** *Reading English, English, Foreign Language*

### **I. Introduction**

It is natural and fitting that in applying the findings of linguists to the teaching of English as a second or foreign language. There should be primary emphasis on language as a means of oral communication. In many cases, the new emphasis has served to turn our attention to the study of reading.

In developing the reading skill in the foreign language, the teacher must remember that his pupils are not only learning reading but also developing oral skills as well. He must delve into the

difference in sound and structure between the native and the foreign language and conduct numerous oral practices for their mastery.

However, the learner for whom English is a foreign language encounters many problems to decode the real message that is contained in the printed materials. In other words, the learner may be in front of an English text for hours and hours, reading and rereading it, but without understanding it.

This is real motive which has pushed us to examine the causes of these difficulties and that is the reason why our work is entitled « Some specific causes or problems of EFL learners in Extensive Reading »

Indeed, the subject will help us to show why learners always have difficulties to understand the message of an English text. In other words, we intend to show what the intrinsic or the extrinsic handicaps are for EFL learners in their reading comprehension. That is why our present article deals with the following details of causes or problems of reading.

## **II. Methodology**

For this study, we used the survey method. In this study, the survey consisted of field work in our school inspection through schools Vanga city and hinterland. This school was conducting inspection visits classes and evaluation of lessons taught by teachers of English.

## **III. Problems in reading comprehension**

Very often an EFL learner gets hold of a piece of writing but does not understand its message after he has read it three or four times. This is due to many problems which of course appear as handicaps for comprehension. These problems may be considered fewer than two aspects: the intrinsic and the extrinsic one.

### **3.1. Intrinsic problems**

Something which is intrinsic is the one originating or situated within the body or part acted on, said Merriam (1976). In our case, we will view the intrinsic problems as the problems which happen in the learner's mind and handicap his understanding of the reading materials. These problems are the cultural gap, the confidence problem, the contextualization and the cohesive devices.

#### **3.1.1. He cultural gap**

If a culture is the act of developing the intellectual and moral faculties through education or a behavior typical of a group or class, a « gap » on the other side is « an assailable position or a separation in space ». This means that the culture may be considered as a break or a wall which can handicap a good comprehension. However, if reading is not just a decoding of symbols but an interaction between an individual's background knowledge and the text, then it is certainly time to reevaluate the traditional activities of a reading class.

Thus, we will examine an often neglected element of the reading process, namely, the role of cultural background knowledge, and to suggest some ways in which the reading teacher can give attention to this important factor.

Patricia Carrel (1988) argues that comprehending text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. From this argument we can see that there is a growing amount of evidence that one very important factor affecting the reading comprehension of foreign – language learners is a lack of necessary cultural background knowledge.

Thus, for most second of foreign language readers, the major problem in reading will be the gap between what they know and what a comparably educated native speaker knows in relation to the language and the content of texts written. This comprehension gap, as we have called it, naturally varies from reader to reader and from text to text. But every second language reader who has not yet achieved full bilingual and also bicultural status will suffer from particular deficiencies of knowledge in one or more of the major categories of knowledge—linguistic, pragmatic, and cultural required for the full, or at least native – like, comprehension of written texts in that language. It is true that as the foreign language learner greater knowledge and greater proficiency in reading, he can devote less of his cognitive attention to the simple identification of forms and more to the higher – level process required for interpreting texts.

### **3.1.2. The Confidence problem**

The Webster's seventh new collegiate Dictionary (1967) says that the word confidence means faith, trust, consciousness of feeling sure or self reliance. "Ophthalmoscopic studies" have shown that the skilled reader's eyes moves in irregular sweeps, pause momentarily and sometimes move backward.

The more skilled reader differs from the less skilled one in just these particulars: the eyes move in bigger sweeps, the pauses are shorter, and there is less regression said Gray (1956). Indeed many EFL readers do suffer from a lack of confidence in their skills when they sit down to read authentic texts in the language such a reader is typically an insecure reader who all too frequently believes that to comprehend a text, he must first comprehend every word in the text. He may therefore deliberately read very slowly, proceeding word by word, with frequent trips to the dictionary to look up every new word a strategy which, as we have tried to make plain, practically precludes successful reading comprehension and practically insures a high degree of frustration.

