Assessing Reading Comprehension Level for Fourth Year English Department Undergraduates at a Libyan University

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الملخص: هذه الدراسة عبارة عن تقييم لمستوى القراءة والفهم لطلاب السنة الرابعة قسم اللغة الإنجليزية بجامعة بنغازي. الهدف الأول من الدراسة هو تقييم مستوى القراءة والفهم عن طريق اختبار قراءة موحد بينما الهدف الثاني هو فحص نوع القراءة الذي يستخدمه الطلاب الجامعيين الليبيين عند أدائهم في نفس الاختبار. باستخدام المنهج المختلط، كشفت الدراسة أن مستوى الفهم القرائي لطلاب السنة الرابعة كان متوسطًا على الرغم من أن وصف مقرر قسم اللغة الإنجليزية يصنفهم على أنهم متعلمون متقدمون للغة الإنجليزية. بالإضافة إلى ذلك، كشفت الدراسة أن الطلاب ذوي الدرجات العالية والمنخفضة يستخدمون أنواعًا مختلفة من القراءة تتراوح بين القراءة المتأنية والسريعة على المستويين الدقيق والعام للنص. أخيرًا، اقترح الباحثون إجراء مزيد من البحث للتحقيق في المعالجة الذهنية التي يحتاج دارسو اللغة الإنجليزية في الجامعة الليبية إلى تفعيلها عند أدائهم في اختبارات فهم القراءة.

Abstract

This study is an assessment of the reading comprehension level of fourth year English Department Students at Benghazi University. The first aim of the study is to assess their reading comprehension level by means of a standardized reading test while the second aim is to examine the type of reading employed by Libyan undergraduates when they perform on the same test. Using the mixed-method approach, the study revealed that reading comprehension level of fourth year students was intermediate although the course description of the English Department classified them as advanced learners of English. Furthermore, the study revealed that students with high and low scores employ different types of reading ranging from careful and expeditious reading at local and global levels. Finally, the researchers suggested further research to be done to investigate the cognitive processing the Libyan University learners of English need to activate when they perform on reading comprehension tests.

Introduction

Many studies have been conducted on reading provided methods and techniques which aim at assessing this skill [18, 16, 4, 2]. Recently, attention has been focused on reading as cognitive processes and thus has become a main concern of research in the field of language testing. Khalifa and Weir [13] devised a diagrammatic model of reading as cognitive processes (see appendix A). This model was developed from the matrix of reading types suggested by Urquhart and Weir [20]. However, the model interrelates cognitive processes, reader's purpose of reading and background knowledge. Therefore, when reading tests are being developed, this cognitive processing approach should be used to model what a reader does in engagement in various types of reading in the real life to ensure that the test is a valid instrument to test this particular skill. Khalifa and Weir [13] summarized the cognitive processes that contribute to the reading purpose. The left hand column of the model defines the metacognitive activity of a goal setter. Therefore, when a reader decides the type of reading to employ when faced with a reading text, he/she should make critical decisions to select the level of processing that must be activated in the central column which includes the different elements of this processing core.

Various scholars argued that reading tests should display cognitive validity [10, 3, 13, 2]. They explained that cognitive validity is important when the construct of interest is demonstrated through the use of cognitive skills, abilities and processes [19]. In addition, the assessment of cognitive validity has been the concern of many researchers. For example, Bax [2] aimed at exploring the possible contribution of eye-

tracking to help assessing the cognitive validity of reading test items. Devi [8] conducted a study to investigate the types of academic reading required of first-year undergraduates based on the reading model of Urquhart and Weir [20]. An academic reading test was designed to investigate whether the academic reading is a divisible construct. The study contributed to the literature of academic reading by providing empirical evidence of the componential approach to testing and teaching of reading which provided valuable insights into the cognitive processes when students are performing on the reading test. This present study, as the study conducted by [21], will also examine the types reading but for the Libyan students based on Khalifa and Weir's [13] reading model. The main concern of this study is to investigate the types of reading students use when they tackle reading tests which is one component of the reading model mentioned above. Other components are suggested for further research.

Types of Reading in a Reading Comprehension Test

The type of reading which supposed to be elicited from Libyan university undergraduates represents the main requirement of this study. Khalifa and Weir [13] provide the types of reading that can be elicited from candidates. However, there are four types of reading that can be elicited from reading tests.

Careful local reading is used when students concentrate on understanding syntax, defining lexis, and comprehending main ideas and supporting details when they are stated explicitly while *careful global reading* is employed when candidates are engaged to find out the main points in a reading text. Urquhart and Weir [20] explain that many psychologists and educationalists favour this type of reading. The distinctive feature of *careful global reading* is that it cannot be considered as a selective process because readers, in general, aim at reading and comprehending most of the information in the reading text. At the same time, they must accept the writer's style of organizing the text and what the information that can be considered by him/her as the main idea of that text. Then, the reader, depending on the majority of information in the text, builds up his macrostructure of that text.

Expeditious local reading is implemented by students when they follow text development in a single paragraph, i.e., comprehending across sentences and overall text. This type of reading includes scanning which is characterized by selective reading with the aim of establishing very precise reading goals. Furthermore, it tests candidates' ability to locate specific information in the reading text as well as searching for a specific information in the text. Finally, *expeditious global reading* includes skimming in which a reader reads a text to get its gist or, in other words, obtain the general idea of what it is about. On the other hand, it also includes search reading which is responsible for locating information in the text based on predetermined topics in the reader's mind [13].

