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THE IELTS READING STRATEGIES AND THE CHALLENGES IN THE IELTS - BASED READING TEST AMONG ELT OMANI TEST TAKERS

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Abstract _ the study focused on the IELTS reading strategies and coped the reading test challenges. The study was applied for 40 Omani test takers who graduated from English Departments and selected randomly and purposively from different IELTS preparation centers. The data was collected via focused group, individual interviews and questionnaire. The findings showed that the Omani test takers and candidates faced several challenges such as time complexity, cultural barriers, languages difficulties, fear and anxiety and the financial challenges. The best reading strategies are practicing the reading strategies test taking, practicing mock exams, the academic vocabulary meanings, highlighting the key parts and practicing reading to get the updated knowledge about the recent topics.

Key words: reading strategies, IELTS

Introduction

The English language has been considered as a significant communicative language for studying abroad, work, business and marketing in various vital environment (Feng & Chen, 2016). Similarly, it is considered as a tool for modernization and nationalization (Al- Issa, 2020). The International English Language Testing System (IELTS) is an exam that determines the English language proficiency of individuals preparing to move to countries where English is used as the language of communication, for higher education, job prospects, or immigration purposes. Although the IELTS test can be quite challenging for some, it is not a hard nut to crack. Through the IELTS test with the right preparation strategies and effective study techniques, candidates can measure their performance. As this exam comprises sections of reading, writing, listening, and speaking, the candidates should have a good grasp of the language. Cracking the IELTS exam in one go takes the candidates one step closer to migrating to the aim. Therefore, by the Omani Ministry of Education has decided to set Band 6 as a condition to hire Omani teachers in the academic field as an official standard for hiring English language teachers (Al-Issa, Al-Bulushi, & Al- Zadjali, 2016). The IELTS test provides a valid and accurate test of the four language skills (listening, reading, writing, and speaking). The test takers take the first three sections of the IELTS test during one session (first listening, then reading, and finally writing) with no breaks in between and the speaking section is done as pre or post-test part (Hashemi & Daneshfar, 2018).

In contemporary civilizations, language competency exams have become incredibly popular. They give politicians the knowledge they need to make critical choices regarding test-takers' academic and professional lives. Test creators and language academics continue to disagree on

the contentious topic of language assessments. Such examinations can have a profound impact on society as a whole as well as on the lives of each test taker on a micro level. In the same way that they can exclude, demotivate, and punish, they can also choose, encourage, and reward.

The "washback"—the impact of assessments on instruction—has been the subject of numerous researches over the last few decades. Because of this, examining the possible advantages and disadvantages of particular tests at both the macro and micro levels have become simpler for researchers.

Preparatory courses for exams like the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are one such area where the impacts of testing at both micro and macro levels are significantly noted. International students seeking admission to English-speaking universities must pass these exams in order to be admitted. Numerous preparatory schools have been created as a result of the daily increase in students' demand from all over the world to get ready for important exams. As a result, the current scenario could rightly be referred to as the test preparation industry.

It can be difficult to prepare for the IELTS exam, but with the appropriate techniques, you can get the score you want. Don't forget to comprehend the structure, practice frequently, establish reasonable objectives, and enhance English. Language proficiency is not the only need for success on the IELTS exam; smart preparation and efficient practice are also essential. Candidates will be ready to take the IELTS exam and open up a world of prospects if they adhere to a well-organized study plan and put this insightful advice into practice.

The effectiveness of test preparation strategies is one of the most crucial elements of test-taker performance. Understanding how preparation strategies impact performance is crucial when it comes to standardized tests like the IELTS. The goal of this research is to examine the IELTS reading strategies (test-taking strategies) with a focus on tactics developed specifically to satisfy the challenges of Omani test takers. This study identified practical test-taking strategies and motivate test-takers to employ them and explore the challenges that they face in the IELTS reading sections.

