

Appendix (1)

Cover Letter of Teacher's Questionnaire

Dear teacher,

My name is Zenb Abubakr Ibrahim. I am a research student at the Faculty of Major Language studies, USIM University in Malaysia. I am conducting a research about The Implementation of the Communicative Teacher- Learner Approach in Teaching Reading Comprehension in Preparatory Schools in Libya.

I believe that teachers are main agents in implementing communicative approach and that his/her understanding and acceptance of the changes brought with these method is a major key for their success. Accordingly, I believe that you could provide valuable information for this study. I would, therefore, like to invite you to kindly participate in this study by responding to this questionnaire as fully as possible. Completing this questionnaire should approximately take thirty minutes. The data you provide will be of great value and will support this study.

Dear teacher, it is important to know that:

- Your participation is voluntarily; so you can withdraw at any time.
- A brief summary of the findings of the study will be given if you are interested.
- Your information will be kept strictly confidential.

I really hope to have all the items answered.

Thank you for your Participation.

Appendix (2)

The English version Questionnaire

The Implementation of the Communicative Teacher- Learner Approach in Teaching Reading Comprehension in Preparatory Schools in Libya

Survey for Libyan English language teachers

The survey questionnaire is designed for Libyan English language teachers in preparatory school. This survey aims to find out teachers' view in teaching reading comprehension through CLA. Also this survey aims to identify the difficulties that face Libyan teachers in implementing CLA to teach reading comprehension .This survey is composed of three sections :-

Section A: Demographic back ground. Please tick the appropriate answer:

1. Age: 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-46 ☐

2. Gender:

Male ☐

Female ☐

3. Years of experiences teaching after obtaining your degree

1-5years ☐ 6- 10 years ☐ 11- 15years ☐

4. Level of education:

Higher diploma ☐ Bachelor's degree ☐

Master's degree ☐ PhD ☐ Other ☐

Section B: Teachers' view about teaching reading comprehension through CLT.

Please answer the following statements by placing a tick (✓) at the appropriate box.

(1-Strongly Disagree; 2-disagree; 3-netutral; 4- Agree; 5- strongly agree)

No.	Statement	Scale				
		1	2	3	4	5
1-	My view towards communicative language teaching (CLT).					
a	CLT enhances students' reading comprehension.					
b	CLT offers more opportunity for students to practice the language.					
c	CLT improve students' communication in reading comprehension					
d	CLT develops students' ability to read					
e	(CLT) requires a proficient teachers with high oral ability.					
f	I have a strong faith by the efficiency of (GMT) than (CLT) to teach reading comprehension. y.					
g	I think that (CLT) neglect my role in the classroom.					
h	I have control over my classroom when I am applying (CLT)					
i	I hate to use (CLT) in the classroom to teach reading comprehension.					
2-	My views on the role as a teachers					
a	I facilitate students' activities in reading comprehension					
b	I encourage my students to read like native speakers					
c	I encourage my students to participate in reading activities.					
d	I transmit knowledge through explanations and give examples.					
3-	My views on reading through text and meaning.					
a	Reading activities in the classroom should engage the students in meaningful communication.					
b	Reading comprehension helps students to achieve meaning.					
c	Reading is a mean of interaction with the text.					
4-	My views on my knowledge and experience to teach reading comprehension.					
a	My past teaching and learning experiences influence my teaching style for reading comprehension.					
b	My knowledge from my previous studies experiences influences my approach to teach reading comprehension.					
c	My experience affect the way I teaching reading comprehension.					
5-	My views towards my students' attitude towards in reading comprehension.					
a	My students feel interested in reading comprehension class.					
b	My students feel that it is not necessary to learn reading comprehension.					
c	My students are not motivated learn reading comprehension.					
d	My students hate to translate reading comprehension passages from English to Arabic.					
e	My students hate to learn grammar though reading comprehension					
6-	My view on my student's vocabulary and pronunciation.					
a	Reading comprehension enriches my students' English vocabulary.					
b	Reading comprehension develops my students' English pronunciation.					

c	Reading comprehension helps students to use the correct vocabulary at the appropriate place.					
d	Reading comprehension helps my students to practice pronouncing English words correctly					

Section C: The difficulties Libyan teachers face in implementing CLT to teach reading comprehension.

Please answer the following statements by placing a tick (✓) at the appropriate box.

(1-Strongly Disagree, 2-disagree; 3-netutral; 4- Agree; 5- strongly agree)

N o.	Statement	Scale				
		1	2	3	4	5
1	Difficulties related to the teacher.					
a	I have misconception about (CLA).					
b	I resist to share my students in discussing the lesson.					
c	I use Arabic language in the classroom.					
d	I did not study about the implementation of (CLT) to teach reading comprehension.					
e	I depend only on text book.					
f	I lack of authentic materials such as newspapers, magazine, movies etc.					
g	I have low level proficiency in oral English.					
h	The effect of GMT prevents me to adapt CLT in my way in teaching reading comprehension					
2-	Difficulties related to students.					
a	Students' have low proficiency level.					
b	Students resists for classroom participation.					
c	Students are unfamiliar with the new approaches.					
d	Students have difficulties in pronunciation.					
e	Students like to change difficult vocabulary into Arabic words.					
3-	Difficulties related to the curriculum					
a	The syllabus of the curriculum is difficult.					
b	The evaluation method for reading is difficult.					
c	The textbook is difficult to the level of the students.					
d	There is a mismatch between the objectives of the curriculum and the content of the national examination.					
4-	Difficulties related to the educational system.					
a	The time for reading class is limited.					
b	The number of the students in one class is large.					
c	The school has not enough resources to help teachers.					
d	There is a lack of support from the administration.					
e	Training programs are not sufficient to the teachers.					
f	Libyan educational system suffers from a shortage of qualified English teachers.					
g	There is not enough teaching facilities provided by the ministry to the school.					
5-	Difficulties related to communicative language teaching (CLT).					
a	CLT activities in reading require long class hours.					

b	CLT neglects the role of the teachers.					
c	CLT shares the role of teachers and students in the classroom.					
d	CLT does not consider differences between western context and non- western context.					
6-	Difficulties related to my socio- cultural context.					
a	My socio cultural aspects affect the implementation of CLT.					
b	My socio cultural belief is that learning should be serious.					
c	Following my socio cultural norms will prevent my students from participate in the class.					