Moreover, the general idea of the text will not be clearly understood by the learner if he doesn't care about the confidence problem between the paragraphs. A very large part of the reading teacher's Job is therefore a kind of confidence building, which is partly a matter of preparing students well but mainly a matter of directing them to a quantity of appropriate materials to read.

### **3.1.3. Contextualization**

According to the Webster's Seventh New Collegiate Dictionary (1967) the word "Context" means the part of a discourse that surround a word or passage and can throw light upon its meaning, it can also be considered as milieu or environment. So contextualization is the use of word in its real context. EFL learners often encounter problems to decode what is written because of some problems of contextualization which can be seen as vocabulary in context, the structural problem, and the error problems.

#### **a) Vocabulary in context**

Words in isolation have not so much a definite meaning as a direction of meaning, and their reference in a given instance depends a good deal on the experience and intention of the user. As we know that a word may have several different meanings, so we will talk of denotation and connotation.

The denotation of a word, its more or less factual and informative reference is what we think of as its meaning. But this may be modified by the circumstances in which the word has been generally used and by the particular context in which the word has been generally used and by the particular context in which it occurs. This is its connotation, it is what the word suggests or implies in addition to actual meaning. For instance, the word “Propaganda” only a few years ago meant a means of spreading a truth or a faith, but it now implies spreading falsehood or at least presenting information imperially. The EFL learner will have difficulties to understand a given passage if he doesn’t care about the use of words in context.

In a reading passage such as this one: There are two kinds of elephants, the African and the Indian. The African elephant is larger and darker: It also has larger ears and more sloping forehead. Both can be tamed, but the Indian elephant is more easily trained to do work with a knot. When an African elephant sleeps, it usually stands up, but its Indian cousin usually sleeps lying down (Yorkey, 1971).

The underlined word “a knot in the text may mean a tie of some sort in a rope, a group of people, a spot in a board, a tough problem, the measure of a ship’s speed. It is not profitable to consider the meaning of words in isolation. The meaning of a statement then is in situation, the consequence of the statement and is the result of several factors, of which the most important may be:

- ✓ The speaker’s intention and attitude.
- ✓ The typical use of the words used by the people who speak the language.

If we consider the underlined word « knot », the EFL learner who perhaps had seen one in a dictionary that « knot » means simply “the measure of a ship’s speed” will now have problem to understand the text, he may easily think that the reading passage is talking about the “ship” which may be is carrying elephants on it. While the text only talks about the African and the Indian elephants, and that the Indian one is trained to work with a tie or a rope.

Thus, the vocabulary appears to be as a handicap to the EFL learner, because any word can put the learner into trouble in the comprehension of a printed material if he does not care about the environment or the context in which it is used.

### **b) The structural problem**

According to Merriam (1967), structure is something made up of interdependent parts in a definite pattern of organization or the arrangement of particles or parts in a substance or body. A structure is a form; the mode of construction or organization. From these two definitions, we can learn that the structural problem in reading is the one related to the construction of sentences. The structural problem is a product of the complex syntax that so often characterizes unsimplified English writing.

The learner who can not understand a passage of English will usually ascribe his difficulty to the fact that he does not know ten words. But he probably does not know all the structures either, and he may be disappointed to find that after looking up the words he still can not understand the passage. No one can make sense as of a list of English words without the right set of structural frames to put them in, since meaning is partly a function of such frames (Eskey, 1988).

Let’s consider, for example, the possible meanings of such words as « object » and «tired». Does « objects » mean « a goal » as in « she is the object of my affections », or does it mean « protest » as in « I object », does « tired » mean « fatigued » as in « she is tired », or does it mean « became fatigued » as in « she tired easily » or « caused fatigue » as in « swimming tired her? »

Just as the meaning of the individual words of a sentence partly determine the meaning of the sentence. So also the meaning of the sentences as a syntactic structure partly determines the meanings of the words.

