



**EFL TEACHERS' PERCEPTIONS, PERCEIVED SELF-EFFICACY
BELIEFS, AND PRACTICES OF PEDAGOGICAL CONTENT
KNOWLEDGE (PCK) IN TEACHING READING SKILLS: SELECTED
SECONDARY SCHOOLS IN HAWASSA CITY IN FOCUS**

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LANGUAGES AND LITERATURE, ADDIS ABABA UNIVERSITY, IN
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Foreign Languages and Literature
School of Graduate Studies

EFL Teachers' Perceptions, Perceived Self-Efficacy Beliefs, and Practices of Pedagogical
Content Knowledge (PCK) in Teaching Reading Skills: Selected Secondary Schools in
Hawassa City in Focus

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DECLARATION

I, the undersigned, declare that this dissertation is my original work, and has not been presented for a degree in any other university, and that all sources of materials used for this thesis have been duly acknowledged.

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Abstract

The endeavor to improve teacher quality and instructional quality seems to be a pressing concern in modern education. It is also becoming crucial, particularly in the realm of foreign or second language learners' pedagogy. The present study was sought to investigate secondary school English as a Foreign Language (EFL) teachers' perceptions, perceived self-efficacy beliefs (SEB), and practices of pedagogical content knowledge (PCK) in the teaching of reading skills to grade nine students across selected secondary schools in Hawassa City administration. To achieve this objective, the researcher employed an explanatory sequential mixed methods design. In the pursuit of gathering the relevant data, the researcher employed questionnaires, a semi-structured interview, and classroom observation protocols (CROP). The teachers' self-report questionnaire was meant for collecting pertinent data regarding English teachers' perceptions of PCK in teaching reading. It was adapted from the standard questionnaires prepared by Janga et al. (2009). Originally the questionnaire consisted of 28 items, but the present researcher modified and increased the number to 42 items comprising six distinct components so as to make it more comprehensive and appealing. Hence, these questionnaires were administered to (N = 70) EFL teachers to extract information about their perception of PCK. These items in teachers' questionnaires were tested for reliability and found to be interanally consistent in that they yielded Cronbach's alpha ($\alpha = 0.952$). In its other continuum, to generate teachers' perceived self-efficacy beliefs (SEB), a self-constructed or researcher-made questionnaire containing 21 items was also administered to those same number (N = 70) of teachers. The internal consistency reliability for items of SEB in teachers' questionnaires was Cronbach's alpha ($\alpha = 0.852$). Data was also collected using a researcher-made questionnaire containing 34 items from secondary school students (N = 258) in order to capture their own perceptions regarding their teachers' PCK performance. The items yielded Cronbach's alpha ($\alpha = 0.948$), indicating strong internal consistency and reliability. Moreover, an in-depth, semi-structured interview was conducted with (N = 10) EFL teachers from the six selected secondary schools in order to capture pertinent information about teachers' perceptions, perceived self-efficacy beliefs, and practices of PCK under the umbrella of teaching reading skills. To get insight into the implementation of pedagogical content knowledge in the context of teaching reading, the researcher employed classroom observation protocol (CROP) as a tool, which includes a structured observation checklist that consisted of 55 items, and un-structured video recorded teaching episode, and field notes during the first academic semester in 2023. Quantitative data were analyzed using SPSS version 26, while qualitative data were subjected to thematic analysis using the grounded theory approach. The grand mean value of teachers' perception of PCK was (M = 3.91; SD = 0.559), indicating the presence of a moderately high positive perception of PCK in teaching reading skills. Similarly, the grand mean value of teachers' perceived self-efficacy beliefs was (M = 3.74; SD = 0.533). This indicates that these teachers were somewhat efficacious. The results from the teacher interviews corroborated the questionnaire findings. The findings from students' perception of their teachers' PCK (SPTPCK) revealed that students had a moderately positive perception of their teachers' PCK (M = 3.32; SD = 0.926). The Spearman's Rank-order Correlation Coefficient between students' perceptions and teachers' self-efficacy beliefs was (r = -0.027; p=0.826) suggesting a weak, negative relationship between these variables. The results from the Classroom observation protocols (CROP), both from the observation checklist and video recordings together with field notes, revealed that EFL teachers lack the required level of competence in pedagogical content

knowledge implementation. The relationship between EFL teachers' perception of PCK and classroom observation result was Spearman's Rho correlation coefficient ($r = -0.306$; $p = 0.360$). This value indicates inverse proportionality and the existence of weak relationships between the two variables. This finding seems to be consistent with what was gained through video recorded data. Therefore, to mitigate these shortcomings and to bridge the existing noticeable gap, tailor-made continuous professional development training schemes should be organized by concerned institutions. Such type of trainings should be given to EFL teachers, as they might play pivotal roles in enhancing teacher quality, instructional quality, and again gains in students' reading skills achievement.

Keywords: *EFL teachers' perceptions, perceived self-efficacy beliefs, practices, pedagogical content knowledge, students' perceptions, teaching reading skills, teacher quality, and instructional quality.*

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List of Abbreviations/ Acronyms

B.A: Bachelor of Arts

B.Ed: Bachelor of Education

CA: Correlation Analysis

CAFÉ: Comprehension, Accuracy, Fluency, and Extended Vocabulary

CK: Content Knowledge

CRO: Classroom Observation

CROP: Classroom Observation Protocol

CRO-TR: Classroom Observation Transcripts

EFL: English as a Foreign Language

PSEB: Perceived Self-Efficacy Beliefs

ELT: English Language Teaching

ESL: English as a Second Language

ET: Effective Teacher

FL: Foreign Language

KA: Knowledge of Assessment

KI: Key Informant

KIRS: Knowledge of Instructional Representations and Strategies

KIOCC: Knowledge of Objectives, Curriculum and Context

LC: Learner Centered

L2: Second Language

MoE: Ministry of Education

MoI: Medium of Instruction

PGDT: Post Graduate Diploma in Teaching

PK/KP: Pedagogical Knowledge

PCK: Pedagogical Content Knowledge

SEB: Self-Efficacy Beliefs

SL: Second Language

SMK: Subject-Matter Knowledge

SPSS: Statistical Software for Social Sciences

SPTPCK: Students' Perception of their Teachers' PCK

TESO: Teacher Education System Overhaul

CHAPTER ONE

1. INTRODUCTION

The introductory chapter is devoted mainly to highlight an overview of the background of the study, statement of the problem, objectives of the study and research questions. It also presents significance of the study, delimitation of the study, limitations of the study, and operational definitions of key terms used in the study. It is, therefore, presented as follows.

1.1. Background of the Study

In this globalized world, it is conspicuous that the English language, which is an international language (Lingua Franca), has received or seized a significant place almost in every sector, such as education, business, agriculture, trade, media and entertainment, tourism, foreign diplomacy, etc. The more proficient the use of English language among stakeholders, the better would be the results in achieving the target for which they are intended. This can be revealed in many ways. In relation to this, Mebratu (2015) says, “*English language has several and strong functions/roles in Ethiopia too. Of those roles that English is playing in Ethiopia, the educational/instructional role is the long standing and dominant one* (p.9). By the same token, Geberew (2017) emphasized that the need for the English language originated from the importance it has in order to forge communications with the outside world and to see modern education in the country, Ethiopia.

Historical accounts reveal that formal or modern education in Ethiopia started in 1908 during the reign of Emperor Minilik II, coinciding with the start of English language instruction as a foreign language (Negash, 1996; Alemayehu and Jon, 2012). It is claimed that since its inception, the nation has seen numerous advancements, revisions to the curriculum, and methodological procedures. Regardless of the remarkable improvements made, it encountered a number of difficulties that plagued the entire educational system. The matter of quality is one of the issues that have been perplexing it more (Eba, 2013; Tesfaye, 2014). With respect to the use of language in education, the education and training policy of the government of Ethiopia Ministry

of Education, MoE (1994), states that English should be taught as a subject starting in grade one and should be used as a Medium of Instruction (MoI) for general secondary and higher education institutions. The English language has also been used as a medium of instruction from general secondary school to higher education. In recognition of this, the language has received due attention in that more time (five periods per week) is given to teach it as is to Mathematics than any other subjects. This shows that English, as a compulsory subject, is given due attention in the country. Consequently, the English language received considerable attention at schools throughout the country (MoE, 2010).

Similarly, Berhanu (2009) argues that one of the main ways by which students are expected to learn English has been through using it as a medium of instruction, though some scholars have questioned the effectiveness of using English as a medium. Regarding this issue, Stoddart (1986) has the following to say about the English language ability of the majority of students in Ethiopia. He contends that students fall short of adequate English to understand speeches of their teachers and even to read their textbooks. Critical and creative participation in speaking and writing is almost nonexistent. Students' inability to work with English properly is said to affect the quality of teaching and learning significantly. Due to such pressing problems, Stoddart (1986) confirms that, "...In such a situation, it is no longer appropriate to call English a medium of instruction; rather, it has become a medium of obstruction" (p. 7). The aforementioned statements from Stoddart tell us that due to the fact that the level of English is low in the country, English is serving rather as a medium of obstruction than medium of instruction. This is a clear indication that the quality of teaching and learning of EFL becomes challenged as a result.

Similarly, Heugh et al. (2006) describe that in Ethiopian government schools the standard of English teaching was reported to be very low. In this regard, the quality of the teaching of reading skills is no exception. One of the specific reasons that can be associated with this problem may be teachers' lack of effectiveness in imparting the lessons (classroom instructions) to their learners. In the same vein, Amlaku (2013) affirms that because of the existence of several types of challenges that tempted the teaching of English as a foreign language, most of the graduate level students are also said to leave the school and colleges with very limited ability of the English language use.

Regardless of the importance that the English language has throughout the country, it is being condemned for possessing poor level in the nation as a whole. In line with this, Admassu (2008) also asserts that educational quality in general has declined in the last three decades in the country. The quality of teaching English as a Foreign Language (EFL) in Ethiopia is no exception in this regard. Belay and Melaku (2019), and Fekede and Tynjälä (2015) share the view that in the last two decades the Ethiopian government worked harder on the massive expansion of the national education system; however, these scholars believe that regardless of the significant achievement in terms of quantitative expansion in access to education, the quality of education has been found to decrease tremendously and remained a daunting challenge.

At this juncture, it will be pedantic to pose the question, “Why does this happen?” Here it is equally arguable that the problem might not be there only on students’ side; teachers also play their own roles positively and/or negatively as they are key role players. For example, Sudhindra & Ritendra (2015, p.580) believe that “the achievement of the educational goals largely depends on the quality and standard of the teacher.” This is because teachers are one of the determining factors for improving the goals of education at large. Eba (2013), on his part, confirms that there are various factors that contributed to the deterioration of language quality; one of such factors having a critical role is teachers’ low capacity in teaching English.

It is believed that the teaching and learning process of English as a Foreign Language in the twenty-first (21st) century demands teachers who are capable of handling the stiff and complex requirements of the entire education system. In line with this view, Nachmania (2016) states the following:

Teachers are considered a valuable resource in any educational system and are dominant figures who influence students' learning. The complexity of teaching entails high teacher performance, certainly when striving to equip students with the knowledge and skills needed to face the challenges of the 21st century in a changing world of globalization. (pp. 306-307)

In addition to this, Filgona et al. (2020) confirm that the task of teaching any subject is remarkably complex cognitive activity which requires teachers to employ their knowledge from

various perspectives. And again those teachers having differentiated and integrated knowledge are said to have better ability of teaching than those with limited and scanty knowledge.

Since teaching is one of the most demanding professions, in order to achieve the desired outcomes in terms of students' achievements, teachers must be able to carry out the duties and activities that are considered essential for the profession's well-being. Therefore, in order to handle this to the best of their abilities, teachers need be prepared on a professional, psychological, emotional, and many other levels and aspects. Gedera and Williams (2016) affirm teaching as a challenging and complex activity that requires teachers to perform various types of “on the spot” decisions and feedbacks to meet the dynamic/ ever changing needs of learners. Teaching is seen from the standpoint of teacher cognition as more than just applying acquired information and abilities. It is seen as a far more intricate cognitively driven process that is influenced by a variety of factors, including the classroom environment, the teacher's beliefs and values, the learners' motivations and responses to the lesson, and the way the teacher handles pivotal moments in the lesson (Richards, 2011).

Irrespective of the challenging nature of teaching, on the contrary, teachers in low-income countries like Ethiopia are forced to do their job in unfavorable working conditions. According to some study reports, such as Bennell (2004), teachers in most of the low-income countries (Sub-Saharan African countries and Asian countries) are considered to be semi-professionals because of their inadequate qualifications and professional training. Furthermore, the status and professional identity of teachers were found to decline seriously during recent decades.

Achame and Hailom (2022) studied the connection between job satisfaction, professional self-esteem, and professional identity of EFL teachers. The findings showed that the professional identity of EFL teachers in secondary schools had the lowest mean score from the pedagogical expert and the highest mean from the didactical expert. This may suggest that EFL teachers view themselves as less of pedagogical experts and more of a didactical expert.

On the other hand, unless significant attention is paid to raising teacher quality, the effectiveness of the educational system as a whole cannot be guaranteed. To this end, the researcher believes that examining secondary school English teachers' status of pedagogical content knowledge (PCK) in relation to teaching reading skills is one way to check and balance the education

system. In this regard, Abali (2012, p.2) says, “The quality of the learning process is highly affected by teacher effectiveness.” Hence, the process of improving the educational system may not be fully realized by disregarding improving the quality of teachers. It is a well-accepted idea that the quality of teachers makes a difference on students’ performance. To this effect, the need to improve teachers’ competence is observed to be one of the most important issues in the academic arena worldwide and in Ethiopia in particular.

With respect to key competencies needed by teachers, the Ministry of Education of Ethiopia (MoE, 2013) produced a working document that makes clear about the standards set for the English language teachers. These standards frame teachers’ knowledge as professional English language skills and professional knowledge, and they are all presented along with their respective performance indicators. Particularly, the standards set for English language teachers teaching grades 9 and 10 stipulate some useful standards about their expected level of professional knowledge. As to this document, standards for teachers’ professional knowledge include: objective knowledge, content knowledge, knowledge about language, second language activities/tasks knowledge, second language pedagogy knowledge, continuous assessment techniques and language testing knowledge, and learner knowledge. Even though the term/construct PCK is not directly mentioned in this working document, the components written about professional knowledge clearly reflect PCK and its constituents. For example, both the content knowledge and pedagogical knowledge are treated separately; therefore, we can say that PCK is already there in it implicitly.

Later on the issues of PCK have been treated sufficiently in the subsequent publications of MoE documents. For example, the MoE (2019) document of Curriculum for Bachelor of Education in English defines pedagogical content knowledge as a type of knowledge unique to teachers comprising three knowledge bases, namely: subject matter knowledge, pedagogical knowledge, and knowledge of context. The document also defines PCK as:

a type of knowledge that is unique to teachers and is based on the manner in which teachers relate their pedagogical knowledge to their subject matter knowledge. Thus, English language teachers should have an understanding of how particular topics, problems, or issues of English language lessons are organized, presented, adapted to the

diverse interests and abilities of learners, and presented for English language instruction.(p.8)

Even when we take a look at this recently revised Bachelor of Education (B.Ed.) Curriculum in Ethiopian higher education institutions, it gives a significant proportion of courses, i.e., 27 European Credit Transfer System (ECTS) is allocated to the courses that are specifically designed for developing student teachers' pedagogical content knowledge. This, in turn, expresses that the issue of PCK is of much concern in teacher education programs that are meant for preparing teachers for secondary schools.

The pioneer researcher who brought the issue of PCK to the surface was an American educational psychologist, Professor Lee Shulman. In his seminal work, Shulman (1987) defined PCK as an amalgam of content and pedagogy and a unique form of teachers' professional understanding. Therefore, it can be learned that teachers' professional knowledge and professional understanding go in good terms with PCK, as PCK is a form of teachers' professional knowledge. In teaching reading, to pave the way for learners so that they can easily crack the codes of written text or reading material, teachers play decisive roles. As part of their classroom actions, teachers are involved in decision-making in every single moment while imparting knowledge to their students. The overall teaching effectiveness is highly intertwined with PCK. Alimuddin et al. (2020) confirm that improving PCK is equated with improving the quality of teacher. In this regard, the teachers' teaching effectiveness or instructional quality is measured in terms of the presence of an adequate amount of PCK, which is regarded as a tool for measuring instructional quality and gains in students' achievement as well.

In conclusion, the researcher of this study believes that improving and enhancing teacher quality is one of the most important moves in improving education quality. However, Alimuddin et al. (2020) say it is unfortunate that there exist only limited literatures that focus on teachers' PCK in action. Regardless of their importance, studies on teachers' knowledge base on PCK, particularly in the field of teaching English as a second or foreign language, are scanty or scarce. Hence, the above-mentioned challenges imply the need for exploring EFL teachers' perceptions, perceived self-efficacy beliefs, and practices of pedagogical content knowledge in the teaching of reading skills.

1.2. Statement of the Problem

Anyone who is in need of fully participating in today's world should possess the skills of literacy, such as reading in one way or another, as it is found to be critically essential for one's life-long survival. Lyon (2002), as cited in Honig, Diamond and Gutlohn (2018), states that everybody reading a piece of excerpt, be it a ballot, a map, a train schedule, a driver's test, a job application, a text message, a label on a medicine container, or a textbook, needs to have a complete sense of reading skills. Watkins (2017) contends that in second or foreign language a context, reading is not viewed only as a way of manipulating social interaction and getting knowledge, but it is also regarded as important for facilitating the process of lifelong learning. However, he continues to say that it is unfortunate that a significant proportion of youngsters cannot fully operate with reading tasks well enough as they attempt to gather information in order to maximize the horizon of their knowledge about the world. Such a deficit of students' reading skills as described by this scholar is distressing.

In the pursuit of teaching English as a foreign language in general and teaching reading skills in particular, PCK of an English teacher is supposed to play a pivotal role. This is because it is a very essential skill in helping teachers achieve their teaching duty by equipping learners with the necessary skills that help them communicate in the target language. Hence, it encompasses teachers' knowledge of pedagogy and knowledge of subject matter/content. Cesur and Ertas (2018, p.124) argue, "A teacher with good PCK teaches a subject matter with appropriate instruction strategies. Namely, they must have the knowledge of the subject matter, knowledge on planning lessons, knowledge of learners, knowledge on teaching methods and techniques, and knowledge on assessment all together." The more the teachers are equipped with these essential skills, the better will be their overall performance in imparting the knowledge and skills, thereby resulting in positive consequences of learners' achievement. The implication of this statement is that teachers who fall short of an adequate amount of PCK may not be able to teach the subject matter properly, resulting in undesirable effects on students' achievement.

Teachers' knowledge of content and pedagogy, together with the quality of teachers and their teaching, are said to significantly impact student achievement (Kaplan and Owings, 2002). As these scholars further elaborate it is hardly possible to assume students' achievement by

disregarding consideration on the level of teachers' content knowledge. Enhancing teachers' subject matter knowledge significantly means ensuring teaching quality thereby improving gains in students' achievement. There is a commonly agreed preconceived status quo that teachers become ready to teach effectively once they are trained for that teaching job; however, scholars such as Callahan, Benson-Griffo, and Pearson (2009) suggest that the knowledge and skills acquired from teacher college are not by any means adequate to teach the course effectively as there are multiples of factors that affect it. The basic reasons for this are, for one thing, the teacher preparation schemes in our country seem to be questionable about producing efficient teachers that can fill the demand of teachers of the 21st century. The other reason is that knowledge is dynamic and complex in nature and may not be fully developed if the condition is not suitable enough to entertain such things as the teaching and learning process.

Since the time of its inception by Shulman, PCK studies have attracted the attention of several researchers, and such studies have started to emerge all over the world in the past more than two decades. The focus of such studies covers wider ranges of disciplines such as mathematics, science, and others. Grossman (1990) and Cochran-Smith and Lytle (1999) share the common view that in the area of teaching English, the issue of teachers' PCK is an understudied area or not well researched dimension. According to Shulman (1987, p. 8), PCK "represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners and presented for instruction." Due to this, the teachers' level of PCK is said to have a great impact on the development of students' achievement in their respective subjects, which students learn. This is confirmed by the study that shows the relationship between PCK and students performance (Hashima, Saili, and Noh, 2015). This concern is appreciated by the researcher of this study, as he became intrigued by the very notion of it and indulged in it with an extraordinary amount of zeal and stamina in order to realize the intended purpose of investigating EFL teachers' status of PCK in teaching reading skills with the overall intention of improving teaching reading and developing teachers' knowledge base. To this effect, the present research attempted to investigate secondary school EFL teachers' perceptions, perceived self-efficacy beliefs, and practices of pedagogical content knowledge in the teaching of reading skills.

It is stated that pre-service teacher preparation programs are ineffective at preparing graduates for the demands of the classroom where they discharge their responsibilities. According to the literature, some researchers have examined the pedagogical content knowledge of pre-service teachers or EFL student teachers in Ethiopia's Post Graduate Diploma in Teaching (PGDT) Practicum program. The study that was carried out in collaboration between Bahir Dar University and Mekelle University with the aim of investigating PCK in Ethiopian secondary school teacher education practicum supervision serves as an example of this. This indicated that the PGDT program's practice did not adequately handle PCK as subject-specific pedagogy; instead, PCK was viewed as a minor/subsidiary issue throughout the entire program. Because the supervisors were not experts in EFL subjects, the researchers found that when they gave feedback to the student teachers, they focused far more on general pedagogical difficulties than on remarks relevant to the subject (Tesfamichael and Mulugeta, 2018). The other thing is that in this study an attempt was made to examine student teachers' pedagogical content knowledge even though the intended purpose has not been achieved because the point of focus was more of classroom methodological issues only. It seems that this shows the failure of teacher education programs.

