APPENDIX (1)

Students’ Questionnaire

Dear EFL Libyan Students;

I am a doctoral student at the Department of English and Foreign Languages, Chitamber School of Humanities and Social Science, Faculty of Humanities Social Sciences and Education, Sam Higginbottom Institute of Agriculture Technology and Sciences (Formerly Allahabad Agriculture Institute)- Deemed University, Allahabad, pursuing a degree in English and Foreign Languages. In partial fulfillment of the requirements of the degree Doctor of Philosophy, I am conducting a study investigating the problems and difficulties faced by the Libyan Students in Reading and Comprehension of English as a Foreign Language.

I would like to ask for your assistance in my study by filling out the questionnaire. The information obtained from this study is of vital interest and importance to educators and students and the teaching of English as a foreign language.

I appreciate your taking some of your valuable time to fill out the questionnaire, which will take 40-45 minutes to complete. Your responses will not be traced to you, and will remain completely confidential.

➢ Tick (√) 1 SA if you STRONGLY AGREE with the statement.
➢ Tick (√) 2 A if you AGREE with the statement.
➢ Tick (√) 3 UND if you UNDECIDED with the statement.
➢ Tick (√) 4 D if you DISAGREE with the statement.
➢ Tick (√) 5 SDA if you STRONGLY DISAGREE with the statement.

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<thead>
<tr>
<th>Put tick (√) Gender</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Age between</td>
<td>19 – 24</td>
<td>24 - 28</td>
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## Students’ questionnaire

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<tr>
<th>NO.</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>5</th>
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<td></td>
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<td>SA</td>
<td>A</td>
<td>UND</td>
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<td>SDA</td>
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<tr>
<td>1</td>
<td>Before reading a text in English, I have special techniques to achieve my goals.</td>
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<td>2</td>
<td>Before I start reading, I believe I can overcome all comprehension difficulties.</td>
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<td>3</td>
<td>Before I start reading, I try to find a suitable environment.</td>
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<td>4</td>
<td>Before I start reading, I have special techniques to guess what the text will be about.</td>
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<td>5</td>
<td>Before I start reading, I know how to arrange the environment to make reading more enjoyable.</td>
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<td>6</td>
<td>I prefer to know what the text is about before I start reading it.</td>
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<td>7</td>
<td>While reading a text in English, I have special techniques to keep my concentration focused.</td>
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<td>8</td>
<td>While reading a text in English, I use my own English structure knowledge to comprehend the text.</td>
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<td>9</td>
<td>While reading a text in English, I use my personal experience (what I have already known) to help me understand the text.</td>
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<td>10</td>
<td>While reading a text in English, I am aware of</td>
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<td>which strategy to use and how to use it when I face the problems in reading.</td>
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<td>11</td>
<td>When I feel stressed about reading, I know how to reduce this stress.</td>
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<td>12</td>
<td>While reading a text in English, I never give up even when I feel stressed about the topic.</td>
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<td>13</td>
<td>While I am reading a text in English, I have special techniques to engage with the text.</td>
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<td>14</td>
<td>I guess the meaning of the important new words from the context by reading on or looking back.</td>
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<td>15</td>
<td>I ignore the meaning of the unimportant new words from the context.</td>
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<td>16</td>
<td>I select relevant information to help me understand the texts.</td>
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<td>17</td>
<td>I relate important points in text to one another to understand the text as a whole.</td>
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<td>18</td>
<td>I re-read the relevant information if I do not understand the passage.</td>
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<td>19</td>
<td>I underline the main ideas or make notes for important points.</td>
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<td>20</td>
<td>I make a mental or written summary of information presented in the reading text.</td>
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<td>21</td>
<td>I try to find the information for reading comprehension by scanning.</td>
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<td>22</td>
<td>While I am reading, I have ways of judging how beneficial the new information is.</td>
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<td>23</td>
<td>After I finish reading, I feel satisfied with the methods I have used to reduce stress.</td>
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<td>24</td>
<td>After finishing reading, I feel satisfied about my comprehension of the text.</td>
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<td>25</td>
<td>After finishing reading, I can tell whether I comprehended the text or not.</td>
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<td>26</td>
<td>After finishing reading, I can easily judge the consistency of the new information.</td>
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<td>27</td>
<td>After finishing reading, I have special techniques to evaluate new learning.</td>
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<td>28</td>
<td>After finishing reading, I have special techniques to modify new learning.</td>
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<td>29</td>
<td>After finishing reading, I know how to check whether my reading strategies were effective.</td>
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<td>30</td>
<td>After finishing reading, I am able to discuss what I have learned from the reading with other people.</td>
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<td>31</td>
<td>After finishing reading, I believe that I know how to link new learning with my existing knowledge.</td>
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<td>32</td>
<td>After finishing reading, I ask English teacher to correct me</td>
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</table>

