ABSTRACT

This study was conducted to explore the Reading Strategies (Memory Strategy, Cognitive Strategy, Compensation Strategy, Meta-cognitive Strategy, Affective Strategies, and Social Strategies) that were most commonly used among Libyan University students, to study how male and female use those strategies when they face a text in English, and also to see the relationship between the learners’ strategies and their English as Foreign Language proficiency level.

The sample size of 147 was selected randomly selection of 120 students and 27 teachers from both sexes. The researcher used two tools to achieve the purpose of this study. “A Reading Comprehension Test” , and “A Reading Strategy Questionnaire” for Students, and “A Questionnaire for Teachers”. The Reading Comprehension Questionnaire is used to classify the most often strategy used among the students; and to show how the use of these strategies varies according to the students’ gender. The Reading Comprehension Test is used to assess the learners’ EFL proficiency level. The teachers’ questionnaire was used to show their point of view regarding the ability of students in learning and understanding the reading comprehension of English as a Foreign and a Second Language.

The outcome of the tools used in this study show that the most commonly used strategies for all participants was Meta-cognitive Strategy (M=22.2500, SD= 3.35). It can be also seen that the Mean Values for the strategies used ranged between (15.009 to 22,2500). Consequently, the overall mean score of all six strategies demonstrate that the participants are medium strategy users (M=19.2357).

Several analyses of variance (ANOVA, T-tests, and Mann-Whitney Test) were accomplished to find out whether any statistically significant differences among learners’ strategy used and their gender were existed. Based on the findings of the tests mentioned above, the Mean Rank of the female learners using language learning strategies is 57.00, and the Mean Rank of the male learners is 44.63, favoring female learners over males. In
this respect, these findings determine that there is a statistically significant difference among male and female learners with regard to their strategy used and female learners were considered more frequent users of learning strategies than males.

For learners’ Reading Comprehension Test scores, the results of this study showed that there is a relationship between female and male learners in their Reading Comprehension Test scores and their reading strategies use. Female learners were considered high strategy users, while male learners were considered low range users. Consequently, the researcher concluded that Libyan learners perceived the use of reading strategies at different levels and the results showed that gender affects the learners’ level of reading comprehension achievement. From that, there was a statistically significant difference in scores between male and female favoring female over male students.

Chapter one presents a background of the study followed by the objectives and justifications of the study. The hypothesis and questions of the study are stated. Chapter two offers a review of the theoretical part related to the present study. Chapter three begins by showing the sample held in this study. Then, this chapter presents the procedures. This chapter also includes the Reading Comprehension Test, the Students’ Questionnaire, and the Teachers’ Questionnaire. Finally, the data analysis procedures are also included in this chapter. Chapter 5 presents the results obtained from the three questions raised at the beginning of study. The students’ responses to the questionnaire items are also included in this chapter. Finally, this chapter concludes the results of the teachers’ questionnaire. The final chapter presents the conclusion of this study as well as some recommendations for students and teachers and further research work. The bibliography and the appendices are also presented at the end of this research.

Hakeem Mustafa Elmadwi

10PHENG201