

The Teaching of Reading in the EFL Context: Emergence of a New Paradigm

Dalal A. Bahanshal

King Abdulaziz University, Jeddah, Saudi Arabia
E-mail: dbahanshal@kau.edu.sa

KEYWORDS Comprehension Skills. Multimedia. Strategies. Reading Problems. Web-Based Teaching

ABSTRACT Reading is vital for acquiring any knowledge. Even the Holy Qur'an emphasises it. Thus, the importance of reading cannot be underestimated. Teaching reading in an EFL context is a challenging task for a teacher, especially when they are not equipped with relevant techniques. Teaching reading in isolation may lead to no direction, thus failing to achieve the target. The study explored the effect of web-based teaching reading in English by integrating cultures. The study employed a mixed method of research, carried out on samples of teachers and students at the Applied College, King Abdulaziz University (KAU) located in Jeddah city of Saudi Arabia. The tools used were two self-developed questionnaires for the teachers and the target students, respectively. Content validity was tested before the actual administration of the tool. The findings indicate that technology integration helps resolve issues related to reading skills in English language teaching in the Saudi context.

INTRODUCTION

Reading is one of the learning objectives at all levels of education. Reading involves decoding and understanding a written text (Cline et al. 2006). The most fundamental responsibility of schools is teaching students to read (Moats 2020). Reading as a skill is a transaction between two: the reader himself and the reading text (Samah and Jusoff 2008). During the transaction, the author's text is transformed into the reader's perception of the text during the reading process, which focuses on this parallel, personally constructed reader text (Goodman 1996). Its importance is undoubtedly inevitable on the basis that it becomes essential from the earliest stage of learning.

Reading goes along with writing especially when the teaching of English as a foreign language starts. The process of reading can be considered appropriate if it tests the reader's ability to understand, express, and finally write/speak sentences or paragraphs as responses to the questions. Since live culture cannot be made meaningful in the case of reading, web resources can be well integrated to facilitate the learners and motivate them.

The teaching of English varies from level to level, and so do difficulties in learning English especially in 'reading. This study intends to explore the issues related to learning English, which is compulsorily taught in the foundation program,

in addition to the teaching of the majors, which are taught only in English. Teaching English in a local context can be found as one of the effective measures to deal with the culturally biased group (if any), yet ready to learn a foreign language with the help of mass media, digital tools, and international cultures brought into a single classroom with the help of technology.

Key Aspects of Reading

The teaching of reading mainly focuses on the following sub-aspects:

1. To enable learners how to recognise the sounds of some words in a given text.
2. To learn how to develop vocabulary along with a spelling system, read unguided, guided and independent reading.
3. To learn how to break language codes, and analyse the target texts.
4. To learn how to connect between learning to read and learning to write/speak.
5. To learn how to comprehend and give feedback.

Reading in the EFL Classroom: Related Dimensions

Teaching reading in an EFL context is different from ESL reading on account of the focus and proficiency of the learners in the target lan-

guage. Moreover, language elements are commonly taught in both contexts. For example, 'vocabulary' is an important and integrated part of reading, which helps in accomplishing sub-targets/skills such as reading skills of scanning, skimming, making inference, etc. In addition, a reader sometimes involves himself more in the process of predicting, and guessing.

Vocabulary

Each language has a specific vocabulary with particular linguistic characteristics. In English, we find the word-building while many other languages do not possess such features. In teaching English vocabulary, the presence of features of the 'root' words, prefixes and suffixes facilitate a good learner to build many other words. It is generally believed that teaching vocabulary in a context occupies more important pedagogic place than routine teaching through translations or grammar-translation method. Though vocabulary is quite relevant as an element of a language, sub-skills of reading (as explained below) cannot be ignored as this is the main task of teaching/learning reading.

Scanning and Skimming

In a classroom, a reader rarely attempts to read the entire text word for learning a specific 'word'. Both scanning and skimming serve specific purpose as these terms are defined. During the processes of scanning or skimming, one moves from low level idea to the big one. These are those key skills that many target students do not usually possess. 'Guessing meaning' also need to be appropriately taught along with other reading activities.