### c) The error problems

Merriam (1967) says that an error is an act or condition of often ignorant or imprudent deviation from a code of behavior, or an act involving an unintentional deviation from truth or accuracy. Very often the EFL reader is misled by different types of errors that his mind still keeps. It happens to him to confuse some normal structures and this fact leads to the misunderstanding of the text. These errors may be the overgeneralization, the ignorance of rule restriction, the incomplete application of rules, the false concepts hypothesized, and the case of linguistic interference (commonly the « faux – amis » or « false cognates »).

#### 1°) The Overgeneralization

The overgeneralization as the fact that the learner over generalizes the previously available rules and structures to the new structures (Rwigamba Barinda, 1991). Overgeneralization covers instances learners create a deviant structure on the basis of their experience of other structure in the target language. For example, as the EFL reader has learned that the simple past tense of regular verbs is made with-

ED, he will over generalize it: “yesterday John ate a very nice food”. The reader will misunderstand the sentence because for him the good form would be: « yesterday John eated a very nice food ».

#### 2°) Ignorance of rule restrictions

This fact is closely related to the generalization of deviant structures. It is a failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. This sentence for instance, in the learner’s mind. « the man who I saw him », violates the limitation on subjects in structures with who.

Also when the learner says: « I made him to do it » ignores restrictions on the distribution of make. Moreover, failure to observe restrictions in article usage may also derive from analogy, with the learner rationalizing a deviant usage from his previous experience of English. This may happen even when the mother tongue is closed to the English usage. Betty & Jacquelin in their Second language learning assert that: the learner will have the tendency to use « the » where it can’t be. For instance, in a sentence like « A pig is a dirty animal », for him the plural form of this sentence will be « the pigs are the dirty animals ». Thus, the learner who has to use the rules without restrictions will fail in the understanding of a text – book.

#### 3°) Incomplete application of rules

Under the category of incomplete application of rules. We may note the occurrence of structures whose deviancy represents the rules required to produce acceptable utterances argued by René. P. Box (1974) this means that in some cases the reader’s motivation to achieve comprehension in reading may exceed motivation to produce grammatically correct sentences. For example: « How long it takes » instead of « How long does it take ? ». « Do you read much ? », will involve the response which is « yes , I do » instead of « yes, I read much ». So, the EFL reader who still has this kind of errors in his mind will always have problem to understand a reading passage.

#### 4°) Lexico – semantic interference

Generally speaking, we get a semantic interference when the meaning of the source language interferes with the meaning of the word of the target language. Among all types of Lexico – semantic interference. Our attention will be put on the one which has a similar form but different meaning as says Rwigamba Barinda (1991). This case of interference is the strongest one. It is the category of words that is the most misleading in reading comprehension for any one who learns English and having French as source Language. This category of words is referred to as fully deceptive cognates or simply « faux–amis»

For example: Kabila Kabange is actually the President of the D.R.C.

The reader whose French is a source language will translate it by: « Kabila Kabange est actuellement le Président de la République Democratique du Congo » Instead of « Kabila Kabange est réellement le Président de la République Démocratique du Congo ».

He was badly injured by his father. The same reader will translate it by: « Il était terriblement injurié par son père » instead of « Il était terriblement blessé par son père ». Thus, with this case of false cognates, the reader will have troubles to better understand the exact message of the text.

Michael Swan and Françoise Houdart in their Pratique de l'Anglais de A à Z give some of the common « Faux – amis » with the meaning of the word in parenthesis.

