

Assessing Reading Texts for Non-Native Arabic Speaking Students at the University of Jordan in Light of the Common European Framework of Reference for Languages From the Students' Perspective

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Abstract—This study aims to assess the extent to which reading texts for non-native Arabic-speaking students at the University of Jordan align with the CEFR (Common European Framework of Reference for Languages) criteria from the students' perspective. The study sample consisted of 64 students from the University of Jordan for the academic year 2021/2022. They were divided into 25 students from the first preparatory level and 39 students from the second preparatory level. A questionnaire was used as a data collection tool, and it included three areas: reading speed, linguistic richness, and accurate reading. The results indicated that all areas appeared to be moderate from the students' perspective, and there was no significant impact on the results attributed to demographic variables. Based on these results, the study demonstrates the importance of incorporating elements of CEFR in teaching language skills in Arabic for non-native speakers.

Index Terms—reading texts, Arabic for non-native speakers, Common European Framework of Reference for Languages (CEFR)

I. INTRODUCTION

Fostering the ability of learners to effectively communicate is a multifaceted endeavor that demands substantial dedication of time and energy. This undertaking involves a range of interconnected skills and is often influenced by various factors. These factors encompass linguistic and communicative aptitudes, but crucially, the learner, teacher, and the choice of teaching materials or textbooks play significant roles in either facilitating or impeding the progress of foreign language learners (Fareh et al., 2023). Teaching languages, in general, relies on mastering the four language skills: listening, speaking, reading, and writing. By developing these skills, a language gradually becomes complete and takes shape in the learner's mind. Educators point to the existence of strong reciprocal relationships between these skills. The Arabic language, like other world languages, depends on this approach in its teaching and learning. Teaching Arabic language may have certain unique characteristics related to the learner's nature, culture, and other relevant variables.

When discussing the framework for foreign language teaching and learning, the Common European Framework of Reference for Languages (henceforth CEFR) is considered a highly credible and genuine reference. From a pedagogical perspective, it can be used as a comprehensive document for Arabic language teachers and learners. To achieve the goals of reading skills in Arabic for foreigners, given its widespread use in Europe for teaching Arabic as a foreign language, it aims to help foreign learners achieve a sufficient understanding of short and easy texts on familiar and specific topics, using contemporary, everyday language (Boukhnoqa, 2021).

The reference framework has become a general standard for the development of foreign language curricula throughout Europe. This framework serves as a globally recognized standard, influencing aspects of language education like curriculum, teaching materials, teacher training, and assessments in a comprehensive manner (Abdullah et al., 2023). It was first published in 2001 and has since been translated into forty languages, including Arabic. The framework was developed under the supervision of the European Union. The CEFR framework outlines five language skill categories, namely spoken interaction, spoken production, listening, reading, and writing, and it consists of six levels, indicating what a learner can achieve in their language proficiency at each level (Samsudin et al., 2023). These

levels are A1, A2, B1, B2, C1, and C2, and they are called the 'global scale,' where A1 represents the lowest levels of the learner's language proficiency, while C2 represents the highest levels of language proficiency. Each level corresponds to one of three main categories: beginner (A1, A2), intermediate (B1, B2), and advanced (C1, C2) (Nordianto et al., 2019, p. 14).

Given the above, the European Framework for Languages provides a unified path to follow in teaching Arabic to non-native speakers. It offers both learners and teachers real-life examples of the learner's environment and their everyday experiences, particularly in the content of reading materials and texts used in their education. This framework serves as a scientific guide to assess the learner's linguistic competence, especially in their communicative skills, which they can use in schools, markets, homes, and other contexts (Boukhnoqa, 2012).

In the context of emphasizing the previously mentioned Arabic language skills, particularly the skill of reading, it is worth noting that educational literature related to its definition has provided various definitions. The reason may be attributed to the nature of the definition and the mechanism of interpreting the skill. Among these definitions, Mustafa (2007) defined it as a mental process that involves interpreting written symbols received by the reader, translating them into oral discourse. It also requires understanding meanings, interpretation, critique, and employing what is indicated by the context.

On the other hand, As'ad (2015) defines it as the visual reception of symbols, known as recognition, comprehending the thoughts expressed by these symbols, known as understanding, assessing their importance, truthfulness, and logical consistency, known as critique, and integrating these ideas with the reader's own thoughts, known as interaction. Meanwhile, Ta'ima (2010) sees it as a mental cognitive process that should be constructed as a complex organization consisting of various cognitive operations. It is an activity that should encompass all forms of thinking, evaluation, judgment, analysis, justification, and problem-solving.