Appendix (3)

The Arabic version Questionnaire

عزيزي المعلم، أنا زينب أبو بكر إبراهيم، طالبة دكتوراه بالجامعة الماليزية للعلوم الإسلامية (USIM) كلية الدراسات
الرئيسية. أقوم بإجراء بحث حول تنفيذ النهج التواصلي في تدريس مادة القراءة الاستيعابية في المدارس الإعدادية في ليبيا.

أعتقد أن المعلم هو العامل الرئيسي في تنفيذ النهج التواصلي في تدريس مادة القراءة الاستيعابية وأن فهمه
وقبوله التغييرات التي تتحقق باستخدام هذه الطريقة هو المفتاح الرئيسي لنجاحها، وهو الذي يمكن أن يوفر المعلومات
القيمة لهذه الدراسة.

عليه، أود أن أدعوكم للمشاركة في إثراء هذه الدراسة من خلال استيفاء الاستبيان التالي على أكمل وجه
ممكن، حيث أن البيانات التي يتم تقديمها سيكون لها دور كبيرة في دعم هذه الدراسة.

عزيزي المعلم:

- مشاركتك في هذا الاستبيان تطوعية ويمكنك الانسحاب في أي وقت.
- سوف يتم تقديم ملخص موجز للنتائج الدراسة إذا كانت مهتمة بذلك.
- سيتم الاحتفاظ بالمعلومات الخاصة بك في سرية تامة.

آمل منكم استيفاء جميع بنود الاستبيان.

أشكركم على مشاركتكم.

ملحق 2

استبيان

تنفيذ النهج التواصلي في تدريس مادة القراءة الاستيعابية في المدارس الإعدادية في ليبيا

استطلاع خاص بمعلمي اللغة الإنجليزية

تم تصميم الاستبيان لمدرسي اللغة الإنجليزية في المرحلة الإعدادية بليبيا، ويهدف هذا المسح لمعرفة رأي المعلمين في تعليم القراءة الاستيعابية من خلال تنفيذ النهج التواصلي. كما يهدف هذا المسح إلى التعرف على الصعوبات التي تواجه المعلمين في ليبيا في تنفيذ هذه الطريقة.

يتكون هذا المسح من ثلاثة أجزاء :-

الجزء الأول:

الخلفية الديموغرافية. يرجى وضع علامة في الإجابة المناسبة:

العمر:

☐ 25-20 ☐ 30-26 ☐ 35-31 ☐ 40-36 ☐ 46-41

الجنس:

☐ ذكر ☐ أنثى

مدة الخبرة بعد التخرج:

☐ 5-1 سنوات ☐ 10-6 سنوات ☐ 15-11 سنة

المستوي الدراسي:

☐ دبلوم عالي ☐ بكالوريوس ☐ ماجستير ☐ دكتوراه ☐ أخرى

الجزء الثاني:

رأي المعلمين في تدريس القراءة الاستيعابية من خلال النهج التواصلي
الرجاء الإجابة على العبارات التالية بوضع علامة (✓) في المربع المناسب.

(1 - لا أوافق بشدة 2-لأوافق 3-محايدة 4- موافق 5- أوافق بشدة)

الجزء الثالث:

5	4	3	2	1		
						أ وجهة نظري تجاه تنفيذ النهج التواصلي في تعلم اللغة
						1 يعزز القراءة الاستيعابية لدى التلاميذ
						2 يزيد من إتاحة الفرصة للتلاميذ لممارسة اللغة
						3 يحسن مستوى التواصل لدى التلميذ
						4 يطوي قدرة التلميذ في القراءة
						5 تتطلب معلمين لهم قدرة صوتية عالية
						6 اعتقاد قوي بأن طريقة الترجمة والقواعد أكثر كفاء من النهج التواصلي لتعليم القراءة الاستيعابية
						7 اعتقد أن النهج التواصلي يؤدي إلى إهمال دوري داخل في الفصل الدراسي
						8 تطبيق النهج التواصلي في الفصول الدراسية يخضع للسلطات المختصة في الدولة
						9 لا أحيذ استخدام النهج التواصلي في الفصول الدراسية لتعليم القراءة الاستيعابية
						ب وجهة نظري حول دوري كمعلم
						1 أقوم بتيسير أنشطة التلاميذ المتعلقة بالقراءة الاستيعابية
						2 أشجع التلاميذ على القراءة مثل الناطقين باللغة
						3 أشجع طلابي على المشاركة في أنشطة القراءة
						4 انقل المعارف عن طريق التوضيح وإعطاء الأمثلة
						ج وجهة نظري في القراءة خلال النص والمعنى
						1 نشاط التلميذ في الفصل الدراسي يجب أن يؤدي به إلى التواصل المجدي
						2 القراءة الاستيعابية تساعد التلاميذ على معرفة المعنى
						3 القراءة هي وسيلة للتفاعل مع النص
						د وجهة نظري حول معرفتي وخبرتي في تعليم القراءة الاستيعابية
						1 خبراتي السابقة في التعليم والتعلم تؤثر في أسلوب تدريسي عن القراءة الاستيعابية
						2 معرفتي المستمدة من دراستي السابقة وخبراتي تؤثر في توجهي لتعليم القراءة الاستيعابية
						3 تجاربي تؤثر على طريقة تدريسي القراءة الاستيعابية
						ه وجهة نظري حول موقف تلاميذي من القراءة الاستيعابية
						1 التلاميذ لهم اهتمام بدروس القراءة الاستيعابية
						2 يشعر التلاميذ بعدم ضرورة تدريسي القراءة الاستيعابية
						3 لا يوجد دافع لدى تلاميذي لتعلم القراءة الاستيعابية
						4 تلاميذي ليجذبون ترجمة نصوص القراءة الاستيعابية من الإنجليزية إلى العربية
						5 طلابي لا يجذبون تعلم قواعد اللغة خلال القراءة الاستيعابية
						و وجهة نظري حول نطق تلاميذي ومفرداتهم
						1 القراءة الاستيعابية تثرى المفردات الإنجليزية لدى التلاميذ
						2 القراءة الاستيعابية تطور نطق الإنجليزية لدى التلاميذ
						3 القراءة الاستيعابية تساعد التلاميذ على استخدام المفردات الصحيحة في المكان المناسب
						4 القراءة الاستيعابية تساعد التلاميذ على تعلم نطق الكلمات الإنجليزية بشكل صحيح