<b>Source Language ( French )</b>	<b>Target Language ( English )</b>
-Actuellement ( Presently)	-Actually ( réellement, exactement)
-Achever ( to finish)	-Achieve ( atteindre)
-Librairie ( bookshop)	-Library ( Bibliothèque)
-Eventuellement ( probably)	-Eventually ( finalement)
-Petrole ( paraffine)	-Petrol ( essence)
-Physicien ( physicist)	-Physician ( medecin)
-Rester ( stay)	-Rest ( repos )
-Stage ( probation, training)	-Stage ( etape)
-Abuser ( misuse )	-Abuse ( insult)
-Injurier ( insult)	-Injure ( blesser)
-Corps (body)	-Corpse (cadavre)
-Avertissement ( warning)	-Advertisement ( publicité)
-Bail ( rent)	-Bail ( caution)
-Ignorer( not to know)	-Ignore ( faire semblant)
-Phrase ( sentence)	-Phrase ( syntagme)
-Pretendre ( claim)	-Pretend ( faire semblant)
-Regarder ( to look at)	-Regard ( considerer)
-Sympathétique ( kind)	-Sympathetic (généreux,
-Valable ( worthy)	compatissant
-Affluence ( crowd)	-Valuable ( precieux)
-Assistance ( audience)	-Affluence ( richesse)
-Attendre ( to wait for)	-Assistance ( aide)
-Agenda ( diary)	-To attend (assister à )
	-Agenda ( ordre du jour )

As a matter of fact, we have come to the conclusion that the error problem is also a big gap for the EFL reader to actually depict the real message of a reading passage. And mostly, interference from the mother tongue is clearly a major source of difficulty in second language learning, and contrastive analysis has proved valuable in locating areas of interlanguage interference.

## 5°) Problem of cohesive devices

By definition, « cohesive » is an adjective which means exhibiting or producing cohesion or coherence. And « cohesion » is the act or process of sticking together tightly or union between similar plant parts or organ (Merriam, 1967). Besides, a « device » is something in a literary work designed to achieve a particular artistic effect.

Thus, the fact of making the text as explicit as possible. They are « rhetorical resources », this term is used to refer to all devices which are organized into a coherent unit. The EFL reader must know the three types of rhetorical devices in order to better understand the written message.

### 3.2. Extrinsic problems

Webster's seventh New Collegiate Dictionary (1967) states that an extrinsic problem is the one originating from or on the outside.

The EFL learner often meets problems to understand an English piece of writing. However, not only those problems may be caused by the learner himself, but also they may come from outside. So, they are extrinsic problems and these include the official program, the model (teacher), the school Library, the home reading.

#### 3.2.1. The official program

It may be useful to remind the reader of some of the more general guidelines stated by Sernafor – a service which nowadays corrects the failures of traditional methods of teaching: « L'enseignant de l'Anglais vise en premier lieu de rendre les élèves capables de comprendre, parler, lire et écrire correctement cette langue ».

However, the national of official programme doesn't foresee anything about reading comprehension. As for the case of our country (Congo), the national programme speaks only about dialogue, vocabulary, composition and dictation for the lessons to be taught in 3<sup>rd</sup> form.

#### 3.2.2. The model (teacher)

Webster's seventh New Collegiate Dictionary (1967) defines the "model" as a person or thing that serves as a pattern for an artist, or one who poses for an artist. This means that the teacher is a man from who pupils must learn everything.

He is an educator and instructor. He must have a good psychological physical moral or religious behavior so, he is an imitable person. In pupils' instruction, the teacher plays a big role because he selects the materials and teaches them to the pupils. It is said and advised that the teacher must take text as the starting point for his own preparation.

Nevertheless, the teacher may appear as a problem in the learner's understanding of a text. If, for instance, the model was badly formed, he cannot in his turn help the pupil with good techniques of getting the real message of a text. Some models don't have all qualities of good models. The EFL learner who has always been taught by such models will encounter big problems to comprehend texts.

As a matter of fact, it is obvious that the model has a big role in the EFL learner's reading comprehension because the EFL reader will be apt or able to understanding texts if he was taught by a good teacher.

### 3.2.3. The School library

The school library is very crucial for the pupils because it serves in out – of – class activities. The individualized outside reading program encourages independent reading and promotes reading for enjoyment. Furthermore, because class time is limited and the amount of reading needed to achieve fluency and efficiency is great. Outside reading is crucial.