Moreover, the research findings of the Ethiopian government MoE (2003) mention a series of challenges with regard to the competence of secondary teacher education programs in Ethiopia. Few among the many challenges that may have debilitated teachers were:

The professional competence of teachers is deficient; the content knowledge of teachers is unsatisfactory; the teaching skills and techniques are very basic; teachers do not match up to the standards and expectations of their profession; ... the quality of courses and methods of teaching are theoretical and teacher-centered. (p. 33)

This can be taken as an indication of the deep-rooted deficiencies that may exist among teachers of secondary schools because of the problems they encounter at teacher training colleges. One thing that we can be sure of here is that a lot of reforms have been taking place since these problems were identified in teacher education programs in Ethiopia. For example, Teacher Education System Overhaul (TESO) and Post Graduate Diploma in Teaching (PGDT) programs are worth mentioning in this regard. These reform endeavors have their own strengths as well as

setbacks. In line with this, Aweke et al. (2017) state that even though Ethiopia has gone through a series of reform movements in teacher education programs, there still exists a huge amount of challenge during the post-TESO period.

Tesfaye (2008), explaining about the PGDT program, said that the fundamental drawback of the PGDT program is that it prevents students from integrating content and pedagogy, especially in Ethiopia, where hiring teachers without professional training is common and compensation for the extra year of training is nonexistent. As stated here, the current secondary school teacher education programs are said to lack effectiveness in preparing pre-service teachers for the teaching job as it does not equip them with the content knowledge and pedagogical knowledge. Due to this gap, it is expected that there may be a carryover effect of this problem to the EFL teachers' actual classroom teaching tasks at secondary schools. A research finding from the same author, Tesfaye (2014), reported that there has been a continuous deterioration in the quality of education at all educational levels, which is explained by the seriousness of the issue. His research revealed that the majority of schools were frequently overstaffed with incompetent teachers who had not completed appropriately teacher preparation programs. He claimed that these anomalies produced teachers who lacked the necessary professional knowledge, subject-matter knowledge, and the required skill sets. Consequently, he suggests that this issue be given immediate attention in order to address problems with quality.

Cesur and Ertas (2018) conducted research on examining prospective English teachers' PCK. The finding from this mixed-methods research showed that the prospective teachers did not possess as much required knowledge of the language they teach as they needed to have. However, pertaining to their knowledge of other knowledge domains, they perceive themselves as competent and efficacious in their practices of PCK. The questionnaire, observation of classroom events, and interview results revealed that even though they believed they would use communicative methods for language teaching, the teachers were observed using the grammar translation method, preferably. Since these prospective teachers' PCK was at stake, they had problems using the appropriate teaching methods.

Besides, Westbrook et al. (2013) purport that in some Sub-Saharan African countries there have been some studies that were conducted on teachers' status of content knowledge and pedagogical

content knowledge. The results of these studies showed those teachers' implementations of active learning or student-centered methods were observed to be inappropriately configured (poor) while working with large classes due to their lack of pedagogical content knowledge understanding and its implementation in subjects like English and mathematics.

Ibrahim (2016) maintained that research with a case study design was conducted on finding out teachers' perceptions of pedagogical content knowledge for teaching English at the secondary school level and how they developed their knowledge of teaching in the place called Banda Aceh in Indonesia. Four English language teachers participated in this study, and the data was analyzed by focusing on three areas of PCK, namely knowledge of the subject, knowledge of teaching strategies, and knowledge of learners' conceptions. The findings of this classroom research revealed that all the teachers displayed differences in their level of competence with regard to the abovementioned areas of focus. On the whole, these teachers did not show adequate teaching skills, and their PCK was considered to be inadequate for teaching English.

Even though reading is said to be an extremely important skill to study, it is still one of the challenging language skills to teach and learn. Snow, Burns, and Griffin (1998), as cited in Küçükoğlu (2013, p.1), say, "Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing." The present researcher's observation and his own teaching experience at university reveal that quite often than not, many students face difficulty reading and understanding the reading texts fully because most of the time they lack the necessary strategies of reading that help them to comprehend effectively. Literature suggests that teacher's status of PCK and content knowledge (CK) are some of the determining factors for students' academic achievement (Brunsburg 2013). However, research on teachers' level of PCK in teaching reading skills is an area that has not been studied adequately so far and needs further study.

Generally speaking, the studies reviewed so far divulge that there seems to be a clear gap in teachers' perceptions of PCK in their classroom teaching in many different places and at different levels of education. Therefore, bringing the issue of PCK to the surface is a timely question that triggered the present researcher to explore secondary school EFL teachers'

perceptions, perceived self-efficacy beliefs, and practices of PCK in the teaching of reading skills. Hence, at this juncture, the need for dealing with the existing status and the interplay among these variables of PCK in the teaching of reading skills seems to be profound. Even though there are some studies found on teachers' PCK, the assessment of research findings conducted on PCK from English as a foreign language teachers' perspective, particularly about teaching reading skills, is rare or scanty. According to some scholars, there are a very limited number of research literatures focusing on assessing teachers' PCK of FL/SL perspective; therefore, this field is said to get considerable benefit from current or further research conducted on this topic (Evens et al. (2016); Alimuddin et al. (2020).

1.3.Objectives of the Study

1.3.1. General Objective

The general objective of the study was to investigate public secondary school EFL teachers' perceptions, perceived self-efficacy beliefs, and practices of pedagogical content knowledge (PCK) in the teaching of reading skills with special reference to grade nine in Hawassa City Administration.

1.3.2. Specific Objectives

The specific objectives of this study were meant to:

1. Investigate the secondary school EFL teachers' perceptions of PCK in teaching reading skills.
2. Find out the secondary school EFL teachers' perceived self-efficacy beliefs of PCK in teaching reading skills.
3. Investigate the secondary school EFL teachers' practices of PCK in teaching reading skills in the milieu of their classrooms.
4. Find out students' perceptions of their teachers' PCK (SPTPCK) in teaching reading skills.
5. Examine whether or not there is a correlation between secondary school EFL teachers' perception of PCK and their practices of PCK in teaching reading skills.

6. See whether or not secondary school EFL teachers' perception of PCK relates to their perceived self-efficacy beliefs of PCK in teaching reading skills.
7. Examine whether or not secondary school EFL teachers' perceived self-efficacy beliefs of PCK correspond with their practices of PCK in teaching reading skills.
8. Identify whether or not there is a correlation between secondary school EFL teachers' perception of PCK and their students' perception of teachers' PCK.

1.4. Research Questions

The present study has the following research questions intended to be answered:

1. What perceptions of PCK do secondary school EFL teachers have with regard to their own teaching of reading skills?
2. What does secondary school EFL teachers' perceived self-efficacy beliefs of PCK look like in their teaching of reading skills?
3. How do secondary school EFL teachers practice PCK in the teaching of reading skills in the milieu of their classrooms?
4. What perceptions do grade nine students have regarding their English teachers' PCK in teaching reading skills?
5. What is the relationship between secondary school EFL teachers' perception of PCK and their actual classroom practices (implementation) of PCK in teaching reading skills?
6. To what extent does secondary school EFL teachers' perception of PCK go in line with their perceived self-efficacy beliefs of PCK in teaching reading skills?
7. Does secondary school EFL teachers' perceived self-efficacy belief in PCK in teaching reading skills predict their practices of PCK in teaching reading skills?
8. What is the correlation between EFL teachers' perception of PCK and students' perceptions of their teachers PCK?

1.5. Significance of the Study

The researcher of this study believes that upon completion, the findings of the present study might be significant for various stakeholders across the board in the continuum of the teaching and learning process of English as a foreign or second language.

First, EFL teachers teaching at grade nine may benefit a lot in that they might be able to learn about the status of teachers' knowledge base, particularly PCK regarding teaching reading skills; as a result, they may probably adjust themselves in order to provide high-quality service of teaching to their students, thereby improving students' learning outcomes. Moreover, it may help to balance and calibrate teacher professionalism, thereby improving the quality of teachers' classroom instructional practices of PCK and strongly building their knowledge base. It can, therefore, be said that such improvements in instructional qualities may have a direct impact on learners' achievements. On the whole, maintaining quality education, which is the core issue in education, is the primary concern of this study.

Second, curriculum developers and textbook writers may take a lesson as the study may inform them as to whether teachers are capable of transferring the intended knowledge of the course in the best possible and understandable or palatable way to their learners. Hence, if need be, the people in charge of curriculum development and teacher's guide writers will take corrective measures for the subsequent editions of the course/textbook with specific reference to teaching reading.

Lastly, researchers interested in working on teachers' PCK issues will benefit considerably, as it may give them a clue regarding where secondary school EFL teachers' position themselves in their perception, self-efficacy beliefs, and practices of PCK with regard to teaching reading skills. As far as the present researcher's thoughtful survey of the study topic is concerned, in Ethiopia, there is no study conducted on secondary school EFL teachers' perceptions, self-efficacy beliefs, and practices of PCK in teaching reading skills. This study, therefore, breaks the ground and, in this respect, may serve as a springboard for those interested researchers to conduct further studies in the field of teachers' knowledge bases, particularly on PCK of specific subject areas, like reading skills.

1.6. Delimitations of the Study

The present study was limited to investigating English as a foreign language teachers' perceptions, perceived self-efficacy beliefs, and practices of PCK in the teaching of reading skills at six (6) selected secondary schools in grade nine at Hawassa city administration in Sidama National Regional State, Ethiopia. Teachers' professional knowledge embodies several types of knowledge, and this study plans to deal with teachers' PCK, which is an amalgam of content knowledge or subject matter knowledge and pedagogical knowledge and is said to legitimize teaching as a distinct profession.

As PCK is domain-specific or subject-specific in nature, the PCK that was studied here was viewed from the perspective of secondary school EFL teachers' perception, self-efficacy beliefs, and practice of teaching reading skills only and does not consider any other aspects of teaching English. Moreover, it dealt with the relationship among these variables. The study considers EFL teachers of the six (6) secondary schools in Hawassa City Administration. Regarding participants, the study focused on EFL secondary school teachers who are assigned to teach grade nine students at their respective schools.

1.7. Limitations of the Study

As it has been mentioned in the previous section, the present study was limited to investigating English as foreign language teachers' perceptions, perceived self-efficacy beliefs, and practices of PCK in the teaching of reading skills at six (6) selected secondary schools at grade nine in Hawassa city administration in Sidama National Regional State, Ethiopia. The present study faced a serious set of limitations that had their impact on its overall effectiveness. As it is clearly known, PhD research is very demanding in terms of many different types of resources. One pressing problem among these factors is financial constraint. In this regard, the researcher did not have adequate financial assistance from concerned government institutions where he is institutionally affiliated to both as a staff member as well as a PhD candidate. Though there was an attempt to support, that was far less money than the required amount to support a PhD research work. Geographically, the study of EFL teachers' status of PCK requires one to gather data from large scale/scope participants, but with meager resources at hand, conducting research

in a wider scope than this one might mean detrimental decision. Therefore, the researcher had confined his study to a scientifically manageable size or area that may lead him to extract plausible, sound, or meaningful conclusions. Since a PhD research project is comprehensive in nature it demands the researcher to invest much amount of time for contemplation beginning from the conceptualization stage of the topic of the study. I believe that for PhD researchers there should be reserved working station where they can enjoy all important facilities, such as broadband internet connections, soft and hard copies of reading resources, supportive working conditions and so on. However, there was not enough resources in the libraries as many of the Ethiopian public university libraries do not have subscription to renowned journals that release their publication freely for readers' consumption.

The issues of teachers' knowledge base and mental lives consider several and related aspects to be taken into account. However, dealing with all those factors is so demanding that trying to wade them across seems to be an unaffordable task. As a result, the researcher was limited to including only those issues pertinent to bringing to the surface. Had there been enough money and resources, the present study would have been done by scrutinizing the PCK issue in depth. However, this does not put the sample size and other related issues in question, as the researcher was curious enough to fill the identified gaps underway.

1.8. Operational Definition of Keyterms

Effective Teachers: The term effective teachers, in the context of this study, refers to those particular teachers who are endowed with all the prerequisites that a professional teacher should possess, especially pedagogical content knowledge. In short, it may refer to those teachers who are equipped with the "what" and "how" of the teaching task.

Pedagogical Content Knowledge (PCK): In this study, pedagogical content knowledge means an amalgamation or combination of a repertoire of many different domains of knowledge that are needed by teachers to deliver their task effectively in the process of teaching and learning. The presence of this type of knowledge helps a teacher to transform the lesson for learners in an understandable and conceptually accessible manner. These domains of knowledge/elements include subject-matter (content) knowledge about teaching reading skills, pedagogical

knowledge, curricular knowledge, knowledge of students' misperception and their understanding, knowledge of instructional strategies and representation, knowledge of assessment, and each of which has its own typical manifestations and lines of demarcation.

Subject matter knowledge: In this study, subject matter knowledge/content knowledge means all about the “what of teaching reading skills” and the meaningful application of the concepts addressed therein to grade nine students, including the effective procedures to deliver the content to the learners in the most palatable/understandable manner. Most importantly, it includes the elements viewed in the realm of the content of teaching reading, such as comprehension, prediction, summarization, etc.

Knowledge of learners' mis/conceptions and their understanding: In this particular study, knowledge of learners' mis/conceptions and their understanding refers to the knowledge that teachers have about their learners entire learning conditions. These include issues such as learners' prior preparedness or readiness about learning reading skills or knowledge that students bring to the classroom, the level of learners' understanding (conceptions), weaknesses, or difficulties that they may have been baffled or perplexed with. In general, it encompasses areas of learners' strengths and weaknesses that can be dug out using teachers' strategies of diagnosis for elimination of wrong assumptions.

Knowledge of Pedagogy: In this study, knowledge of pedagogy refers to the most common principles with which the teaching of reading skills can be carried out or executed in the most acceptable manner. It consists of mainly knowledge about the how of teaching reading, such as lesson planning, lesson delivery, classroom management, and the entire teaching-learning scenario/condition.

Knowledge of curriculum: In this study, knowledge of curriculum refers to the knowledge of how the learning goals and objectives set forth for teaching the specific language learning aspect, such as teaching reading skills, is organized in lesson planning and classroom teaching.

Knowledge of Instructional Strategies and Representations: In this study, it refers to the technical application of the methods and all the necessary strategies that help the classroom teacher to effectively control the overall learning environment. In the teaching of reading skills, this may

mean knowing how a particular reading skills lesson can be presented in a sequential arrangement that best fits the demands of the learners and their understanding using examples, analogies, illustrations, and many other techniques for better clarity of the lesson delivered to them. This encompasses those strategies employed by the classroom teacher, such as presenting different activities in the classroom to achieve his/her targets of teaching.

Knowledge of Assessment: In this study, Knowledge of Assessment refers to the way/method the classroom teacher uses to evaluate his/her students' performance of reading skills using multifaceted techniques.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter is meant for reviewing the relevant literature with respect to the major issues, such as the definition given to the core concept of PCK and self-efficacy beliefs. The historical emergence of studies on PCK and the way PCK is viewed are also treated. Next, an attempt has been made to include issues of knowledge base for the teaching profession, sources of teachers' knowledge base, the roles of the teacher, and the teaching of reading. Moreover, reviews have also been made on some national and international empirical studies on reading and PCK in order to help the reader see the existing research gap. Finally, theoretical as well as conceptual frameworks have been developed using the related literature, and a model representing the central issues of the study was brought to the attention of the reader.

2.1. Definition and Concept of PCK

Many different scholars define PCK in many different ways. For example, an educational researcher who is a pioneer in using the term PCK, Shulman (1986, p. 9) considers PCK as "the particular form of content knowledge that embodies the aspects of content most germane to its teachability." According to him, the notion of PCK is dealt with encompassing/using useful representations of ideas in the most regularly taught topics, powerful analogies, examples, illustrations, explanations, and demonstrations with the purpose of making the subject matter comprehensible to learners. In his presidential speech Professor Lee Shulman addressed that

Richards and Schmidt (2002) in Soleimani, and Karami (2015) define PCK as "a teacher's knowledge of subject matter and the ability to represent it in a way that will facilitate teaching and learning." Besides this, PCK, viewed by Kind (2009), is a concept or an issue that is thought to represent teachers' knowledge, which they use in the teaching and learning process. He further identifies PCK as the understanding of what it means to be a good teacher. Likewise, Fernandez (2014, p.2) also says,

The PCK is a construct that has been widely used in the literature about teachers' knowledge, and it is considered the specific professional knowledge, and it has also proved to be a fruitful model for investigations aimed at documenting the knowledge that makes one a good teacher.

Irrespective of the significance of PCK, there seems to be a lack of consensus about what PCK is because many researchers continue to propose different types of models and concepts that are not on good terms with each other and even sometimes conflicting.

Grossman's (1990) definition of PCK was made on the basis of the four constituting elements that make up PCK. These include conceptions of purposes for teaching subject matter, knowledge of students' understanding, curricular knowledge, and knowledge of instructional strategies. Hashweh (2005) also has defined PCK as "the set or repertoire of private and personal content-specific, general event-based, as well as story-based pedagogical constructions that the experienced teacher has developed as a result of the repeated planning and teaching of, and reflection on the teaching of, the most regularly taught topics."

Conceptually, Shulman (1987, p. 8) categorizes the typologies of teachers' professional knowledge or knowledge base into seven (7) discrete categories, such as content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values. Among these types of professional knowledge, Shulman describes PCK as distinctive bodies of knowledge and as the most important form of teacher knowledge that a teacher must possess for effective teaching.

One of the prominent figures in the area of teacher knowledge, Shulman (1986), brought about a new working model that had not been treated by the forgoing researchers in the field. In his model, which was said to have broken the ground, he argues that the assessment of teachers' mental lives such as cognitive understanding and the interplay between such type of perception and delivery of instruction seems to be the missing paradigm in the educational research. According to him, what is missing from educational research is showing the relationship between subject matter content and its instruction (PCK) and he suggested further research be conducted

on this important issue. As can be seen from literature, as PCK is not a new concept, since the time of its inception in 1986 by Shulman, several types of research have been conducted by many different scholars and researchers.

Shulman (1986) and his colleagues proposed a special domain of teacher knowledge which is referred to as pedagogical content knowledge. Shulman (1986) defined pedagogical content knowledge as:

The most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations and demonstrations – in a word, the most useful ways of representing and formulating the subject that make it comprehensible to others... Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult; the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons. (p 9).

With regard to showing the relevance of PCK, Reza & Noordin (2013) say, “Among the seven elements in Shulman's (1987) model, pedagogical content knowledge (PCK) was identified as important to study teachers’ cognitions.” This is because PCK measures teachers’ collective knowledge all the way through theoretical as well as practical knowledge.

Richards (2011) also defines PCK as follows:

Pedagogical content knowledge on the other hand refers to knowledge that provides a basis for language teaching. It is knowledge which is drawn from the study of language teaching and language learning itself and which can be applied in different ways to the resolution of practical issues in language teaching. It could include course work in areas such as curriculum planning, assessment, reflective teaching, classroom management, teaching children, teaching the four skills and so on. (p.6)

This implies that PCK is a practical knowledge gained from the study of language learning and teaching which can be used to solve practical problems in the scenario of language teaching and learning.

2.2. Definition of Self-efficacy Beliefs

There are various forms of definitions given to self-efficacy beliefs or teacher self-efficacy. Tschannen-Moran et al. (1998, p. 233) quoted in Liaw, En-Chong (2009) define teacher/self-efficacy as “the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific task in a particular context.” Similarly, Steele (2010), as cited in Kola & Sunday (2015), says, “Teachers’ self-efficacy is the set of beliefs a teacher holds regarding his or her abilities and competencies to teach and influence student behavior and achievement regardless of outside influences or obstacles.”.

Bandura’s (1994, p. 2) definition of self-efficacy tells us that it is “people's beliefs about their capabilities to produce effects.” or perceived self-efficacy is defined as “people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives.”

2.3. Historical Emergence and conceptualization of PCK

The notion of PCK was propagated after it was coined and introduced by its pioneer professor, Lee Shulman in his presidential speech addressed to the American Educational Research Association. Other scholars who were in agreement with Shulman (1986, 1987) concerning PCK and its conceptualization released the findings of their studies.

Grossman (1990), for example, classified components of PCK into four categories: (1) knowledge of purposes for teaching specific topics at different grade levels; (2) knowledge of students’ understandings and (mis)conceptions; (3) knowledge of the curriculum and curriculum materials available for teaching specific topics; and (4) knowledge of instructional strategies and representations for specific topics.

The proposal of classifying components of PCK was also forwarded by Tamir (1991). He/she made a distinction that the constituting elements of PCK include: 1) (1) knowledge of students, such as the common (mis)conceptions of specific topics and how to diagnose students’ difficulties in understanding specific topics; (2) knowledge of curricula: the pre-requisite concepts needed for understanding specific topics and how to design; (3) knowledge of

instruction (teaching and management) and how to teach students to use laboratory instruments; and (4) knowledge of evaluation, such as assessment inventories.