الصعوبات التي يواجهها المعلم الليبي في تنفيذ النهج التواصلي لتعليم القراءة الاستيعابية.

الرجاء الإجابة على العبارات التالية عن طريق وضع علامة (√) في المربع المناسب.

1 - لا أوافق بشدة 2 - لا أوافق 3 - محايد 4 - موافق 5 - موافق بشدة

5	4	3	2	1		
						أ الصعوبات المتعلقة بالمعلم
						1 لدي اعتقاد خاطئ فيما يتعلق بالنهج التواصلي
						2 ارفض مشاركة تلاميذي في مناقشة الدرس
						3 استخدام اللغة العربية في الفصل الدراسي
						4 لم أدرس طريقة تنفيذ النهج التواصلي لتعليم القراءة الاستيعابية
						5 أعتد فقط على الكتاب المدرسي
						6 أفتقر للمواد الأصلية مثل الصحف والمجلات والأفلام الخ
						7 مستوى النطق باللغة الإنجليزية لدي غير دقيق
						8 تأثير طريقة الترجمة والقواعد يمنعني من اتخاذ النهج التواصلي لتدريس القراءة الاستيعابية
						ب الصعوبات المتعلقة بالتلميذ
						1 انخفاض مستوى الكفاءة لدى التلاميذ
						2 عدم رغبة التلاميذ في المشاركة داخل لفصول
						3 الطريقة غير مألوفة للتلاميذ
						4 صعوبة النطق لدى التلاميذ
						5 رغبة التلاميذ في تغيير المفردات الصعبة إلى كلمات العربية
						ج الصعوبات المتعلقة بالمناهج الدراسية
						1 صعوبة مفردات المنهج
						2 صعوبة تقييم طريقة للقراءة
						3 الكتاب المدرسي يعتبر صعب بالنسبة لمستوى التلاميذ
						4 عدم تطابق بين أهداف المنهج ومحتوى الامتحان الوطني
						د الصعوبات المتعلقة بالنظام التعليمي
						1 وقت درس القراءة محدودة
						2 عدد الطلاب داخل الفصل كبير
						3 المدرسة ليس لديها ما يكفي من الموارد لمساعدة المعلمين
						4 عدم وجود دعم من الإدارة
						5 برامج التدريب ليست كافية للمعلمين
						6 يعاني النظام التعليمي الليبي من نقص في مدرسي اللغة الإنجليزية المؤهلين
						7 ليس هناك ما يكفي من المرافق التعليمية التي تقدمها الوزارة للمدرسة
						ه الصعوبات المتعلقة بتنفيذ النهج التواصلي
						1 نشاطات تنفيذ النهج التواصلي تتطلب ساعات طويلة
						2 تنفيذ النهج التواصلي بهمل دور المعلم
						3 النهج التواصلي يعمل على مشاركة دور المعلم والتلميذ داخل الفصل الدراسي
						4 النهج التواصلي لا يعتد بالفروق بين السياق الغربي والسياق غير الغربي
						و الصعوبات المتعلقة بسياق الثقافة الاجتماعية الخاصة بي
						1 المفاهيم المتعلقة بثقافتنا الاجتماعية تؤثر في تنفيذ طريقة تدريس اللغة التواصلية
						2 اعتقادي الثقافي الاجتماعي هو ممارسة التعليم بشكل جدي
						3 اتباع المعايير الثقافية الاجتماعية سيمنع تلاميذي من المشاركة في الفصل

Appendix (4)

Questionnaire version translated from Arabic to English.

The Implementation of the Communicative Teacher- Learner Approach in Teaching Reading Comprehension in Preparatory Schools in Libya

Survey for Libyan English language teachers

The survey questionnaire is designed for Libyan English language teachers in preparatory school. This survey aims to find out teachers' view in teaching reading comprehension through CLA. Also this survey aims to identify the difficulties that face Libyan teachers in implementing CLA to teach reading comprehension .This survey is composed of three sections :-

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2. Gender:

Male ☐

Female ☐

3. Years of experiences teaching after obtaining your degree

1-5years ☐ 6- 10 years ☐ 11- 15years ☐

4. Level of education:

Higher diploma ☐ Bachelor's degree ☐

Master's degree ☐ PhD ☐ Other ☐

Section B: Teachers' view about teaching reading comprehension through CLT.

Please answer the following statements by placing a tick (✓) at the appropriate box.