As with reading Lab components, learners should keep a record of their weakly outside readings. One option is for the students to keep a record in the form of an informal, brief, written book report. It is by reading different books that the EFL reader will be accustomed to getting easily the message from an English text as argued by Eskey (1986).

### 3.2.4. The home reading

Mainly in most under – developed countries, learners don't have time to read at home. Because their parents don't encourage them to read extensively. However, a question arises: « Why should extensive reading be encouraged ? ».

Extensive reading refers to the less rigorously supervised reading that pupils will do both in and outside the classroom. The texts read will normally be those of their own choosing, even though the teacher's guidance will be crucial at the beginning.

To conclude this point, we may say that these are many problems which are considered as strong barriers to EFL learners for their successful comprehension in extensive reading. We have demonstrate that those problems are of two kinds: there are intrinsic and the extrinsic problems. Therefore, if the teacher of reading helps his pupil to avoid all these problems, so, successful comprehension of English text – books will take place in the EFL learner's reading. That is why we will concentrate on the teacher's task and the pupil's task in the next.

## IV. How to overcome the problems: remedies

The second part has revealed a great number of problems which don't permit an EFL reader to better or easily understand the real message that an English passage holds. That is why this section which is an attempt at remedying the problems of comprehension will focus its attention on the teacher and the pupil's task. As to Carrell et al (1988) stipulates that in recent years linguistic studies have radically altered language teaching. The traditional method of learning a new language by studying printed words and the rules governing their arrangements has been largely replaced by the audio – lingual approach. Language is now considered as a set of speech habits and the rule “rules of grammar” as a description of these habits. Thus, today, language is taught essentially as a tool of verbal communication. Therefore, for successful comprehension to occur in extensive reading both the teacher and the pupil have each a task to perform.

### 4.1. The teacher's task

A teacher of English as a foreign language has an important and challenging task to – perform. The speech habits which he transmits to his pupils constitute a communication instrument of immense value in a world where English plays such an important role in the fields of international relations, science, commerce, and the humanities.



It is not always true that anyone who can speak English can teach it easily. Modern methods of language teaching, with their emphasis on the teacher as a model and the constant interchange between teacher and student require a more sympathetic relationship between student and teacher than did earlier more impersonal methods (Carell et al, 1988) who records her student's observation about a good reading teacher says that:

- ✓ A good reading teacher ought to know more than just what is in the book.
- ✓ He shouldn't act superior and order pupils around like servants.
- ✓ He has to keep control of the class.

His lessons should be organized and he should return the pupils papers while they are excited and care what is in them.

- ✓ A good reading teacher should be young, or young at heart.
- ✓ He has to like teaching pupils. It is easy to tell if he doesn't.

The teacher's task will consist in selecting appropriate reading materials, providing background information, and testing his pupils' reading comprehension.

#### **4.1.1. Selecting Appropriate Reading Materials**

A reading teacher must select what reading textbook he has to teach his pupils in the field of syllabus design. He has to take into account the level of difficulty, the cultural content and at last the interest factor. Gebhard (1987), gives some suggestions for group – work activities in reading – skills courses can be read below.

1. Assign an article for homework and have students write their own questions and answers. During the group session, have students question each other.
2. Take a test in a group. Each group can work on one test and compare answers.
3. Assign each group to look for and mark in an article various strategies the writer used, i.e. facts, opinions, definitions, etc. Report to the class.
4. Have each group bring in a short passage that could be used to teach a point such as skimming or scanning, punctuation, or classification. Have one group teach another.
5. Cut a part an article into its various sections: abstract, introduction, various subtitles, ect. Each group will be responsible for putting it together in correct order.
6. Each group can bring in a professional or high – level popular journal, i.e. commentary or developmental psychology monographs. A skimming session can be a group activity for the purpose of selecting material from the journal that students need for their courses.
7. Organize a course based on group – work. The students can set their own goods and choose methods and material with the guidance of the teacher.