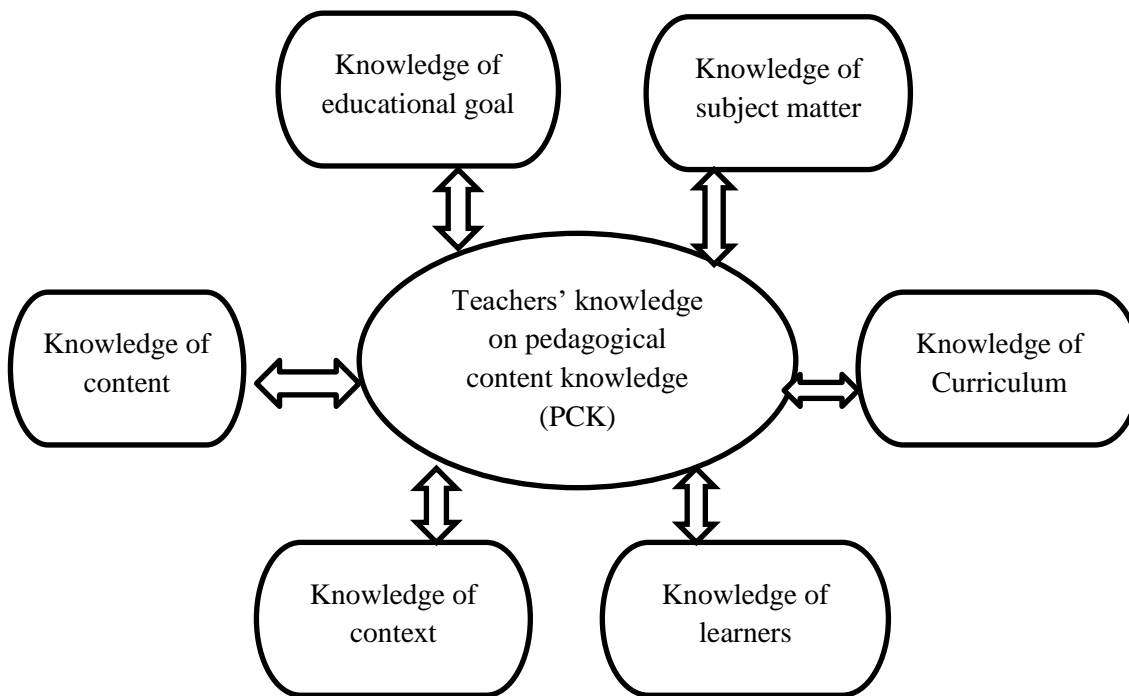


Figure 1: Categories in Pedagogical Content Knowledge (PCK) (Shulman, 1986)

Park and Oliver (2008) and Magnusson et al. (1999) have distinguished between more elements that make up PCK of a teacher. They suggested the five components listed below: (1) knowledge of purposes and objectives behind teaching science (at a specific grade level); (2) knowledge of the science curriculum (goals and particular curricular programs); (3) knowledge of students' understanding of particular science topics; (4) knowledge of science assessment (relevant aspects of students' learning, ways to assess these aspects); and (5) knowledge of strategies for science teaching (e.g., use of representations, activities).

When an educational researcher, Professor Lee Shulman, proposed the study of PCK, first his intention was to investigate teachers' pedagogical content knowledge in various subject domains, such as languages (Grossman, 1990), Mathematics and Science fields of study. However, later

on, the focus of attention of studies on PCK in educational research was mainly on science and mathematics.

According to Anne & Susan (2010), in 1983 in the USA, a report on educational reform was released by the National Commission on Excellence in Education. This report clearly shows the existence of heated debate about the effectiveness of teacher education, which suggests that education programs give much more attention to the content areas than pedagogical course work. As a result of their debate, they gave emphasis to or underlined the importance of preparing teachers that can handle the facts on the ground in 21st century classrooms. U.S. Department of Education, 2002, as cited in Anne and Susan (2010, p. 19) in the meeting held on highly qualified teachers challenge: the secretary's annual report on teacher quality affirms that "there is little evidence that education school coursework leads to improved student achievement."

The proponents of teacher education contend that to be successful in the classroom, subject matter knowledge is not at all enough. Hence, both course works in pedagogy, as well as the subject matter areas, are deemed necessary parts of teacher education. (Darling-Hammond & Youngs, 2002), quoted in Anne and Susan (2010). In the same vein, Black, Harrison et al. (2004) argue that possessing a complete understanding of the guiding principles, understanding the difficulties that students might face, and different forms of productive thinking, which are aspects of PCK, are more important than possessing a mere high level of subject matter knowledge alone. Owing to the existing deficiency of only one type of knowledge—subject matter knowledge or pedagogical knowledge—the amalgamation of these two important elements of teacher knowledge—PCK is said to increase the sophistication of the understanding of teaching.

Ball, Thames, & Phelps (2008) explain that the mid-1980s brought about tremendous interest in conceptualizing special forms of teacher content knowledge. During this time, Lee Shulman (1986) and his associates/colleagues suggested a unique domain of teachers' knowledge base, which they called PCK. The instigating factor for this keen interest among the then scholars was the notion that raises issues about the existence of a special type of content knowledge for teaching, which is subject-matter-specific professional knowledge. As to these scholars, the PCK

is meant for bridging content knowledge and the practice of teaching, which Shulman called the missing paradigm.

Halim et al. (2014) investigated the level of science teachers' PCK from students' perspectives. It was aimed at exploring the types of perceptions that students of various ability groups had with regards to their science teachers' PCK in the process of helping them understand the very concept of the lesson. These researchers have identified six PCK components, which they said they discovered from PCK literature. These components subsume: (1) subject matter knowledge; (2) knowledge of teaching strategies; (3) knowledge of concept representation; (4) knowledge of teaching context; (5) knowledge of students; and (6) knowledge of assessment in learning science. In this study, a survey questionnaire consisting of 56 items on a five-point Likert-type scale was employed in order to collect data from 316 Form Four students (16 years old). A one-way ANOVA analysis of variance was performed, which demonstrated that the differences in science teachers' PCK identified by students of varying abilities were statistically significant.

De Jong 2009 affirms that the most basic constituents that make up PCK include: (1) knowledge of students' conceptions of specific topics, including knowledge of students' difficulties in understanding these topics; (2) knowledge of instructional strategies, including knowledge of representations (e.g., models, metaphors) and activities (e.g., explications, experiments) for teaching specific topics; and (3) knowledge of subject matter.

To put it in a nutshell, these scholars contend that irrespective of conducting various types of research, there is still a noticeable gap concerning the junction between knowledge and practice. They say, "However, after two decades of work, this bridge between knowledge and practice was still inadequately understood, and the coherent theoretical framework Shulman (1986) called for remained underdeveloped" (Ball, Thames & Phelps, 2008).

2.4. The Impact of PCK on instruction

Richards (2011) mentions the key tasks or things that a teacher with a grip of sound foundation in pertinent pedagogical content knowledge displays. These include:

Understand learners' needs ; Diagnose learners' learning problems; Plan suitable instructional goals for lessons; Select and design learning tasks; Evaluate students'

learning; Design and adapt tests; Evaluate and choose published materials; Adapt commercial materials; Make use of authentic materials; Make appropriate use of technology; Evaluate their own lessons. (p. 6-7)

Loughran, et al. (2012) pointed out the distinction between content knowledge and pedagogical knowledge. In his/ her classification he said content knowledge is the subject matter knowledge that a teacher should possess both to learn and teach as well, while pedagogical knowledge paves the best way for teachers to transfer the key concepts in an understandable manner. Rahmi, (2018). “A qualified teacher not only transfers knowledge of the subject matter he/she owns, but without a good pedagogy content knowledge, it is difficult for future teachers to understand a new knowledge and construct it with the previous knowledge they have acquired.”

Anney, V.N., and Hume A.C. (2014) claim that classroom teachers’s ability to perform PCK skills is categorized basically in two ways. One of which in the continuum is those teachers with well-developed, strong PCK, and the other one is those with weak, underdeveloped PCK components. These typologies of PCK components have their own manifestations when it comes down to classroom level.

Gardner and Gess-Newsome, 2011; Lee et al., 2007; Park et al., 2011 as cited in Anney, V.N., and Hume A.C. (2014) developed the detailed rubrics for both strong and weak PCK. According to these scholars, those teachers with weak PCK display the following features: Inadequate skills to focus on the main ideas on the topic; heavily dependent on textbooks and teachers’ guides; do not emphasize on students’ prior knowledge; teach with very meager understanding of learners’ difficulties; do not easily capture where learners problems lie; follow less interactive approaches while teaching; depict little or very limited understanding of students’ learning approaches/styles; teach the lesson without applying basic features of inquiry-based teaching; use various forms of representation that are not as effective, such as examples, illustrations, models, and analogies that are not linked with learners previous learning experiences.

In the same vein, these scholars also mention the qualities displayed by teachers who show strong PCK. They prepare lesson plans based on students’ prior knowledge and learning needs; acknowledge learner variations and attempt to give diversified opportunities for learners on the basis of their learning strategies; work on identifying learners difficulties and focusing on that

during the lesson delivery; use pedagogically and practically effective representations of the lesson that are accurate and linked with students' previous experiences. (Gess-Newsome et al., 2011; Lee, 2011), as cited in Anney and Hume (2014).

2.5. Knowledge Base for Teaching Profession

When we, the academicians, think of the overall situation of the teaching and learning process of English as a foreign language, we come to realize the existence/presence of multifaceted challenges that need immediate solution. Teaching in general and teaching reading skills in particular is a complex process in which several role-players are involved in the execution of the tasks. Owing to the complex nature of teaching and educational enterprise in general, seeking a remedy that heals the anomalies should be given considerable attention. One of the meaningful moves in improving such processes takes a closer look at teachers' knowledge base for teaching.

There seems to be a heated debate among professionals or scholars with regard to categorizing or characterizing teaching as a distinct profession in its own right for its own sake. Some argue that teaching does not qualify to be regarded or considered as a profession. These people who run with this notion consider teaching a semi-profession. One of their arguments states that teaching lacks a profession-specific knowledge base or specialized pedagogical training (Guerriero and Deligiannidi, 2017).

However, literature suggests that a specialized form of teachers' knowledge base, PCK, which was introduced and coined by Shulman (1987), is said to legitimize teaching as a distinct profession. The notion/concept of PCK got prominence through time and spread or multiplied all over the world by drawing the attention of the scholars to the exceptional professional experience that characterizes teaching and creates a separate demarcation line between teaching and other professions. (Kind, 2009), cited in Evens et al.(2016). By putting forward his views about the teaching profession, Fernandez (2014) stated that a distinct body of knowledge is the characteristic that is honed or possessed by individuals in every profession that sets them apart from each other and that makes them specifically suitable for that field of study. He says that it is amazing to see that there is no consensus among scholars about the body of knowledge that governs teaching, which is the mother of all other professions as it educates all others.

What is commonly agreed here is that the widely spread wrong idea says it is quite enough to have content knowledge to be a teacher and that it requires no other skills than possessing a specific content. This situation put the teaching profession in trouble by forcing it to be a temporary one that is overwhelmed by inconsistencies that contribute to the downgrading of the profession socially and economically, which calls for the need to be responsible and hone proper training for the teaching profession. However, literature shows the insufficiency of knowledge of content for effective teaching of English as a foreign or second language. Anne and Susan (2010) say that like any other content area courses, the presence of neither pedagogical knowledge nor content knowledge is considered sufficient for delivering second or foreign language effectively. Researchers working on teachers' knowledge bases or professional knowledge consider PCK as one of the key concepts that organizes elements involved in the education system. Teachers are distinguished from other types of professionals due to the presence of PCK. According to Shulman Pedagogical content knowledge (PCK) is regarded as a special knowledge form of Knowledge that identifies teachers as distinct professionals as opposed to other specialists (Shulman, 1987).

In this regard, Kind (2009) contends that even though knowledge of specific content of chemistry, biology, Portuguese, geography, etc. is the primary concern of being a teacher, the issue of subject matter knowledge is only part and parcel of the story as there are many more specific skills needed for one to be an effective teacher that are recognized later on. Similarly, Yilmaz (2011) confirms that teachers' understanding of the subject matter that they teach is not enough by itself to engage them in appropriate instructional practices that are pedagogically acceptable. In addition to subject-matter knowledge, teachers also need to be equipped with pedagogical content knowledge in order to achieve the goals of teaching their subjects. In this sense, Montero (2001) cited in Fernandez (2014), states that teaching is much more than just imparting knowledge; it also includes a variety of less obvious and socially acceptable tasks carried out by educators in a classroom setting. Among some of these activities are issues of planning and assessment that teachers need in preparation and analysis of their knowledge base. This statement urges giving considerable attention to studying the aspect of teachers' knowledge base—PCK.

Similarly, Bucat (2005) mentions the existence of a clear distinction between knowing about the content knowledge or topic and knowing about the knowledge of the process of teaching and learning that topic, which typically is referred to as PCK. Nowadays, teaching is considered a professional activity of teachers that considers intentional actions adjusted by teachers so as to facilitate the students' learning of concepts, procedures, and attitudes geared or garnered towards the context of institutions like schools, which has a direct impact on activities of teaching and is affected by it (Montero, 2001, as cited in Fernandez, 2014).

Fernandez (2014) further explains that teachers' knowledge base, which is reported as important skills that a teacher is required to practice teaching, is a crucial issue in the context of teacher education. For many decades in the past, specific content knowledge has been believed to be a sort of knowledge that a teacher must possess in order to be able to teach. When it comes to practice, however, this notion is not acceptable because it is not only the content knowledge that is required by a teacher that characterizes an effective teacher. Had it been true to say that content knowledge is the only type of knowledge that is needed to be possessed by teachers, all university teachers, researchers, and experts in their content would have been considered perfect teachers. He continues to say that it is not true to judge all/every teacher as effective in their content knowledge because the inefficiency of expertise in delivering lessons at the classroom level is reported as one of the major complaints from the students' side in general. (Kind, 2009).

During the 1980s, scholars began to recognize the practical understanding of teachers' knowledge and brought about many different types of models that represent a distinct body of teachers' knowledge base that makes them different from other professionals. Shulman (1986, 1987). Moreover, he mentions the existence of general agreement among the then scholars about practical knowledge (which can be obtained from various sources, such as personal knowledge, knowledge from initial and continuous training, knowledge of curriculum, and knowledge of professional practice) needed by teachers in order to perform their task of teaching effectively. The study of teacher knowledge has passed through a series of shifts from emphasis on propositional and generalizable knowledge to a kind of practical and personal knowledge manifested through illustrations, metaphors, stories, pictures, etc. Shulman (1986) and other researchers showed considerable interest in the practical and personal type of knowledge, and they supported this view (Fernandez, 2004). Several studies that were conducted on teachers'

knowledge yielded significant change from the study of teaching that is meant to write prescriptions for teachers to giving recognition for the importance of dealing with the knowledge of teachers. (Montero, 2001), as cited in Fernandez, 2004. This situation calls for giving remarkable attention to the present study, which plans to explore PCK from teachers' perspectives in teaching reading skills.

Teachers' professional competence seems to be the most important element that needs to be studied meticulously if we are really longing for the real advancement in instructional strategies and qualities of teachers who play significant roles in their classroom performances and students' academic achievement. To be specific, if a teacher is equipped with adequate pedagogical content knowledge, s/he will be able to teach the subject matter well in the best way that suits the diverse demands of the learners. The transformation of the intended content or subject matter will be done meaningfully, resulting in its understandability for learners when teachers effectively employ their practical knowledge (PCK). So, what makes the lessons of reading skills easy or difficult is teachers' way of delivering them.

Hence, the importance of discussing investigating PCK from teachers' perspective is considerable because teachers' knowledge base can be affected by many different factors that result in undesirable effects on learners' achievement in general and their reading skills achievement in particular.

2.6. Sources of Teachers' Knowledge Base

Westbrook et al. (2013) explain the relevance of exploring teachers' thinking (mental lives) and ideas through demonstrations of their overall pedagogical approaches in subject-specific domains. This teachers' knowledge base is believed to be constructed from various sources, such as their own experiences of teaching and learning as students themselves, approaches gained from their teacher education program, from continuing professional development schemes, from specified or established school curriculum, and from observations of colleagues' classrooms. Moreover, these scholars have conviction that currently in curriculum reforms, a paradigm shift has been noticed, which is a move away from teacher-centered pedagogic approaches to learner-centered/child-centered or approaches of active learning.

Teacher cognition, which is an aspect of teachers' knowledge base and which is part of teacher professionalism, is a very essential dimension of education in general and teaching English in particular. In this regard, Yilmaz (2011, p.204) says, "Professionalism in teacher education and development demands that teachers have not only a disciplinary knowledge base related to their subject but also a strong command of learning theories and their applications for instructional practices in the classroom." However, the fact on the ground does not signify this.

As depicted in the model developed by Shulman (1987), PCK is not represented as a simple or mere combination that involves both categories—content and pedagogy—but it is considered an amalgam, which is special of its kind and found to be essential for any effective teaching as it paves the way to transmit subject matter knowledge in the most palatable or understandable manner for students (Shulman, 1987; Grossman, 1990). According to these scholars, specifically speaking, what is given more emphasis is the information exchange between teacher and student that made PCK different from pedagogic knowledge and content knowledge and its relationship with knowledge of subject matter. So, what is underlined in this process is the understandability or graspability of the information to students. Kultsum (2017) states that the PCK of a teacher is a combination of both content knowledge and pedagogy knowledge. While content knowledge deals with text genre and reading text constructions, pedagogy places more emphasis on instructions and teaching strategies when teaching reading.

The teachers' knowledge base for teaching, which can be obtained from some sort of training and study or practice, is the foundational thing for any kind of instructional practice. In the existing educational scenario, it is believed that teachers' practical content knowledge is given much more attention; however, a study on explication of teachers' expert knowledge base for teaching in certain specific teaching tasks that are assigned to a specific group of teachers is still very limited or scarce (Xu, 2015). Hence, the importance of discussing investigating PCK from teachers' perspective is considerable because teachers' knowledge base can be affected by many different factors that result in undesirable effects on learners' achievement in general and their reading skills achievement in particular.

2.7. The Roles of the Teacher

Studies that center on exposition of teachers' mental lives are seen as very crucial to digging out information regarding their status of cognition. Acknowledging teachers as active, reflective decision makers who are fundamental in forming classroom experiences has been a major driver of the growth in research on teacher cognition, not only in language education but in education in general. Together with psychological discoveries that demonstrate the powerful impact of beliefs and knowledge on teacher behavior, this discovery has raised the possibility that a fundamental understanding of teacher cognition lies at the heart of the process of comprehending teaching. (Borg, 2006).

It is believed that how or where teachers position themselves as professionals will have a bearing impact on their act of involvement in the teaching and learning process, thereby impacting students' achievement possibly. Their perception, belief, and motivation towards the prestigious profession of teaching in general and teaching reading skills in particular contribute to their own performance of teaching.

Hall & Hewings (2001) illustrate the main roles of the teacher in communicative language teaching in the following manner. The first role is facilitating the communication process between and among all participants in the classroom with various activities and texts. The second role is acting as an interdependent participant along with the groups of learning and teaching. The secondary roles implied by these roles consider that classroom teacher as an organizer of resources and a resource himself, as a guide for classroom procedures and activities. Most importantly, teachers have the roles of researcher and learner that are capable of contributing the necessary knowledge and abilities and real and observable experience with regard to the nature of learning and organizational capabilities.

Huda (2013), on his part, discusses that, as they play the key role in the process of language teaching and learning, teachers and learners are considered to be very important in the context of post-method pedagogy. As their part of responsibility, teachers, based on their experiences, devise their own theories and put the theories into practice. In the realm of performing their task or duty properly, teachers need to possess knowledge and skills and should have enough amount

of required information with regard to theoretical and practical aspects of teaching and learning of language. In the like manner, Kumaravadivelu (2006), cited in Huda (2013), has argued that so as to cultivate context-driven theory of practice, teachers must have all the necessary knowledge, skills, attitudes, and autonomy.

Improving the quality of teacher professionalism is a key issue to be considered for the better effect of students' achievement, which, in fact, cannot be complete in the absence of dealing with the knowledge base of teachers, which is the crux of the matter in the field of English language education. As observed from the academic construct-Pedagogical Content Knowledge (PCK) point of view, teaching is an activity not solely devoted to transmitting the concepts and skills from teachers to students, but rather a rather complex and challenging activity that requires teachers to perform various types of "on the spot" decisions and feedback to meet the dynamic/ever-changing needs of learners. Gedera & Williams (2016). This statement goes in good terms with the notion of PCK, which is about the teachers' personal and practical knowledge that is commensurate with effective teaching.

According to Xu (2015, p. 161), being able to meet the diverse/multifaceted needs of learners seems to be a great wisdom that demands teachers of the reading skills to conduct the instructional strategic actions like teaching learners with meta-cognition. PCK is a must-have type of knowledge for teachers that is likely to prove the delivery of effective strategy instruction of reading at the levels of both cognitive and meta-cognitive strategies in order that they are able to plan, monitor, and evaluate their teaching activities.

As teachers gain experience and expertise, there is a shift in teaching toward greater flexibility and the emergence of what is sometimes referred to as "improvisational teaching." Accordingly, Borg 2006 (as cited in Richards 2011) explains some of the characteristics of expert teachers as follows:

- They have a wide repertoire of routines and strategies that they can call upon.
- They are willing to depart from established procedures and use their own solutions and are more willing to improvise.

- They learn to automate the routines associated with managing the class; this skill leaves them free to focus on content.
- They improvise more than novice teachers – they make greater use of interactive decision making as a source of their improvisational performance.
- They have more carefully developed schemata of teaching on which to base their practical classroom decisions.
- They pay more attention to language issues than novice teachers (who worry more about classroom management).
- They are able to anticipate problems and have procedures available to deal with them.
- They carry out needed phases more efficiently, spending less time on them.
- They relate things that happen to the bigger picture, seeing them not in the context of a particular lesson.
- They distinguish between significant and unimportant issues that arise.