Reading Problems Faced by Arab EFL Students

The related literature shows that most of the researchers preferred working on the writing issues faced by Arab students. Only a few researchers have focused on the issues related to reading, which to the researcher appears to be the most important skill as a process as well as a product.

The literature available in the area of TEFL in general and teaching of 'reading' in particular, and the researcher's own experience for a long

time as a teacher have created a base for this modest attempt to investigate the present research problem. One can start by citing research right from Lado (1957) and Dulay et al. (1982) that explore the issues of TEFL including the problems especially related to 'reading' as faced by most Arab EFL learners in KSA or elsewhere.

Researchers tried to correlate many factors, but eventually attributed EFL learning issues to differences between first and target language (ESL/EFL) (Duncan 1983; Panos and Rusic 1983; Block 1992; Khan 2011 a,b,c,d; 2016). Interestingly, while dealing with such a delicate topic, researchers were found trying to blame both L1 and L2, but neither the students nor the teachers. Miller and Yochum (1991) contend that the learning difficulties in reading may not be associated with any factors except a lack of knowledge of the reading process.

What to Disintegrate

Technology and Culture

An English teacher can integrate two things, namely, culture and technology. Technology integration is more important because cultures can be integrated via technology and digital media. Many culturally inappropriate elements are not preferred in Saudi Arabia. The restriction is not without a reason. As a result, most popular publishers like Cambridge bring about the Gulf or Middle East editions that cater to the special curricular needs of the region.

Proposed Curriculum

Keeping the need of ESL/EFL pedagogy, it becomes quite essential to integrate cross-cultural contents into the syllabus and overall ESL/EFL curriculum. In addition, there is no doubt about the fact that both language and culture are two sides of the same coin, and culture is always a secret mission of a hidden ESL/EFL curriculum. There should be elements that focus on mannerism, etiquette, a quest for knowledge, hard work, the dignity of labour, humanity, friendship, and so on. Any traditional approach to teaching culture in the foreign language classroom may not be useful, and therefore, there is a need to focus on language achievement through local cultural

material and sophisticated technology or digital media.

Study Objectives

The present study aims at studying following objectives:

1. To elicit the reading difficulties with reference to vocabulary, meaning, sound, and overall comprehension.
2. To find the advantage of local culture utilisation in EFL/ESL reading classrooms.
3. To study the effect of web-based teaching reading in English by integrating cultures.

Literature Review

This literature review focuses on different aspects of teaching English as a foreign language in general and EFL reading, in particular. Following are some of main dimensions of reading.

Reading as a Process

Clay (1991) states reading is a “message-getting, problem-solving activity, which increases in power and flexibility the more it is practised” (p. 6), and “a process by which children can, on the run, extract a sequence of cues from printed texts and relate these, one to the other, so that they understand the message of the text” (p. 22). It should not be considered if one says that reading alone can include the following sub-aspects/skills of English language teaching, like sound system, vocabulary, spelling system, meaning, structure and tense, literal and deeper understanding, and useful indirect learning.

By reading alone, one can interact/communicate in two forms, that is, oral or even written. In the case of foreign language learning, speaking does not hold the first stage, rather reading/writing becomes more important due to the reason that the target EFL learner starts learning English through writing and reading.

Reading and Perceived Difficulties

Basic ‘reading’ skills are acquired through schooling which provides a basis for future inclusion and participation in social, cultural, and

professional life. Mustafa (2002) conducted a research in the UAE on the school teachers and school graduates. He used interviews to collect data. The study revealed that most schools still used much outdated methods and techniques which could not develop any positive attitudes for English language learning. In other words, technology and multi media integration can be one of the motivators.