II. THEORETICAL FRAMEWORK

A. *The European Framework*

The Common European Framework of Reference for Languages (CEFR) is a document developed by the Council of Europe as part of the "Language Learning for European Citizenship" project in 1989 and 1996. The English edition was published in 2000, and in November 2001, the European Union recommended the use of CEFR for establishing language proficiency assessment systems. The Arabic edition of CEFR was published in 2008, translated from the German edition released in 2001. It was published in collaboration with the Goethe Institut and Dar Elias for Printing and Publishing in Cairo. The book consists of 264 pages in a large format and bears the ISBN number 977-304-313 (Al-Hadqi, 2017).

CEFR is considered a general standard for the development of foreign language teaching curricula across all Europe, and it has had a significant impact on the teaching and learning of foreign languages since its publication in 2001. Educational institutions in Europe have used it to teach foreign languages, but it has also been used for the purpose of developing Arabic language teaching curricula as a foreign language (Gutshen, 2015). This framework serves the common overall goal of the Council of Europe, as outlined in the recommendations of the Committee of Ministers, particularly in achieving a major common unity formed by member states. Following this goal, there are common steps in the cultural field, and this unity is based on three fundamental principles (CEFR, 2008):

1. The vast heritage of linguistic and cultural diversity within Europe is considered a shared wealth that must be protected and developed. This requires dedicated efforts in the education sector so that diversity transforms from being an obstacle to understanding and communication into a source of enrichment and progress.
2. Only through a better understanding of modern European languages can communication and interaction between Europeans with different languages be facilitated. This, in turn, encourages movement within Europe, mutual understanding, cooperation, and helps overcome prejudices associated with oppression.
3. Member states can achieve significant convergence in policy at the European level through agreements that contribute to cooperation and continuous coordination, particularly in the field of teaching and studying modern languages. This can be achieved if they harmonize their local laws, especially in the field of modern language education.

The purposes for which this framework was established have been diverse and can be summarized as follows (CEFR, 2008):

1. Planning language study programs while considering:
 - Previous language studies and prior knowledge, especially at the intersections between the stages of basic education, upper secondary education, higher education, and lifelong learning.
 - Objectives.
 - Content.
2. Planning language certificates, taking into account issues such as:
 - Exam contents.
 - Assessment criteria that reflect the positive aspects of efforts and not only identify shortcomings and weaknesses.
3. Planning self-directed study, which includes:

- Developing learners' awareness of the knowledge they need to acquire.
- Learners setting their own logical educational goals.
- Selecting educational materials.
- Applying and using self-assessment tools.

Researchers believe that the study aligns with the primary goal of CEFR. Planning language study programs involves developing curricula for those programs, which necessarily requires the preparation of reading texts to enhance the reading skills of learners in those programs. The study aimed to investigate how reading texts align with the demanding criteria of CEFR, especially concerning those texts.

B. Reading Texts

Reading skills are influenced by several factors that contribute to improving these skills in learners. These factors can be categorized as follows (Halima, 2020):

1. Encouraging external factors, such as providing a conducive reading environment and offering a well-balanced and inclusive range of materials for various groups.
2. Internal factors, including respecting students' preferences, recognizing individual differences among them, paying attention to learners' cognitive nature, and focusing on their interests.

Reading remains a fundamental pillar in teaching Arabic to non-native speakers and is the primary focus of most foreign language teaching classrooms worldwide. The ease with which this skill can be practiced, compared to listening comprehension, has made reading texts a preferred choice for both teachers and students. For this reason, classrooms tend to emphasize reading more than listening, making both reading and listening active receptive skills (Abu Amsha et al., 2017). Reading texts hold significant importance in language skills development for learners, especially in the early stages of education, as they form the cornerstone of learners' personal development (Jama'i, 2019, p. 26).

C. Previous Studies

Within the scope of the researchers' review, only three studies were found that addressed the analysis of Arabic language textbooks. No study was found that specifically examined reading or Arabic reading texts in the context of the European Common Framework for Languages. One study was conducted by Mateen (2018) to assess the readability level of the Arabic language teaching book "Al-Natiq Al-Arabi" for non-native Arabic-speaking students at Shafana Islamic Middle School in Indonesia. The study involved a sample of 21 male and female students, and the results revealed that all students' responses fell into the frustration level.