Borg 2006 (as cited in Richards 2011, p. 10)

2.8. The Teaching of Reading

The teaching of reading is one of the most important activities in academia because it widens the horizon of their thinking (knowledge) and opens access to information and science. Ahmad, Ariandika, and Dina (2018). These scholars believe that most of the time, the students' basic problems in reading tasks emerge from their lack of understanding the meanings of some vocabulary used in the reading text, lack of comprehension techniques, and lack of understanding of proper reading strategies. Hence, in order to help learners understand the meanings of written texts, teachers have to strive more in this regard and should possess the necessary knowledge and skills as to how it should be taught and learned, including PCK. Basically, while teaching reading skills, teachers are expected to show learners how learners can do their reading effectively. To do this, teachers must have/display both knowledge of the subject matter as well as knowledge of classroom strategies to deliver the lesson successfully. Most importantly, if a teacher dreams about successful teaching, she or he needs to possess pedagogical content knowledge, which is the art of transforming the information to learners in the most understandable way.

Scholars in the field of language teaching believe in the importance of reading skills in the process of language learning, regardless of its difficulty for teaching and learning it. Pakula (2019) asserts that compared to teaching oral skills, which are almost neglected in EFL classrooms, teachers' attribution towards grammar, written, or reading skills seems to be high. And again, teaching methods and teaching materials also place heavy emphasis on these aspects of teaching language. Despite the fact that it is given due emphasis, the result of teaching reading skills does not seem to be rewarding. This is another important question that necessitates spending time investigating whether or not EFL teachers are employing the required level of pedagogical content knowledge (PCK) in the classroom while delivering the reading lessons to grade nine students. Hence, conducting rigorous research in the areas of teaching reading, especially on EFL teachers' PCK, is unquestionably important, as the issues of reading skills are rudimentary and, at the same time, a lifelong process that will continue to exist as long as education continues to be the key to success in academia. The process of education without the proper acquisition of reading skills seems unattainable; this is because reading, as a literacy skill, is a basement for every scaffold of learning and education.

2.9. National and International Empirical Studies on Reading and PCK

For some scholars, the quality of teaching is commensurate with having sufficient pedagogical content knowledge that legitimizes teaching as a distinct profession that firmly stands in its own right for its own sake. (Shulman, 1986; Moganashwari, Melor., & Mohamed (n.d.). Other researchers also conducted various types of researches those are related to PCK. For example, Pamintuan (2024) was engaged in conducting a study on "Investigating the Classroom Implementation of Mandarin Teachers' Pedagogical Content Knowledge (PCK): Exploring Effective Strategies and Practices for Teaching Chinese as a Foreign Language in the Philippines." In this research, using an explanatory sequential mixed methods design, the researcher attempted to explore PCK cognitions and practices of Filipino high school teachers of Mandarin and Chinese. The study employed self-assessment reports, semi-structured interviews, and classroom observations to capture the clear picture of participants' PCK. Attempts had also been made by the researcher to show the interplay between pedagogical and content knowledge with the aim of helping educators to be able to choose the most effective teaching techniques that can be utilized in transferring subject matter knowledge to students. The findings revealed that in

general, the pedagogical content knowledge of prospective teachers in all the four fields of study fell in 'the'sufficient' and 'good' ategories. Some areas that need special attention for improvement have also been identified. These include mastery of the content, learning strategies, the assessment, and student involvement. Asl et al. (2014, p.1599) believe, "Both content and pedagogical-content knowledge can be thought of as keys to acting as a professional EFL teacher in order to efficiently serve EFL learners."

The report of USAID Ethiopia (2013) states that the assessment of reading performances beginning from early grade/primary level shows that despite the significance of reading skills, students' achievement in reading remains questionable. For example, to begin with lower grades, in Ethiopia in 2010 with the request of MoE Early Grade Reading Assessment (EGRA), which was conducted and organized by USAID. The outside implementers of this assessment were the Ministry of Education and Improving the Quality of Primary Education Project (IQPEP). They conducted a much more comprehensive assessment in six languages at the primary school level on grades two and three of students. The minimum learning competencies of the Ministry of Education were taken as a baseline or reference for calibrating students' reading performance. In total, the samples included in the study were 338 schools and 13,079 students. The findings of this research project reveal or suggest that a huge percentage of children who have attended school for two or three years were illiterate/non-readers. When students of grade two were requested to read a simple reading passage, only less than five percent of the pupils met the minimum standard, which is 60 words per minute (60 wpm).

Similarly, students' results on reading comprehension tests found to be below the standard level for almost fifty percent of the children in most of the regions were not able to answer a single simple question of comprehension. Despite the fact that the learners in almost all regions learn in/through their mother tongue instruction, which is meant to guarantee learners understanding of the language of instruction, the children failed to decode or crack the code of words and failed to read fluently, which is an indication of students' failure to understand the way of reading in that particular language. For these problems, which are identified by EGRA, what is suggested is not to put the blame on the inability of pupils only, as teachers also have their roles to share. Hence, instead of shifting the blame to students, it is logical to point to teachers' weaknesses in methodologies of reading instruction.

In their study, Tesfamichael and Mulugeta (2018) reported that currently the teacher education program in Ethiopia, compared with the previous one, has taken a different modality/scheme, which is termed the Post Graduate Diploma in Teaching (PGDT) program. In this program, teacher candidates are given admission after receiving their first degree in their field of study, and they are expected to be equipped with the professional knowledge (i.e., pedagogical knowledge (PK), pedagogical content knowledge (PCK), and knowledge of learners' context). The result of their study suggested that EFL teachers' PCK was not properly studied because the supervisors were not from the field of Teaching English as a Foreign Language (TEFL) and gave more emphasis to the pedagogical knowledge. As stated by these researchers, the ongoing PGDT program found to be futile in making the link between PCK that can be gained from or through course work and field experiences.

Beijaard et al. (2020) demonstrated that teachers' professional identity is a comprehensive issue that subsumes several important and related constructs of teachers' knowledge. These include subject matter experts, didactical experts, and pedagogical experts. According to these scholars, a subject matter expert is a teacher who bases his/her profession mainly on subject matter knowledge and skills, whereas a didactical expert is a teacher who bases his/her profession on knowledge and skills regarding the planning, execution, and evaluation of teaching and learning processes. A teacher who bases his/her profession on knowledge and skills to support students' social, emotional, and moral development is identified as a pedagogical expert.

Brunsborg (2013) conducted a study in North Dakota, USA about the level of teacher's content knowledge, pedagogical content knowledge, instructional practices and Demographics and their effects on learners' literacy achievement. As it is a correlational study, its concern underlines on observing the relative relationship of teachers' PCK and content knowledge with other variables. The finding showed the significance of a teacher's content knowledge, pedagogical content knowledge, instructional methods and demographic background for students' literacy achievement at lower grades. So, here teachers' level of pedagogical content knowledge along with aforementioned variables was found to affect students' reading achievement positively.

In this particular study of teachers' PCK in literacy achievement, the researcher did not see pedagogical content knowledge from its constituent elements point of view. The dissociation of

this academic construct has not been done, and it was simply considered as an independent entity that is devoid of content knowledge in itself. Findings on teachers' demographics revealed that those teachers with extra qualifications in teaching reading showed better enactment of PCK than those who did not receive additional qualifications. Those teachers with more education also displayed a better understanding of PCK. So far, the researcher of this study has not come across a study conducted on secondary school EFL teachers' perceptions of PCK in Ethiopia.

In a recent study conducted in Ethiopia, an exploration of EFL teachers' PCK, beliefs, and practices on basic writing skills at Wollo University was done. (Birhan, 2020). In that study, the researcher employed a case study design and involved three teachers who offer the course Basic Writing Skills. The researcher used classroom observation and a semi-structured interview to gather the required data. The findings reveal that the EFL Basic Writing Skills instructor's PCK, which they claim they possess at this university, lacks consistency and does not correspond with their classroom practices.

Westbrook et al. (2013) have conviction that "teachers' effectiveness is built on their disciplinary knowledge, evident in their PCK as seen in their demonstrations and explanations, use of higher-order questioning, and design of tasks that cognitively challenge students." These scholars explain that the studies conducted in some countries like Uganda, India, Malawi, and Lao PDR showed that the content and pedagogical content knowledge level of some teachers was recorded to be low, which is less than the level needed to support teachers to employ varieties of pedagogical approaches flexibly in teaching and problem solving and applying knowledge, particularly in English language and mathematics.

A study by Tang (cited in Richards, 1998) highlights the importance of pedagogical content knowledge. It compared two groups of English teachers in Hong Kong, one with training in literature and the other without, and examined how they would use literary texts in their instruction. The summary of the study results that follows shows some of the distinctions between these two teacher groups. Thus, we may see that teachers' lesson planning significantly differed depending on their possession of pertinent content knowledge. As a result, teachers with pertinent content knowledge ought to be more equipped to decide on teaching and learning

strategies and find more suitable solutions for issues than teachers lacking such content knowledge.

Studies that have attempted to examine the influence of content knowledge on teachers' practices have yielded very mixed results, and the fundamental question of what defines appropriate disciplinary knowledge and what is appropriate pedagogical content knowledge remains understudied (Bartels 2005).

2.10. Theoretical Framework

It is believed that EFL teachers play an important role in teaching English so that they can address the learners' needs in the best possible way, and students also play their own part in the process of learning. When we consider the type and amount of roles they used to play/share in the history of teaching English as a foreign language classroom, we can understand that their roles used to vary according to the predominant teaching methodology of those particular days. In the earlier teaching approaches, teachers were considered a sole source of knowledge, and students' roles were negligible as students were regarded as passive recipients of the lesson presented to them for consumption by their teachers. However, later on, contemporary teaching approaches treated students as active role-players, for teachers are considered the key role-players in the teaching-learning process. Some scholars, like Westbrook et al. (2013), contend that "recent curriculum reforms have moved away from 'teacher-centered' pedagogic approaches to more 'student-', 'learner-' or 'child-' centered, or 'active' learning approaches." This active learning approach demands teachers to be knowledgeable enough to facilitate and organize the teaching and learning process under such circumstances.

With the advent of cognitive psychology, the views of educational researchers regarding the influence of thinking on behaviors had been changed tremendously by recognizing knowledge-based areas of teaching and the shift in a move to use the process-product research paradigm. (Jackson, 1968; Shavelson and Stern, 1981), cited in Reza and Noordin (2013). In making such a leap, educational researchers understood the relevance of dealing with teachers' mental lives might be in deciding on their instructional choices by making distinctions among what teachers

do, what they know, and what they believe (Borg, 2009) and (Walberg ,1977), cited in (Reza and Noordin, 2013).

In the history of teaching English as a foreign or second language, all the way through Grammar Translation Method (GTM) to Communicative Language Teaching (CLT) and then currently to Post-method pedagogy, the significance of classroom interaction/working together with others in teaching English seems to increase significantly. This situation paves or gives way to social constructivism as a theory that is grounded in this particular study. In the Communicative Language Teaching Approach, the teacher's role in the EFL classroom will be primarily to engage learners in activities and to integrate the skills while teaching English so that learners will be able to use the target language fluently and intelligibly, thereby comprehending the reading text meaningfully. It is crystal clear that the task of engaging learners actively in communicative tasks demands the students to be involved willingly in classroom interaction with their teachers and among themselves as well. As opposed to the traditional language teaching approach that considers learners as passive recipients of the knowledge poured to them by their teachers, the contemporary language teaching approach, such as CLT, considers learners as active participants in the process of making knowledge. In this research, there will be constant interaction among teachers, learners, teaching material, context/setting, and the writer.

Westbrook et al. (2013) have their views that for learner-centered practices that promote students' active involvement or participation in the classrooms, often times constructivism is regarded as a theory that underpins such a pedagogy. As described here, the underlined student-centered practices include extracting examples using students' backgrounds, problem solving, maintaining good rapport or classroom interaction or relationships between students and teachers, and appropriate use of pair and group work. These activities are required by teachers to take good care of them for better outcomes on learners' achievement in delivering classroom instructions effectively.

The issue of knowledge co-construction, which states that knowledge is first constructed in a social context and then after it will have its way to be taken up by individual learners, has a theoretical foundation/grounding in the conceptualization of social constructivism (Vygotsky, 1978). A Vygotsky's theory, which is called social constructivist theory, suggests that learning

results from social interaction when people assist each other in their attempt to build collaborative knowledge. According to Morrone and Tarr (2005), in a social constructivist classroom, the teacher uses the collective knowledge of the students to guide the conversation. The instructor and students both add to the depth of this shared understanding, which could not have been conceivable without this social connection, rather than learning occurring independently within each learner. With regard to how knowledge is constructed, Olusegun (2015) says,

Constructivism is a theory that asserts that learning is an activity that is individual to the learner. This theory hypothesizes that individuals will try to make sense of all information that they perceive and that each individual will, therefore, “construct” their own meaning from that information.(p. 69)

As shown here in constructivism, knowledge is constructed by learners when they are attempting to make sense of their experiences in cracking the code encoded by the encoder/writer during the overall reading activity. In learning how to read, the reader is supposed to find out the intended meaning of the written text/textual data while interacting with the writer.

Generally speaking, teaching reading skills requires teachers to orchestrate classroom reading activities in the most appropriate/possible way to facilitate students’ learning/comprehension, and students on their part should also interact as much as possible to learn the possible ways of learning how to comprehend. This interaction in turn calls for the employment of socio-cultural theory, which states or asserts that learners learn best through interaction as the teacher plays facilitative roles to make students’ learning possible.

2.11. Conceptual Framework

In this study, the central issue is EFL teachers' perception, self-efficacy beliefs, and practice of PCK in the teaching of reading skills. Therefore, the researcher will make an attempt to justify how these variables are interconnected and how they work together to help the researcher achieve the desired goal. First of all, PCK, as understood by the researcher of this study, is teachers' professional, personal, and practical knowledge that plays a decisive role in keeping the quality of education rendered to students. It is all about the teachers' understanding and enactment of what they know, believe, and do. The presence of this academic construct guarantees students' success in learning and getting the best out of the entire teaching and learning process of reading skills. PCK and other variables that go in line with this academic construct are conceptualized in many different ways by different scholars. Therefore, the researcher will use an amalgamation of these clarifications put forward to refer to it. As there seems to be no ready-made framework for my study, the researcher tried to adapt the Shulman (1987) and Park & Oliver (2008) PCK model to clearly show how these variables operate in my specific study.

When we talk about the conceptualization of PCK, different scholars come up with different types of categorizations. Grossman (1990), whose research on PCK was on teaching English as a foreign language-literature, seems to best suit the present study. The components of PCK, according to Grossman clarification, include: 1) Conceptions of teaching purposes 2) Knowledge of students—their understanding, conceptions, and misconceptions 3) Curriculum knowledge—knowledge of curriculum materials; and 4) Knowledge of instructional strategies and representations for teaching particular topics. When teachers employ their PCK in the process of teaching reading, they will be able to achieve the objectives of the lesson in a desirable way because the components of PCK will be interacting collaboratively and constantly throughout the teaching and learning process. A diagrammatic representation of the conceptual framework is displayed below.

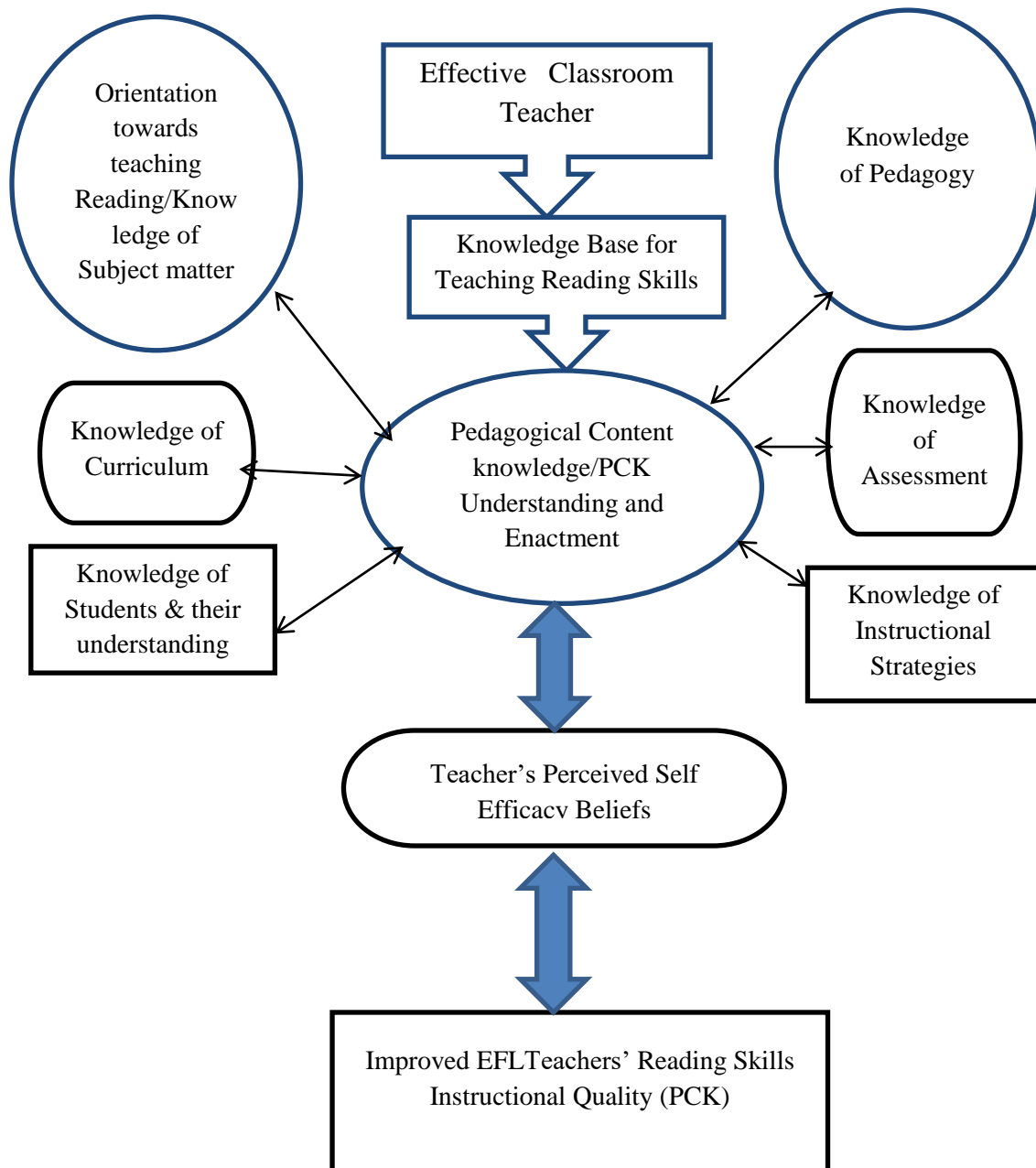


Figure 2: A Model for Pedagogical Content Knowledge (PCK) in teaching reading skills. Adapted from Shulman (1987), Grossman (1990), and Park and Oliver (2008)

As shown in Figure 2, the pedagogical content knowledge model was adapted by the present researcher using the conceptualizations made by the aforementioned prominent scholars in this area. As can be seen, the special form of knowledge base of the teacher, PCK, is at the center of the matter that determines the students' achievement in particular and the quality of education and the quality of reading instruction in general. The teachers' effectiveness can also be measured using this yardstick/parameter. It is hardly possible to think of quality education in the absence of an effective teacher who has a proper knowledge base for teaching reading skills in EFL. Our discussion of teachers' required type and amount of professional knowledge paves the way for us to deal with PCK. A teacher with an adequate level of PCK is believed to possess all the conventional components that make up the complete version and type of knowledge required by teachers that helps the teachers to execute their teaching duty effectively. The teacher's understanding and enactment of PCK can be materialized when its constituting elements are given due consideration.

This model is developed by the researcher by adapting PCK conceptualizations of Grossman (1990), Shulman (1986; 1987), and Park & Oliver (2008) to best suit teaching reading skills. In this model, the components subsumed under the umbrella of an EFL teacher's PCK in the teaching of reading skills are: orientation towards teaching reading/knowledge of subject matter/content; knowledge of pedagogy; knowledge of curriculum; knowledge of students and their understanding; knowledge of assessment; knowledge of instructional strategies; and teachers' self-efficacy beliefs. An aspect of affective affiliate of PCK, teacher's self-efficacy beliefs, affects teacher's PCK, and it is also affected by understanding and enactment of PCK through its components. Putting all these interacting variables together in a well-organized manner, it will be possible to assume desirable achievement on learners' performance of reading skills. The role of the classroom teacher in harnessing all the components of PCK is immense and should be given due attention.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter is devoted to discussing issues of the research design and methodology. The topics included in this chapter were research design, research paradigms, research locale and participants of the study, and sampling techniques. Besides, data gathering instruments, procedures of data collection and analysis, validity and reliability of the instruments, lessons learned from the pilot study, and ethical considerations were also treated properly in the subsequent sections of this chapter.

3.1. Research Design

The present study envisages investigating public secondary school EFL teachers' perceptions, perceived self-efficacy beliefs, and practices of pedagogical content knowledge (PCK) in teaching reading skills in the case of Hawassa City Administration. Capturing PCK urges the researcher to view the issue from many different perspectives because PCK is somehow tacit in nature that can be made visible through the employment of qualitative and quantitative methods. In order to achieve the objectives of this study, a descriptive design was employed. According to Kothari (2004), the major purpose for which descriptive research is conducted is *"description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening"* (Kothari, 2004, p. 2).

Creswell (2012) describes various types of mixed-methods design. Based on the useful strategies for identification, he classifies them into six (6) categories, namely convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multi-phase design. In this particular study, the researcher believes that it is the explanatory sequential mixed methods design that best fits into it. Creswell and Plano Clark, 2011 (as cited in Creswell, 2012) say the following:

An explanatory sequential mixed methods design... consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture (p. 542).

To sum up, the present study researcher employed an explanatory sequential mixed methods design, as it clearly shows the path of this particular investigation.