Research Questions

This study attempts to answer the following questions:

1. What is the reading comprehension level of Libyan undergraduates at Benghazi University?
2. What types of reading are required for Libyan undergraduates when they perform on a reading comprehension proficiency test?

Methodology of the Study

To answer the two research questions above, the mixed-method approach was implemented. This approach includes both *quantitative* and *qualitative* approaches. According to Sandelowsky [17], the mixed-method approach enables not only researchers to obtain a better comprehension of the target phenomenon; it also confirms a set of findings against the other. In addition, the method design of this study adopted the *sequential explanatory strategy* in which the qualitative data of the second research question was based on the quantitative results of the first research question. Creswell [7] explains that the sequential explanatory strategy is considered by many as a widespread strategy for mixed method-design that provides researchers with robust quantitative learning by collecting and analysing the qualitative data in the first stage of the

research and followed by the second phase which is characterized by the collection and analysis of the qualitative data based on the results of the first quantitative results. The researchers used this methodological approach to obtain accurate results. Table (1) below summarizes the research methodology of both research questions.

Research Method	Method Design	Research Questions	Data Collection Instrument
Mixed-Method Approach	Sequential	RQ1	FCE Reading Test
		RQ2	Retrospective Protocol Form Open-ended Questionnaire

Table (1) Research Method, Method Design, Research Questions and Data Collection Instruments.
As it is clearly illustrated in table (1) above, this study employs the *mixed-method approach* while its method design adopts the *sequential explanatory approach*. The data collection instruments of this study was FCE Reading Test for the first research question while the second research question implemented retrospective protocol form (See Appendix F) and an open-ended questionnaire which were designed according to the analysis and the findings of the pilot study data collection tools.

Data Analysis
After collecting the necessary data to answer the first and second research questions using instruments of data collection described above, the researchers started to analyse the data and present their findings. The next section is devoted to the analysis and findings of the first research question.

RQ1. What is the reading comprehension level of Libyan undergraduates at Benghazi University?
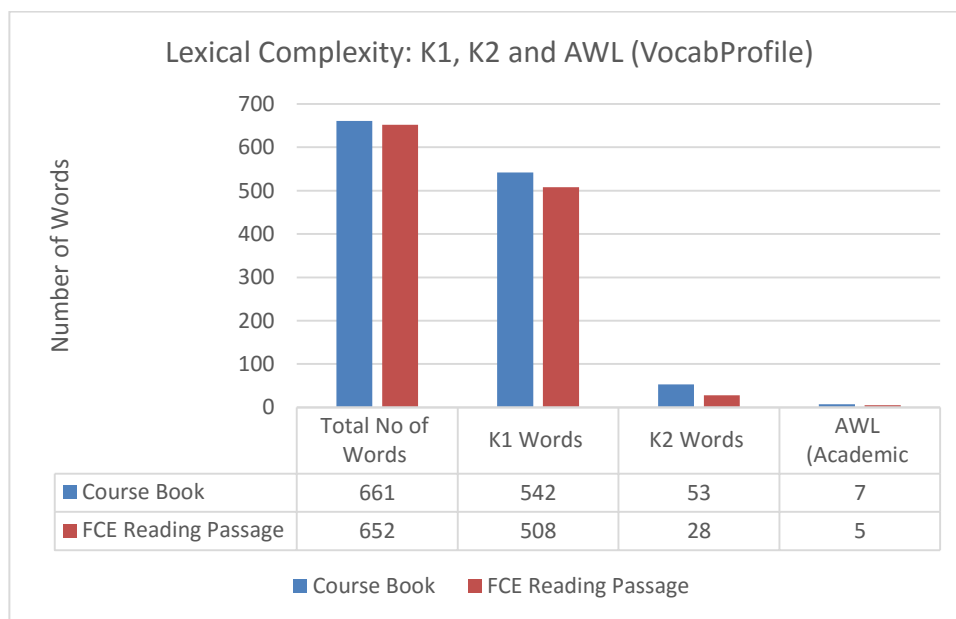
To answer the *first research question*, the IELTS Reading Test was used first to assess the reading comprehension ability for the Libyan undergraduate students. The number of students who participated on the test was 57 students. The students' scores were analysed by the SPSS statistical programme. The descriptive statistics, see appendix (B), revealed that students found the test difficult because the mean score of the whole test was low (17) out of (40). This indicates that students' overall performance was below 50% of the total test scores (40). In addition, the analysis of test items, see the appendix (C), revealed that the overall reliability coefficient was very low (.379). In addition, there were items with minus reliability coefficients which represent very extreme low reliability coefficients. However, these items are distributed among the three sections of the IELTS test. From the analysis above with regard to the descriptive statistics of test scores and reliability analysis of test items, it is clear that the IELTS Reading Test seems difficult for most of the Libyan undergraduate students as well as it is not a reliable instrument for them. Therefore, it cannot accurately assess their reading comprehension level.