**Thank you for your participation**
Appendix (2)

Students’ Reading Comprehension Test

<table>
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<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
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Read the following passage and answer the questions:

By now, a rocket will have set off on its 35 million trips to Mars and scientists must be waiting anxiously for the results. The rocket will be travelling for six months before it reaches the planets. It contains a number of scientific instruments, including a television camera. Any pictures that are taken will have to travel for three minutes before they reach the earth. If the pictures are successful, they may solve a number of problems about Mars and provide information about markings on its surface which, nearly 100 years ago, the astronomer, Sciaparelli, thought to be canals.

It will be long time before any landing on Mars can be attempted. This will only be possible when scientists have learnt a lot more about the atmosphere that surrounds the planet. If a satellite can one day be put into orbit round Mars, scientists will be able to find out a great deal. An interesting suggestion for measuring the atmosphere around Mars has been put forward. A rubber ball containing a radio transmitter could be dropped from a satellite so that it would fall towards the surface of the planet. The radio would signal the rate at which the ball was solved down and scientists would be able to calculate how dense the atmosphere is. It may even be possible to drop a capsule
containing scientific instruments on to the planet’s surface. Only when a great deal more information has been obtained, will it be possible to plan a manned trip to Mars.

Read the passage carefully and then answer the following questions:

Q 1: What must scientists learn about Mars before anyone attempts to go there?

Q 2: What could be dropped from a satellite?

Q 3: What would the ball contain?

Q 4: How would scientists be able to calculate the density of the atmosphere?

Q 5: In what other way could information about Mars be obtained?

Q 6: What could be the best title for this passage .................

a): A new discovery

b): The astronomer Sciaparleii

c): A trip to Mars

d): A rocket set off
Q 7: A rocket will have set off on 35 million miles trip to Mars and scientists must be waiting …………..for the results.
   a): comfortably
   b): Nervously
   c): Attentionly
   d): Calmly

Q 8: If a satellite can one day be put into orbit round Mars, scientists will be able to ……….a great deal.
   a): Hide
   b): Discover
   c): Get
   d): See

Q 9: An interesting ………. For measuring the atmosphere around Mars has been put forward.
   a): Thinking
   b): Idea
   c): Story
   d): Film

Q 10: A rubber ball containing a radio transmitter could be dropped from a satellite so that it would ……… towards the surface of the planet.
   a): Reach
b): Collapse

c): Arrive

d): Appear

Q 11: The word “anxiously” in line 2 is closest in meaning to the

a): Kindly

b): Happily

c): Seriously

d): Nervously

Q 12: The word “instruments” in line 3 could be best replaced by

a): Methods

b): Ways

c): Tools

d): Roads

Q 13: The word “it” in line 3 refers to

a): Planet

b): Rocket

c): Trip

d): Mars
Q 14: The word “they” in line 5 refers to …………………

a): Instruments

b): Minutes

c): Pictures

d): Months

Q 15: What is the meaning of the word “interesting” in line 11 ……………

a): Boring

b): Exciting

c): Tedious

d): Dull
APPENDIX (3)

Teachers’ Questionnaire

Dear EFL Libyan Teachers: No.