Another example is Boukhnoufa and Dbaa'in's (2021) study which aimed at identifying the objectives of reading skills in their educational dimensions for non-native speakers of other languages at the A1 and A2 levels of the European Common Framework for Languages. The results showed that the Arabic language, at both studied levels, aligned with the skill dimension of the European Common Framework for Languages, which contributes to achieving the objectives of the educational learning process.

In Al-Khaza'leh (2021) also conducted a study that aimed to assess the readability level of the Functional Arabic Language book for non-Arabic speakers at Al al-Bayt University in Jordan. The study was conducted on a purposively selected sample of 33 male and female students, and the results revealed that all students' responses fell into the frustration level, with a percentage of 39.4%. The study also indicated the lack of progression in the readability of reading texts within the book.

In the context of previous studies, researchers benefited from the methodology of these studies and the available educational literature. However, this study differs from previous ones in that it aims to evaluate reading texts for Arabic language non-native speakers at the University of Jordan in light of the European Common Framework from the perspective of the students.

D. Procedural Definitions

- **Reading Texts:** These are the texts found in Arabic language textbooks for non-native speakers, as approved by the University of Jordan's Language Center for teaching non-native Arabic-speaking students.
- **Non-native Arabic-speaking Students:** These are students who are studying Arabic but are not native speakers of it. They are enrolled at the University of Jordan's Language Center during the first semester of the academic year 2021/2022.
- **The European Reference Framework (CEFR):** It is a reference framework established by the European Council to provide standardized and comparable language proficiency levels. This framework was developed during a seminar held in Switzerland in 1991 and was signed by member states in 1997. The framework emphasizes the importance of multilingualism and serves as an interconnected and comprehensive guide with the aim of clarifying the path for foreign language teachers and learners (Gutshen, 2015).

III. STUDY ELEMENTS AND METHODOLOGY

A. Study Problem

All key components of language curricula must have clear objectives related to the intended content to be taught. Supportive measures that help students succeed and achieve their goals are essential. Hence, continuous efforts are made to improve these components to reach the desired objectives. It is worth noting that language curricula are built on communicative linguistic proficiency skills, which necessitates a constant review of these objectives to ensure their alignment with students' needs and the requirements of the times (CEFR, 2008). Furthermore, curricula should also consider their alignment with the primary goal of supporting linguistic diversity and multilingualism, which applies to the educational system as well (Ali, 2016, p. 204).

It is noteworthy that the reading proficiency of Arabic learners whose native language is not Arabic is declining, and this phenomenon is evident to anyone involved in the educational process. Many local and Arab studies have confirmed this. This calls for attention to several processes accompanying their curricula, including curriculum development. One of the most important aspects of curriculum development is assessing the suitability of reading texts for the reading abilities of learners. This criterion has not received much attention from curriculum developers, which contrasts with prevailing practices in advanced countries (Al-Khaza'leh, 2021).

To further emphasize the above points, drawing from the context of the researchers' work and their experience in teaching Arabic curricula to non-native speakers, they have observed that the reading texts used in Arabic courses for non-native speakers at the Language Center of the University of Jordan are diverse, including both prose and poetry. These texts vary in length and content. Therefore, this study aims to answer the following research question:

To what extent do the reading texts for non-native Arabic-speaking students at the University of Jordan adhere to the criteria of CEFR from the students' perspective at a significance level of ($\alpha = 0.05$)?

From this question, two sub questions arise:

1. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the consideration of reading texts for non-native Arabic-speaking students at the University of Jordan concerning the criteria of the reference framework from the students' perspective, attributed to gender (male, female)?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the consideration of reading texts for non-native Arabic-speaking students at the University of Jordan concerning the criteria of the reference framework from the students' perspective, attributed to the level the student is studying (preparatory level one, preparatory level two)?

B. Study Hypotheses

The questions in the study give rise to the following hypotheses:

1. Reading texts for non-native Arabic-speaking students at the University of Jordan do not adhere to the criteria of CEFR from the students' perspective at a significance level ($\alpha = 0.05$).
2. There are no statistically significant differences at the significance level ($\alpha = 0.05$) in the consideration of reading texts for non-native Arabic-speaking students at the University of Jordan concerning the criteria of the reference framework from the students' perspective, attributed to gender (male, female).
3. There are no statistically significant differences at the significance level ($\alpha = 0.05$) in the consideration of reading texts for non-native Arabic-speaking students at the University of Jordan concerning the criteria of the reference framework from the students' perspective, attributed to student's study level (preparatory level one, preparatory level two).

