

READING PROFICIENCY LEVEL: A CASE OF ARAB STUDENTS IN THE TERTIARY EFL CLASSROOM

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ABSTRACT

Concern over below standards in reading is evident even in the college level. This concern has become a problem among the Arabic learners of English in the tertiary EFL classrooms as observed by the English teachers and the researchers. Poor English reading comprehension is evident in classrooms where English is used as a medium of instruction. Thus, this descriptive research was conducted with the primary objective of determining the reading comprehension skill and the proficiency level of Arab students. This has been a progressive initiative to elevate students' reading performance – and this is to find out their level of reading competency in terms of literal comprehension, interpretative comprehension and vocabulary skill. The researcher noted that most Arab students are experiencing difficulty in reading comprehension (particularly interpretative comprehension) and word meaning in language classes that require intensive reading comprehension and other communication activities like speaking, writing, listening and analyzing. This also prompted the researchers to explore possible means to improve the reading ability of the Arab students through an effective remedial program or a strategy intervention program in reading skill development to effect on the academic performance of the Arab students and other non-Arab learners.

Keywords: Reading, Proficiency Level, Reading Skill Development, EFL Classroom.