I am a doctoral student at the Department of English and Foreign Languages, Chitamber School of Humanities and Social Science, Faculty of Humanities Social Sciences and Education, Sam Higginbottom Institute of Agriculture Technology and Sciences (Formerly Allahabad Agriculture Institute)- Deemed University, Allahabad, pursuing a degree in English and Foreign Languages. In partial fulfillment of the requirements of the degree Doctor of Philosophy, I am conducting a study investigating the problems and difficulties faced by the Libyan Students in Reading and Comprehension of English as a Foreign Language.

This Questionnaire is a part of my PhD program. The aim of this questionnaire is to analyze the teachers’ attitudes towards the whole process of teaching reading comprehension and the kinds of strategies followed in this task. For the sake of our students, please consider the following questions carefully and answer them sincerely.

Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual teachers or their schools will be identified in any reports.
Put Tick √ on the answer:

- Sex Male Female
- Age 24-28 28-30 31-37 other ……
- Marital status single married widow divorced
- Highest level of education Bachelor Master Doctoral
- Teaching Experience 1-5 6-10 11-15 16-20 +26

Q1: How long have you been teaching English?
1-3 ( ) 4-6( ) more than seven ( )

Q2: Have you been trained in teaching English programs?
Yes ( ) NO ( )

Q3: Have you taught Reading comprehension courses before?
Yes ( ) No ( )

Q4: What kind of reading do you use in the classroom?
Loud ( ) Silent ( ) Both ( )

Q5: According to your experience, how would you describe the reading level of the students in your class?
Over average ( ) on average( ) below average ( )
Reading level varies ( )

Q6: In a typical week, how much time do you spend on language instruction and/or activities with the students
( ) hours ( ) Minutes per week
Q 7: How often do you have reading instruction and/or do reading activities with the students?
Every day(  ) Two days(  ) Less than two days(  )

Q8: When you have reading instruction and/or do reading activities with the students, how often do you read aloud?
Every day(  ) Once a week (  ) Never (  )

Q9: When you have reading instruction and/or do reading activities with the students, how often do you ask students to read aloud?
Every day(  ) Once a week (  ) once a month(  ) Never (  )

Q10: When you have reading instruction and/or do reading activities with students, how often do you ask students to read silently?
Every day(  ) Once a week (  ) once a month(  ) Never (  )

Q11: When you have reading instruction and/or do reading activities with the students, how often do you help students understand new vocabulary in texts they are reading?
Every day(  ) Once a week (  ) once a month(  ) Never (  )

Q12: After students have read something, how often do you ask them to answer reading comprehension questions about what they have read?
Every day(  ) Once a week (  ) once a month(  )Never (  )

Q13: After students have read something, how often do you ask them to write something about in response to what they have read?
Every day(  ) Once a week (  ) once a month(  )Never (  )

Q14: Do you train your students on skimming and scanning?
Always (  ) Usually (  ) Sometimes (  ) Rarely (  )

Q15: Do you prepare your students for difficult structures and difficult words?
Always (  ) Usually (  ) Sometimes (  ) Rarely (  )

Q16: After students have read something, how often do you ask them to talk with each other about what they have read?
Every day (  ) Once a week (  ) once a month (  ) Never (  )

Q17: After students have read something, how often do you ask them to take a test about what they have read?
Every day (  ) Once a week (  ) once a month (  ) Never (  )

Q18: When you have reading instruction and/or do reading activities with the students, what materials you use in the classroom?
Materials from the textbook (  ) Materials from your own selections (  ).

Q19: Do you think that your students face difficulties in Reading?
Always (  ) Usually (  ) Sometimes (  ) Rarely (  )

Q20: What are these difficulties?
Vocabulary (  ) Structure (  ) Pronunciation (  )
Reading strategies (  ) others ....................

.................................................................
Please feel free and do not hesitate to add any information in the space below you think it is useful for this study which might be missed in this questionnaire:

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Hakeem M Elmadwi    Tel: +218913288612 or +917897260352
Email address: hakeemelmadwi@yahoo.com
               Joinme42@yahoo.co.uk

Thank you very much for your participation