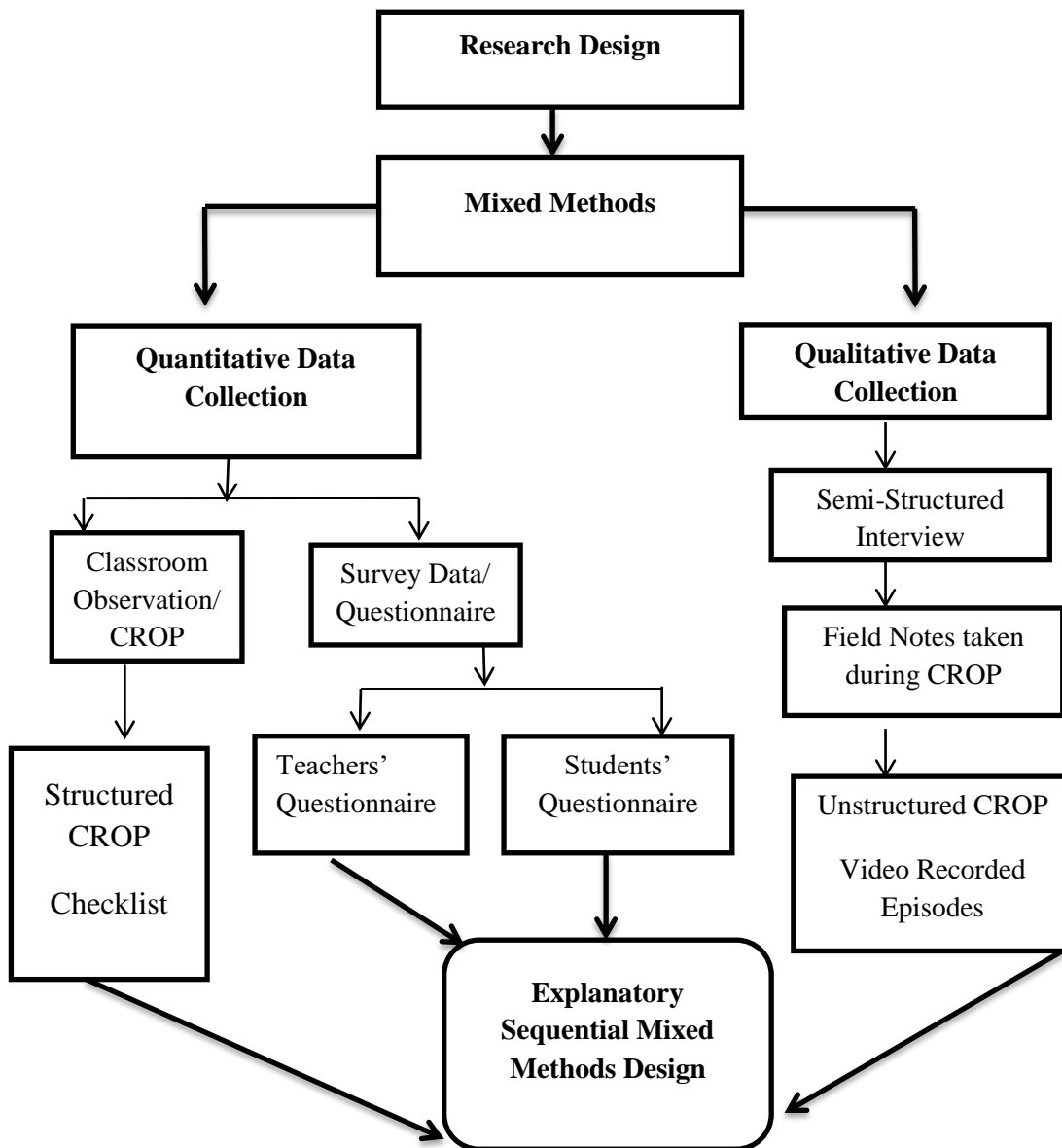


Figure 3: Diagrammatic representation of research design for the present study

3.2. Research Paradigms

In the pursuit of conducting research, regardless of the type of research design intended to be employed, one finds himself or herself using one of the existing different types of research paradigms by default, knowingly or unknowingly, as every research has a paradigm that underlies it. Guba and Lincoln (1994, p.105) briefly define a paradigm as “the basic belief system or world view that guides the investigator.” Moreover, as viewed by Hung (2012, p.163), paradigm is “a set of very general philosophical assumptions about the nature of the world (ontology) and how we can understand it (epistemology). Assumptions tend to be shared by researchers working in a specific field or tradition”. It guides the researcher to employ an appropriate form of research paradigm as foundational work for the research undertaking.

Cognizant of this fact, from the available paradigms out there for researchers to use, the researcher of this study believes that the present study is guided by pragmatism as an underlying philosophy. The main reason for the researcher to use pragmatism as a distinct paradigm is because of the nature of this study, which employs a mixed approach. In research that follows a mixed approach, obviously it is pragmatism that stands out firmly to accomplish the task of dealing with both qualitative and quantitative types of data collection and analyzing them qualitatively and quantitatively accordingly. Creswell (2009, p.10) confirms, “Pragmatism is not committed to any one system of philosophy or reality. This applies to mixed methods research in that inquiries draw liberally from both quantitative and qualitative assumptions when they engage in their research.” He further states that the important questions addressed by the pragmatist researchers include the ‘what’ and ‘how’ types of questions targeted to achieve the intended and desired results. To this end, the researcher believes that pragmatism is an underlying philosophy that guides the present study as it best fits into researches of mixed methods’ design.

The researcher opts to use mixed methods because investigating EFL teachers’ perceptions, self-efficacy beliefs, and practices of pedagogical content knowledge is a daunting business that requires the researcher to employ various methods of data collection as it helps him to address both types of data (qualitative and quantitative) in a balanced way. Johnson and Onwuegbuzie (2004) confirm that mixed methods research is helpful in bridging the gap between minimization

of weaknesses of one method by making use of the benefits from the other method through employment of both qualitative and quantitative research approaches. Moreover, according to Creswell (2012), mixed methods design provides better understanding for the researcher about the research problem and the research question that is sought to be studied in depth.

Denscombe (2007) explains that the mixed methods approach has a couple of advantages, such as ensuring improved accuracy, providing a more complete and vivid picture, and compensating strengths and weaknesses. Furthermore, he says that it opens room for triangulation of data—checking the results of one method against results from various methods, which can be achieved as one tries to use the mixed approach. Hence, in the pursuit of seeking to gain these advantages of the mixed methods approach, the present study follows the guiding principles indicated therein with the aim of capturing the clear and complete picture of the data as well as the findings.

3.3. Research Locale and Participants of the Study

3.3.1. Research Locale

The present study was conducted at public secondary schools in Hawassa City Administration of the Sidama National Regional State. This city is located about 275 km away from Addis Ababa, which is the capital city of Ethiopia. In Hawassa city, by the time the present study was conducted, there were fourteen government secondary schools, including the recently established ones that are located in the suburbs of the city. Some of the schools were very old and rich with experienced teachers, while others are not.

3.3.2. Participants of the study

The participants of the study were basically English as foreign language (EFL) teachers who were assigned to teach grade nine students in the six randomly selected government secondary schools, such as Tabor, Tesso, Alamura, Halade, Addis Ketema, and Misrak Chora secondary schools of the Hawassa City Administration and their respective students.

The researcher had conviction that research endeavors made on EFL teachers' perceptions, self-efficacy beliefs, and practices of PCK at the grade nine level would make meaningful

improvements by serving as an avenue to bring about desirable changes. In the first place, English at this grade level is used as a medium of instruction where teachers' are required to possess all the necessary skills and knowledge in order to be of good help for their learners. Secondly, grade nine is the beginning of secondary school education or foundational grade, where much attention is needed to be applied from the perspectives of both teachers and their students with the targets of improving the gains in learners' English language proficiency/achievement in reading skills classroom instruction.

3.4. Population of the study and Sampling Technique

To study teachers' PCK in the teaching of reading skills, the researcher chose Hawassa city due to proximity through convenient sampling because the researcher lives and works in the city, and relatively speaking, access to the required information might not be problematic. As per the information obtained from the Hawassa City Administration Education Department, by the time the data for this research was collected in 2023, in Hawassa City there were fourteen (14) public secondary schools. Therefore, the researcher selected six of them (42.85%) percent for the main study using simple random sampling so that every secondary school may have an equal chance of being selected.

The total number of EFL teachers teaching in these 14 (fourteen) secondary schools in Hawassa City Administration was one hundred four (104). Out of these one hundred four (104) teachers teaching in these schools, seventy (70) of them (67.30%) percent of them were participants of the present study. All teachers who were assigned to teach grade nine students in those randomly selected six schools in Hawassa City signed consent forms to voluntarily participate in this study. As the study of pedagogical content knowledge is trivial in nature, the researcher had conviction to study it in depth by viewing it from multiple perspectives (sources), including students themselves. One among these vantages could be exploring students' perceptions of their teachers PCK in the teaching of reading skills at grade nine.

The purposeful sampling technique was employed to identify the number of students who should participate in this study. That means students of all six teachers in the randomly selected six schools whose classes were observed participated in the study.

3.5. Data Gathering Instruments

In the scientific world, it is believed that properly set data gathering tools help researchers to tackle their research questions as per desired. Conducting rigorous research, especially on EFL teachers' PCK in the teaching of reading skills, is not an easy task, as it demands the researcher to devise an orchestrated effort for its appropriate realization. Therefore, for an in-depth investigation of PCK, the researcher exerted effort to gain insight from both teachers' and students' perspectives following the paths using his own spectacular views suggested by prevailing literature. To this end, the researcher employed various methods of data collection, namely: classroom observation protocol with structured and unstructured types, teacher questionnaires, student questionnaires, and interview guides for teachers. The 'what' type of instruments to be employed and 'how' it was put into effect in this particular study was presented in the following manner in the subsequent section.

3.5.1. Questionnaire for EFL Teachers and Students

3.5.1.1. Questionnaire for EFL Teachers

As this particular study is descriptive in nature, in the pursuit of gathering the required data, questionnaires serve as one of the available and preferred tools. The purpose of preparing questionnaires for teachers is to collect information pertaining to teachers' perceptions of pedagogical content knowledge (PCK) and their perceived self-efficacy beliefs (SEB) in the teaching of reading skills in EFL classrooms at grade nine. The self-report questionnaire of close-ended types of items containing three parts was put into effect for this study. Part I of the teachers' questionnaire dealt with personal information consisting of six items, and Part II was about six PCK components, each of which consisted of seven items, making the total number of 42 items. Part III was meant for capturing information about EFL teachers' perceived self-efficacy beliefs (SEB) of PCK under the umbrella of teaching reading skills. The SEB was designed to gather information as to what the teachers feel they can do or their confidence in the teaching of reading skills. This section consists of 21 items of self-report type with the aim of extracting teachers' SEB. All the questionnaire items were closed-ended in nature.

The researcher has conviction that this would help him to capture information as to how or where teachers position themselves with respect to their own perceptions, self-efficacy beliefs, and practices of PCK in teaching reading skills. In this regard, questionnaires were administered to seventy (70) EFL teachers of the six (6) secondary schools in Hawassa City Administration.

A team of researchers had previously worked on the problem of developing a suitable tool for assessing college students' perceptions of their teachers' PCK. The framework for their study consisted of four major domains of PCK components that included Subject Matter Knowledge (SMK), Instructional Representation and Strategies (KIRS), Knowledge of Instructional Objectives, Context, and Curriculum (KIOCC), and Knowledge of Students' Understanding (KSU). This instrument was tested on 172 education college students and yielded a satisfactorily valid and reliable result (Janga et al., 2009). Originally the questionnaire consisted of four domains of PCK, each of which consisted of seven items, making 28 items. The present study researcher adapted this standard questionnaire by harnessing/developing some more important two domains of PCK along with it, such as Knowledge of Pedagogy (KP) and Knowledge of Assessment (KA) items, by consulting predominant literature in the field. By so doing, the researcher increased the number of items to 42 with the objective of making the questionnaire more appealing and comprehensive for the issue under investigation—EFL teachers' perception of PCK. The researcher tried to capture the complete picture of EFL teachers' perception of PCK in teaching reading skills using the adapted questionnaire that consisted of six (6) categorical components. The researcher also prepared 21 (twenty-one) items that were meant to capture information about EFL teachers' perceived self-efficacy beliefs. In short, this questionnaire, therefore, has six categories or constructs consisting of seven items under each category, making it a total of 42 (fourty-two) items. These questionnaire items were pilot tested and proved to yield a statistically acceptable result.

It seems that it is hardly possible to find a measuring tool for PCK that could be used for all types of courses across educational systems. One tool that can be used effectively and comfortably by researchers may not be as effective in addressing issues in other areas, though the underlying principles of those study areas might seem uniform. There is no one size fits all kind of instrument for investigating teachers' PCK. That is why the researcher has adapted the existing tool to make it more sound and appealing. Positioning theory was used to gather relevant

information for this research in that EFL teachers self-report regarding what they believe, what they know, and what they do/can do. Specifically, how teachers position themselves as teachers, how teachers position their students as students, and how students position their teachers as teachers.

The researcher used summated scales (Likert-type scales) to extract self-reported information with regard to respondents' favorable or unfavorable attitude towards certain types of questions. The value assigned to respondents' agreement or disagreement with certain questions ranged from strongly agree (SA), agree (AG), undecided (UD), disagree (DA), and strongly disagree (SD). According to Kothari (2004), these Likert-type scales are used to collect responses from respondents about their agreement and disagreement in terms of different types of scales, usually five scales, and each response was given numerical scores. This helped the researcher gather accurate data about EFL teachers' PCK and SEB in teaching reading skills. It is possible to see the entire content of the questionnaire (Appendix-A).

3.5.1.2. Questionnaire for Students

In the present study, the researcher collected data regarding students' perceptions of their teachers' PCK (SPTPCK) in the teaching of reading skills. The researcher had conviction that the study of the pedagogical content knowledge of a teacher has some sort of tacitness in nature. The need for investigating students' perceptions of their teachers' PCK in teaching reading skills lies in the importance of the teacher-student relationship for effective learning outcomes. This is because the relationship between students and teachers is said to significantly influence and determine the learning environment and educational context (Geiger et al., 2019).

Hence, the present researcher was interested in gaining relevant information from every necessary source so as to scrutinize/garnish the data to solidify the results through triangulation by comparing and contrasting the result gained from one source with another. To this end, the researcher of this study believes that collecting data from students about their teachers' classroom behavior of the practices of PCK in teaching reading skills is also important, as it may collectively add up to show the picture of teachers' level or status of PCK. The researcher used a self-constructed students' questionnaire that he believed may address issues of students'

perceptions of their teachers' pedagogical content knowledge (SPTPCK). In the process of measuring the effectiveness of the teachers, various methods can be materialized; a few among the many methods, according to Geiger et al. (2019) include formal and informal classroom observations, students' academic achievement, and students' perceptions of their teachers' effectiveness in a certain aspect of teaching. The researcher of the present study has conviction that students' perceptions should be given considerable emphasis and explored to achieve this target.

At this juncture, the primary objective of the researcher was exploring grade nine students' perception of their EFL teachers' PCK. The main reason for doing this was that the information that was gathered through classroom observation (CRO) can best be backed up by information gained through students' questionnaires. The researcher used an exact replica of Part 1 of the CRO checklist as the students' questionnaire also in order to see the extent to which what teachers self-report about their PCK goes in line with information gathered through other and relevant tools in this regard.

The students' questionnaires helped the researcher triangulate the information obtained from observation and teachers' questionnaires as well. It is believed that these pieces of information feed off each other and give a complete picture of what the practices of PCK in teaching reading skills look like in EFL classrooms at grade nine levels in the sampled schools in Hawassa City. This, in turn, may provide fertile ground to explore EFL teachers' practical PCK in teaching reading skills.

In total, there were 5588 grade nine students in the specified six secondary schools in Hawassa City. The researcher used purposive sampling to choose participants out of these students and took students of those observed six (6) teachers, the number of which is two hundred fifty-eight (N = 258). The researcher of this study have conviction that collecting data from students about their teachers' classroom behavior of the practices of PCK in teaching reading skills is also important to gain an insight about the issue. The students' questionnaire has one part, which consists of 34 items with a five-point Likert scale ranging from 5 strongly agree (SA) to 1 strongly disagree (SD). The students' questionnaire was self-prepared by the researcher and was meant for gathering information from the students about their teacher's classroom practical

knowledge of teaching reading skills. The researcher had, therefore, carefully translated the students' questionnaire into Amharic, which is the national language and locally spoken by the majority, as it may ease the burden of miscommunication arising from the foreign language, English. Table 1 shows secondary schools involved in the study and students' profiles.

Table 1 Number of students and names of public secondary schools involved in the study

S.No	Public Secondary Schools participated	No.of Male sts	No.of Female sts	Total No.	Percentage (%)
1	Tabor	619	714	1360	24.33
2	Halade	252	337	589	10.54
3	Tesso Model	165	245	410	7.33
4	Misrak Chora	313	297	610	10.91
5	Addis Ketema	476	517	993	17.77
6	Alamura	811	815	1626	29.09
Total		2636	2952	5588	99.98
Percentage (%)		47.17	52.82	100%	

3.5.2. Classroom Observation Protocol (CROP)

In the context of the present study, the purpose of conducting classroom observation was to explore EFL teachers' classroom practice of PCK in the teaching of reading skills. Observation as a method of data collection has several advantages. As presented by Lynda (2006), observation has importance in that it allows researchers to investigate people in their actual settings so as to understand things from their perspectives. There are many different strategies used by many different researchers to do observation in an effective manner.

Often times, many different researchers use various types of observation protocol forms based on their own specific types of research and design. In this particular study, the researcher chose to use nonparticipant observation as it gives freedom to the researcher to change his roles as desired for the data collection. Öhlander et al. (2018) state, "*Non-participant observers observe without any involvement in human interaction in the field. This role may not seem to give a full understanding of the social reality... the researchers adjust their roles depending on the requirements of the specific case.*"

The observation protocol was used to examine EFL teachers' practices of PCK in teaching reading skills. In order to achieve this goal, the researcher simultaneously used two distinct approaches, such as structured observation checklists and unstructured observation with video recorded episodes, both accompanied by field notes.

3.5.2.1. Classroom Observation through Structured Checklist

The structured observation checklist was filled out by the researcher himself and by a trained observer. Kothari (2004) recommends researchers to use structured observation as it is considered to be suitable in descriptive studies. This classroom observation was conducted in the randomly selected six secondary schools of Hawassa city administration for twelve weeks, accompanied by a structured observation checklist to be filled out by the researcher and a trained observer in one academic semester in 2023.

The researcher has been taking field notes about every lesson observed in classrooms. The field notes that have been taken during the classroom observation helped the researcher to complete filling out the observation checklist carefully without doing any rush during the session. The CRO observation checklist consisted of two parts, where part one assesses practical aspects of PCK implementation using six distinct categories, such as instruction, explanation, strategies, modeling, feedback, and questioning, consisting of 34 items. The second part was designed to collect data regarding the three phases/stages of teaching reading, namely: pre-reading, while-reading, and post-reading consisting of 21 items. In total, the classroom observation checklist comprised 55 items that were designed to elicit the required information effectively.

The observation checklist was prepared on the basis of the previous studies and other related theories of teaching reading skills for this specific grade level. The checklist was partially adapted from A Reading Lesson Observation Framework (Henk et al., 2000) and A Classroom Observation Tool for Scaffolding Reading Comprehension (Smit et al., 2017). The mean score of the classroom observation checklist result of practices of PCK was done based on the five scale measurement, which was coded as Exemplary use (4), Some use (3), Very Little use (2), Attempted (1), Not Observed/Not Evident (0). (See, Appendix- B.)

3.5.2.2. Classroom Observation through Un-structured/ Video-Recording of teaching Episodes/

This classroom observation was conducted in the randomly selected six secondary schools of Hawassa city administration for twelve weeks, accompanied by video recording, which was done systematically by the researcher and a trained observer. On average, one lesson observation was done in a week in both formats and protocols. There was an assistant data collector who was responsible for the recording task of the scheduled classroom lesson episodes.

The researcher together with the assistant data collector did the lesson-classroom observation of the teachers' reading skills class. All of the classroom observation sessions were videoed or video-recorded, but the researcher found 50% of the total classroom observation sessions suitable for transcription in the whole academic semester. That means six out of twelve sessions were taken as a sample for video transcription. The episodes that were recorded lasted for about six hours in total. Some of the video recordings lack clarity in that some were inaudible; some others still were incomplete. Hence, the researcher has emphasized transcribing and analyzing the specific and few episodes that were audible and reflect the manifestation of EFL teachers' practical implementation of PCK in teaching reading skills. Field notes have also been used so as to solicit supplementary information regarding the observed EFL teachers.

As it is hard for the researcher to follow the path of full verbatim that is difficult to understand, the researcher opts to use clean verbatim of the video episodes because it may clearly suggest the direction of classroom observation video episodes. The researcher tried to follow the path using the way it's communicated—utterances, verbal tics, grammatical and vocabulary errors, false starts, and repetitions—and later on cleaned it to get it ready for use in the analysis.

3.5.3. Semi-structured Interviews for EFL Teachers

Measuring teachers' PCK in any field of study seems to be a little bit of a challenging task because PCK has some sort of tacit nature and can be figured out using multiple methods of data collection. It is stated by Rohaan et al. (2009) that the endeavor of PCK study consists of dealing with what the teacher knows, what the teacher does, and specific reasons for teachers' classroom actions. It is believed that interview questions helped the researcher to gather the

required data in-depth by probing into the ideas raised by the interviewees and to find out the teachers' perceptions, practices, and self-efficacy beliefs about their PCK in the teaching of reading skills to grade nine students.