Reading Strategies

There can be many reading strategies within the language learning strategies in general and EFL reading in particular. As pupils progress through levels of education, the demand for reading texts also increases. The purpose of reading may differ from time to time, for example reading for pleasure, superficial meaning, deeper understanding, etc. It has also been found that the effect of group learning can be more important in certain reading situations, especially in the EFL context. Group learning, or more specifically, ‘collaborative learning’ can involve the EFL target group, which may read together in the class as an interactive approach in small groups. Each student can benefit their peer based on a ‘mixed ability’ group that may work together and yield better results. As perceived by Moats (2020) regarding the teaching reading that it is rocket science, one may apply certain techniques and strategies. In addition, if web resources, especially online learning, are integrated, most of the reading difficulties may successfully be minimised.

Theoretical Perspective on the Usage of Familiar Texts/Topics

Reading as a skill holds a very important place in ESL/EFL curriculum and English pedagogy. Reading a familiar text is easier to understand than reading a text that is based on a foreign experience of cultures/contexts. Hutchinson and Waters (1992) believe that the utilisation of content-based text has been considered quite important in the area of English language teaching, and has been much-discussed. Hence, it is very important to consider difference of opinions on the usage of meaningful text. (Allen and Widdowson 1974).

Using content-based text always has an academic and pedagogic advantage as it is based on

culture-based materials chosen from the culture (Khan 2016; Sheridan et al. 2019). Cultural awareness boosts language learning in general (Tomalin and Stempleski 1993). Technology can resolve many controversies about using a specific culture and facilitate teaching comparatively, with local culture-based text and later foreign topics (Altun and Khurshid 2021). Even adult learners feel that incorporation of L1 is helpful in teaching/learning of L2 (Brooks-Lewis 2009). Thus culture in general and language in particular plays crucial roles.

The Present Study

There are various reasons for poor reading ability as felt and observed by the present investigator. The following are some of them, namely sound and word recognition, lack of inferring meaning, contextual use, slow reading, lack of comprehension, etc. Based on the research objectives mentioned earlier, the following questions have been formulated.

Research Questions

1. What are the areas of difficulty in the reading process?
2. To what extent can local culture utilisation be beneficial in EFL/ESL reading classrooms?
3. How effective can web-based teaching of reading in English be by integrating cultures?

METHODOLOGY

As the paper is the outcome of a case study, it elicited relevant data from the following two questionnaires that were administered to the concerned teachers (Appendix A) and students (Appendix B).

Study Participants (Teachers and Students)

The current study was conducted at the Applied College at KAU in Jeddah, Saudi Arabia. Students are preparatory students studying foundation English. The teachers belong to the same college. The students' questionnaires were sent to participants via WhatsApp groups. Some participants were approached personally, and they

were requested to fill in. The convenient sample consisted of a total of 52 students and 14 teachers.

Study Tools

The study utilised two tools that were self-designed questionnaires for teachers and students. Both the questionnaires finally included 10 items each. Prior to the finalisation of the tools, a few experts were consulted to check the content validity. Both questionnaires were employed to ascertain teachers' and students' perceptions of reading difficulties and web-based teaching. The tools provided 3 values for Likert scale items: Agree = 3, Undecided = 2 and Disagree = 1. Suitable analysis was done for the questionnaire items, and the results were drawn and discussed.

Data Analysis

Data gathered through the two mentioned questionnaires were analysed, however basically qualitatively as in most case studies, and hence quantitative analysis is not always required.

Analysis of the Teachers' Questionnaire

Table 1 shows the perception of the teachers towards the learners' reading ability and the required attitude. The data reveals that the students are not ready and motivated to engage themselves in reading activities. Their level of reading, as per the researcher's own experience, is not up to the mark. Most students are comfortable with reading words in isolation and are scared to read the whole sentence and the text.

Table 1: Teachers' perception of reading

Statements	Agree	Undecided	Disagree
1	12	0	2
2	11	2	1
3	10	3	1
4	13	0	1
5	12	1	1
6	13	0	1
7	12	1	1
8	14	0	0
9	12	1	1
10	11	1	2

There can be many reasons for this academic issue. One of the main factors that can be attributed to the lack of interest in reading is unfamiliar topics and corresponding words that are difficult for them to understand.