C. Significance of the Study

The importance of the study lies in the expected outcomes, which can be summarized as follows:

- Clarifying some of the criteria outlined in CEFR, specifically related to the reading skill and reading texts.
- Guiding those responsible for developing Arabic language curricula for non-native speakers towards the importance of carefully selecting reading texts.
- Providing solutions and suggestions that may contribute to improving Arabic language acquisition, especially the reading skill, among non-native Arabic-speaking students.
- Offering an assessment tool for evaluating reading texts in Arabic for non-native speakers from the students' perspective.
- Attempting to determine the suitability of reading texts and their alignment with the criteria outlined in the European Framework for Language Teaching.
- Enriching educational literature related to study variables.

D. Study Context

- Time Frame: The first semester of the academic year 2021/2022.
- Geographic Limitation: Jordan, the University of Jordan, Language Center.
- Human Limitation: A representative sample of non-native Arabic-speaking students at the University of Jordan.

- Subject Matter: Measuring the extent to which reading texts in Arabic for non-native speakers at the University of Jordan align with the criteria of CEFR from the perspective of the students.

E. Study Implementation Procedures

The researchers conducted the following procedures to complete this research:

- Developing the initial version of the study instrument (questionnaire).
- Presenting the instrument to a number of specialists and considering their opinions.
- Applying the study instrument to a sample survey to ensure its reliability.
- Preparing the questionnaire online using Google Forms to facilitate access to the sample. It is available at the following link: <https://forms.gle/cRDjYAmCtYhVBo8D8>.
- Summarizing the collected data and entering it into the SPSS software program for appropriate statistical analysis.
- Analyzing and interpreting the results and providing recommendations.

F. Statistical Criterion

The Likert five-point scale was adopted to score the study instruments. Each item in the scale was assigned one of its five ratings (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), which corresponded numerically to (5, 4, 3, 2, 1), respectively. The following scale was used for analyzing the results:

- 1.00 - 2.33: Low
- 2.34 - 3.67: Moderate
- 3.68 - 5.00: High

The scale was calculated using the following formula:

$$(\text{Upper Limit of the Scale (5)} - \text{Lower Limit of the Scale (1)}) / \text{Number of Categories Required (3)} = (5 - 1) / 3 = 1.33$$

This value (1.33) was then added to the end of each category.

G. Construct Validity

To determine the construct validity of the scale, correlation coefficients were calculated between each item and the total score, as well as between each item and the area to which it belongs, and between areas themselves and the total score. This was done using a sample outside the study sample, consisting of 15 participants. The correlation coefficients between the items and the tool ranged from (0.41-0.75), and with the areas from (0.51-0.86), as shown in the following table:

TABLE 1
CORRELATION COEFFICIENTS BETWEEN THE ITEM, TOTAL SCORE, AND THE RESPECTIVE AREA

Item number	Correlation coefficient with the area	Correlation coefficient with the tool	Item number	Correlation coefficient with the area	Correlation coefficient with the tool	Item number	Correlation coefficient with the area	Correlation coefficient with the tool
1	.76**	.67**	9	.59**	.41**	17	.81**	.75**
2	.80**	.73**	10	.65**	.47**	18	.82**	.67**
3	.66**	.58**	11	.73**	.54**	19	.60**	.60**
4	.75**	.68**	12	.78**	.64**	20	.73**	.56**
5	.80**	.66**	13	.66**	.56**	21	.86**	.72**
6	.69**	.55**	14	.69**	.61**	22	.82**	.65**
7	.79**	.64**	15	.57**	.58**			
8	.51**	.71**	16	.56**	.58**			

* Statistically significant at the 0.05 level.

** Statistically significant at the 0.01 level.

It is worth noting that all correlation coefficients were acceptable and statistically significant. Therefore, none of these items were deleted. Additionally, a correlation coefficient between the area and the total score was calculated, along with the correlation coefficients between the area themselves. The following table illustrates this.