To this end, a semi-structured interview was prepared and conducted with ten (10) English teachers of the selected secondary schools in Hawassa City Administration. It was provided with an interview guide that consisted of main questions followed by probing prompts that might have helped the researcher dig deeper into the questions at hand and obtain the required information about EFL teachers' perceptions and self-efficacy beliefs of PCK in the teaching of reading skills.

Teachers' PCK, which had not been articulated during classroom teaching/observation, was portrayed or figured out through a semi-structured interview that was done after the observation session was over. The researcher tried to create a conducive environment for the participants so that they could interact and reflect their views freely and intelligibly with the researcher. By so doing, it was believed that the researcher was able to grasp what the teacher knows and believes about teaching reading skills.

The overall interview session was audio recorded, which was later transcribed and analyzed textually by extracting categorical themes. On top of this, the researcher used a grounded theory approach to extract basic themes, on which the overall ideas of the research are said to be connected tightly.

3.6. Validity and Reliability of the Instruments

The researcher has checked the trustworthiness of the instruments by employing both the validity and reliability measures. Hence, expert opinion from supervisor, other PhD candidates and senior staff has been obtained to check the validity of the instruments employed in this study. The researcher of the present study adapted standard questionnaire items to best suit the teaching of reading skills in general and the objectives of this study in particular. He tried to address domains of PCK components that he found to be meaningful based on the literature and used them to show the complete picture of teachers' perceptions of PCK in teaching reading skills. Besides, the researcher has run reliability tests of teachers' questionnaires of both types, such as

for examining perception of PCK items ($\alpha = 0.952$) and perceived self-efficacy beliefs items ($\alpha = 0.852$), and found Cronbach's alpha ($\alpha = 0.956$) when the items in both categories were merged together. This indicates that the items in both questionnaires had strong internal consistency and reliability. In other words, this is an indication of the employment of highly reliable items in those questionnaires.

In order to see the existing relationship between what students said about their teacher's classroom practice of teaching reading skills and what the teachers actually do in the classroom, students' questionnaires were developed, and the internal consistency (Cronbach's alpha) of items in the students questionnaires was found to be Cronbach's alpha ($\alpha = 0.948$). This figure informs the researcher that these researcher-made items were well-constructed and had notably strong internal consistency reliability.

Besides, the researcher has run the SPSS to test the reliability of the classroom observation checklist developed for this study and found out that the Cronbach's alpha value of ($\alpha=0.936$) of the internal consistency reliability. This value suggests that the items developed by the researcher are of greatly strong internal consistency and reliability.

3.7. Procedure of Data Collection

In the pursuit of collecting the required data for the present study, first the researcher did the task of clearing the ground for conducting the classroom observation. First, a letter of support from Addis Ababa University, Department of Foreign Languages and Literature was sought. Then, permission was obtained from Education Bureau of Hawassa city administration to collect data from secondary schools. Besides, training the classroom observers on the CROP checklist was done ahead of time. It is hoped that this could give insight to the researcher as to how he can measure the classroom teacher's practical PCK of teaching reading skills. Then, the observers went into the scheduled observation sessions within the fixed time agreed by all participants of the study. Next, observers contacted the selected teachers whose classes were supposed to be observed, and having obtained consent for the required access, the classroom observation was conducted. Here, two types of classroom observation were done, such as structured classroom observation along with an observation checklist, video recording, and field notes. The researcher has conviction that this approach helps him to get the required information about teachers's

practice of PCK in the teaching of reading skills to learners. It is believed that this would, in turn, help the researcher assess whether the levels of PCK implementation and demonstration were done as per suggested by the literature in the field. The observers were engaged in both filling out the structured observation checklist and taking down field notes as required. The video recordings of the lessons were done by the assistant data collector.

Second, the Likert scale-type closed-ended questionnaire items were administered to EFL teachers of the six (6) selected secondary schools in Hawassa City Administration and to their sampled respective students. Basically, they were self-report questionnaires that were meant to gather information about teachers' perceptions and self-efficacy beliefs of PCK in teaching reading skills. Students' questionnaire was meant to gather information from them about their perceptions about their teacher's classroom teaching reading behavior. The researcher has, therefore, carefully translated the students' questionnaire into Amharic, as it may ease the burden of miscommunication that may arise from a foreign language—English. The student questionnaire was distributed to purposefully selected Two hundred fifty-eight (258 students) of those randomly selected EFL teachers.

Finally, a semi-structured interview was conducted with ten EFL teachers randomly selected from the six public secondary schools in Hawassa city administration. The researcher has conviction that keeping such a balanced order of collecting data enabled him to garner bias-free data without affecting the result of one another.

Before embarking on the actual classroom observation session, all the ground-clearing prerequisite activities have been put in place. First, the researcher got permission to the research site/secondary schools and arranged specific times for observation sessions to be conducted within the time frame of three months/six weeks of one academic semester in 2023. Second, having gotten informed consent from English teachers, their reading skills classrooms were observed using all the necessary gadgets for recording data at their convenience. All the six grade nine English language teachers' classroom practices of PCK were observed twice each within the stipulated time frame by the two observers. The overall classroom practice of implementing teaching reading skills (overall classroom episodes) was video-recorded. The

recorded data of video episodes played a significant role in extracting pertinent information regarding lessons observed.

Before conducting the main study, the researcher did a pilot study. For the pilot study, the observation checklist was revised by the present researcher's supervisor, university senior ELT professionals, and PhD candidates of ELT at various universities in Ethiopia. By so doing, the researcher checked for alignment of the observation checklist with the objectives set forth. The key competency areas that were attempted to be addressed by this observation checklist included practical aspects of teaching reading skills in the implementation of PCK. The researcher used the check-off boxes given at the right side of the instrument so as to allow easy use by the observers. (See, Appendix -B)

3.8. Procedure of Data Analysis

The data that has been gathered through the abovementioned instruments was analyzed independently using the appropriate techniques. In this regard, to analyze the findings of the quantitative data, both descriptive and inferential statistics were used so as to research the objectives of the study. The researcher first analyzed the quantitative data following the order of research question: EFL teachers' perception, perceived self-efficacy beliefs, and practices of PCK, and the correlation among them.

The quantitative data from the structured observation checklist, teachers' questionnaire, and student questionnaire was entered into SPSS software version 26, and the analysis of which was done by using the mean score (M), standard deviations (SD), and percentage (%). values of each construct separately and collectively as per desired. The field notes that were taken during filling out the structured observation checklist were also summarized to back up the results obtained from the observed classroom episodes/scenarios. Both methods put together could help the researcher to see what the existing classroom practices of PCK in teaching reading skills look like. When dealing with CROP, the researcher did analysis of the observation checklist first and moved to analyzing video recorded teaching episodes for analysis and presentation of the result.

The qualitative data, or EFL teachers' semi-structured interview, was recorded with an audio recorder using a smart phone. Then, it was transcribed first and was coded textually using

grounded theory, where the researcher identified (open code, axial code, and selective code) carefully. By so doing, the researcher sorted out major themes, special properties of those themes, and participants' actual words in tabulated format. After summarizing the required information in tabulated form, the researcher then analyzed the data following the line of the tread/theme that emerged from every line of discussion. In this process, categorical themes were extracted from the interview responses, and then they were discussed and presented in accordance with their subsequent meanings aligned with the theoretical grounds from which those meanings emanated/rooted. In the mean time, it was organized and presented in the way it best fits into the issues raised by every research question one by one in accordance with its appearance.

Suggestions forwarded by Dawson (2007) state that the methods used by the researchers to analyze the required data first and foremost depend heavily on the type of research that one wants to conduct and the data that one wants to collect, be it either qualitative or quantitative. She further explains that for quantitative data, the process of analyzing the data can be left until the entire data is gathered. Unlike quantitative data, the qualitative data may not require the researcher to keep waiting up until the whole data is collected, i.e., the analysis of which can be done all the way through as the data collection is also in progress. However, what it takes us to accomplish this easily is that the data has to be put into a format that can be analyzed easily.

Hence, the responses obtained from the quantitative survey questionnaire from both the EFL teachers and students of the sampled public secondary schools were entered into SPSS Version 26 and were analyzed accordingly. Some mean scores, standard deviations, and percentages of the data from the survey questionnaire were also calculated by using this software as required to show the relative level of EFL teachers' perceptions, self-efficacy beliefs, and practices of PCK as well.

To see the relationship of the three variables, namely, perception, practice, and self-efficacy beliefs, the researcher has done Spearman's Rank-order correlation coefficients and compared their coefficients of determination. Under this category of study of relationships among variables, the specific research questions have been treated.

3.9. Ethical Considerations

There are several issues that need to be considered while thinking of conducting research, particularly in social science fields. Creswell (2012) purports that researchers should respect the audiences or participants, use non-discriminatory language, and keep their anonymity while referring to them in their studies or research. In addition he says that the treatment of participants (maximizing positive outcomes and minimizing risk), respect for participants (preserving autonomy and guaranteeing informed, voluntary participation), and justice (a just distribution of risk and benefits) are the three fundamental ethical principles. According to Creswell (2012) it is important to show considerable respect to the site in which the research takes place. This can be assured by forwarding an earnest request for permission and gaining the required permission before delving into the research site or settings of study.

The researcher of the present study, therefore, embarked on doing this research and collected the data after gaining permission (informed consent) from both the institutional as well as personal levels. This research has been carried out with the knowledge of and permissions obtained from key concerned institutions, such as Addis Ababa University Department of Foreign Languages and Literature, Hawassa University, College of Social Sciences and Humanities, Hawassa City Administration Education Bureau and Secondary Schools, EFL teachers of the sampled schools, and their students at grade nine.

Ethical clearance approval was obtained from Hawassa University College of Social Sciences and Humanities Research Ethics Review Committee (CRERC) Ref. No. CSSH/125/2021) and dated on Feb. 20, 2021, to which the present researcher is affiliated as an academic staff. Informed consent had also been given by concerned school administrators. Consequently, issues of both anonymity and confidentiality were duly considered while embarking on this research project. (See, Appendix- I).

3.10. Lessons Learned from the Pilot Study: Key Takeaways

The researcher has carried out a pilot study after getting the tools of data collection ready for use, the main purpose of which was checking the effectiveness of the designed instruments in achieving the aspired targets of the study. During the pilot study, the instruments were checked for their appropriacy in achieving the objectives of this research. To test the internal consistency of the questionnaire, the data was processed using IBM Statistics SPSS version 26 software, and Crombach's alpha was calculated and found to be internally consistent.

The researcher tested the validity of the instruments, such as teachers' self-report questionnaires, students' questionnaires, teachers' semi-structured interviews, and observation checklists. He distributed these tools to the PhD supervisor, volunteer ELT professionals, and PhD candidates and received feedback before materializing them into effect. The findings obtained from the pilot study helped the researcher to identify both the weaknesses and strengths of these instruments; as a result, problem-solving mechanisms were employed as per needed in the main study. The researcher improved the effectiveness of the instruments in achieving their primary goal in respects of reliability and validity.

The self-reported teachers' questionnaires were prepared with the intention of collecting EFL teachers' perceptions of PCK in teaching reading skills. It consisted of three parts, where Part-I was about demographic information, Part-II was about general PCK, and Part-III was about specific PCK manifestations that need to be displayed practically in reading skills classrooms. After doing the pilot study, the researcher came to realize that some of the questionnaire items in Part II were not good enough to achieve their objectives as they were not articulated properly and they were poorly constructed as there were some questions that were constructed negatively. This part of the questionnaire yielded an internal consistency reliability of items/Cronbach's alpha of 0.368. First, the researcher took a lesson to redesign/modify some item numbers (4, 10, 11) with caution with the intention of improving item reliability as an alternative way out in order to increase the internal reliability score. The negatively worded questions/items were restated so as to improve the internal consistency reliability value of EFL teachers' self-efficacy beliefs.

However, later on, the researcher decided that Part II of the questionnaire consisting of 12 items should be omitted or discarded in the main study as it may jeopardize the reliability result of the entire study. The researcher has gone that far because he believes that the remaining 42 items of the questionnaire in Part III, which was adapted from a standard questionnaire that yielded a Cronbach's alpha value of 0.802, were used as is, for they are quite adequate enough in fulfilling their role of capturing EFL teachers' specific PCK details in teaching reading skills.

The other lesson that the researcher procured is from the observation checklist/procedure. The researcher was convinced that the items used in the observation checklist were too many and not manageable. Based on the feedback obtained from the panel of reviewers during the upgrading stage, the number of items was reduced to a manageable size. In line with this, the researcher reshuffled and/or omitted some items that he thinks are redundant and/or of little importance for achieving the objectives of the study. Therefore, the problematic items were identified and marked, then improved or deleted from the main study.

The observation protocol previously consisted of a structured checklist, field notes, and audiorecorded data for evaluation of EFL teachers' PCK implementation. During the pilot study defense session, it was pointed out that video recording be added along with the protocol as it may strengthen the findings of the study. Hence, the researcher was convinced of employing them in the main study report.

After going through the pilot study, the researcher took a lesson that students' perception of their teachers PCK can be of profound importance to capture the status of EFL teachers' PCK performance. Students' questionnaire items were put in place with the objective of confirming whether or not what teachers' classroom practices of PCK in teaching reading skills go in line with or correspond with what students say about their teachers' classroom behaviors.

This being the purpose, the researcher got a lesson that these students' questionnaires were designed and employed to capture the information needed to show level of agreement in Likert scale measurement. The researcher believes that such an adjustment might help in showing the clear relationship between an EFL teacher's classroom practice of PCK, which is obtained

through an observation checklist, and students' responses about their teachers' teaching behavior.

When survey questionnaire data was collected from students, the classroom teacher who was assigned to teach English in one of the selected schools tried to put pressure on respondents (her students) so that they could respond in favor of her while filling out the questionnaire. As a result, the researcher felt that this incident might have affected the result negatively to a little bit. So, the lesson is that in the main study, as much as possible, the researcher tried to avoid the involvement of the classroom teachers in facilitating data collection from their students in the way they could affect the result.

The researcher also took a sound lesson from the semi-structured interview items that he employed to gather the qualitative data for the pilot study. However, the researcher came up with the issue that some questions lack focus to yield the targeted information from the interviewees. He, therefore, improved and rewritten some of the interview questions again for the main study. He also gained some of the procedural and interpersonal communication skills that are needed to capture the required information from the interview sessions for the main study.

Analysis and findings of the study were limited to only four to six objectives during the pilot study report. However, later on, the researcher took a lesson, increased the number of objectives to nine, and did the findings of all those under consideration.

In general, the present researcher found it enjoyable to acquire or extract practical experiences from doing the pilot study and carrying out the subsequent set of significant tasks therein. These consist of conceptualizing the topic, gathering the required data, entering it into the SPSS version 26, analyzing the data, extracting the outcomes, and summarizing and reporting the findings. To be honest, the researcher had a very difficult time with these practices because they required a significant amount of time to read widely, consolidate and contemplate, from which he took adequate lesson to handle the main study properly.

CHAPTER FOUR

4. DATA ANALYSES, FINDINGS AND DISCUSSION

This section is devoted to present data analysis, findings, and discussions of the main study, the pertinent data of which was collected in the first semester of the academic year 2023. Both quantitative as well as qualitative data were analyzed using appropriate techniques that were deemed necessary for the present study. The quantitative data obtained from survey questionnaires of both participating teachers' and students' were entered into the IBM SPSS software version 26, and the results were computed accordingly. Similarly, the quantitative data gathered using the observation checklist was also processed with SPSS software. The analyses of these data were done using both descriptive and inferential statistical approaches. Basically, the analyses were done using the mean scores (M), standard deviation (SD), and percentages (%). The qualitative data that was gathered using field notes of observation and interview was analyzed as per required. Results obtained from the EFL teachers' semi-structured interview questions, on the other hand, were analyzed by using a grounded theory approach that gives due emphasis to the thematic categorization of the thread of ideas (nodes) with the employment of open codes, axial codes, and selective codes. The results were, therefore, tabulated, and the analysis of which was presented thereafter concomitantly. This study was conducted with the objective of investigating secondary school EFL teachers' perceptions, self-efficacy beliefs, and practices of pedagogical content knowledge in the teaching of reading skills at grade nine. So, it was meant to give respective answers about these big and relevant issues under consideration. In this main study/thesis, first the quantitative data analyses were presented, followed by the qualitative data analyses.

4.1. Analyses and Findings of the Quantitative Data

The quantitative data in the present study includes results obtained from the EFL teachers' self-assessment questionnaires, CROP, particularly classroom observation checklists, and students' questionnaires. In many different disciplines, various categories have been made to classify, analyze, and interpret the 5-point Likert scale results obtained from the collected data. In this

regard, to interpret the five-point Likert scales of the mean of EFL teachers' perceived PCK, perceived self-efficacy beliefs, and practices of PCK, the researcher used the cut-off points suggested by Oxford (1990), where the mean scores ranged between (1.0 – 2.49 = low; 2.5 – 3.49 = medium; and 3.5 – 5.0 = high). On the basis of this, the researcher has customized these criteria to align the mean scores of the present study. Accordingly, these values regard mean scores in the in the range of (3.5 or higher) as high, positive perception, (mean between 2.5 and 3.4) as moderate, high, positive perception, and finally (mean of 2.4 or lower) as low, negative perception. The data analyses and findings have been presented in the following manner.

4.1.1. Data Analyses and Findings of EFL Teachers' Perceptions of PCK

Research Question 1: What perceptions of PCK do secondary school EFL teachers' have with regard to teaching reading skills?

This section is devoted to present data analyses and findings of the survey questionnaires. As it has been stated in the previous section, the present study researcher adapted the existing standard questionnaire items from (Janga, et al. (2009) to make it suitable to the teaching of reading skills by applying theoretically supported important modifications; the objective of which is meant to be able to see the clear picture about EFL teachers' perception of PCK in teaching reading skills. In this section, the six components of PCK in teaching reading skills were separately and collaboratively analyzed, and the findings of which were also presented.

The five-point Likert-type scale with 42 items was developed by the researcher by adapting the standard questionnaire that comprised 28 items by (Janga et al, 2009). The scale's 5-points are "Strongly agree=5"; "Agree=4"; "Partly agree or undecided = 3" ; "Disagree= 2"; and "Strongly disagree=1." The scale is composed of six sub-factors, each of which comprises seven items, making the total number of items 42. The 5-point Likert type scale means were scored as 4.21-5.00 "strongly agree"; 3.41-4.20 "agree"; 2.61-3.4 "partly agree"; 1.81-2.60 "disagree"; and 1.00-1.80 "strongly disagree." (Ustun, 2011 as cited in Yilmaz and Arcagoc 2020). The researcher adapted the Likert scale values and used the following interpretation for the mean range for EFL teachers' perception of PCK: 4.00-5.00 (SA) Very positive perception; 3.20-3.99 (A) Positive perception; 2.6-3.19 (UD) Partly Agree / moderately positive perception; 2.00-2.59 (DA) Negative perception; 1.00-1.99 (SD) Very Negative perception.

Table 2: Selected Schools and Participants' Demographic Profile

S.No	Secondary Schools	Participants' Qualification/ Degree		Gender Composition		Total
		B.Ed/B.A	M.A	Male	Female	
	Participants' School					
1	Tabor	7	18	16	9	25
2	Tesso	2	2	1	3	4
3	Alamura	13	7	14	6	20
4	Addis Ketema	7	5	7	5	12
5	Misrak Chora	6	2	6	2	8
6	Halade	1	-	-	1	1
Total No. of participants		36	34	43	27	70
Total Percentage (%)		51.4%	48.6%	62.9%	37.1%	100%

Table 2 shows the selected secondary schools and general demographic profile of participating EFL teachers who have given away responses for the questionnaires. As can be clearly seen, the table gives information about the gender composition, secondary schools, academic ranks/qualifications, and the number of English teachers who have taken part in this particular study. In total, in this study, (N = 70) teachers have participated in filling out the questionnaire from all six sampled secondary schools in Hawassa city administration. Out of the 70 participants, the majority of them (N = 43) (62.9%) percent were male teachers, and the rest (N = 27) (37.1%) percent were their counterparts, females. The table also depicts the level of education/qualification of participants in that (N = 36) (51.4%) of them were B.A./B.Ed. Bachelor degree holders, and the rest of the participants (N = 34) (48.6%) were M.A./Master's degree holders.

Table 3: Participants' Teaching Experience in Years

Participants' Teaching Experience	Frequency	Valid Percent (%)
6-10 yrs	12	17.1
11-17 Yrs	13	18.6
> 18 Yrs	45	64.3

In order to help the reader visualize the teaching experience of participants of this study, Table 3 was extracted from the questionnaire data entered into the SPSS. Accordingly, as can be seen from Table 3, out of the (N= 70) teachers who have participated in filling out the English teachers' questionnaire, majority of them (N=45) (64.3%) percent of the teachers responded to questionnaires were labelled as teachers with requisite experience because they responded they served for more than 18 years of teaching experiences. As one of the quantitative data collection tool, the researcher used self-report questionnaire, with the purpose of investigating EFL teachers' perception, practice and perceived self-efficacy beliefs of PCK in teaching reading skills.