Study Background

Universities around the world have emphasized the importance of English language proficiency and it is considered as one of the most language competence of IELTS. The first formal test was initiated in USA in Michingan (Song,2005). This test includes different testing the proficiency of various English skills, speaking, listening, writing and reading and by this test the test takers are seeking to get the admission for working or studying at universities, colleges and institutions and it is accepted by most of international institutions and organization depending on various bands of scores (Alderson, 2009)

IELTS is a high- stakes test that is required to be done to measure the test takers English proficiency and reading is one of these skills that has three passages and each one has to be done for only 20 minutes and the total time for the reading section is allocated for one hour

(Sullivan,2018). The students face challenges of not having enough timing to achieve the test on time as a result they get lost, stressed and anxious during the test and this will not reflect their real proficiency according their test performance (Laflen,2020). Moreover, IELTS reading tests include a wide range of reading skills which are "reading for gist, reading for main ideas, reading for details, skimming, understanding the logical argument, and recognizing writers' opinions, attitudes, and purpose Holi et al. (2020).

In Oman many test takers face the challenges during the test of IELTS and although they repeat the test several time, they don t get the target reading band. The need to show learners' identity and OMANIZATION is highly significant to break the cultural barriers in teaching and learning English in Oman and this is to enhance the presence of Omani learners' identity, exposing Omani test takers to English materials that are culturally relevant and how they are presented to such curriculum. Also, the study aims at enhancing the test takers' ability to get the best reading strategies and overcome the major challenges.

Study Significance

The significance of study is to provide recommendations for the challenges and effective preparation reading strategies related and the importance of the study as follows in the study objectives and questions:

Study Questions

The primary questions of this study are as follows:

1. What are the best strategies the test takers follow in the reading IELTS test?
2. What are the challenges that Omani test takers face in the reading IELTS test and hinder them to get the targeted reading band?

Literature Review

Test-taking Strategies

Research on test-takers' processes of taking tests has grown since the late 1970s (Stathopoulou & Nikaki, 2009) and scholars have been interested in considering the strategies that respondents use in the process of performing a language test Specifically throughout the 1980s and 1990s, there has been an interest shifting from universal processes in second language acquisition (SLA) and foreign language learning (FLL) to cognitive and affective factors affecting individual differences in the rate and route of SLA Processes including attention paid to the impact of test taking strategies in international research (Kashkouli & Barati, 2013)

According to the dictionary, strategy is the art of effectively organizing, leading, and controlling actions for a certain goal. The commonly used technical definition of strategies comes from cognitive psychology and states that they are "operations employed by the learner to aid in the acquisition, storage, retrieval, and use of information According to Lenz, Ellis, and Scanlon a person's approach to a task is called a strategy when it includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes(Ellis, Deshler, Lenz, Schumaker, & Clark, 1991)

Learners of languages must constantly utilize a variety of techniques to acquire and apply language. Since test results have a significant impact on people's lives, testing is one of the situations where it is appropriate to take advantage of learners' strategic competence because remediation and compensation are needed when a learner lacks the information and skills necessary to complete task. (Laghari, Kakepoto, & Arshad, 2022)

The tactics students employ when taking an exam are known as test-taking strategies. During a test-taking course, test-takers employ specific kinds of tactics. These can be "viewed simply as learner strategies applied to the area of assessment" and include techniques that students use when completing test activities. There are several definitions available for test-taking techniques. According to Brush, test-taking strategies are any specific techniques, guidelines, or practices that raise the likelihood of correctly answering typical exam questions. Test-taking techniques can be "viewed simply as learner strategies applied to the area of assessment," according to Cohen. (Cohen, 2014) In the meanwhile, Jimenez et al. divide test-taking methods into four categories: reader-initiated strategies, text-initiated strategies, bilingual strategies, and interactive strategies. They define test-taking strategies as actions or activities taken by test-takers to aid the retrieval of information. The "ability to note and exploit weaknesses in objective language test items to arrive at the keyed answers, without using the skills or knowledge that the items were designed to elicit or measure" is how Allan and MacLennan define the term "test-taking strategy."(Mohammed, 2021).

Reading Strategies

Students typically experience four stages of reading comprehension when they read. From the lowest to the greatest degree, they are literal comprehension, interpretative or inferential understanding, critical comprehension, and creative comprehension. The term "literal comprehension" describes how well readers grasp the text's plain statements. Interpretive comprehension, also known as inferential comprehension, is the process by which readers make sense of what is not clearly stated in the text by drawing on prior information to grasp how sentences and paragraphs relate to one another. After reading, critical thinking is applied to form personal judgments through critical comprehension. The reader's emotional reaction is referred to as creative comprehension. It emphasizes the post-reading task more (Ahmadian, Poulaki, & Farahani, 2016). The reader will come up with new thoughts while immersing themselves in the reading. As a result, when reading, two sets of complimentary procedures are typically employed: one set for the reading's surface meaning and network and another for its inner logic, insight, or reflection. To help the reader grasp the meaning in relation to the surface ones, at least three key elements—unity, coherence, and cohesiveness—should be sorted out. The most often employed techniques at the lexical and syntactic levels are details and explanations, examples, comparison, contrast, experience, definition, word construction, cause and effect. Fundamental components of various writing styles and genres should be interpreted as comprehension cues at the discourse level (Rojas-Drummond, Mazón, Littleton, & Vélez, 2014).