(1-Strongly Disagree, 2-disagree; 3-netutral; 4- Agree; 5- strongly agree)

No.	Statement	Scale				
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a	CLT enhances students' reading comprehension.					
b	CLT offers more opportunity for students to practice the language.					
c	CLT improve students' communication in reading comprehension					
d	CLT develops students' ability to read					
e	(CLT) requires proficient teachers with high oral ability.					
f	I have a strong faith by the efficiency of (GMT) than (CLT) to teach reading comprehension. y.					
g	I think that (CLT) neglect my role in the classroom.					
h	Applying (CLT) in the classroom is controlled by my authority.					
i	I hate to use (CLT) in the classroom to teach reading comprehension.					
2-	My views on the role as a teachers					
a	I facilitate students' activities in reading comprehension					
b	I encourage my students to read like native speakers					
c	I encourage my students to participate in reading activities.					
d	I transmit knowledge through explanations and give examples.					
3-	My views on reading through text and meaning.					
a	Reading activities in the classroom should engage the students in meaningful communication.					
b	Reading comprehension helps students to achieve meaning.					
c	Reading is a mean of interaction with the text.					
4-	My views on my knowledge and experience to teach reading comprehension.					
a	My past teaching and learning experiences influence my teaching style for reading comprehension.					
b	My knowledge received from my previous studies experiences influences my approach to teach reading comprehension.					
c	My experience affect the way I teaching reading comprehension.					
5-	My views towards my students' attitude towards in reading comprehension.					
a	My students feel interested in reading comprehension class.					
b	My students feel that it is not necessary to learn reading comprehension.					
c	My students are not motivated learn reading comprehension.					
d	My students hate to translate reading comprehension passages from English to Arabic.					

e	My students hate to learn grammar though reading comprehension					
6-	My view on my students vocabulary and pronunciation.					
a	Reading comprehension enriches my students' English vocabulary.					
b	Reading comprehension develops my students' English pronunciation.					
c	Reading comprehension helps students to use the correct vocabulary at the appropriate place.					
d	Reading comprehension helps my students to practice pronouncing English words correctly					

Section C: The difficulties Libyan teachers face in implementing CLT to teach reading comprehension.

Please answer the following statements by placing a tick (✓) at the appropriate box.
(1-Strongly Disagree, 2-disagree; 3-netutral; 4- Agree; 5- strongly agree)

N o.	Statement	Scale				
		1	2	3	4	5
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b	I resist to share my students in discussing the lesson.					
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e	I depend only on text book.					
f	I lack of authentic materials such as newspapers, magazine, movies etc.					
g	I have low level proficiency in oral English.					
h	The effect of GMT prevents me to adapt CLT in my way in teaching reading comprehension					
2-	Difficulties related to students.					
a	Students' have low proficiency level.					
b	Students resists for classroom participation.					
c	Students are unfamiliar with the new approaches.					
d	Students have difficulties in pronunciation.					
e	Students like to change difficult vocabulary into Arabic words.					
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a	The syllabus of the curriculum is difficult.					
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4-	Difficulties related to the educational system.					
a	The time for reading class is limited.					
b	The number of the students in one class is large.					
c	The school has not enough resources to help teachers.					
d	There is a lack of support from the administration.					
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f	Libyan educational system suffers from a shortage of qualified English teachers.					
g	There is not enough teaching facilities provided by the ministry to the school.					
5-	Difficulties related to communicative language teaching (CLT).					
a	CLT activities in reading require long class hours.					
b	CLT neglects the role of the teachers.					
c	CLT shares the role of teachers and students in the classroom.					
d	CLT does not consider differences between western context and non- western context.					
6-	Difficulties related to my socio- cultural context.					
a	My socio cultural aspects affect the implementation of CLT.					
b	My socio cultural belief is that learning should be serious.					
c	Following my socio cultural norms will prevent my students from participate in the class.					

Appendix (5)

Letter Issued by the Director of Preparatory Education of the Region to Preparatory School Head teachers

(Translated)

The General Committee of Shabiat Tarhuna

People's Educational Committee

Date: 8/4/2015

To: the Head teachers of Preparatory Schools

After greeting,

In accordance with the aim of encouraging the scientific research, we hope that you offer your cooperation to Miss. Zenb Abubakr Ibrahim through providing him with the data and information required for conducting her field study. This will require your assistance in his distribution of the questionnaire and in conducting classroom observation and interviews with some teachers.

Thank you for your cooperation

Approved and signed by

Mohamed Ahmed

Director of Preparatory Education

Tel. (00218) 913262424

Appendix (6)

Observation

An example of Field notes template used to record the observed data (participant 3)

Time 12.10 to 12.50

Unit five: Smart homes

Date: 21-4-2015

Methods of teaching	Activities	Teachers' knowledge
The teachers before beginning the new lesson, she asked students to pronounce the new words of the last lesson. Other students wrote them in the black board and others gave the meaning in Arabic. The teacher began the lesson by opening her book and starts reading the text. The class is very calm. The teacher is the controller. The teacher repeats the title of the lesson three times in English and tried to help students to guess its meaning. Ask students many time to discuss in English. After that she translated and discussed it in Arabic. The teacher encourages the students to guess the meaning of the new words in English, she helps students to understand the meaning "by drawing or discussing". After that	The teacher greets the class (good morning), the students respond (good afternoon teacher). Some students have lack of proficiency, not all students can share in the activities. Some activities require students to work in pairs. However the teachers did not instruct the students to do the activities in pairs. The only pair work activity was one student read in English and the other translate in Arabic. As a results to students' low level teachers have low attitude to implement pair work activity. Most of the activities done by the teachers. There is little participation from the students. Students seemed had lack of Knowledge to the reading activities. They sat silently most of the time or chatted with each other about class issues (e.g. clarifying the	She does not use any teaching aids or other facilities just using the pictures from the textbook. She draw on the board to help the students understand the new words. The teacher asks the students to prepare the lesson at home, (She ask them to obtain the knowledge and the main idea of the lesson). She ask them to understand the meaning of the new words through reading the whole lesson. Teachers did not have the ability to manage the whole activities such as problem solving. She neglect after you read activity. A few students were noticed working with their teacher, sharing ideas and trying to translate and answer and speak in English. Teacher encourage the other students to participate. The good students seemed to like the subject, and to