However, based on the IELTS scores analysis, the majority of test scores cluster at IELTS Band Score (5) and (5.5). According to (CEFR), Common European Framework of Reference, the IELTS Band Score (5.5) is equivalent to around lower B2 which can be assessed using FCE Reading Section. Therefore, FCE, which stands for the First Certificate in English, would be suitable to test the students' reading level. Below is the CEFR diagram:
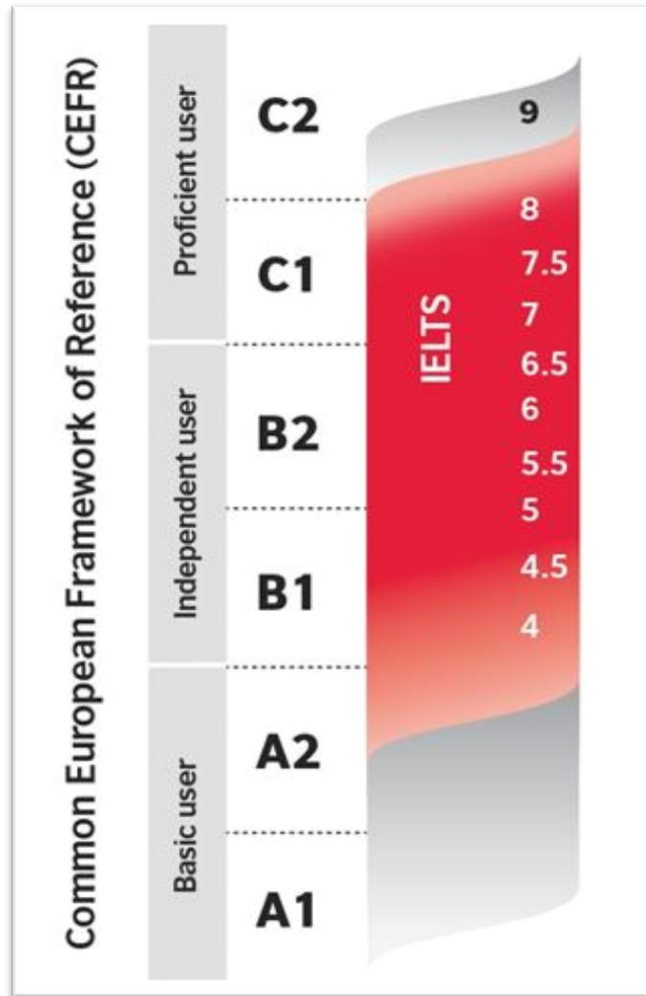
Cited from: http://www.ielts.org/researchers/common_european_framework.aspx

In addition, the contextual or document analysis of texts selected randomly from the FCE Reading Test and the Reading Comprehension Syllabus at the Department of English revealed that there is proximity of the lexical complexity of both sources. For instance, a sample of two reading texts (about 650 words) was selected randomly from both sources above and analysed by *Online Vocabulary Profile Software* accessed from [6]. The result of the analysis is clearly illustrated in figure (1) below:

Figure (1) Lexical Complexity (VocabProfile)

Lexical Complexity: K1, K2 and AWL (VocabProfile)

	Total No of Words	K1 Words	K2 Words	AWL (Academic
Course Book	661	542	53	7
FCE Reading Passage	652	508	28	5

The analysis of the two texts randomly selected from a Course Book, which is in the English Department library, and the first reading passage of the FCE reading test revealed that the number of K1 words was (542) and (508) respectively while K2 words was (53) and (28) respectively. One the other hand, the number of academic words for the Course Book and the first FCE reading passage was (7) and (5) respectively.

Therefore, to answer the first research question, IELTS Reading Test was substituted by the FCE Reading Test which was administered to 36 Libyan undergraduate students at Benghazi University in the academic year 2019/2020. Using the SPSS Statistical Programme, students' scores were analysed to provide descriptive statistics, and item analysis technique was used to examine whether the test is a reliable instrument to assess students' reading comprehension ability or not. Students performance on the FCE Reading Test is illustrated on Figure (2) below:

Figure (2): The Number of Students who participated on the FCE Reading Test

Number of Students who Participated on the FCE Reading Test

	Total Number of Students	High Scores	Low Scores
Number of Students	36	22	14
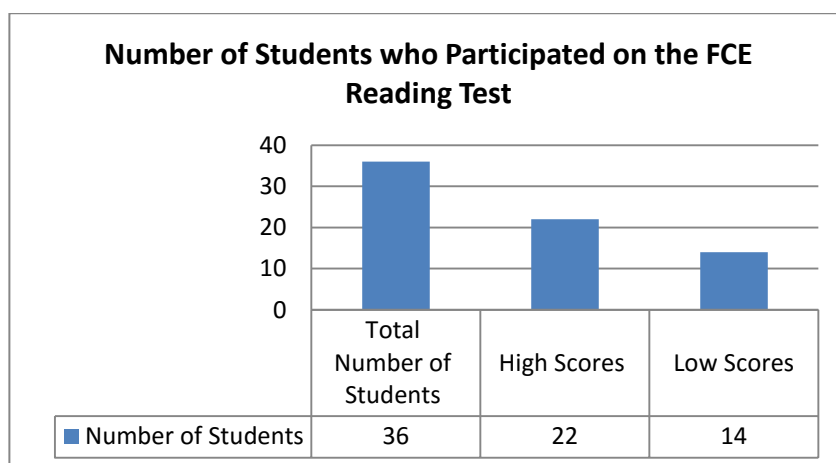
The total number of students who participated on the FCE Reading Comprehension Test is 36 students. 22 of students, i.e. 61%, obtained high scores while only 14 students, i.e. 39%, got low scores. The next section provides the descriptive statistics of test scores:

Descriptive Statistics of FCE Reading Test Scores

The overall performance of students on the whole FCE Reading Test was examined in details to acquire a general vision on students' performance on the test. The number of the Libyan undergraduates who participated on the FC Reading Test was 36. The descriptive statistics of test scores is summarized in the Appendix (D). The mean score of the whole test scores is 17, which indicates that students' overall performance was above 50% of the total test scores (30). According to Harrison [11], the mean score illustrates the range of difficulty of a language test. For instance, a high mean score is an indication that students found the test an easy one while low mean score means that they found it difficult. From the mean score of this test, which is neither high nor low, it could be concluded that FCE Reading Test is a valid instrument to assess Libyan undergraduates' reading comprehension ability. The standard deviation of the whole test scores is 5.99 which mean that the test scores deviate or spread out of the mean by 5.99. Figure (4) is a histogram which illustrates the distribution of test scores for the whole test.

Figure (3): Descriptive Statistics of the FCE Reading Test

A Historgram of Students' Test Scores
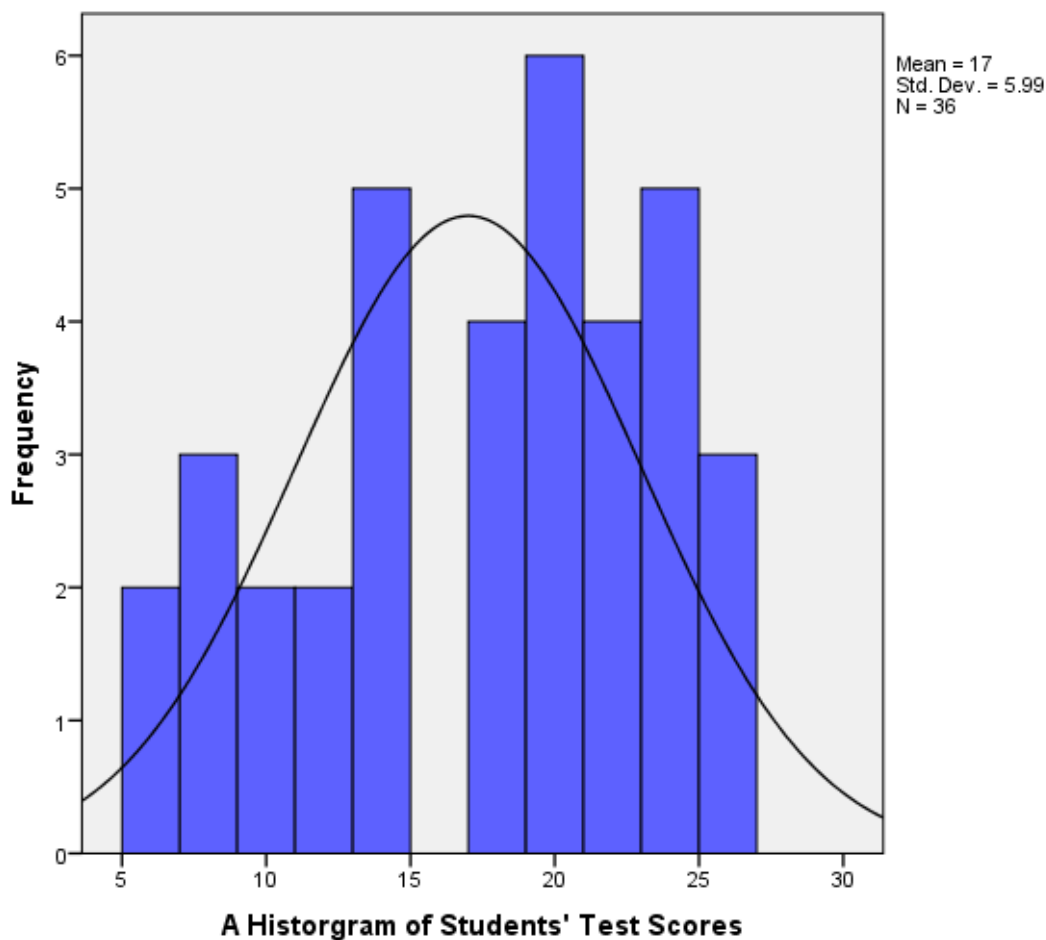
The skewness and kurtosis indices were also examined carefully to provide an indication of the score distribution of the whole test. According to Pallant [14], skewness value gives an indication of the symmetry of the distribution. On the other hand, the peakness of that distribution is exhibited by Kurtosis. However, when the values of skewness and kurtosis are 0, this means that the distribution of whole test scores is perfectly normal which is somewhat uncommon to occur in the social sciences. When the skewness value is positive, it means that the test scores are clustered to the left at the low values of the scale. On the other hand, negative skewness value is an indication that the scores are clustering at the high end which is the

graph right-hand side. Since the descriptive statistics showed that the value of skewness index is minus (-.431), it can be inferred that the scores are clustering at the high end which means that most of the students obtained high scores.

Pallant [14] explains that positive kurtosis value is an indication that the distribution of test scores is peaked or centre-clustered. However, minus kurtosis values which are below 0 indicate a relatively flat distribution with many extreme cases. The descriptive statistics above exhibit negative kurtosis value (below zero value) and indicates that there are many scores in the extremes. Bachman [1] argues that, as a general rule, if the values of skewness and kurtosis rage between -2 and +2, the distribution is regarded as a reasonably normal. Based on this argument, it is evident that both values of skewness and kurtosis range between these two values. Therefore, the test scores are normally distributed, and the actual reading comprehension level of students was statistically confirmed to be intermediate. The next section is devoted to the reliability analysis of test items.