#### **4.1.2. Providing background information**

In teaching EFL learner's providing background information on a reading selection is another way teachers can facilitate successful reading comprehension. Providing information about the content of reading selection before students read provides them with opportunities to gain new knowledge, as well as recall already existing knowledge, which they can take with them into their reading experience; and this knowledge facilitates successful comprehension. There are at least three ways that background information can be provided: through the use of previews, pretests and class discussion.

### a) **Previews**

Providing students with previous (like a movie preview in which setting, characters, and plot to the point of climax are given) to build prior knowledge of stories resulted in increased comprehension. They also increased learning from history texts in the same way.

Such studies indicate that teachers can facilitate successful reading comprehension for English language students by providing previews of the reading (shorts stories, essays, scientific reading, etc) that they intend to have students do. Previews can be given verbally, or one or two clearly written paragraphs can be handed out, perhaps as the students arrive at class. Previews can also be given in the form of pictures( with or without words) that give the students an idea of what is to come.

### b) **Pretests**

Another way to provide background information for pupils to take with them into their reading experience is for the teacher to test their knowledge of the content before they read. Pressey (1986), and Hartly and Davies (1976) find that pretests increases students' sensitivity to content and consequently students comprehend more of what they read. Such pretests can be in the form of multiple – choice and true – false questions, and they do not have to take up much class time.

In the classroom, for example, the teacher selects according to the aims of the lesson, exercises of the types described above. He may conduct the session orally or in writing, or may use a combination of oral and written procedure: the teacher asks questions orally – the class responds in writing – individuals are called on to read answers orally.

As homework, for instance, the teacher may assign written exercises developed out of the day's classroom work. For example: Write out full answers to comprehension questions done orally in class. Or write a paraphrase, summary, or outline of the reading selection. Or use the new vocabulary in additional sentences. Norris (1970), argues that « Homework assignments also carry the student into the preparation stage of the next lesson. He may be instructed to study new vocabulary in context. Or to survey the selection for main ideas, or to scan it for specific information.»

### c) **Short class Discussion**

During rereading discussion some teachers and students want to discuss vocabulary, and it seems to be a fairly common practice to discuss « key » words before students read. However there are two reasons not to discuss vocabulary. First, too many things need to be considered. The teacher has to determine which words are key in the target passage, the exact context these words are used in, the students' background knowledge and experience with these words, and how to best define and explain them. Without taking all this into consideration, the teacher's attempt to teach the meanings of words before pupils read is doomed to failure.

Second, and perhaps more important, it is easy for teachers to get so involved in explaining vocabulary that little time is left for concentrated reading. As Berliner (1981) and Krashen (1985) point out in their reviews, the more time spent on the actual activity on reading, the more students gain in reading achievement.

### 4.1.3. Testing reading comprehension

For Pimsleur (1966) argues that good teaching and good testing are closely related. The teacher has an obligation to his pupils not only to teach them well, but also to measure as accurately as possible their achievement and the rates at which they progress in developing the desired knowledge and skills. Let us consider the advantages of effective testing both for the pupil and for the teacher.

#### a) Advantages for the pupil

- ✓ Classroom testing, if well done, most certainly, acts as a stimulus to study and real learning. If the students are made to see the correct purpose of testing, he will learn from his returned examination how well he has mastered the materials he was supposed to have learned, and where his weaknesses are:
- ✓ Good testing encourages a kind of self examination and re – learning process as the student asks himself why certain answers are incorrect, etc.
- ✓ Good testing helps to develop in the student under the teacher’s guidance, better methods of organization and preparation.
- ✓ Good testing helps to build up the student’s confidence in the teacher’s fairness and impartiality and is desire to help all his students.

#### b) Advantages to the teacher

- ✓ Good testing reveals how well the pupils have learned what the teacher has tried to teach them, and it points out where they require more help.
- ✓ It feeds back to the teacher information concerning the effectiveness of his teaching methods. This provides a kind of professional self education.
- ✓ It enables the teacher to give a more accurate evaluation of the student’s ability, or grade, or rank, to the administration, to the students himself, and to his parent or sponsor.