Table 4: Results of EFL Teachers' Responses of their Knowledge of Subject Matter (SMK)

Q.No	Items	SD %	DA %	UD %	AG %	SA%	Mean	Std. Dev.
1	I have sufficient content knowledge of reading skills lesson.	1.4	5.7	11.4	51.4	30.0	4.03	0.884
2	I explain clearly the content of the subject/reading lesson.	1.4	5.7	8.6	50.0	34.3	4.10	0.887
3	I understand how theories or principles of the teaching reading have been developed	-	4.3	14.3	52.9	28.6	4.06	0.778
4	I select and adapt the appropriate content for students' diverse needs.	1.4	11.4	22.9	35.7	28.6	3.79	1.034
5	I find it easy to give responses to my students' questions on reading.	4.3	8.6	14.3	38.6	34.3	3.90	1.105
6	I explain about the impact of subject matter/Reading skills on learners' achievement.	1.4	10.0	11.4	35.7	41.4	4.06	1.103
7	I have a complete grasp of the whole structure and direction of subject matter knowledge of teaching reading (Comprehension, fluency, vocabulary,...)	1.4	4.3	21.4	44.3	28.6	3.94	0.899

As can be seen from Table 4, a significant proportion (SA = 41.4%) of the responding teachers strongly agreed that they have a better perception of explaining the importance of reading skills for learners' achievement, with a mean and standard deviation score of (M = 4.06; SD = 1.103) for this same construct. This is the highest score in the category of teachers' perceptions about their subject matter knowledge in their teaching of reading skills. It is assumed that this

perception/behavior of teachers may have a positive impact on the learners' reading skills achievement. Similarly, (M = 4.06; SD = 0.778) was recorded for EFL teachers' self-reported questionnaire of understanding the theories or principles of teaching reading skills. It can be seen from this table that 28.6% percent of the teachers reacted that they had strongly agreed to this same item.

Next to this highest score, the responding teachers had nearly similarly high perceptions about three questionnaire items, such as "I explain clearly the content of the subject/reading lesson; I have sufficient content knowledge of the reading skills lesson.". The result was (M = 4.10; SD = 0.887) and (M = 4.03; SD = 0.884), respectively. The analyses showed that 11.4% of the respondents said that they disagreed with the issue of selecting and adapting appropriate contents to meet the diverse needs of the learners. For this construct, the respondents scores (M = 3.79; SD = 1.034) reveal that the secondary school teachers had an above-average level of perception.

Pedagogical content knowledge is an amalgamation of several types of knowledge domains, of which SMK is one among them. Table 4 shows that grade nine teachers who have given away a response to this questionnaire said giving response to students' questions is not as easy a task for them as the mean score was (M = 3.90; SD = 1.105). In this regard, 34.3% of respondents said that they found it difficult to respond to students' questions in reading skills classrooms. On the whole, EFL teachers seem to possess a high perception of knowledge of the subject matter of reading skills.

Table 5: Results of EFL Teachers' Responses about their knowledge of Objectives, Curriculum and Context (KIOCC)

Q. No	Items	SD %	DA %	UD %	AG %	SA %	Mea n	Std. Dev.
8	I make an attempt to help my students clearly understand objectives of this course/Curricular material.	-	5.7	15.7	42.9	35.7	4.09	0.864
9	I provide an appropriate interaction or good atmosphere while teaching reading.	2.9	5.7	7.1	42.9	41.4	4.14	0.982
10	I pay attention to students' reaction during class and adjust my teaching attitude accordingly.	2.9	4.3	12.9	42.9	37.1	4.00	0.901
11	I make an attempt to create conducive	1.4	5.7	14.3	48.6	30.0	3.86	0.967

	classroom environment to promote students' interest/motivation for learning reading.								
12	I prepare some additional teaching materials to help my learners understand or comprehend better.	2.9	5.7	20.0	45.7	25.7	3.86	0.967	
13	I understand and cope with reading skills classroom context appropriately.	2.9	4.3	22.9	50.0	20.0	3.80	0.910	
14	I know curricular materials available for students to teach reading.	8.6	4.3	25.7	38.6	22.9	3.63	1.144	

Table 5 reveals that 50% of the respondents for (item 13) agreed that they clearly understand and cope with the reading skills classroom context appropriately, and the mean score and standard deviation of this construct were found out to be ($M = 3.80$; $SD = 0.910$). Teachers display different types of classroom behaviors while delivering a reading skills lesson to their students. In the KIOCC (Knowledge of Instructional Objectives, Curriculum, and Context) category, teachers' responses were more or less similar for three items (Items 10, 8, and 9). Those teachers who said they pay considerable attention to students' reactions and adjust their teaching attitude accordingly ($M = 4.00$; $SD = 0.901$). Like wise those teachers whose perceptions about making an attempt in the pursuit of helping students to clearly understand objectives of the curricular materials ($M = 4.09$; 0.864). The majority (41.4% percent) of the responding teachers said they feel that they are responsible and good at creating a conducive interactional classroom atmosphere while delivering the reading skills lesson, and this one is the highest mean and standard deviation score ($M = 4.14$; $SD = 0.982$). These responses reveal that the participants of this study seem to have highly positive perceptions regarding this category of knowledge.

The lowest mean and standard deviation ($M = 3.63$; $SD = 1.144$) score was recorded for the item, which probes the respondents' knowledge of curricular materials available for students to teach reading. It can therefore be said that, relatively speaking, the EFL teachers showed the lowest perception about their culture of exploiting available teaching resources to make their teaching effective for their students, but this value is still well above average.

Table 6: Results of EFL Teachers' Responses about their Knowledge of Instructional Representation and Strategies (KIRS)

Q. No	Items	SD %	DA %	UD %	AG %	SA %	Mea n	Std. Dev.
15	I use appropriate examples to explain concepts related to subject matter/ reading.	2.9	4.3	11.6	46.4	34.8	4.06	0.953
16	I use familiar analogies or illustrations to explain concepts of reading skills.	1.4	1.4	18.8	53.6	24.6	3.99	0.795
17	I try to capture the interest of my students using my teaching methods in this subject/ reading.	2.9	1.4	12.9	48.6	34.3	4.10	0.887
18	I create opportunities for students to express their views during class.	2.9	2.9	15.7	41.4	37.1	4.07	0.953
19	I use demonstrations to help explaining the main concept of teaching reading comprehension/ skills.	2.9	7.1	15.7	45.7	28.6	3.90	0.995
20	I use a variety of teaching approaches (loud reading, silent reading) to transform subject matter into comprehensible knowledge.	4.3	7.1	14.3	45.7	28.6	3.87	1.048
21	I use multimedia or other technology (e.g. PowerPoint, hands on activities of printed texts) to express the concept of subject matter/reading activities	14.3	22.9	21.4	34.3	7.1	2.97	1.204

Table 6 clearly shows that the mean scores of each component under the construct—knowledge of instructional representation and strategies—range between the highest value of (M = 4.10; SD = 0.887) for the item, “I try to capture the interest of my students using my teaching methods in this subject/reading.” and the lowest value of (M = 2.97; SD = 1.204) was recorded for item number 21, “I use multimedia or other technology (e.g., PowerPoint, hands-on activities of printed texts) to express the concept of subject matter/reading activities.” The mean scores of teachers responses for their actions of using appropriate examples while explaining concepts related to subject matter were (M = 4.06; SD = 0.953).

As can be seen from Table 6, the highest percentage (53.6%) of responding teachers agreed that they are able to use familiar analogies or illustrations to explain concepts of reading skills, the mean value of which was (M = 3.99; SD = 0.795) within this category.

Table 7: Results of EFL Teachers' Responses about Knowledge of their Students Understanding (KSU)

Q.No	Item	SD %	DA %	UD%	AG %	SA %	Mean	Std. Dev.
22	I am aware of students' prior knowledge when I teach reading skills (before class)/or during class.	4.3	2.9	23.2	34.8	34.8	3.93	1.048
23	I know students' learning difficulties, errors and misconceptions of subject/reading comprehension before class /or during class.	4.3	5.7	18.6	54.7	25.7	3.83	1.021
24	I ask questions to evaluate students' understanding of a topic/reading lesson.	17.1	22.9	14.9	21.4	24.3	3.13	1.454
25	I assess/evaluate my students' understanding of the reading skills using various assessment methods.	7.1	8.6	18.6	32.9	32.9	3.76	1.209
26	I use different approaches (questions, discussion, pair/group work etc.) to find out whether learners understand.	1.4	1.4	15.7	48.6	32.9	4.10	0.819
27	I give assignments to facilitate learners' understanding of the subject/reading lesson.	4.3	5.7	12.9	42.9	34.3	3.97	1.049
28	I know the learning strategies (using background knowledge, making predictions, summarizing, cooperating, etc.) of my students	-	5.7	18.6	50.0	25.7	3.96	0.824

As can be seen from Table 7, out of the responding EFL teachers, the majority (54.7%) of them showed their agreement that they are able to know students' learning difficulties, errors, and misconceptions of subject/reading comprehension before class or during class ($M = 3.83$; $SD = 1.011$). The highest mean score ($M = 4.10$; $SD = 0.819$) was obtained for item number 26, "I use different approaches (questions, discussion, pair/group work, etc.) to find out whether learners understand.". For this same item, 48.6% of the respondents have agreed that they are busy efficiently using versatile strategies such as questions, discussion, and pair/group work to address learners' needs. This shows that the participants were agreeable to use various approaches in order to satisfy the learning demands of their students in reading skills classrooms. In other words, this implies that EFL teachers who gave responses to this specific questionnaire seem to have/display high perception. The lowest mean score result ($M = 3.13$; $SD = 1.454$) was recorded for item number 24, "I ask questions to evaluate students' understanding of a

topic/reading lesson.” Even though this value is the smallest among the categories of teachers’ knowledge of students’ understanding, the score is still above average.

Table 8: Results of EFL Teachers’ Responses about their Knowledge of Pedagogy (KP)

Q.No	Item	SD %	DA %	UD %	AG %	SA %	Mean	Std. Dev.
29	I use a wide range of teaching approaches in a reading classroom setting.	-	10.0	22.9	50.0	17.1	3.74	0.863
30	I select effective teaching approaches to guide students’ thinking and learning reading.	1.4	8.6	20.0	47.1	22.9	3.81	0.937
31	I integrate language skills, such as reading with writing while teaching reading.	1.4	4.3	15.7	50.0	28.6	4.00	0.868
32	I encourage learner autonomy and promote self-direction.	2.9	2.9	8.6	58.6	27.1	4.04	0.859
33	I encourage students to participate and make meaningful interactions.	1.4	4.3	17.1	42.9	34.3	4.04	0.908
34	I adapt my teaching based up on what students currently understand or do not understand	1.4	5.7	22.9	42.9	27.1	3.89	.925
35	I have a repertoire of using pre-reading, while-reading and post-reading stages/strategies	4.3	4.3	18.6	38.6	34.3	3.94	1.048

Table 8 demonstrates that 58.6% percent of the responding teachers reacted with agreement that they use positive actions in encouraging learner autonomy and promotion of self-direction in reading comprehension activities, and the mean and standard deviation scores were (M = 4.04; SD = 0.859) the highest in the group. The responding teachers’ roles of encouraging their learners to participate and make meaningful interactions were also high, which was depicted with the mean score of (M = 4.04; SD = 0.908). The EFL teachers’ efforts of integrating language skills as they teach reading skills were significant, as indicated by their mean scores (M = 4.00; SD = 0.868). For this same item, 50% of the respondents have shown their agreement that they use a skills integration approach to teaching reading skills. The participants stated that they have a good repertoire of using pre-reading, while-reading, and post-reading strategies in the pursuit of delivering reading skills lessons. The mean of this construct was (M = 3.94; SD = 1.048),

which is a relatively higher value. These scores can all be grouped as high in this category, entailing that the participating teachers seem to be well aware of that component of the knowledge of pedagogy.

The lowest mean score ($M = 3.74$; $SD = 0.863$) is observed for a component of pedagogical knowledge, which is selecting a wide range of teaching approaches while teaching reading skills. Even though this score is the lowest among the group, the value is still above average, which indicates a high level of perception.

Table 9: Results of EFL Teachers' Responses about their Knowledge of Assessment (KA)

Q. No	Item	SD %	DA %	UD %	AG %	SA%	Mea n	Std. Dev.
36	I determine the aims of assessment practices.	1.4	4.3	7.1	48.6	38.6	4.19	0.856
37	I'm well informed about the uses of a wide variety of assessments of reading skills.	-	8.6	14.3	54.3	22.9	3.91	0.847
38	I choose the methods of assessment which is appropriate for my students.	-	2.9	15.7	45.7	35.7	4.14	0.785
40	I give appropriate feedback according to the results of the measurement process.	-	5.7	10.0	54.3	30.0	4.09	0.794
40	I assess students' ability to generate and answer questions	-	5.7	18.6	50.0	25.7	3.96	0.824
41	I assess students' understanding/comprehension of the reading text.	1.4	5.7	18.6	47.1	27.1	3.93	0.906
42	I assess students' critical thinking skills by giving tests	2.9	8.6	21.4	38.6	28.6	3.81	1.040

Table 9 shows that three item numbers display above 4.00 mean score. These items were item number 40, "I give appropriate feedback according to the results of the measurement process." The mean score of this construct is ($M=4.09$; $SD=0.794$). The highest percentage, 54.3% of the respondents, agreed that they are motivated to give appropriate feedback according to the results of the measurement process. The next is item number 38, "I choose the methods of assessment that are appropriate for my students." ($M=4.14$; $SD=0.785$), and the third is item number 36. "I determine the aims of assessment practices" ($M = 4.19$; $SD = 0.856$). This one is the highest

mean score in the context of teachers' knowledge of the assessment and evaluation of students' skills by determining the assessment practices.

Similarly, the mean score value of ($M = 3.96$; $SD = 0.824$) is registered for the teachers' knowledge for identifying students' ability of generating and answering questions. Out of the participating teachers, 47.1% have agreed that they are engaged in assessing their students' understanding or comprehension of the reading text, the mean value of which is $M = 3.93$; $SD = 0.906$. To put it in a nutshell, respondents' mean value reveals that EFL teachers have a high/positive perception about their own knowledge of assessment of their students reading skills performances.

Table 10: Overall Mean Values of EFL teachers' perceptions of PCK

	SMK	KIOCC	KIRS	KSU	KP	KA
Mean	3.98	3.94	3.86	3.80	3.92	4.00
Std. Deviation	.685	.708	.682	.677	.665	.651

Table 10 shows the descriptive statistics results, such as mean and standard deviation scores gained from SPSS data regarding EFL teachers' perceptions of PCK in teaching reading skills. It was indicated in this table that the mean and standard deviation scores of English teachers perceptions on the six PCK components were: SMK-subject matter knowledge ($M = 3.98$; $SD = .685$), KIOCC-knowledge of instructional objectives, curriculum, and context ($M = 3.94$; $SD = .708$), KIRS-knowledge of instructional representation and strategies ($M = 3.86$; $SD = .682$), KSU-knowledge of students' understanding ($M = 3.80$; $SD = .677$), KP-knowledge of pedagogy ($M = 3.92$; $SD = .665$), and KA-knowledge of assessment ($M = 4.00$; $SD = .651$). As it can clearly be seen, the mean scores range between ($M = 3.80$; $SD = .677$) for the knowledge of students' understanding, beliefs, and misconceptions and ($M = 4.0$; $SD = .651$) for the teachers' knowledge of assessment.

The grand mean value of teachers' perception of PCK was ($M = 3.91$; $SD = 0.559$). This indicates that EFL teachers' perceptions of PCK were high and positive in the teaching of reading skills. Figure 4 presents a graphical representation of the mean values for each category.

4.1.2. Data Analysis and Findings of EFL Teachers' Perceived Self-efficacy beliefs

Research Question 2: What does secondary school EFL teachers' perceived self efficacy beliefs (SEB) of PCK look like in their teaching of reading skills?

The confidence intervals/ range used by the researcher for the mean value in the Likert scale was: 0.00–1.00 Difficult to Decide; 1.01–2.00 Not Confident at all; 2.01–3.00 Fairly Confident; 3.01-3.50= somewhat confident; 3.51–4.00 completely confident

Table 11: Results of EFL teachers' perceived self-efficacy beliefs

Q. No	Items	N	V.C	Percent (%)			Mean	Std.Dev	
				S.W.C	F.C	N.C			D.D
1.	I continually look for better ways to teach reading.	70	34.3	45.7	15.7	1.4	2.9	4.07	.906
2.	I can use appropriate sources and materials for my students to teach reading.	70	24.3	40.0	25.7	7.1	2.9	3.76	.999
3.	I can forecast possible questions to be asked and provide their possible answers right away.	70	30.0	44.3	14.3	5.7	5.7	3.87	1.089
4.	I can explain the terms and concepts that my students have difficulty in understanding the reading lesson.	70	21.4	30.0	14.3	27.1	7.1	3.31	1.280
5.	I can keep my students' motivation and interest alive while teaching reading.	70	35.7	41.4	15.7	4.3	2.9	4.03	.978
6.	I can deal with learning problems of the students in reading.	70	37.1	41.4	14.3	5.7	1.4	4.07	.937

7.	I know several ways or strategies to teach reading effectively.	70	25.7	47.1	20.0	7,1	-	3.91	.864
8.	I don't think I am very effective in monitoring reading activities.	70	15.7	28.6	30.0	22.9	2.9	3.31	1.084
9.	I understand the process of reading well enough to be effective in teaching reading.	70	31,4	40.0	15.7	10.0	2.9	3.87	1.062
10	I feel that I am generally responsible for the achievement of my students in EFL in general and in reading skills in particular.	70	30.0	48.6	17.1	4.3	-	4.04	.806
11	I find it difficult to teach students with reading problems.	70	25.7	38.6	20.0	8.6	7.1	3.67	1.164
12	When teaching reading, I usually welcome student questions.	70	35.7	31.4	18.6	10.0	4.3	3.84	1.150
13	I find it difficult to explain to students how to improve their reading	70	25.7	25.7	24.3	12.9	11.4	3.41	1.313
14	I am not able to inform my students the best strategies of improving their reading skills.	70	14.3	30.0	14.3	21.4	20.0	2.97	1.383
15	Whenever I teach EFL, I think of incorporating PCK skills into my reading lesson.	70	17.1	37.1	27.1	17.1	1.4	3.51	1.018
16	Whenever questions arise from students, I feel comfortable to respond on the spot	70	28.6	40.0	21.4	5.7	4.3	3.83	1.049

17	I am confident that I have all the necessary PCK/ skills to equip my learners with proper strategies of reading skills so that they can understand better	70	24.3	34.3	30.0	10.0	1.4	3.70	.998
18	I have a clear understanding of how students develop and learn reading.	70	27.1	42.9	24.3	4.3	1.4	3.90	.903
19	I can explain what should be done to clarify the terms and concepts that my students have difficulty in understanding reading text.	70	20.0	55.7	17.1	7.1	-	3.89	.808
20.	I know the reading capability of every student I teach in my reading classes.	70	21.4	41.4	20.0	11.4	5.7	3.61	1.120
21.	To fully implement PCK in my reading class, I need additional support and training.	70	32.	37.	15.	10.	4.3	3.84	1.125
		9	1	7	0				
Grand Mean and Standard Deviation								3.74	0.533

Description: 5 (V.C=Very Confident); 4 (S.W.C=Somewhat Confident); 3 (F.C= Fairly Confident); 2 (N.C=Not at all Confident); 1(D.D= Difficult to Decide)

As can be seen from Table 11, all the items were set with the aim of identifying EFL teachers' perceived self-efficacy beliefs in the teaching of reading skills. It was shown in Table 17 that the mean scores and standard deviations of item 1, "I continually look for better ways to teach reading," and item 6, "I can deal with learning problems of the students in reading," were (M = 4.07, SD = 0.906, and 0.937). For these two items no. 1 and no. 6, (45.7% percent and 41.4% percent), respectively, they responded that they were confident enough in strategizing better ways of teaching reading and good at identifying students' learning difficulties and fixing them on the spot. It can therefore be said that the respondents have a high amount of self-efficacy beliefs in this regard.

The responses of EFL teachers for a negatively worded item no. 14, “I am not able to inform my students the best strategies of improving their reading skills,” were the lowest among the group ($M = 2.97$; $SD = 1.383$). For this item, 30% of the responding teachers reacted that they were confident that they were not able to help their students by suggesting the best strategies for solving reading skills problems. Still, 20% of them reflected that it was difficult for them to decide on this item.

Pedagogical content knowledge is an amalgamation of several types of knowledge domains, of which SMK is one among them. Table 11 shows that grade nine teachers who have given away a response to this questionnaire said giving response to students’ questions is not as easy a task for them as the mean score was 3.14. On the contrary, they replied that explaining the content of the reading lesson is found to be very easy for them, as the mean score of this construct is the highest of all these categories, 3.86, which is indicative of the presence of knowledge of subject matter.

The grand mean score and standard deviation of the teachers’ perceived self-efficacy beliefs items were ($M = 3.74$ and $SD = 0.533$). On the whole, in almost all of the cases displayed above, teachers’ reactions to their level of confidence show that the mean scores are greater than 3.0. This implies that if not very confident in the majority of the cases, the English teachers replied that they were confident in what they do while teaching reading skills to their students. This means that EFL teachers who have participated in this study had a high level of confidence; in other words, they were regarded as efficacious as they have high perceived self-efficacy beliefs in teaching reading skills.

As can be seen from Table 11, item 21, which was about the need for additional support and training, (32.9% and 37.7%) of the respondents reflected they are (very confident and somewhat confident) respectively. Besides, for this category the mean score is ($M=3.84$; $SD=1.125$). This implies that they might be badly in need of tailor-made trainngs that could help them to fully implement PCK in their teaching reading skills classes.

The data gathered through qualitative instruments, such as semi-structured interviews, also showed a consistent result in that the responding teachers consider or position themselves as “somehow efficacious’ category in their teaching of reading skills to grade nine students.

4.1.3. Analysis and Findings of EFL Teachers' Practices of PCK- CROP: Observation Checklist

Research Question 3: How do secondary school EFL teachers practice PCK in the teaching of reading skills in the milieu of their classrooms?