Analysis of the Students' Questionnaire

Table 2 shows that most enthusiastic learners want to read, however they cannot read. Many expected factors are found associated with the issue of reading. As mentioned above, the difficulty of the text is one of the reasons. The lack of attitude due to unfamiliar content is yet another associated reason. Moreover, the present-day young generation is not ready to read the text in a routinised manner through textbooks, however, they can read online for hours and hours if the matter is of the learners' interest.

Table 2: Students' responses to reading issues

Statements	Agree	Undecided	Disagree
1	28	11	21
2	45	8	7
3	40	3	17
4	38	11	11
5	35	9	16
6	30	13	17
7	37	9	14
8	49	7	4
9	44	9	5
10	52	3	5

Analysis of the Practical Reading Difficulties

There are many difficulties that learners face while learning reading. The following are one of those examples of the mistakes that the target learners make while pronouncing the sounds of certain words.

Confusion on Sounds

Table 3 shows the types of confusion in the sound system and the lack of knowledge of pronunciation. The most prominent group of sounds may fall under the category of /v/-/f/, /b/-/p/, /d/-/t/ sounds, etc. Mostly there are two similar appearing words, however, there are three words that appear to be the same due to either confusion in sound or lack of perception of the actual

sounds. The group of these, that is, bird, beard, and bread fall under this category.

Table 3: Confusion on word-sounds

Target words	Pronounced as	Pronounced as
Pulse	Pulls	Plus
Pale	Peel	
Fate	Fete	
Run	Ran	Rain
Foot	Food	
Patience	Patient	
Broad	Board	
Base	Bees	
Throw	Through	
Ship	Sheep	Cheap
Blow	Blew	
Bathe	Bath	
Grill	Girl	
Pains	Pins	Pans
Share	Cheer	Chair
Bird	Beard	Bread
Rich	Reach	
Beach	Pitch	
Bed	Bad	

Wrongly Pronounced Words

Table 4 shows that certain words are often wrongly pronounced as under. There are multiple reasons that can be related to wrong pronunciation. Most importantly, absence of these sounds in L1 causes difficulties.

Table 4: Wrongly pronounced words and their causes

Target words	Pronounced as	Causes
Popcorn	Bobcorn	Non-availability of /p/ sound in L1
Pepsi	Bebsi	Non-availability of /p/ sound in L1
Very	Ferry	Non-availability of /v/ sound in L1
Van	Fan	Non-availability of /v/ sound in L1
Van	Fan	Non-availability of /v/ sound in L1
Cheap	Sheep	Non-availability of /ch/ sound in L1
Lamp	Lamb	Non-availability of /p/ sound in L1

Factors Affecting Reading

There can be plenty of reasons for the above-listed language mistakes, however, the following

are some of them, that is, sound differences, (MT interference), spelling issues, the strangeness of words (difficulties in vocabulary), one word-different meaning (specific L2 features), unfamiliar topics, lack of reading practice, and lack of motivation.

Strategies to Minimise/Solve the Existing Problems

There are many teaching strategies for English in general and skill strategies in particular. The use of contextual clues can be one of the best ways to improve students' reading skills. It has been generally found that most students often focus on learning every single word when they read. But this is a misconception. The text can be understood by making intelligent guesses to fulfil the need of reading a text, because learning vocabulary may include the understanding of each word, which is not an objective of teaching/learning reading skills. As referred to earlier, guessing a text can also be one of the strategies for reading skills. In this regard, 'clues' can play important roles.

Teaching Reading and Vocabulary: Integrated Skills

Reading includes vocabulary because the process of reading with or without will never be accomplished without a due focus on it. In most teaching techniques, pre-reading includes incorporating a variety of vocabulary games and activities in a comprehensive reading lesson.

Advantages of Contextual Vocabulary in Reading Lessons

A reading lesson apart from main 'reading skill' should mainly target 'vocabulary', however, an instructor may integrate relevant online pictures and images to create a 'familiar culture-based environment'. A target text should include difficult words, however relevant for the target learners to achieve the learning goals. Therefore, it is quite important that an effective teacher chooses a variety of techniques such as translation and integration of infographics, collages, images, videos, etc.