To improve reading comprehension, one should have a firm grasp of patterns such as problem-solution, claim-counterclaim, question-answer, and general-specific. "Macro strategies: (a) suppression: where the reader eliminates irrelevant or redundant propositions;

(b) generalization: where the reader substitutes a series of propositions for a more general one or of a higher order; and (c) construction: where the reader infers new propositions that are implicit in the text, enriching the text as a whole and integrating its content to achieve global coherence," according to Sylvia and Nancy (2014), there are ways to approach inner logic ones. For the purpose of reading comprehension, situational and background knowledge—such as the venue, topic, level of formality, relationship between interactants, social and cultural norms, general knowledge. (Kuzborska, 2018; Rojas-Drummond et al., 2014).

IELTS Reading Challenges for Omani Test Takers

The International English Language Testing System (IELTS) has become the lingua franca for students aspiring to pursue higher education in English-speaking countries. For Omani students, excelling in the IELTS reading section is often a formidable challenge. This segment assesses various competencies, including comprehension, critical thinking, and the ability to analyze texts efficiently. Understanding these challenges is essential for Omani test takers seeking to improve their scores, achieve their academic goals and avoid repeating the test several times without achieving their targeted reading band (Ali, Al-Washahi, & Alhassan, 2020).

One prominent challenge faced by Omani test takers in the IELTS reading section is the varying complexity of the texts. These passages often encompass a wide range of topics—ranging from scientific explorations to historical analyses—which may be unfamiliar to the test takers. This unfamiliarity can impede comprehension, as test takers grapple with specialized vocabulary and intricate sentence structures. Without exposure to diverse reading materials, Omani students may find themselves at a disadvantage when confronted with texts that diverge from their usual academic content (Pearson, 2019).

Additionally, the IELTS reading section requires test-takers to perform under time constraints—an aspect that exacerbates existing difficulties. With only 60 minutes allocated for three passages, Omani students must not only read but also analyze and answer questions rapidly. This pressure can lead to misinterpretation and oversight, ultimately affecting their overall performance. Developing effective time management strategies is crucial, yet many test takers struggle to balance speed with accuracy (Chinnathambi, Anandan, & Dalangbayan, 2024).

Moreover, the types of questions in the IELTS reading section add another layer of complexity. From matching headings to fill-in-the-blank formats, the variety can be overwhelming. Omani students may find themselves perplexed by the nuanced demands of each question type, particularly if they are accustomed to more straightforward examination formats. Familiarity with the question styles and practicing under simulated test conditions can prove invaluable in mitigating this challenge (Busaidi & al-jamal, 2015).

Cultural references embedded in reading passages may also pose difficulties. For instance, texts may include idiomatic expressions or allusions specific to Western contexts that Omani students may not readily understand. This gap in cultural knowledge can hinder overall comprehension and result in lower scores. Hence, developing a broader understanding of

western culture through targeted reading can empower test takers to navigate cultural nuances more effectively (Almadhoun, 2020; Dweik & Suleiman, 2013).

Finally, a lack of access to quality preparatory resources in Oman can impede test takers' ability to confront these challenges head-on. Engaging with authentic IELTS practice materials, attending preparatory courses, or utilizing online resources can significantly bolster reading skills and enhance confidence. Furthermore, fostering a reading habit—aiming for varied genres and complex texts—can equip test takers with the tools needed to tackle the IELTS reading section successfully (Siddiqui & Sahai, 2020).

While Omani test takers face unique challenges in the IELTS reading section, recognition of these obstacles can provide pathways for improvement. By embracing diverse reading experiences, practicing effective time management, familiarizing themselves with question formats, and broadening their cultural understanding, test takers can significantly enhance their reading capabilities. With dedicated effort and strategic preparation, overcoming these challenges is entirely achievable, paving the way for academic success on an international stage.