TABLE 2
CORRELATION COEFFICIENTS AMONG THE AREA WITH EACH OTHER AND WITH THE TOTAL SCORE

	Linguistic wealth	Accurate reading	Reading speed	Total score
Linguistic wealth	1			
Accurate reading	.602**	1		
Reading speed	.653**	.607**	1	
Total score	.862**	.877**	.850**	1

* Statistically significant at the 0.05 level.

** Statistically significant at the 0.01 level.

Table 2 shows that all correlation coefficients were acceptable and statistically significant, indicating an appropriate level of construct validity.

H. Reliability of the Study Instrument

To ensure the reliability of the study instrument, a test-retest method was used by applying the scale and then reapplying it after two weeks to a group outside the study sample consisting of 15 participants. Pearson correlation coefficients were calculated between their estimates in the two times. Additionally, the reliability coefficient was calculated using Cronbach's alpha equation, and Table 3 shows the internal consistency coefficient according to Cronbach's alpha equation. The stability of the retest for the area and the total score was considered suitable for the purposes of this study.

TABLE 3
CRONBACH'S ALPHA INTERNAL CONSISTENCY COEFFICIENT AND REPEAT RELIABILITY OF THE DOMAINS AND THE TOTAL SCORE

Area	Retest stability	Internal consistency
Linguistic wealth	0.82	0.80
Accurate reading	0.81	0.72
Reading speed	0.80	0.76
Total score	0.85	0.82

I. Study Sample

TABLE 4
FREQUENCIES AND PERCENTAGES ACCORDING TO STUDY VARIABLES

	Category	Frequencies	Percentage
Gender	Male	44	68.8
	Female	20	31.3
Student's study level	Preparatory level one	25	39.1
	Preparatory level two	39	60.9
	Total	64	100.0

IV. RESULTS AND CONCLUSION

In the following section, the results of the study are presented and organized according to the study's research questions. The researchers also provided interpretations of the results for each question, particularly when statistically significant differences were found.

To what extent do the reading texts for non-native Arabic-speaking students at the University of Jordan adhere to the criteria of CEFR from the students' perspective at a significance level of ($\alpha = 0.05$)?

To answer this question, the means and standard deviations were calculated for the extent to which Arabic texts for non-native speakers at the University of Jordan align with the CEFR standards from the students' perspective. The table below illustrates these results.

TABLE 5
CEFR CONSIDERATION SCORES BY ARABIC NON-NATIVE SPEAKERS AT UNIVERSITY OF JORDAN (DESCENDING ORDER)

Rank	No.	Area	Mean	Standard Deviations	Level
1	3	Linguistic wealth	3.43	.690	Medium
2	1	Accurate reading	3.42	.660	Medium
3	2	Reading speed	3.23	.620	Medium
		Total score	3.35	.564	Medium

Table 5 shows that the mean scores ranged from (3.23-3.43). Reading speed ranked first with the highest mean score of (3.43), while accurate reading ranked last with an average score of (3.23). The overall mean score for the consideration of reading texts by Arabic language non-native speakers at the University of Jordan regarding CEFR from the students' perspective was (3.35).

The result of all areas receiving an average rating could indicate that the curriculum, from the learners' perspective, meets all needs outlined in the items of the mentioned areas. Furthermore, the previous result showed that reading speed received the highest rating among the areas. This result can be interpreted to mean that reading texts significantly contribute to improving reading speed for learners. The second area, linguistic wealth, also received a medium-level rating, suggesting that the texts used in reading contribute moderately to enriching learners' vocabulary. Additionally, the last area, accurate reading, appeared at a medium level. This indicates that the texts used for reading contribute to consolidating the foundations of accurate reading and its criteria as mentioned in the questionnaire paragraphs.

Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the consideration of reading texts for non-native Arabic-speaking students at the University of Jordan concerning the criteria of the reference framework from the students' perspective, attributed to gender (male, female)?

To answer this question, the mean scores and standard deviations for the consideration of reading texts by Arabic language non-native speaker students at the University of Jordan regarding the CEFR were extracted based on the gender variable. To identify the statistical differences between the mean scores, a t-test was used, and the table below illustrates this.