Following is an extract from the text that is mostly used in most Arab countries to teach English at different levels.

Kate: It's great to see you, John. Have you been in New York long? John: Just a few days. I'm excited to be here. It seems like an interesting place. Kate: I can't wait anymore to show you the city. Have you been to a dance club yet? John: Yeah. I've already been to three. Kate: Oh, well, how about a riverboat tour? John: Uh, I've already done that, as well.

If one changes the type of above conversation to the following one, it may be a better choice for teaching 'reading in a context' to Arab English learners in general and Saudi students, in particular. The proposed conversation of context-based teaching could be as follows:

Ali: Have you been to holy places? Ahmed: Not yet. But I am really excited. Ali: Have you visited the new beach in Jeddah yet? Ahmed: Yes, fortunately. I have been there two times. But I would like to go again. Ali: Have you experienced camel riding? Ahmed: Yes, of course, I have already ridden many times when I was in school.

Web-based Reading

A bulk of web resources is available on almost all academic titles. English teachers can use online material to incorporate instantly into an English class and practice. The major advantage is that one can find different topics, pronunciation, spelling, different uses, etc. Skills like listening, speaking, and writing are linked to the reading process.

DISCUSSION

The study above reveals that there are numerous reasons why the reading goals are not being met. Depending on the objectives of a course, scanning or skimming to a specific extent can be ensured. However, the majority of pupils have significant trouble reading for deeper meaning or to build critical thinking skills, which can be greatly alleviated by using appropriate strategies (Qismullah et al. 2017; Setiawan 2019). It is important to emphasize that an excellent child can easily achieve these goals. It is suggested that teachers make reading quite engaging just to deal with such a situation. As a result, a teacher may

also choose a book for enjoyment. But dealing with failures can be difficult since many readers and pupils lack the right attitude toward reading. However, it is anticipated that students will pay some attention to a topic they find fascinating.

Intercultural communication has become a popular method of teaching second languages since it broadens students' horizons in terms of knowledge and learning (Porto et al. 2018). For readers and language learners of other languages, it is far better if the reading content and setting are both familiar and intriguing (Alshumaimeri 2006; Erten and Razi 2009; Sheridan et al. 2019). However, if the content is derived from a "foreign context," it must be very captivating else the target learners may lose interest and fail to read in accordance with the lesson's goals.

Culture is Significant in Foreign Language Study

According to the participants' replies, teaching and learning about the local culture in a foreign language school is extremely important. It was discovered (through existing literature) that target language culture integration is fundamentally beneficial in addition to being significant, but only when applied to EFL and in settings that fit the definition of a "restricted society" and adhere to particular high religious and moral standards. Teaching the target language that originated and developed in the native culture and teaching language from a cross-cultural perspective are two examples of the different settings and levels of cultural integration. Thus, including local culture can benefit students in the areas of contextual learning, emotional concerns of students, reduced learning load, and active/participative learning environment (Khan 2021). Because it will have resources in the target language and the local one, "web-based reading" might be seen as an additional benefit in this scenario. This is especially true given the Saudi Arabian setting.

Technology's Impact on Learning and Reading English

Technology integration for English reading is quite successful (Ahmadi 2018; Altun and Khurshid 2021). Wei (2022) believes that technology is a powerful motivation. It raises students' levels

of involvement (Stepp-Greany 2002). Particularly, as demonstrated in the Saudi Arabian context, cellphones are equally effective for improving reading skills (Khojah and Thomas 2021).

CONCLUSION

It is concluded that respondents have a positive attitude toward the integration of 'local culture' for creating an appropriate environment for better learning in general especially 'reading'. Teachers' perception supported the researcher's hunch that culture-based teaching is helpful in creating a great opportunity to interact with the target culture. By doing so, the learners develop an understanding of the language aspects which is more important than the contents derived from the foreign culture which is not the target of teaching English especially in Saudi Arabia. Local culture integration will increase motivation and possible lessen the expected pressure and burden of learning a language, and assimilating foreign culture at the same time.