she asks about the new meaning of the new words. A few students give the meaning in Arabic. The students listen to her questions without responding to any of them. She turns to the white board and writes the new words of the lesson. The teacher was only walking in the front of the class and speaking with only three students who sit in the front lines. Teachers try to speak and discuss in English, teachers use Arabic when they notice that their students cannot understand. Some learners are opening pages of their books searching for translations without focusing on what was happening while some are not engaging at all. The students rely on translation. They ask their teacher to repeat the discussion by Arabic language. End of the lesson	meaning of vocabulary in Arabic). The large students' number might have prevent the teacher from setting pair/group activities and other activities, none of which were applied. The only pair work activity was one student read in English and the other translate in Arabic and not all students can share in the activities. There is little participation from the students. Students seemed had lack of Knowledge to the reading activities. In while you read activity, teachers pronounce the new words many times and spell them. She ask the students to repeat many times the new words. Teacher read the tet aloud, word by word, sentence by sentence and frequently stops at some words ask students about these words meaning. Time finishes without covering explanation of the whole activities	work hard to please her. It was also clear that these students felt very comfortable with the class, which was apparent in the way that they interacted and joked with her. Other students have an accepting attitude to answer and share with their teacher in Arabic language
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Appendix (7)

Teachers consent to participate in a research study

Dear teacher:

April 2015

My name is Zenb Abubakr, PhD student at USIM University. I would like to invite you to participate in my research study about implementing CLT in teaching reading comprehension. Your participation will involve completing a series of classroom tape recordings and interview. Your involvement in this study is voluntary, and you may choose not to participate or to stop your participation at any time. These recordings are anonymous, your name will not be linked to recordings in any presentations or publications that are released from this study. All information you provide will remain strictly confidential.

There are no risks in participating in this study, and you may not benefit personally. I hope that benefit that will be obtained in the future from the results of this study.

If you have any question about this research project, please feel free to e- mail me at Hediaaa@yahoo.com.

By signing below, I am saying that I have read this form and I have understood what I am being asking to do. I would like to participate in this study with a complete willingness.

Signature:

Date:

Appendix (8)

Sample interview transcript

Participant (T1)

Q1: Although you have answered these question in the questionnaire, could you please explain to me again, do you think that reading comprehension can improve students' pronunciation and vocabulary?

T3: *The students cannot obtain accurate pronunciation or developed his or her vocabulary without reading comprehension in the classroom. So we focus on reading comprehension.*

Q2: would you please give me an example of how reading comprehension can enrich students' vocabulary and use it appropriately?

T. *According to my experience, every reading lesson provide our students with new words and new vocabularies that let them practice the language easily. In every lesson the teachers ask students to memorize these vocabulary and put them in meaningful sentence.*

Q3: As you have an experience on teaching reading, do you think that student like to participate in the reading activities? How you encourage them?

All my students can read, but there are some weak students cannot pronounce correctly. The main aim for me here is to encourage them to read, pronounce correctly and do not feel shy from there weakness pronunciation. I repeat and explain the activities such as the main ideas many times by a lot of examples until they can understand and participate. I encourage them to read silently to understand the main idea of the lesson. After that I let every students read loudly and get the meaning in Arabic language. I write the new vocabulary in the black board, help them to predict its meaning. Sometimes I bring pictures or any visual aids that can facilitate the meaning to the students and without using Arabic language. English teachers try to avoid translation or speak in Arabic but sometimes they obligate to translate, even the greeting we say it

in English instead in Arabic. After that I give them individual assignments to evaluate their understanding to the lesson.

-What is your role in teaching reading activities?

Of course dear, my role is to facilitate the lesson and help students to understand the idea of the lesson. I encourage them to read, try to speak as the native speaker and pronounce accurately. I ask them all the time to listen to me carefully. I gave my students the opportunity to express the main idea of the lesson, after reading and translating every word. Some students can participate although they have pronunciation and grammar mistakes, but some students can do it. Sometimes I use pictures and visual aids to help them understand the lesson.

Q4: Do you think that your previous teaching and learning experience and knowledge affect your way of teaching reading comprehension?

T: My knowledge of teaching English is affected by my experience when I was a student. As an English teachers, in the university, they didn't tell us how we can teach or discuss reading text to students with CLT, they just give us teaching methods such as its advantages and disadvantages to every methods. When I became a teacher I found myself follow my teachers to discuss reading lesson"

Q5: Could you please explain how reading comprehension engage students in meaningful communication and interact with the text?

T: According to my experience as a teacher only reading comprehension and its activities can improve our students' level in learning English.....Libyan students cannot practice the language outside the classroom, so from where they can obtain meaning and practice the language except than reading comprehension. Students day by day can read and grasp meaning and can communicate and use these vocabularies in a meaningful communication.

Q6: Although you have answered and agree with the questionnaire items about CLT features, could you explain these features again to me?

T: In my opinion, CLT in reading helps students to communicate the language in a meaningful way and help to practice the language inside and outside the classroom.

CLT depends on practicing the language so it requires a teacher with high oral skill. CLT provides students the ability to read and express their ideas. The different CLT activities enhance students' reading.

Q7: From your understanding to the features of CLT, you agree that you have a strong faith to teach reading with CLT than GTM?

T: Ooooh, I understand now. *With GTM my students will know the meaning in Arabic, this will help students to memorize the word in English. Through CLT I will take long time to discuss the meaning and facilitate the text in English then repeat in Arabic. Also, the role of the teacher with CLT is a facilitator, share the discussion with her students. CLT change my role that I used to follow it before many years. I agree with this new role, I tried to implement it with keeping my role. There are many problems prevent me such as students' low proficiency, students cannot share the discussion with me. Limited time of the class prevent me. I like to implement CLT but we follow GTM as it help our students to understand the lesson in Arabic and discuss grammar lessons.*

-By this, reading comprehension helps you to teach grammar during reading lessons?

T: *In reading comprehension lessons, all the time I focus on accurate grammar when my students answer or practice the reading text. I have to correct the grammatical mistakes for them in every reading lessons or writing their homework.*

-So do you think the effect of GTM prevent teachers to implement CLT in teaching reading comprehension?