Theoretical Framework

According to Vygotsky (1978) all humans cognitive functioning is sociocultural situated and has social origins. As language and identity are considered as being interconnected, there is a need to contextualize and redesign English language curriculum to ensure test takers identity is preserved. According to Norton (2013) language acquisition and sociocultural behaviors shape the individual identity since the identity is a crucial construct of language comprehension and influencing the learning outcomes and experience and also it is very important to recognize the identity dynamic and it is necessary to suggest and give a space for identities to be emerged in the English curriculum and incorporate the community in to English teaching and curriculum by developing inclusive learning communities.

Methodology

This study used the qualitative and quantitative methodology and the data was collected and analyzed as follow:

The study has conducted a quantitative and qualitative method of both questionnaire and in-depth interviews conducted for Omani IELTS test takers and discussions with focus group interviews. Also, the questionnaire applied Likert measure and it was distributed to the participates and the data was analyzed, gathered and collected. Moreover, the data was analyzed by employing a qualitative and quantitative methods from both interviews and questionnaire to explore the IELTS reading strategies and its challenges.

Findings and Discussions

The interviews

Time Challenges

From the focused group interviews, the majority of respondents have revealed that the time was the most challenges that they face during the IELTS test and it is due to lack of adequate time-management skills. Many various exam questions are offered such as T and F questions, summarization, matching the headings, sentences completion and multiple choices. The participates revealed that the time is very short and limited and these kinds of questions are required much efforts and due to that they have to be answered within 60 minutes and answer reading questions that includes three passages. Many participates revealed that, the time is not enough to answer all these three passages in 60 minutes and it is very complicated to answer all the reading passages 'questions in this limited and short time.

Language Challenges

The most notable challenge is vocabulary meanings, some difficult terminologies and acronyms that the candidates face during the test. The findings showed this part as a very common issue among Omani test takers. The vocabulary (synonyms and antonyms) that are related to the reading parts need a deep knowledge and learning experience that the test takers should master and to get academic, professional and rich vocabulary and words referencing the test takers have to achieve more outcomes related to English language vocabulary and practice every day and study training and preparation courses in order to fulfil the purpose of reading comprehension tasks related to vocabulary understanding of the meanings in the contexts. This current study explored the efforts that are required for the efficient training programs and preparations. Indeed, if the candidates have prepared themselves properly by becoming thoroughly acquainted with the format of the test for instance, answering the T/F/NG questions, they would encounter less challenges with time management and test achievement on time. Moreover, however the test takers have learnt the skimming and scanning the reading passages in some English courses, this is considered as a point which is not enough as still, they would lack the conceptual background knowledge. Finally, reading test is not only a question of having practical skills; it also implies the prerequisite knowledge base and advanced knowledge of grammar which support the language in the reading section.

Reading Strategies Challenges

The reading strategies are the core of the success in the reading section. The results show that the candidates developed their own mechanisms to support themselves in passing the reading section of the Academic IELTS test. They try to use guessing, top- down processing, skimming and scanning, and matching headings or vocabulary. At the metacognitive level, they improved their cognitive comprehension strategies, informational processing, non-textual information and highlight-read-search strategy which are not adequate for getting the required IELTS reading band. The most difficult part is that, the candidates do not have the level of that rich and advanced knowledge to answer reading questions and they depend on their basic skills of reading strategies.

Cultural Challenges

The cultural barriers have created a major impact on the reading section due to the different cultural contexts and references that hinder the understanding of the reading texts and references. This difference between the mother tongue and the English language has caused

this gap and result in the test failing in which it shows the lack of familiarities of some cultural references and this point goes in line with the study of Almadhoun, 2020; Dweik & Suleiman, 2013.

Fear and Anxiety Challenges

The stress of the test can cause the feeling of fail although the candidates may be able to get the required band in the test which is acceptable in many organizations, academic institutions and even schools (band 6 or above). The fear from the exam itself can cause the pressure and stress and as a result causes the tension and confusion in the reading section so, the test takers will not get the required band and this affects their performance in the test negatively.

Financial Challenges

Moreover, the participants shown that the tests need lots of fees and this is very expensive and some test takers revealed that they cannot afford paying the exams and courses preparation fees .So far, many test takers face the difficulties of being disable to pay such fees for the IELTS courses and assessments and wait for long time in order to be ready for the exact payment.