#### c) Types of comprehension questions

Questioning for comprehension deserves further description, because it is a technique of wide usefulness for teaching other language skills besides reading and because it is used extensively in almost all reading texts. Five types of questions for comprehension can be described and graded according to (a) the linguistic form of the required response, and (b) the relation between the information that is needed to answer correctly and the information provided in the reading selection.

✓ **Type 1:** Information from the reading sufficient for the answer is contained in the question itself.

(a) Answerable simply yes/no or true/false,

**For example:** - Before Maswa left to town, did his wife hand him an umbrella ?

Before Maswa left for town, his wife handed him an umbrella

(true or false)

(a) Multiple choice of answers is given with the question

**For example:** What did Maswa’s wife hand him before he left?

-An umbrella, a hat , - a later.

✓ **Type 2:** Answerable with information quoted directly from the reading selection. (Wh – questions – who, when, where, what, usually not why or how questions)

**For example:** what did Maswa’s wife hand him before he left for town ?

Answer: (She handed him) an umbrella ( before he left for town).

✓ **Type 3:** Answerable with information acquired from the reading selection, but not by direct quotation from a single sentence. (Usually why or how questions)

**For example:** How did Maswa explain his difficulties to his wife?

Answer: first, Maswa told her... then he said...

✓ **Type 4:** Answerable for inference or implication from the reading: the Information is not stated explicitly in the selection.

**For example:** How do you suppose Maswa's wife felt about his explanation ?.

**Answer:** Well, since she looked cross. I suppose that she...

✓ **Type 5:** The answer requires evaluation of judgment relating the reading selection to additional information or experience of the reader.

**For example:** what, would you have done in Maswa's place?

Answer: Well. I would first... since I know well my wife, I... then.....

The five types of questions described above are used in reading comprehension tests at various levels of difficulty. The construction of tests is ably surveyed by Pimsleur (1996) in his article « testing foreign language learning.»

#### 4.1.4. The pupil's task

Not only the teacher has to do much effort for the pupil's successful comprehension, but also the pupil himself has a great task for his understanding of reading text – book. The successful comprehension of reading may take place if the learner helps himself in extensive reading component and in experiment in home reading.

##### a) Extensive reading component

The extensive reading component, an extension of the core reading component materials, provides pupils with additional reading and exercises. The most important function of the extensive reading component (E.R.C) is to encourage more reading: the more pupils read the better readers they become and the better they read the more they enjoy reading. Pupils may wish to pursue the theme of a core reading by reading additional material on the topic. For example additional articles or even books – so the E.R.C. provides additional information on the various thematic units.

For example, in the thematic unit « Culture shock ».

Extensive reading, could direct students to related topics such as comparative social customs , body language, etc. passages which may not be suitable for classroom use due to level of difficulty or length could also be included in the Extensive reading component.

##### b) An Experiment in Home Reading

We all know that the great majority of our pupils will not, after finishing their studies, encounter foreigners or go abroad. But they will all be able to use books written in English if we prepare them well to do so. Pupils have an important task of reading books in English with facility and understanding.

## V. Conclusion

The main purpose in writing this paper was to examine the problems that prevent the EFL learner from achieving full comprehension in reading. Indeed, reading is not a simple mechanical skill. Properly used, it can be an exciting avenue of communication and learning. Reading in our own language brings us new knowledge, new information, or simply just fun. Reading is a means to an end, never an end in itself.

However, we have discussed what “Reading” is and how the learner can be motivated to read. Comprehension and reading comprehension have proved that reading in a foreign language is a skill that each language teacher has to strive to help his pupils improved so that they will be better able to benefit from schooling, which is generally reading – based, especially in the secondary school and beyond.

As a matter of fact, this article has primarily described and defined the theory behind reading concepts. Herein, some notions of reading and motivation were advocated, reading process, models of the reading process, reading as means and finality, secondly the work has observed and analyzed some problems in reading comprehension; where we have argued about intrinsic problems and extrinsic ones. Thirdly above problems by means of remedies. Herein, we have evoked the teacher’s task and the pupil one. In brief, those are the reasons which motivated us to deal with this present topic.

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