Most pedagogues and researchers are well aware that teaching a foreign language includes teaching of foreign culture too as both culture and language depend on each other. In other words, teaching of British culture may be considered as one of the aims of 'hidden curriculum'. It can also be thought of that teaching a foreign language(s) along with British cultural contents without target achievement is not eventually required. Therefore, by using comparative language materials and cross cultural content, language teaching aims can be attained.

Additionally, "integration" is a practice that is widely used nowadays. Integrated technology, integrated curriculum, and integrated English are a few examples. As a result, teachers and curriculum developers can use comparative literature and "integrated cultures" to introduce students to the key ideas, improving their understanding of the learning objectives. Particularly after the COVID-19 experience, educational technology has been essential for improving the learning environment.

RECOMMENDATIONS

Major findings indicated that there is a need for integration of local culture in addition to the

native culture (if needed). Cultural integration may not be possible without effective utilisation of technology. In other words, through effective use of local culture integration, learners can experience learning process easier and better.

One could ensure a better and easier learning experience. Therefore, teachers and students need to be positive. A compatible preparation is also required. By doing so, the students will be able to interact with the environment in which they feel comfortable in the local/home context.

REFERENCES

- Ahmadi DMR 2018. The use of technology in English language learning: A literature review. *IJREE*, 3(2): 116-125.
- Allen JPB, Widdowson HG 1974. Teaching the communicative use of English. *International Review of Applied Linguistics in Language Teaching*, 12: 1-21.
- Alshumaimeri Y 2006. The effects of content familiarity and language ability on reading comprehension performance of low and high-ability Saudi tertiary students studying English as a foreign language. *J King Saud Univ, Edu Sci and Islamic Stud*, 18: 1-19.
- Altun M, Khurshid H 2021. The use of technology in English language teaching: A literature review. *International Journal of Social Sciences and Educational Studies*, 8: 226-232.10.23918/ijsses.v8i1p226.
- Block E 1992. See how they read: Comprehension monitoring of L1 and L2 readers. *TESOL Quarterly*, 26: 319-341.
- Brooks-Lewis KA 2009. Adult learners' perceptions of the incorporation of their L1 in foreign language teaching and learning. *Applied Linguistics*, 30(2): 216-235.
- Clay MM 1991. *Becoming Literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann.
- Cline F, Johnstone C, King T 2006. *Focus Group Reactions to Three Definitions of Reading (as Originally Developed in Support of NARAP Goal 1)*. Minneapolis, MN: National Accessible Reading Assessment Projects.
- Dulay HC, Burt MK, Krashen S 1982. *Language Two*. New York: OUP.
- Duncan E 1983. Cheap Ship Trips: A Preliminary Study of Some English Phonological Difficulties of Language Minority Children and Their Relationship to Reading. Washington, D.C. *ERIC Document Reproduction Service No. ED255048*.
- Erten IH, Razi S 2009. The effects of cultural familiarity on reading comprehension. *Reading in a Foreign Language*, 21: 60-77.
- Goodman Ken 1996. *Ken Goodman on Reading*. Portsmouth NH: Heinemann.
- Hutchinson T, Waters A 1992. *English for Specific Purposes: A Learning-centered Approach*. Cambridge: Cambridge University Press.
- Khan IA 2011a. The teacher of English: Pedagogic relevance in Saudi Arabia. *English Language Teaching*, 4(2): 112-118.
- Khan IA 2011b. Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *Educational Research*, 2: 1248-1257.
- Khan IA 2011c. Challenges of teaching/learning English and management. *GJHSS*, 11(8): 69-77.
- Khan IA 2011d. Role of applied linguistics in the teaching of English in Saudi Arabia. *International Journal of English Linguistics*, 1(1): 105-110.
- Khan IA 2021. Psychology of color, integration of local culture and effect of infographics on English language learning. *PSU Research Review*, ahead-of-print. <https://doi.org/10.1108/PRR-02-2021-0013>
- Khan I A 2016. Local culture in the foreign language classrooms: An exploratory study of teacher's preparedness in Saudi Arabia. *International Journal of Sciences: Basic and Applied Research*, 25(1): 97-122.
- Khojah M, Thomas M 2021. Smartphone-mediated EFL reading tasks: A study of female learners' motivation and behavior in three Saudi Arabian classrooms. *Asian EFL J*, 25: 1-33.
- Lado R 1957. *Linguistics Cross Cultures*. Ann Arbor: Michigan University Press.
- Miller S, Yochum N 1991. Asking students about the nature of their reading difficulties. *Journal of Reading Behavior*, 23: 465-485.
- Moats LC 2020. Teaching reading is rocket science. *American Educator*, 44(2): 4.
- Mustafa GS 2002. *English Language Teaching and Learning at Government Schools in the United Arab Emirates University of Exeter*. Doctoral Thesis, Unpublished. Abu Dhabi, UAE: Arab Emirates University of Exeter
- Panos K, Ruzic M 1983. The least you should know about Arabic: Implications for the ESL writing instruction. *TESOL Quarterly*, 17: 610-623.
- Porto M, Houghton SA, Byram M 2018. Intercultural citizenship in the (foreign) language classroom. *Language Teaching Research*, 22: 484-498.
- Qismullah Y, Yusuf B, Nadya A 2017. Skimming and scanning techniques to assist EFL students in understanding English reading texts. *Indonesian Research Journal in Education*, 1: 2580-5711.
- Samah H, Jusoff K 2008. Teaching comprehension skills using context-based texts in second language learning at tertiary level. *International Education Studies*, 1(4): 118-125.
- Setiawan AH 2019. *The Use of Skimming and Scanning Techniques in Reading Comprehension for TOEFL (An Experimental Research at UIN Ar-Raniry Banda Aceh)*. Master Thesis. Darussalam - Banda Aceh: Ar-Raniry State Islamic University.
- Sheridan R, Tanaka KM, Hogg N 2019. Foreign language, local culture: How familiar contexts impact learning and engagement. *The Electronic Journal for English as a Second Language*, 23: 1-27.
- Stepp-Greany J 2002. Student perceptions on language learning in a technological environment: Implications for the new millennium. *Lang Learn Techno*, 6: 165-180.
- Tomalin B, Stempelski S 1993. *Cultural Awareness*. Oxford: Oxford University Press.
- Wei Y 2022. Toward technology-based education and English as a foreign language motivation: A review of literature. *Front Psychol*, 13: 870540. doi:10.3389/fpsyg.2022.870540