High- Quality Resources

The use of poor resources leads to poor performance in the reading test and cause challenges of understanding and dealing with the reading various questions either matching, heading, T/F/NG summary completion and charts. Due to the wide-open range of resources the test takers face many different learning materials from various channels and websites and guide them to use inappropriate learning materials which are not reliable and the study of Siddiqui & Sahai, 2020 agreed with this point.

Table 1: The results of the questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Q1. Reading the questions first and then the passages to get the main idea is the best strategy.	40	1.00	2.00	1.3500	.48305
Q2. Answering the passages in order supports the reading score.	40	1.00	2.00	1.5750	.50064

Q3. Answering the questions from the easiest to the most difficult one supports your reading score.	40	1.00	2.00	1.2500	.43853
Q4. Attending the reading session courses support your reading comprehension strategies.	40	1.00	5.00	2.2500	1.05612
Q5. Reading the key parts (introduction and conclusion) in the reading passages supports you to get reading score.	40	1.00	3.00	1.3250	.52563
Q6. Reading slowly and carefully supports you to get your reading band score.	40	1.00	5.00	3.9250	1.20655
Q7. Reading the entire passages supports you to get the reading band.	40	3.00	5.00	4.1500	.53349
Q8. Guessing the meanings of the words supports you to get the reading band.	40	1.00	3.00	1.3250	.57233
Q9. Using the knowledge of the readings passages topics supports you to get a good reading band.	40	1.00	3.00	1.3000	.56387

Q10.Understanding the meaning of synonyms, antonyms and acronyms supports the reading band.	40	1.00	2.00	1.1500	.36162
Q11.Understanding the vocabulary supports you to get the reading band.	40	1.00	3.00	1.4000	.59052
Q12.The time management is the biggest challenges in the reading test	40	1.00	2.00	1.1250	.33493
Q13.The financial exam fees of the test is considered as one of the challenges you face before the test.	40	1.00	2.00	1.2250	.42290
Q14.The reliable and high-quality reading materials is considered as a challenge before the reading test.	40	1.00	2.00	1.2000	.40510
Q15.The fear and anxiety prevent you to get the targeted reading band score	40	1.00	2.00	1.0750	.26675
Q16.The cultural barrier prevents you to get the reading band.	40	1.00	2.00	1.1250	.33493
Q17.The summary and charts questions are the most difficult part in the reading section	40	1.00	2.00	1.1250	.33493

Table 1 presents the reading IETS strategies and the challenges. The best reading IELTS strategies are: item Q10 (Understanding the meaning of synonyms, antonyms and acronyms supports the reading band), M=1.1500. item Q3 (Answering the questions from the easiest to the most difficult one supports your reading score), M=1.2500. item Q8 (Guessing the meanings of the words supports you to get the reading band), M = 1.3250. item Q5 (Reading the key parts (introduction and conclusion) in the reading passages supports you to get reading score), M= 1.3250.

Moreover, it displays the results of the 17 items from the questionnaire. Clearly, the biggest challenges are : the fear and anxiety item Q15(The fear and anxiety prevents you to get the targeted reading band score), M= 1.0750, the time constraint item Q12 (The time management is the biggest challenges in the reading test), M=1.1250 cultural barriers item Q16(The cultural barrier prevents you to get the reading band), M=2.00 test financial fees Q13 (The financial exam fees of the test is considered as one of the challenges you face before the test), M=.1.2250 The item Q17 the languages difficulties (The summary and charts questions are the most difficult part in the reading section), M= 1.1250.

Table 2: Q15: The fear and anxiety prevent you to get the targeted reading band score

Q15: The fear and anxiety prevent you to get the targeted reading band score.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-.28117-	37	92.5	92.5	92.5
	3.46771	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

The table 2 shows the majority of test takers strongly agree that they have faced the fear and anxiety when they do their IELTS test and the number of frequencies scored the highest rate which is 92%. The most interesting results show that the participants strongly agree that the time pressure, cultural barriers, reliable and high-quality reading, the summary charts questions and the financial exam fees are the biggest challenges they have encountered, the frequency percentages are 87% ,80% and 77% respectively.

The table 3: Q10 Understanding the meaning of synonyms, antonyms and acronyms supports the reading band.