Reliability Analysis of Test Items

As it is clearly illustrated in the appendix (E), the findings of the reliability analysis of test items using SPSS statistical program revealed that Items (8) and (28) have low item-total correlation values since they were all below the threshold value of (.25). More specifically, items (8) and (28) had the lowest coefficient values, i.e., (.112) and (.186) respectively. However, Cronbach's alpha of items (8) and (28) will increase by .857 and .856 respectively if these items were deleted. In general, research findings suggest that items with low reliability should be removed from the test for future research.

Items with Low Reliability Coefficients

Item (8) is related to the first reading passage of the FCE Reading Test, and the type of this item is a multiple-choice with four distractors. Candidates need to choose only one correct response. Khalifa and Weir [13] explain that this item tests students' ability to integrate new information across larger sections of the reading text. Item (8) is as follows:

8.   **How did the writer's attitude change during the passage?**

A. He began to feel he might like living in Darrowby.

B. He became less enthusiastic about the job.

C. He realised his journey was likely to have been a waste of time.

D. He started to look forward to having the interview.

The correct choice is (A). This item appears to be easy for most of the students since 81% of students were able to answer it correctly. The low corrected item-total correlation of the above item (.112) is attributed to the fact that students with low scores performed better than some of the students who obtained good scores on the test as a whole. This might be due to guessing the correct answer by students of low scores. *Item (28)* is related to the third reading passage of the FCE Reading Test, and the type of this item is a multiple-matching question in which students need to match the *person* with a shorter text. This item is as follows:

**28. Which person noticed items while looking for something else?**

The Answer can be located in Text (A) which is related to Ron Barton. The facility value of this item is (.36) which means that most of the students found this item difficult and only 36% of them answered it correctly. The low corrected item-total correlation of the above item (.186) is attributed to the fact that students found that matching the answer to the reading passage (A) is difficult. In addition, low score students performed better than some of the students who obtained good scores on the whole test by guessing the correct answer. In contrast, by inspecting the facility values of other items, it could be clearly seen that there are easier items than item 8 which are functioning well as well as there are more difficult items than item 28 which are more

reliable. Therefore, the discussion of the facility value cannot be considered as strong evidence on the low reliability values of these two items as well as the reliability values of items 8 and 28 are not negative to affect the reliability analysis of the whole test. The next section is devoted to the second research question.

RQ2. What types of reading are required for Libyan undergraduates when they perform on a reading comprehension proficiency test?

To answer the second research questions, students filled in a modified version of the Retrospective Protocol Form that was used in the study conducted by Weir et al [21] and Devi [8]. The main aim of the Retrospective Protocol Form is to elicit students' reading type they employed on each item of the FCE Reading Test which was previously used by the first research questions. In addition, an open-ended questionnaire was also used to find out what type of reading they use in the FCE Reading Test. Triangulation method was used to compare information from these different data collection instruments and produce precise results and findings to answer the second research question. Students' performance on the retrospective protocol form and open-ended questionnaire are illustrated below:

Figure (4): Type of Reading in Low and High Score Groups
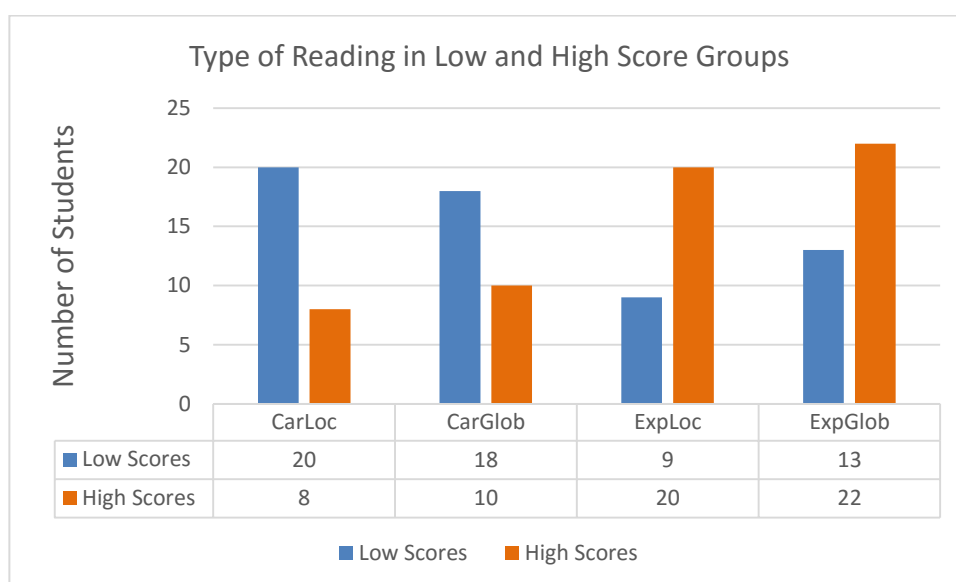
From the bar chart above, it can be clearly seen that the number of low score students (20 participants) who use careful local reading is more than that of the high score students (8 participants). Similarly, the number of low score students who implemented careful global reading is more than high score students (18 versus 10). One of the low score students explained that "when I want to answer the test, I look at every word carefully and every sentence to understand the paragraph" while another low score student reported that "I try to know the meaning of every sentence then the whole passage" On the contrary, more high score students apply expeditious reading than low score students. For instance, only 9 low score students read expeditiously at the local level whereas 20 high score students implemented that type of reading. Likewise, high score students seem to use more expeditious reading at the global level than low score students. One high score students explained that "to answer the test, I first try to understand the paragraph as a whole" whereas another student with high score argued that "I always read quickly to understand the whole passage because I don't have time"

