

**Reading Comprehension Problems of EFL Learners at  
secondary level: A study of  
Urdu Medium Schools in Swat, KPK**



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## **DEDICATION**

This Thesis is dedicated to my Father  
May Allah shower His countless blessings on him (Aamin)

# Contents

ACKNOWLEDGEMENT .....	I
DEDICATION .....	II
ABSTRACT .....	V
CHAPTER 1 .....	1
INTRODUCTION .....	1
Chapter Overview .....	1
1.1 Background .....	<b>Error! Bookmark not defined.</b>
1.2 The problem statement of the study .....	<b>Error! Bookmark not defined.</b>
1.3 Rationale of the study .....	<b>Error! Bookmark not defined.</b>
1.4 Significance of the study .....	<b>Error! Bookmark not defined.</b>
1.5 The objectives of the study .....	<b>Error! Bookmark not defined.</b>
1.6 The research questions of the study .....	<b>Error! Bookmark not defined.</b>
1.7 The organization of the thesis .....	<b>Error! Bookmark not defined.</b>
CHAPTER 2 .....	<b>Error! Bookmark not defined.</b>
REVIEW OF LITERATURE .....	<b>Error! Bookmark not defined.</b>
Overview of chapter 2 .....	<b>Error! Bookmark not defined.</b>
2. Review of Literature Regarding Reading Comprehension in L2 .....	<b>Error! Bookmark not defined.</b>
2.1 Reading Comprehension .....	<b>Error! Bookmark not defined.</b>
2.2 Major Factors Affecting L2 Reading Comprehensions .....	<b>Error! Bookmark not defined.</b>
2.3 Research on L1 Reading Ability in Relation to Reading in L2 .....	<b>Error! Bookmark not defined.</b>
2.4 The Schema Theory of Reading .....	<b>Error! Bookmark not defined.</b>
2.5 The Stanovich compensatory model of reading .....	<b>Error! Bookmark not defined.</b>
2.6 Limitations of Previous Studies Regarding L2 Reading Comprehension in Certain Areas .....	<b>Error! Bookmark not defined.</b>
<b>Bookmark not defined.</b>	
CHAPTER 3 .....	<b>Error! Bookmark not defined.</b>
RESEARCH METHODOLOGY .....	<b>Error! Bookmark not defined.</b>
3.1 Introduction .....	<b>Error! Bookmark not defined.</b>
3.2 Research questions related to the study .....	<b>Error! Bookmark not defined.</b>
3.3 Instruments used to measure the variables of the study .....	<b>Error! Bookmark not defined.</b>
3.4 Population and Sampling .....	<b>Error! Bookmark not defined.</b>
3.4.1 Population .....	<b>Error! Bookmark not defined.</b>
3.4.2 Sample .....	<b>Error! Bookmark not defined.</b>

3.5 Data Collection Procedure .....	<b>Error! Bookmark not defined.</b>
3.6 Data Analysis .....	<b>Error! Bookmark not defined.</b>
3.6.1 Analysis of the quantitative data .....	<b>Error! Bookmark not defined.</b>
3.6.2 Analysis of qualitative data .....	<b>Error! Bookmark not defined.</b>
3.7 Validity .....	<b>Error! Bookmark not defined.</b>
3.8 Limitations of the study .....	<b>Error! Bookmark not defined.</b>
3.9 Summary of the chapter .....	<b>Error! Bookmark not defined.</b>
CHAPTER 4 .....	<b>Error! Bookmark not defined.</b>
DATA ANALYSIS AND RESULTS .....	<b>Error! Bookmark not defined.</b>
4.1 Results and Analysis .....	<b>Error! Bookmark not defined.</b>
4.1.1 Quantitative analysis.....	<b>Error! Bookmark not defined.</b>
4.1.2 Qualitative Analysis.....	<b>Error! Bookmark not defined.</b>
CHAPTER 5 .....	<b>Error! Bookmark not defined.</b>
FINDINGS, DISCUSSION AND CONCLUSION .....	<b>Error! Bookmark not defined.</b>
Overview of the chapter .....	<b>Error! Bookmark not defined.</b>
5.1 Research Findings .....	<b>Error! Bookmark not defined.</b>
5.2 Discussion.....	<b>Error! Bookmark not defined.</b>
5.3 Conclusion.....	<b>Error! Bookmark not defined.</b>
5.4 Future research .....	<b>Error! Bookmark not defined.</b>
REFERENCES .....	<b>Error! Bookmark not defined.</b>
APPENDICES .....	<b>Error! Bookmark not defined.</b>

## **ABSTRACT**

Aim of this study is to analyze the role of grammar and vocabulary knowledge in developing competence regarding reading comprehension in secondary school students of Swat, KPK. This study has also drawn a purpose to analyze the reading comprehension problems faced by students. The reading comprehension in L2 is considered very important especially in under developing countries. It is considered that the skills and traits of an individual influence his ability of reading comprehension. The factors which were considered important to determine the L2 reading comprehension of the nonnative people include: vocabulary, background knowledge, grammatical skills and comprehension skills. For this research study, 298 students of 9th and 10th grades were selected from four different schools of different tehsils of district Swat in KPK. They were taught English as their second language along with Pashto being their first one. Four types of tests were conducted which included: L2 reading comprehension tests, L2 vocabulary knowledge test, L2 grammar knowledge test and Perceptions of teachers and students regarding to L2 reading comprehension through structured questionnaires. The results suggested that the grammatical skills and vocabulary knowledge does not affect comprehension reading abilities. Comprehension itself is the most important determinant of such competence. Additionally, significant differences were found among comprehension reading performance with vocabulary knowledge and grammar knowledge of the student's. Moreover, students were perceived in troublesome situation regarding L2 reading comprehension whereas teachers found it easy. This study has implications for both academia and for practical field too.

**Keywords:** Reading Comprehension, Grammar Knowledge, Vocabulary Knowledge, Teacher's Perception, Secondary Schools.

# **CHAPTER 1**

## **INTRODUCTION**

### **Chapter Overview**

This chapter consists of introduction (background), problem statement of the study, rationale of the study, general interest of the study, objectives and research questions of the study and the organization of the thesis’.