Paper received for publication in July, 2022
Paper accepted for publication in August, 2022

APPENDIX

Appendix A: Teacher questionnaire

S. No.	Statements	Agreed	Disagreed	Undecided
1	The reading ability of my students is very poor.	12	0	2
2	Pronunciation of the words is not good.	11	2	1
3	The students don't read the sentences, but only some words.	10	3	1
4	The speed is very slow.	13	0	1
5	The reason for poor reading is the strangeness of the words and context	12	1	1
6	The major cause of bad reading is lack of practice caused by lack of interest.	13	0	1
7	Lack of motivation is another reason for bad reading.	12	1	1
8	The students don't read at home.	14	0	0
9	Classroom activities can't only improve learners' ability to read.	12	1	1
10	Context-based reading has been a neglected activity.	11	1	2

Appendix B: Students' questionnaire

S. No.	Statements	Agreed	Disagreed	Undecided
1	I want to read in English.	28	11	21
2	I can't read in English.	45	8	7
3	I never read in English at home.	40	3	17
4	I read only in reading class.	38	11	11
5	I don't know how to read.	35	9	16
6	I know some words in the text.	30	13	17
7	The sounds of some words are strange.	37	9	14
8	I am not a good reader.	49	7	4
9	The teacher doesn't ask me to read.	44	9	5
10	Reading is useless and boring.	52	3	5