Discussion

The analysis of the first research question revealed that the IELTS Reading Comprehension Section was a difficult test for fourth year English Department students, and most of them obtained a band score of (5.5), which is according to CEFR, equivalent to around lower B2. Therefore, FCE Reading Test was statistically proved to be the suitable test to assess the students' reading comprehension skill. However, the course description of the English Department explains that fourth year students are advanced learners of English, but the findings of this study revealed that the actual level of most students is intermediate. It can be argued that this discrepancy in the determination of students' actual level of reading comprehension stems from the fact that the achievement reading tests administered at the Department of English do not give a precise indicator of students' level. They only assess students' knowledge of the material they had studied within the university courses without taking into consideration the determination of their actual reading comprehension level using internationally recognized proficiency tests.

In addition, it is clear from the analysis of the data above that low score students have difficulty understanding the reading passage so that they struggle to understand the meaning of each word. This is clearly supported by their selection of ***reading all the text slowly and carefully*** in the retrospective protocol form which conforms the finding of the studies conducted by Khalifa and Weir [13] and Weir et al [21]. On the other hand, 55% of high score students were expeditious and ***did not read the text*** was the most selected strategy. This strategy makes them more selective and cope with the constrains of the examination timing unlike low score students who consume their valuable test time in the careful reading and as a result of that, they obtain poor grades; this finding is consistent with those of studies conducted by Chalmer and Walkinshaw [5] and Devi [8]. The next section is devoted to conclusions and implications for further research.

Conclusions and Implications for Further Research
The main conclusion which can be extracted from this study is that the IELTS Reading Comprehension Section was difficult for the majority of students, and most of them obtained a band score of (5.5), which is according to CEFR, equivalent to around lower B2. Therefore, FCE Reading Test was proved to be able to assess students' reading comprehension level. However, the course description of the English department explains that fourth year students are advanced learners of English, but the findings of this study revealed that the actual level of most students was intermediate. Therefore, policy makers of the English Department should administer more intensive summer courses to allow students reach the level in the course description. The second conclusion is that students with high and low scores employ different reading types ranging from careful and expeditious reading at local and global levels.

According to Khalifa and Weir [13], different levels of processing in the central core of their model are important 'in order to cope with the types of reading in the various parts of each examination'. Therefore, the researchers of this study suggest further research need to be done to investigate whether Libyan undergraduates are able to tackle the different tasks of the FCE Reading Test by activating the following cognitive processing:

1. **Word Recognition:**
Khalifa and Weir [13] defined word recognition as the level that is concerned with matching the form of a word in a written text with a mental representation of the orthographic forms of the language'. Field [9] described word recognition as a *perceptual process* in which letters and words must be identified in the reading text.
2. **Lexical Access**
Lexical access is the ability to process the word form and its meaning. The form of the word involves its orthographic and phonological representation in the mind as well as some information on its phonology.
3. **Syntactic Parsing**
Generally speaking, syntax is viewed as a synonym of grammar. Therefore, it covers word order as well as its form which is the main concern of morphology. Many linguists regard syntactic parsing as an important

component in the comprehension process [15]. When readers access the meaning of words, they must gather them into bigger units such as phrases, clauses and sentences to understand the message conveyed by the text.

4. **Establishing Propositional Meaning**

Propositional meaning is defined as an abstract representation of a meaning unit. In other words, it is the core meaning of a sentence in a reader's mind without any interpretive or associative factors that he/she might bring to it [9]. Khalifa and Weir [13] define it as a 'literal interpretation of what is on the page'. Therefore, some external information must be added to it to transfer it into a message related to the context in which that message occurred.

5. **Inferencing**

Khalifa and Weir [13] argue that inferencing is very important for a reader. It allows him to go beyond explicit ideas because the linkage between ideas in the reading text is generally implicit. It is a process in which the brain adds extra information which is not explicitly stated in the text in order to reinforce coherence. Hughes [12] discusses that real-life processes should be replicated as an attempt to sample inference ability aspects in our test design taking into consideration that these texts should be close to the experience and background of the test candidature.

6. **Building a Mental Model**

This stage comes after the incoming sentence has been processed and elaborated through inference. It is an integration of the new information into a mental representation of the reading text [13]. The incoming information must be relevant to what has happened before. Therefore, it makes contribution to the development of the text representation in a relevant, consistent and meaningful way. Building a mental model is a complex level of processing that is responsible for identifying main ideas, correlating them to previous thoughts and distinguishing between minor and major ideas to formulation a hierarchal framework on text information [9].