CLT is not very helpful because you have to sometimes teach the grammatical function, and you translate. The old methods helps students to repeat the vocabulary many times and help students to memorize these vocabulary. It really makes students get broad with this method and the teachers as well. As I told you before, we tried to implement with CLT but there are many problems restrict us.

Q8: According to your answers in the questionnaire, your students are not motivated to learn reading comprehension, so they are not interested in reading comprehension and feel it is not necessary to learn reading, Can you explain your opinion please?

T: *All the teachers encourage and motivate their students to read and practice the language. I think the good teacher who all the time motivate and encourage her students. In any class, we have cleaver and weak students and we encourage them all*

the time as you observed us. The weak students have some difficulties to read, but we encourage them to read and pronounce. Our students like to read, like to translate into Arabic. They like to learn grammar through reading comprehension. Libyan students used to learn by the old methods. They depend on their teachers' translation and discussion of the lesson, so I think these are our problems to adapt CLT in our classes.

Q9. What about Libyan educational system, do you think that they help you to implement CLT in reading comprehension?

T: Me as an English teachers, one of the difficulties of improving English in Libya is the lack of support, I think if we get the support by providing our schools by teaching labs, books and training programs to the teachers and workshops by the new methods of teaching English. Teachers depend and discuss only from the textbook. In this time, the level of learning and teaching will be better than now, they always push teachers to finish the curriculum in the allocated time. They focus on the quality not on the quantity. I depend on the text book, because it is the main recourse that the ministry gave to the teachers to discuss to the students in this level. Our educational system is the main difficulty"

Q10: As I observed the all teachers, your classes have a huge number of students and the time is limited, how you manage your reading lessons?

T: Yes dear, we suffers from the huge number of students in our classes that prevent teachers to develop the CLT material and the limited of time. The time is very short, this is way teachers prefer to discuss in Arabic to catch the time, and also the limited time did not give teachers the opportunity to use the authentic material. This problems really want a capable teachers who can deal with it. Our educational system suffers from the unqualified teachers who have the knowledge and capable to teach the language in the correct way.

Q11: What about your students' problem, did they are one of your difficulties to implement CLT?

T: Libyan students have low level of proficiency. They depend on their teachers. Although we encourage them to read an answer our questions, but they could not. Most

of them write the English words in Arabic letters. The teachers must repeat the ideas of the lesson many times, then not all of them can participate. Our students still influence by the old method. They want everything from the teacher, discuss the lesson, answer the questions, and do the activities. They are unfamiliar with the new methods. Some of them resist to participate, they feel shy in front of their classmates if he could not pronounce correctly. All the teacher encourage their students and push them to pronounce and practice the language.

Q12: According to the answers of the questionnaire, Libyan teachers agree with sharing your role in the class with your students and do you think it will neglect your role?

T: Incorrect concept dear, I studied in the college about CLT, but there are some issues cannot do it in our society. Libyan teachers studied CLT and have a knowledge of it but their experience to teach with it is limited. First we cannot share our discussion with our students as they are low proficiency. According to our traditional cultural, teacher is teacher, he teach, discuss, facilitate and encourage his students, the good teachers who have a control in the classroom. Second CLT comes from different context which is not related to us. This means that we cannot follow them in everything. Also some lessons contains strange words that are not relate to our society such as boy friend. Their context is different from our cultural Islamic context

Q13. According to your previous answers, your socio cultural influence your implementation of CLT?

T: We think that our socio cultural aspects guided us as teachers and the participation of students in the classroom. Teachers with the traditional methods provided a control over their students and what they learn. Teachers cannot answer unless they take a permission from their teachers. Our teaching is serious about this point.

-Is this effect from the way you learn English?

Yes dear I think the effect of how I learned English, the methods that our teachers used before influenced our way of teaching now.

Q14: In the discussion earlier, you said that students have low proficiency level, so how they understand the textbook and how you evaluate them in reading comprehension?

T: Yes dear, the textbook is difficult to students' level. It contains difficult vocabulary and long paragraphs. Some paragraphs contain different words. Other problem is that some teachers have low level of proficiency to manage the long passages and the difficult activities. The educational system did not present any training programs. In the same time teachers did not have the way in how they evaluate their students. As you know, in the class we teach students how they read, pronounce and understand the meaning but the exams comes different from what we teach.

Q15: What are the main CLT activities that you implement in teaching reading?

T: The English teachers translate, read loudly, focus on memorization and repeat the discussion many times just to help students comprehend the lesson. I try to implement CLT reading activity at any suggestions from the text book.....I mean I follow the text book activity as you see me in the classroom. I tried to implement pair work activity but students' low level restrict this activity. I like to begin the lesson with silent reading, just to give them a background about the lesson. Some time I ask them to discuss the pictures and try to practice the language just to prepare their mind with me. I must made some discussion from students' background or pictures that relates to the text. As you see me, I encourage my students to write their answers in the blackboard to give them confident to write and practice the language.

APPENDIX (5)

Outputs of statistical analysis

		x1.01	x1.02	x1.03	x1.04	x1.05	x1.06	x1.07	x1.08	x1.09
N	Valid	230	230	230	230	230	230	230	230	230
	Missing	0	0	0	0	0	0	0	0	0
	Mean	3.48	3.66	3.81	3.83	3.80	2.78	2.48	3.21	2.35
	Std. Deviation	1.112	1.189	1.093	.924	1.161	1.192	1.027	1.261	1.332
	Skewness	-.530	-.456	-.686	-1.003	-.734	.022	.438	-.347	.718
	Std. Error of Skewness	.160	.160	.160	.160	.160	.160	.160	.160	.160
	Kurtosis	-.616	-.862	-.383	1.396	-.380	-.935	-.421	-.821	-.658
	Std. Error of Kurtosis	.320	.320	.320	.320	.320	.320	.320	.320	.320