TABLE 6
GENDER EFFECTS ON CEFR CONSIDERATION BY ARABIC NON-NATIVE SPEAKER STUDENTS AT UNIVERSITY OF JORDAN

	Gender	No. of students	Mean	Standard Deviations	T-value	Degrees of freedom	Statistical significance
Linguistic wealth	Male	44	3.51	.690	1.495	62	.140
	Female	20	3.24	.563			
Accurate reading	Male	44	3.18	.667	-1.006	62	.318
	Female	20	3.35	.496			
Reading speed	Male	44	3.48	.691	.857	62	.394
	Female	20	3.33	.691			
Total score	Male	44	3.37	.607	.383	62	.703
	Female	20	3.31	.465			

Table 6 shows that there are no statistically significant differences ($\alpha = 0.05$) attributed to gender in all areas and in the total score.

Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the consideration of reading texts for non-native Arabic-speaking students at the University of Jordan concerning the criteria of the reference framework from the students' perspective, attributed to student's study level (preparatory level one, preparatory level two)?

To answer this question, the mean scores and standard deviations for considering reading texts by Arabic language non-native speaker students at the University of Jordan according to the CEFR, as perceived by the students themselves, were calculated according to the variable of the student's study level. To demonstrate the statistical differences between the mean scores, the t-test was used, as shown in the table below.

TABLE 7
STUDENT STUDY LEVEL IMPACT ON CEFR CONSIDERATION BY ARABIC NON-NATIVE SPEAKER STUDENTS AT UNIVERSITY OF JORDAN

	Study level	No. of students	Mean	Standard Deviations	T-value	Degrees of freedom	Statistical significance
Linguistic wealth	Preparatory level one	25	3.89	.620	-.315	62	.754
	Preparatory level two	39	3.95	.692			
Accurate reading	Preparatory level one	25	3.64	.593	-.975	62	.334
	Preparatory level two	39	3.79	.637			
Reading speed	Preparatory level one	25	3.87	.516	-.630	62	.531
	Preparatory level two	39	3.98	.785			
Total score	Preparatory level one	25	3.78	.491	-.766	62	.447
	Preparatory level two	39	3.89	.608			

Table 7 demonstrates that there are no statistically significant differences ($\alpha = 0.05$) attributed to the student's study level in all areas and in the overall score.

Based on the study's findings, the researchers recommend the following:

1. Enhancing reading texts and aligning their content to a greater extent with the CEFR standards related to reading skills.
2. Ensuring comprehensiveness and integration in the availability of CEFR standards in reading texts and other language skills.
3. Conducting similar studies that explore other language skills to assess the presence of CEFR standards in Arabic language teaching curricula for non-native speakers.
4. Drawing the attention of curriculum developers to the importance of considering and incorporating CEFR into the prepared curricula.

APPENDIX

CEFR CONSIDERATION BY NON-NATIVE ARABIC STUDENTS AT UNIVERSITY OF JORDAN (DESCENDING MEANS)

No.	Item	Arithmetic mean	Standard deviation
1	The reading texts I studied contain real-life situations, such as on the bus or at the library.	3.31	.941
2	I learned several words that I use to communicate with people after reading the texts.	3.28	.899
3	The reading texts I studied include helpful dialogues.	3.70	.912
4	I learned several words and phrases to express my apologies and regrets to someone.	3.34	.859
5	I discovered new ways to introduce myself after reading the texts.	3.50	.909
6	The reading texts I studied covered various fields.	3.31	.814
7	I learned many verbs that contribute to my communication with others.	3.52	.845
8	The reading materials include dialogues that enhance reading.	3.64	.852
9	The reading texts contain new and challenging words in pronunciation.	3.13	1.106
10	The reading texts include sentences that convey feelings of anger.	2.52	1.175
11	The reading texts include sentences that express feelings of astonishment.	2.83	1.024
12	The reading texts I studied contain words that are similar in pronunciation but different in meaning.	3.31	.990
13	The reading texts I studied include words ending in various Arabic letters (e.g., taa' marbouta, taa' maftooha, haa').	3.38	.917
14	The content of the reading texts I studied is diverse.	3.47	.796
15	The texts I studied have helped improve my pronunciation of some words.	3.59	.938
16	The length of the reading texts is appropriate for the level I studied.	3.25	.943
17	The texts contribute to improving my oral reading speed.	3.56	.852
18	The texts help develop my oral reading skills.	3.64	.852
19	The reading texts cover similar topics in terms of word count.	3.17	.944
20	The ideas presented in the reading texts I studied make reading out loud enjoyable.	3.59	.849
21	My silent reading has improved after studying the reading texts.	3.34	.895
22	My silent reading speed has increased after completing the reading texts in Arabic courses for non-native speakers.	3.30	.962

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