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Appendix (A): Khalifa and Weir Model of Reading (Cognitive processing in reading)
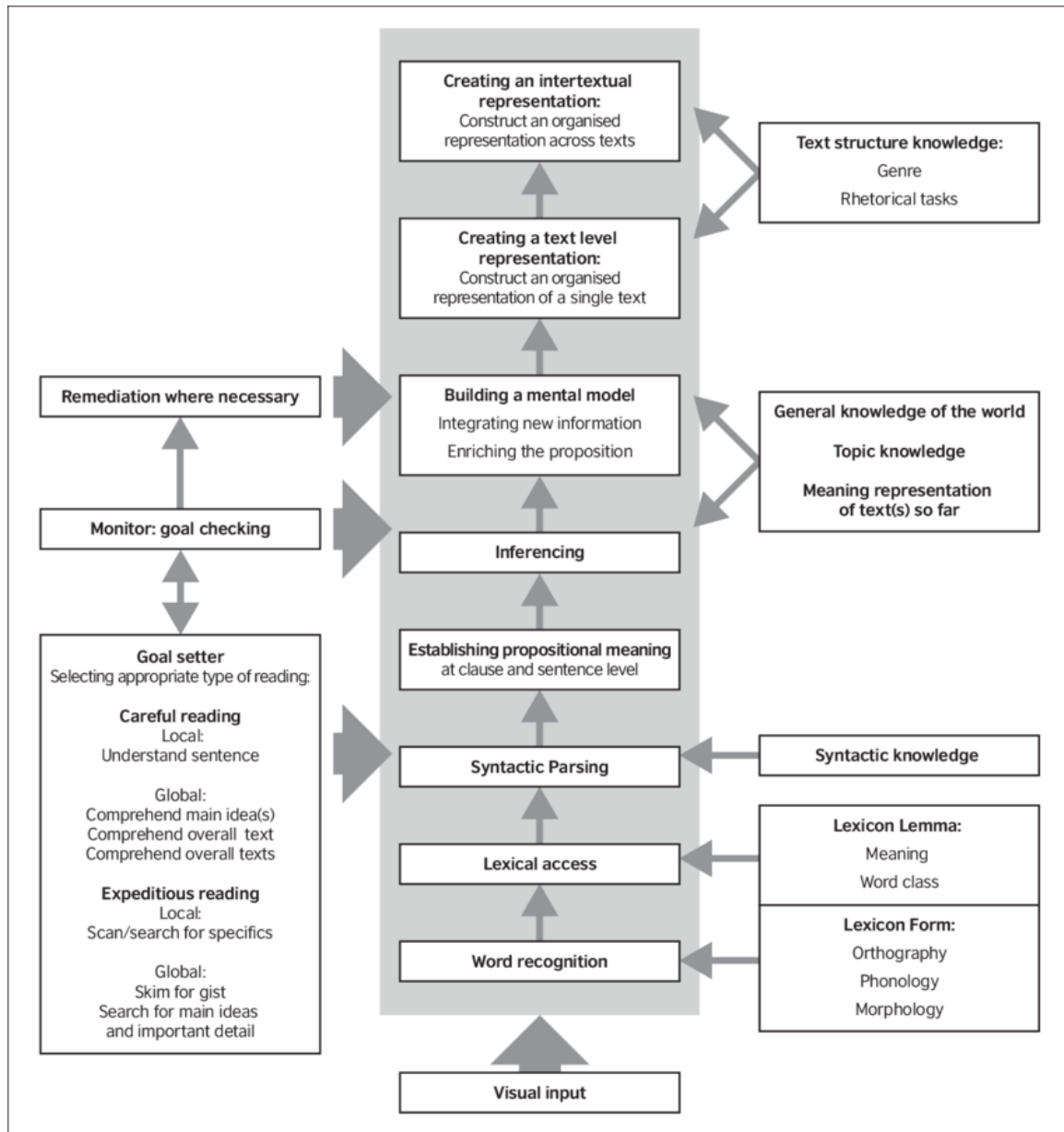
Appendix (B): Descriptive Statistics of the IELTS Reading Test

			Statistic	Std. Error
Students' Test Scores	Mean		17.00	.998
	95% Confidence Interval for Mean	Lower Bound	14.97	
		Upper Bound	19.03	
	5% Trimmed Mean		17.17	
	Median		18.50	
	Variance		35.886	
	Std. Deviation		5.990	
	Minimum		6	
	Maximum		25	
	Range		19	
	Interquartile Range		10	
	Skewness		-.431	.393
	Kurtosis		-1.113	.768

Appendix (C): Reliability Analysis of Test Items (IELTS Reading Test)

Reliability Statistics

Cronbach's Alpha	N of Items
.379	40

Item No	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Overall Cronbach' Alpha Test	Item Facility Value (IF)
1	.284	.338		31%
2	.166	.358		28%
3	.197	.351		43%
4	.139	.363		29%
5	.078	.372		42%
6	-.279	.428		29%
7	.118	.365		42%
8	-.009	.387		40%

9	.001	.386		45%
10	.362	.321		43%
11	-.022	.390		54%
12	.089	.370		40%
13	.251	.341		52%
14	.065	.375		35%
15	-.026	.389		68%
16	-.084	.400	.379	45%
17	.050	.377		40%
18	.063	.375		22%
19	.030	.381		47%
20	-.068	.392		82%
21	.067	.374		56%
22	.106	.369		21%
23	.322	.334		24%
24	.121	.365		38%
25	.250	.342		61%
26	.178	.355		35%
27	.428	.316		26%
28	.284	.338		31%
29	.127	.364		45%
30	.021	.382		57%
31	-.037	.388		17%
32	.204	.361		8%
33	-.060	.395		66%
34	-.120	.406		49%
35	-.024	.390		52%
36	-.047	.394		43%
37	-.083	.399		33%
38	.121	.366		22%
39	.099	.369		50%
40	-.216	.415		77%