Statistics

		x2.01	x2.02	x2.03	x2.04
N	Valid	230	230	230	230
	Missing	0	0	0	0
	Mean	3.77	3.73	4.06	3.90
	Std. Deviation	1.011	1.147	.862	1.276
	Skewness	-.990	-.578	-.769	-1.326
	Std. Error of Skewness	.160	.160	.160	.160
	Kurtosis	.968	-.626	.083	.688
	Std. Error of Kurtosis	.320	.320	.320	.320

Statistics

		x3.01	x3.02	x3.03	x3.04
N	Valid	230	230	230	230
	Missing	0	0	0	0
	Mean	3.72	3.67	3.80	3.53
	Std. Deviation	1.244	1.149	1.201	1.005
	Skewness	-1.095	-1.024	-1.189	-.161
	Std. Error of Skewness	.160	.160	.160	.160
	Kurtosis	.272	.337	.593	-.837
	Std. Error of Kurtosis	.320	.320	.320	.320

Statistics

		x4.01	x4.02	x4.03
N	Valid	230	230	230
	Missing	0	0	0
Mean		3.67	3.72	3.77
Std. Deviation		1.183	1.115	1.118
Skewness		-.445	-.586	-.603
Std. Error of Skewness		.160	.160	.160
Kurtosis		-.890	-.624	-.524
Std. Error of Kurtosis		.320	.320	.320

Statistics

		x5.01	x5.02	x5.03	x5.04	x5.05
N	Valid	230	230	230	230	230
	Missing	0	0	0	0	0
Mean		3.44	2.66	2.77	2.44	2.64
Std. Deviation		1.153	1.207	1.348	1.446	1.227
Skewness		-.419	.596	.149	.651	.294
Std. Error of Skewness		.160	.160	.160	.160	.160
Kurtosis		-.689	-.625	-1.278	-.963	-1.032
Std. Error of Kurtosis		.320	.320	.320	.320	.320

Statistics

		x6.01	x6.02	x6.03	x6.04
N	Valid	230	230	230	230
	Missing	0	0	0	0
Mean		3.84	4.14	3.92	4.15
Std. Deviation		1.088	1.058	.898	.900
Skewness		-.661	-1.228	-.977	-1.065
Std. Error of Skewness		.160	.160	.160	.160
Kurtosis		-.459	.778	1.079	.701
Std. Error of Kurtosis		.320	.320	.320	.320

Statistics

		y1.01	y1.02	y1.03	y1.04	y1.05	y1.06	y1.07
N	Valid	230	230	230	230	230	230	230
	Missing	0	0	0	0	0	0	0

Missing	0	0	0	0	0	0	0
Mean	2.57	2.50	3.19	2.70	3.19	3.68	2.69
Std. Deviation	1.175	1.077	1.273	1.176	1.357	1.267	1.303
Skewness	.456	.138	-.023	.010	-.214	-.566	.350
Std. Error of Skewness	.160	.160	.160	.160	.160	.160	.160
Kurtosis	-.491	-.855	-.995	-1.164	-1.217	-.846	-1.071
Std. Error of Kurtosis	.320	.320	.320	.320	.320	.320	.320

Statistics

	y2.01	y2.02	y2.03	y2.04	y2.05	y2.06	y2.07
N Valid	230	230	230	230	230	230	230
Missing	0	0	0	0	0	0	0
Mean	3.74	3.16	3.64	3.98	3.97	3.71	4.10
Std. Deviation	1.186	1.168	.996	.891	.905	1.030	.896
Skewness	-.569	.090	-.350	-.899	-.786	-.851	-.961
Std. Error of Skewness	.160	.160	.160	.160	.160	.160	.160
Kurtosis	-.780	-.988	-.693	.651	.004	.469	.853
Std. Error of Kurtosis	.320	.320	.320	.320	.320	.320	.320

Statistics

	y3.01	y3.02	y3.03	y3.04
N Valid	230	230	230	230
Missing	0	0	0	0
Mean	2.74	2.73	2.77	3.17
Std. Deviation	1.295	1.065	1.190	1.139
Skewness	.366	.281	.195	-.060
Std. Error of Skewness	.160	.160	.160	.160
Kurtosis	-.896	-.896	-.859	-.738
Std. Error of Kurtosis	.320	.320	.320	.320

Statistics

		y4.01	y4.02	y4.03	y4.04	y4.05	y4.06	y4.07
N	Valid	230	230	230	230	230	230	230
	Missing	0	0	0	0	0	0	0
Mean		3.69	3.73	4.08	4.04	4.00	3.64	3.88
Std. Deviation		1.369	1.333	.981	1.081	1.112	1.202	1.010
Skewness		-.592	-.709	-1.108	-1.217	-1.261	-.613	-1.043
Std. Error of Skewness		.160	.160	.160	.160	.160	.160	.160
Kurtosis		-1.041	-.736	.672	1.024	1.152	-.437	.911
Std. Error of Kurtosis		.320	.320	.320	.320	.320	.320	.320

Statistics

		y5.01	y5.02	y5.03	y5.04
N	Valid	230	230	230	230
	Missing	0	0	0	0
Mean		3.98	2.80	3.77	3.53
Std. Deviation		1.000	1.160	1.020	1.207
Skewness		-1.173	.321	-.705	-.287
Std. Error of Skewness		.160	.160	.160	.160
Kurtosis		1.112	-.548	.086	-1.070
Std. Error of Kurtosis		.320	.320	.320	.320