Table 3: Q10.Understanding the meaning of synonyms, antonyms and acronyms supports the reading band.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-.41480-	34	85.0	85.0	85.0
	2.35053	6	15.0	15.0	100.0

Total	40	100.0	100.0	

The table 3 shows that the majority of participants strongly agree understanding the meaning of synonyms, antonyms and acronyms is the most useful strategy that the test takers can follow and its frequency scored 85%. The other useful strategies are: reading the question for the easiest to the most difficult ones, understanding the knowledge of the reading passages' topics, guessing the meaning of the words, underlining the reading key parts " introduction and conclusion" and its frequency scored are: 75%, 72% and 70% respectively.

The above findings agree with the studies of (Kuzborska, 2018; Rojas-Drummond et al., 2014) in which it showed that getting the knowledge of the reading topics, practicing the most important reading strategies are the best ones to get the reading score and once the test takers practice and become more familiar with the IELTS test, this will reduce the sense of fear and anxiety and increase the knowledge of academic words meanings. The cultural barrier should be broken to enhance the ability of Omani test takers and this point agrees with the study of (Norton,2013) that summarized in language acquisition and sociocultural behaviors shape the individual identity since the identity is a crucial construct of language comprehension and influencing the learning outcomes. The study of (Cohen , 2014 and Mohammed, 2021) are in line with the above findings that showed the best strategies reading are applying the test takers strategies which enhance the readers' reading skills for instance, reading the key parts , guessing the most difficult words, reading the passages from the easiest to the most difficult ones and avoiding reading the entire passages.

The study indicated that, although the test takers have repeated the test several times, they don't get the right band that they want due to the lack of critical thinking and experience of problem solving. This point was taken from the interviews comments and should be taken in the considerations for the policymakers. Moreover, the interviews showed that the test wise techniques (answering form the easiest question, underlining the key parts, skimming, scanning avoid reading all the entire passages) support the test takers to get the targeted reading band. The study indicated that, the test takers have failed to get the targeted reading band due to their lack of practice, being unfamiliar with the reading topics, lack of applying the reading IELTS techniques and time management once they do their IELTS reading sections.

Recommendations

- Continuing practice the reading IELTS preparation mock tests and courses by following the test takers strategies.
- Omanize the IELTS test, courses and curriculums to break the cultural barriers among Omani test takers.
- Obtaining high-quality learning references from qualified instructors, reliable and digital resources.
- Training the test takers to practice the reading sections by training sessions and doing mock test.

Conclusion

This study aims to shed light on the reading test preparation strategies and test taker performance, with a particular emphasis on strategies that accommodate the unique needs of local candidates. By conducting a comprehensive study, it aims to provide valuable insights and recommendations that can improve the effectiveness of IELTS reading preparation, benefiting test takers, educators, and policymakers.

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This study is conducted to explore the best reading strategies in IELTS test based for Omani candidates who have graduated from Language Studies Faculty, English Education and it aimed to investigate the reading strategies and the challenges they faced during the IELTS reading test

Appendix 1

The faculty: major:

The questionnaire

The first domain: reading strategies:	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
Q1. Reading the questions first and then the passages to get the main idea is the best strategy					
Q2. Answering the passages in order supports the reading score					
Q3. Answering the questions from the easiest to the most difficult one supports your reading score					

Q4. Attending the reading session courses support your reading comprehension strategies					
Q5. Reading the key parts (introduction and conclusion) in the reading passages supports you to get reading score.					
Q6. Reading slowly and carefully supports you to get your reading band score					
Q7. Reading the entire passages supports you to get the reading band					

The second domain: reading challenges	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
Q8. Guessing the meanings of the words supports you to get the reading score					
Q9. Using the knowledge of the readings passages topics supports you to get a good score reading					
Q10.Understanding the meaning of synonyms, antonyms and acronyms supports the reading score.					
Q11.Understanding the vocabulary meanings supports you to get the band score					
Q12.The time management is the biggest challenges in the reading test					

Q13.The financial test fees of the test are the challenges you face before the test					
Q14.The reliable and high-quality reading materials is considered as a challenge before the reading test					
Q15.The fear and anxiety prevent you to get the targeted reading band score.					
Q16.The cultural barrier prevents you to get the reading score					
Q17.The summary and charts questions are the most difficult part in the reading section					

Appendix 2

The interview questions

1- What are the best reading strategies that you are applying in the IELTS reading test?

2- What are the challenges that the you face when you do your IELTS reading section?