Appendix (D): Descriptive Statistics of the FCE Reading Test

			Statistic	Std. Error
Students' Scores	Mean		16.88	.498
	95% Confidence Interval for Mean	Lower Bound	15.88	
		Upper Bound	17.88	
	5% Trimmed Mean		16.77	
	Median		16.00	
	Variance		14.145	
	Std. Deviation		3.761	
	Minimum		7	
	Maximum		26	
	Range		19	
	Interquartile Range		5	
	Skewness		.297	.316
	Kurtosis		.354	.623

Appendix (E): Reliability Analysis of Test Items (FCE Reading Test)

Reliability Statistics

Cronbach's Alpha	N of Items
.855	30

Item-Total Statistics

Item No.	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Overall Cronbach's Alpha	Item Facility Value (IF)
1	.515	.848		.89
2	.298	.853		.92
3	.372	.851		.86
4	.273	.853		.86
5	.333	.852		.81
6	.329	.852		.86
7	.303	.852		.75
8	.112	.857		.81
9	.333	.852		.81
10	.308	.852		.70
11	.255	.854		.72
12	.405	.850	.855	.61
13	.384	.850		.56

14	.384	.850		.56
15	.502	.847		.50
16	.441	.849		.50
17	.451	.848		.50
18	.370	.851		.50
19	.438	.849		.31
20	.378	.851		.42
21	.427	.849		.31
22	.382	.850		.33
23	.524	.846		.28
24	.639	.843		.28
25	.358	.851		.42
26	.450	.848		.42
27	.394	.850		.44
28	.186	.856		.36
29	.415	.849		.39
30	.299	.853		.36

Appendix (F): Retrospective Protocol Form

Student's Name _____   Students' Number

_____

Section 1: Tick (✓) the sentence that best describes what you did.

Before reading questions 1 to 8, I …

a. Read the text or part of it slowly and carefully ☐
   قمت بقراءة النص أو جزء منه ببطء و عناية

b. read the text or part of it quickly and selectively to get a general idea of what it ☐
   was about
   قمت بقراءة النص بسرعة للحصول على فكرة عامة حول ما يعنيه النص

c. did not read the text ☐
   لم أقرأ النص

Section 2: To find the answer to the question, I tried to …

لأيجاد اجابة السؤال، قمت بمحاولة .....

Q1 Q2 Q3 Q4 Q5 Q6

Q7

1 match words that appeared in the question with exactly the same words in the text. ربط الكلمات التي توجد في السؤال بنفس الكلمات الموجودة في النص	☐ ☐ ☐ ☐ ☐ ☐

2 quickly match words that appeared in the question with similar or related words in the text. **على نحو سريع، ربط الكلمات التي توجد في السؤال بنفس الكلمات أو كلمات ذات علاقة موجودة في النص**	☐	☐	☐	☐	☐	☐	☐
3 Look for parts of the text that the writer indicates to be important **البحث عن جزء النص الذي أشار إليه الكاتب على انه مهم**	☐	☐	☐	☐	☐	☐	☐
4 read key parts of the text such as the introduction and conclusion **قراءة الاجزاء المهمة مثل المقدمة و الخاتمة**	☐	☐	☐	☐	☐	☐	☐
5 work out the meaning of a difficult word in the question **تخمين معنى الكلمة الصعبة في السؤال**	☐	☐	☐	☐	☐	☐	☐
6 work out the meaning of a difficult word in the text **تخمين معنى الكلمة الصعبة في السؤال**	☐	☐	☐	☐	☐	☐	☐
7 use my knowledge of vocabulary **استخدام معرفتي في المفردات و الكلمات**	☐	☐	☐	☐	☐	☐	☐
8 use my knowledge of grammar **استخدام معرفتي في القواعد**	☐	☐	☐	☐	☐	☐	☐
9 read the text or part of it slowly and carefully **قراءة النص أو جزء منه ببطء و عناية**	☐	☐	☐	☐	☐	☐	☐
10 read the relevant parts of the text again **قراءة أجزاء النص ذات العلاقة مرة أخرى**	☐	☐	☐	☐	☐	☐	☐
11 use my knowledge of how texts like this are organized **استخدام معرفتي الخاصة في كيفية تنظيم هذه الأنواع من النصوص**	☐	☐	☐	☐	☐	☐	☐

وجدت الإجابة في ... I found the answer

Q1 Q2 Q3 Q4 Q5 Q6

Q7

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
12. I found the answer within a single word **أنا وجد الإجابة في نطاق كلمة**	☐	☐	☐	☐	☐	☐	☐
13 within a single sentence. **في نطاق جملة واحدة**	☐	☐	☐	☐	☐	☐	☐
14 by putting information together across sentences. **بربط المعلومات معا عبر الجمل**	☐	☐	☐	☐	☐	☐	☐
15 by understanding how information in the whole text fits together. **بواسطة فهم كيفية تلاؤم المعلومات معا في كامل النص**	☐	☐	☐	☐	☐	☐	☐
16 without reading the text **بدون قراءة النص**	☐	☐	☐	☐	☐	☐	☐
17 Or, alternatively, whether I 'could not answer the question' **أو إني لم استطع إجابة السؤال**	☐	☐	☐	☐	☐	☐	☐