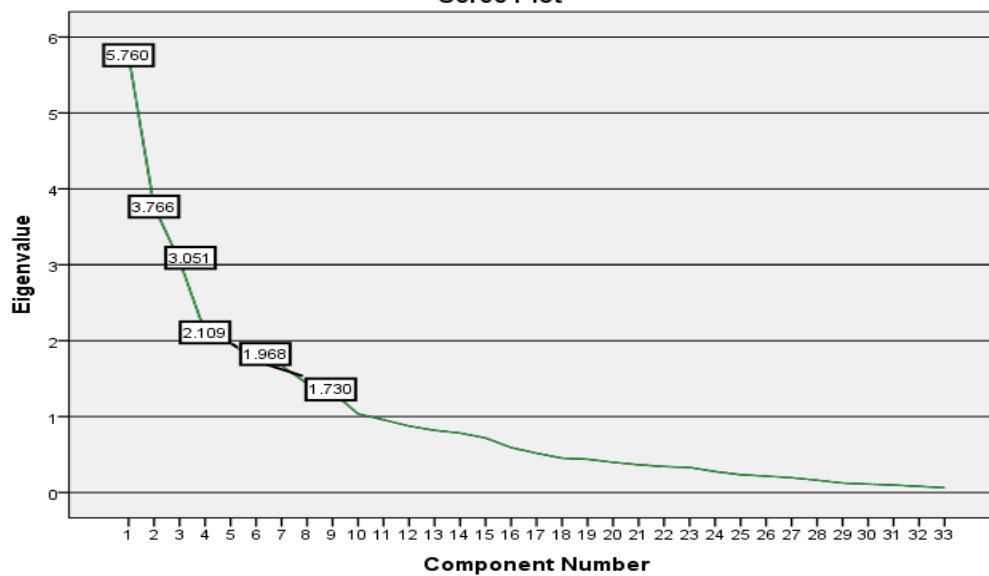
Statistics

		y6.01	y6.02	y6.03
N	Valid	230	230	230
	Missing	0	0	0
Mean		3.40	3.33	3.51
Std. Deviation		1.112	1.176	1.089
Skewness		-.485	-.423	-.617
Std. Error of Skewness		.160	.160	.160
Kurtosis		-.366	-.534	-.186
Std. Error of Kurtosis		.320	.320	.320

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.740
Bartlett's Test of Sphericity	Approx. Chi-Square	4365.783
	Df	528
	Sig.	.000

Scree Plot

Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
y1.01						.613
y1.02						.630
y1.03						.696
y1.04						.702
y1.05						.513
y1.06						.483
y1.07						.440
y1.08						.878
y2.01	.486					
y2.02	.695					
y2.03	.435					
y2.04	.466					
y2.05	.621					

y2.06	.591					
y2.07	.763					
y3.01		.757				
y3.02		.646				
y3.03		.754				
y3.04		.677				
y4.01					.608	
y4.02					.435	
y4.03					.549	
y4.04					.398	
y4.05					.411	
y4.06					.559	
y4.07					.408	
y5.01			.846			
y5.02			.668			
y5.03			.878			
y5.04			.669			
y6.01				.799		
y6.02				.851		
y6.03				.786		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

Descriptives

Difficulties related to the teacher

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1 - 5	51	2.8775	.77479	.10849	2.6595	3.0954	1.13	4.25
6 - 10	97	2.9304	.67724	.06876	2.7939	3.0669	1.63	4.75
11 - 15	82	2.8872	.63937	.07061	2.7467	3.0277	1.25	4.63
Total	230	2.9033	.68447	.04513	2.8143	2.9922	1.13	4.75

ANOVA

Difficulties related to the teacher

	Sum of Squares	df	Mean Square	F	Sig.
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Between Groups	.127	2	.063	.134	.875
Within Groups	107.158	227	.472		
Total	107.285	229			

Descriptives

Difficulties related to students

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1 - 5	51	3.5322	.75164	.10525	3.3208	3.7436	2.29
6 - 10	97	3.8027	.65350	.06635	3.6709	3.9344	2.00
11 - 15	82	3.8415	.59094	.06526	3.7116	3.9713	2.57
Total	230	3.7565	.66377	.04377	3.6703	3.8428	2.00

ANOVA

Difficulties related to students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.364	2	1.682	3.915	.021
Within Groups	97.532	227	.430		
Total	100.896	229			

Descriptives

Difficulties related to the curriculum

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1 - 5	51	2.8235	.69695	.09759	2.6275	3.0195	1.00
6 - 10	97	2.7268	.89055	.09042	2.5473	2.9063	1.00
11 - 15	82	3.0244	1.08056	.11933	2.7870	3.2618	1.25
Total	230	2.8543	.93219	.06147	2.7332	2.9755	1.00

ANOVA

Difficulties related to the curriculum

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.997	2	1.999	2.327	.100

Within Groups	194.998	227	.859		
Total	198.996	229			

Descriptives

Difficulties related to the educational system

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1 - 5	51	3.6919	.67755	.09488	3.5013	3.8824	2.14
6 - 10	97	3.8630	.67792	.06883	3.7264	3.9997	2.14
11 - 15	82	3.9791	.72466	.08003	3.8199	4.1383	1.71
Total	230	3.8665	.69998	.04616	3.7755	3.9574	1.71

ANOVA

Difficulties related to the educational system

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.596	2	1.298	2.688	.070
Within Groups	109.609	227	.483		
Total	112.205	229			

Descriptives

Difficulties related to communicative language teaching (CLT)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1 - 5	51	3.2745	.83105	.11637	3.0408	3.5082	1.75
6 - 10	97	3.5335	.93585	.09502	3.3449	3.7221	1.75
11 - 15	82	3.6585	.80076	.08843	3.4826	3.8345	1.50
Total	230	3.5207	.87472	.05768	3.4070	3.6343	1.50

ANOVA

Difficulties related to communicative language teaching (CLT)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.665	2	2.332	3.104	.047
Within Groups	170.549	227	.751		
Total	175.214	229			

Descriptives

Difficulties related to my socio-cultural context.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1 - 5	51	3.3922	1.01698	.14241	3.1061	3.6782	1.33
6 - 10	97	3.3574	.98278	.09979	3.1593	3.5555	1.33
11 - 15	82	3.4919	.92700	.10237	3.2882	3.6956	1.00
Total	230	3.4130	.96866	.06387	3.2872	3.5389	1.00

ANOVA

Difficulties related to my socio-cultural context.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.832	2	.416	.441	.644
Within Groups	214.040	227	.943		
Total	214.872	229			