The researcher of the present study has undergone classroom observation protocols where he observed lessons delivered by EFL teachers while teaching reading skills to grade nine students. The observation was carried out accompanied by a structured observation checklist consisting of 55 items enclosed in two parts. Part one of the checklist consists of 34 questions, and part two consists of 21 questions. The field notes were taken by the researcher. The primary purpose of them was to back up and supplement the data gathered through a checklist.

The analysis of the classroom observation was done in two separate sections. The first part, which deals with the structured checklist, is purely quantitative, where the mean and standard deviation scores were calculated and analyzed. The second part of the analysis was done based on the transcripts extracted from the video-recorded episodes/data of the lessons/classrooms observed.

Table 12: Result of Observation Checklist on Teachers' Knowledge of Instruction delivery of Reading Skills

Item No	Items	N	Not Evident %	Attempted Use %	Very Little Use %	Some Use %	Exemplary Use %	Mean	Std. Deviation
1	has good introductory hands-on tasks to build initial interest on students	13	15.4	23.1	15.4	38.5	7.7	2.00	1.291
2	relates the reading text to students' background knowledge	13	-	23.1	69.2	7.7	-	1.85	.555
3	uses a flexible lesson design to facilitate the student's reading process	13	-	76.9	23.1	-	-	1.23	.439

4	makes the students active participants in the reading lessons	13	7.7	46.2	46.2	-	-	1.38	.650
5	uses coherent lesson procedures for delivery	13	7.7	69.2	15.4	7.7	-	1.23	.725
6	creates a supportive environment	13	15.4	30.8	46.2	7.7	-	1.46	.877
7	monitors students while working independently on the reading task	13	-	69.2	30.8	-	-	1.31	.480
Grand Mean and Standard Deviation								1.49	.362

As can be seen from Table 12, the highest percentage (76.9%) was recorded for classroom teachers' "attempted use" category of the flexible lesson design to facilitate the students reading process. The mean and standard deviation score for this same item number 3 was (M = 1.23; SD = 0.439), which was the lowest score in the observed teachers effort of delivering instruction. For items 5 and 7, 69.2% of the observed teachers' efforts in the instruction category fell under the "attempted use category, and their mean scores were. (M = 1.23; SD = 0.725) and (M = 1.31; SD = 0.480), respectively. The dominant percentages, ranging from 23.1% to 76.9% and 15.4% to 69.2% of observed teachers, fell under the "attempted use" and "very little use" categories. Besides, it was noted that only 7.7% of the observed teachers displayed the "exemplary use" category for item 1, "the teacher has good introductory hands-on tasks to build initial interest in students." However, for the rest of the six items, the exemplary use category was found to be non-existent or nil. As it can be clearly seen from the above Table 12, the mean value ranged between (M = 1.23 to 2.00), which is an indication of the poor level of effort that EFL teachers apply in the pursuit of teaching reading skills.

Table 13: Results of EFL Teachers Classroom Observation on Knowledge of 'Explaining the Content

Q.No	Items	N	Not Evident %	Attempted Use %	Very Little Use %	Some Use %	Exemplary Use %	Std. Deviation
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8	uses signposting of lesson goals during reading activities	13	7.7	38.5	46.2	7.7	-	1.54	.776
9	teaches students to self-evaluate their reading	13	15.4	30.8	46.2	7.7	-	1.46	.877
10	checks that students are aware of reading relevance	13	15.4	23.1	38.5	23.1	-	1.69	1.032
11	introduces key words (vocabulary) critical to understanding important concepts	13	7.7	23.1	53.8	15.4	-	1.77	.832
12	teaches useful phrases that are relevant for the task	13	-	46.2	38.5	15.4	-	1.69	.751
Grand Mean and Standard Deviation								1.63	.515

Table 13 shows that in the majority of the cases ranging from 38.5% to 46.2%, percent of the observed teachers displayed the “very little use’ category. In this table, the highest percentage (46.2%) was recorded for two items: item 8 “uses signposting of lesson goals during reading activities” and item 9 “teaches students to self-evaluate their reading,” the mean and standard deviation values of which were (M = 1.54; SD = 0.776) and (M = 1.46; SD = 0.877), respectively. Similarly, in the attempted use category of the teaching reading activity, 46.2% percent of the observed teachers displayed the quality of teaching useful phrases that are relevant for the task, and the mean value was (M = 1.69; SD = 0.751). For items 9 and 10, 15.4% percent of the observed teachers’ behaviors, such as “teaches students to self-evaluate their reading’ and “checks that students are aware of reading relevance,” were found to be non-existent. The mean scores of these items were (M = 1.46; SD = 0.877) and (M = 1.69; SD = 1.032), respectively. These values are indicators of the poor level of practices of using explanations while delivering the reading skills lesson in the best and most understandable manner.

Table 14: Results of Observation Checklist on Teachers’ Knowledge of Strategies

Q.No	Items	N	Not Evident %	Attempted Use %	Very Little Use %	Some Use %	Exemplary Use %	Mean	Std. Deviation
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13	breaks down a complex reading task into sub-activities when it is necessary	13	7.7	38.5	46.2	7.7	-	1.54	.776
14	helps students to make inferences from the context	13	-	46.2	46.2	7.7	-	1.62	.650
15	encourages more capable students to “learn by teaching” or explaining	13	30.8	46.2	-	15.4	7.7	1.23	1.301
16	encourages students to interact with equal peers	13	15.4	69.2	-	15.4	-	1.15	.899
17	helps students to analyze the task	13	15.4	53.8	7.7	23.1	-	1.38	1.044
18	helps students to understand the characteristics (genre, register) of a reading text	13	23.1	46.2	15.4	15.4	-	1.23	1.013
19	helps students to clarify and understand (passages from)/ parts of the reading text	13	7.7	53.8	38.5	-	-	1.31	.630
20	lets students create vivid mental images related to the reading text	13	7.7	38.5	38.5	15.4	-	1.62	.870
Grand Mean and Standard Deviation								1.38	.600

EFL teachers’ knowledge of strategies for employment was also assessed using items that relate to this category. As can be seen from Table 14, the highest percentage (69.2%) of the observed teachers were found to encourage their students to interact with their peer groups while learning reading, the mean score of which was ($M = 1.15$; $SD = 0.899$), which is almost the lowest among the group. For items 17 “helps students to analyze the task” and 19 “helps students to clarify and understand (passages from)/parts of the reading text,” the percentage of observed teachers was 53.8%, and their mean scores were ($M = 1.38$; $SD = 1.044$) and ($M = 1.31$; $SD = 0.630$), respectively, in the category of teachers’ implementation of strategic actions while delivering the reading skills lesson. Except for item 15, “encourages more capable students to “learn by teaching” or explaining,” for which 7.7% percent displayed exemplary use, in almost all of the rest of the of the cases the category “exemplary use” was nonexistent. This result implies that observed teachers had deficiencies or limitations in proper implementation of PCK in this regard.

Table 15: Results of Observation Checklist on Teachers' knowledge of Modelling reading

Q.No	Items	N	Not Evident %	Attempted Use %	Very Little Use %	Some Use %	Exemplary Use %	Mean	Std. Deviation
21	helps students to manage reading time efficiently	13	-	23.1	69.2	7.7	-	1.85	.555
22	uses visual materials (e.g. video, pictures, graphic organizers)	13	7.7	23.1	53.8	15.4	-	1.77	.832
23	helps students to give L2 output	13	-	46.2	53.8	-	-	1.54	.519
Grand Mean and Standard Deviation								1.72	.405

Table 15 reveals that for item 21, the majority, which is 69.2% of the observed teachers, were found helping their students to manage the reading time efficiently, and the mean score was ($M = 1.85$; $SD = 0.555$). The categories “Attempted use” and “Very Little use” were dominant among this group of teachers’ activities of modeling in teaching reading skills. The percentages of teachers’ efforts of using visual materials (e.g., video, pictures, and graphic organizers) and helping their students to give L2 output were 53.8% for both items 22 and 23. The mean scores of observed teachers were ($M = 1.77$; $SD = 0.832$) and ($M = 1.54$; $SD = 0.519$) for these same items 22, and 23, respectively, implying very little use of the modeling activities.

Table 16: Results of observation checklist on Teachers' Knowledge of Feedback

Q.No	Items	N	Not Evident %	Attempted Use %	Very Little Use %	Some Use %	Exemplary Use %	Mean	Std. Deviation
24	uses repetition for better clarity	13	-	23.1	46.2	30.8	-	2.08	.760
25	uses clarification requests in L2	13	7.7	15.4	38.5	38.5	-	2.08	.954
26	uses recasts in L2	13	7.7	23.1	61.5	7.7	-	1.69	.751

27	uses explicit correction or feedback	13	7.7	38.5	38.5	15.4	-	1.62	.870
28	gradually withdraws teacher support from the reading task	13	7.7	38.5	46.2	7.7	-	1.54	.776
29	gives positive praise when praise is due	13	7.7	46.2	23.1	23.1	-	1.62	.961
Grand Mean and Standard Deviation								1.771	1.0154

EFL teachers' knowledge of feedback provision is also another important factor in determining their activity of teaching reading as high or low. Table 16 demonstrates that 61.5% of the observed teachers' use of recast technique was rated as very little use of that behavior. The mean and standard deviation scores of this item 26 were (M = 1.69; SD = 0.751), which is the lowest value in that category. Item 24 "uses repetition for better clarity" and item 28 "gradually withdraws teacher support from the reading task" yielded a percentage of 46.2%, and both items registered mean scores of (M = 2.08; SD = 0.760) and (M = 1.54; SD = 0.776), respectively. In the majority of the cases, teachers were found demonstrating their knowledge of providing proper feedback, which ranged between "attempted use" and "some use," where the highest scores were evidently observed for the category of "very little use." This implies that teachers' classroom actual performance in feedback provision was negligible.

Table 17: Results of Observation Checklist on Knowledge of Questioning

Q, No	Items	N	Not Evident %	Attempted %	Very Little Use %	Some Use %	Exemplary Use %	Mean	Std. Deviation
30	encourages students to generate questions about the reading text	13	7.7	38.5	46.2	7.7	-	1.54	.776
31	builds on student-generated questions in the lesson	13	7.7	30.8	46.2	15.4	-	1.69	.855
32	promotes student interpretations of the text	13	15.4	30.8	46.2	7.7	-	1.46	.877

33	asks students for opinions about text content	13	23.1	38.5	15.4	23.1	-	1.38	1.121
34	uses thick questions	13	15.4	61.5	23.1	-	-	1.08	.641
Grand Mean and Standard Deviation								1.43	.687

Table 17 shows that for three items, 30 “encourages students to generate questions about the reading text,” item 31, “builds on student-generated questions in the lesson,” and item 32 “promotes student interpretations of the text.” 46.2% of the observed teachers were found demonstrating very little use of the specified behaviors. The mean and standard deviation scores of these items were for item 30 (M = 1.54; SD = 0.776), for item 31, (M = 1.69; SD = 0.855), and finally for item 32 (M = 1.46; SD = 0.877) respectively. It is crystal clear that in almost all of the cases, the mean score values display the lowest value in the five-point Likert scale measurement.

As it was evident from the above six tables (Table 12: knowledge of instruction to Table 17: knowledge of questioning), EFL teachers’ use of the strategies that are needed to be employed by them, particularly the “exemplary use category,” was found to be nonexistent in almost all of the cases.

Table 18: Results of Observation checklist on Pre-reading

Q.No	Items	N	Not Evident %	Attempted Use %	Very Little Use %	Some Use %	Exemplary Use %	Std. Deviation
1	The teacher asks the students to preview the text by having them read the title of the selection, look at the illustrations, and then discuss the possible contents of the text. (Scanning)	13	-	38.5	15.4	46.2	-	2.08 .954
2	Students were encouraged to activate their background knowledge through the use of K-W-L charts, webs, anticipation guides, etc.	13	-	15.4	76.9	7.7	-	1.92 .494

3	By generating a discussion about the topic before reading the selection, the teacher created an interest in the reading.	13	7.7	69.2	7.7	15.4	-	1.31	.855
4	The teacher introduced and discussed the new vocabulary words in a meaningful context, focusing on those new words that were central to the understanding of the reading text.	13	-	23.1	69.2	7.7	-	1.85	.555
5	The students were encouraged to state or write predictions related to the topic of the reading selection.	13	7.7	53.8	30.8	7.7	-	1.38	.768
6	The objective for the reading lesson was clearly identified for the learners along with how that objective is related to previous lessons.	13	-	23.1	69.2	7.7	-	1.85	.555
7	The teacher continually assessed students' prereading discussion questions and made appropriate adjustments.	13	-	30.8	69.2	-	-	1.69	.480
Grand Mean and Standard Deviation								1.73	.276

Regarding pre-reading activities, Table 18 demonstrates that 76.2% of the observed teachers were found to have “very little use” of encouraging their students to activate their background knowledge through the use of K-W-L charts, webs, anticipation guides, etc. in the pre-reading activities. As can be seen in Table 18, the mean score of this item was (M = 1.92; SD = 4.94). Out of the participating teachers, 69.2% of them were found under the category “Attempted use” in generating a discussion about the topic before reading the selection by creating interest in the reading tasks (M = 1.31; SD = 0.855).

Item 1 of the pre-reading activities in Table 18 was about scanning techniques. The data indicate that while no teachers were categorized as "not evident" in asking students to preview texts, a significant 46.2% were noted for "some use" of this technique. The mean score of (M = 2.08; SD= 0.954) suggests that while scanning is employed, it is not consistently or effectively used. Item 2 was about teachers' activities of activating background knowledge. The data depicts that a

notable 76.9% of teachers used “very little” background activation strategies like K-W-L charts or anticipation guides. This reflects a significant gap in employing methods to engage students’ prior knowledge, which is crucial for comprehension. Item 3 was related to Generating Discussion (Item 3). Here 69.2% of the observed teachers activities fall under "Attempted Use" and a mean score of ($M = 1.31$; $SD= 0.855$). It shows that generating pre-reading discussions is a common but not deeply ingrained practice. There is room for improvement in how teachers create interest through discussion.

The Vocabulary Introduction activity was discussed in Item 4. Although 69.2% of teachers attempted to introduce vocabulary meaningfully, the absence of "Exemplary Use" shows that vocabulary integration into context is not consistently emphasized. This is critical for students’ problems in comprehension activities. Regarding prediction statements in item 5, the data reflect that 53.8% of teachers used "very little" of prediction activities, indicating a missed opportunity for engaging students in making predictions related to reading content.

Item 6 was about explaining lesson objectives. Out of the observed teachers, 69.2% of them fell in the "Some Use" category with a mean score of ($M = 1.85$; $SD= 0.555$). It suggests that lesson objectives are identified but not always effectively linked to prior learning. Finally, item 7 examines assessment and adjustments. The observation of “Attempted Use” in monitoring and adjusting pre-reading discussions indicates a moderate level of responsiveness to student needs during pre-reading. The grand mean value ($M= 1.73$; $SD= 0.276$) clearly shows that there is noticeable deficiency of implementing PCK in teaching reading skills.

Table 19: Results of Observation Checklist on While Reading

Q.No.	Items	N	Not Evident %	Attempted Use %	Very Little Use %	Some Use %	Exemplary Use %	Mean	Std. Deviation
8	The students were asked to evaluate their initial predictions.	13	7.7	15.4	69.2	7.7	-	1.77	.725

9	The students were asked to identify or read aloud portions of text that confirmed or disproved predictions that they had made about the reading text.	13	7.7	30.8	38.5	23.1	-	1.77	.927
10	An appropriate mix of factual and higher level thinking questions were incorporated into the comprehension discussion.	13	-	46.2	38.5	7.7	7.7	1.77	.927
11	The teacher modeled fluent reading and then encouraged the students to read fluently and with expression.	13	23.1	38.5	15.4	23.1	-	1.38	1.121
12	The teacher monitored the students and gave proper assistance and feedback while they read or completed practice activities.	13	-	69.2	23.1	7.7	-	1.38	.650
13	The teacher modeled and encouraged the use of new vocabulary during discussion.	13	-	23.1	61.5	7.7	7.7	2.00	.816
14	The teacher periodically assessed the students' ability to monitor meaning.	13	7.7	15.4	46.2	30.8	-	2.00	.913
Grand Mean and Standard Deviation								1.73	.414

In Table 19, the teachers' activities in post-reading phase of teaching reading were assessed. As Table 19 depicts that 69.2% percent of the observed teachers fell under the category of "Very Little Use" of the while reading activity of asking students to evaluate their initial predictions, and the mean value of this item was ($M = 1.77$; $SD = 0.725$). For item 12, "The teacher monitored the students and gave proper assistance and feedback while they read or completed practice activities." 62.9% of the observed teachers activities were categorized under the umbrella of "attempted use, with" the mean and standard deviation value ($M = 1.38$; $SD = 0.650$). This score has a genuine implication that the observed teachers had a serious problem implementing while reading activities as they teach reading skills to grade nine students in their respective schools.

Identifying Text Portions (Item 9), the mean score of (M=1.77; SD= 0.725) and a high percentage in "Very Little Use" indicate that teachers are not consistently having students link their predictions with specific text portions. For questioning techniques (Item 10), the data show a balance between "Very Little" and "Some Use" of questioning techniques, with a mean score of (M= 1.77; SD= 0.927), reflecting a need for better integration of various questioning levels. Fluent Reading Modeling (Item 11), the mean score of (M=1.38; SD= 1.21) shows that modeling fluent reading is not frequently practiced. This could be a key area for improvement, as fluent reading modeling is essential for students' reading development. Monitoring and Feedback (Item 12), a significant 62.9% of teachers "Attempted Use" of monitoring and providing feedback, reflecting a moderate level of attention to student progress during reading. Vocabulary Usage (Item 13), the mean score of (M= 2.00; SD= 0.816) suggests that while some vocabulary modeling occurs, it is not consistently integrated into reading activities. Assessing Meaning Monitoring (Item 14), with 30.8% of teachers in "Exemplary Use" and a mean score of (M= 2.00; SD= 0.913), periodic assessment of students' comprehension monitoring is present but it needs to be improved.

Table 20: Results of Observation Checklist on Post Reading

Q.No	Items	N	Not Evident %	Attempted Use %	Very Little Use %	Some Use %	Exemplary Use %	Mean	Std. Deviation
15	The students were asked to read aloud sections of the text that substantiated answers to questions and confirmed or disproved predictions they had made about the selection.	13	-	15.4	61.4	23.1	-	2.08	.641
16	The teacher asked the students to retell the material they had read, concentrating on major events or concepts.	12	-	41.7	41.7	16.7	-	1.75	.754
17	The students were asked to explain their opinions and critical judgments.	12	8.3	50.0	33.3	8.3	-	1.42	.793

18	The teacher had the students provide a written response to the reading (e.g., written retelling, written summarization and written evaluation).	12	8.3	58.3	33.3	-	-	1.25	.622
19	The students were encouraged to use new vocabulary in written responses. Examples and modeling were provided by the teacher.	12	-	41.7	58.3	-	-	1.58	.515
20	Writing was used as a natural extension of reading tasks.	12	-	41.7	50.0	8.3	-	1.67	.651
21	The teacher continually monitored student's comprehension and provided appropriate feedback.	12						1.58	.669
Grand Mean and Standard Deviation								1.62	.313

It is evident from Table 20 that 61.4% percent of the observed teachers displayed a "very little use" of the post-reading activity for item 15: "the students were asked to read aloud sections of the text that substantiated answers to questions and confirmed or disproved predictions they had made about the selection." For this item, the mean and standard deviation score was (M = 2.08; SD = 6.41). Besides, 58.3% of the teachers whose classroom behaviors have been observed displayed "attempted use" of the activity of providing a written response to students' reading problems (e.g., written retelling, written summarization, and written evaluation), the mean score of which was (M = 1.25; SD = 0.622).

Table 20 is about teachers' key activities in post-reading stage. Reading Aloud Sections (Item 15) the high percentage in "Very Little Use" and a mean score of (M=2.08; SD=0.641) reflect a lack of emphasis on having students substantiate answers through reading text aloud, which is an important post-reading activity. Retelling Material (Item 16), with 41.7% of teachers showing "Very Little Use" and a mean score of (M=1.75; SD=0.754) it indicates that retelling is not a regular practice, impacting students' ability to summarize and synthesize information. Explaining Opinions (Item 17), the data suggest a moderate use of activities requiring students to explain their opinions, with a mean score of (M=1.42; SD= 0.793) indicating potential for more focus on

critical thinking. Written Responses (Item 18), the "Attempted Use" category with a mean score of (M=1.25; SD= 0.622), shows that written responses are used but not extensively, which may limit opportunities for students to articulate their understanding in writing. Using New Vocabulary (Item 19), with a mean score of (M= 1.58; SD= 0.515), it indicates that while new vocabulary usage in responses is encouraged, though it is not a primary focus. Writing as an Extension (Item 20), the data show a moderate use of writing as an extension of reading tasks with a mean score of (M= 1.67; SD= 0.651), suggesting some integration but with potential for more consistent application. Monitoring Comprehension (Item 21), (M=1.58; SD= 0.669) the data reveal that continual monitoring and feedback are provided but with a need for more detailed observation of how this impacts comprehension.

This score highlights that the observed teachers seem to have serious weaknesses in implementing their PCK at the post-reading stage, the grand mean (M=1.62; SD=3.13).

4.1.4. Data Analysis and Findings of students’ perceptions of their teachers’ PCK (SPTPCK)

Research Question 4: What perceptions do students have regarding their English teachers’ PCK in teaching reading skills?

The students’ questionnaire was set by the current study researcher based on literature, considering the components of the “what and how” of effective teaching reading skills. The items were meant for exploring students’ perceptions of their teachers’ PCK in English as a foreign language context. Attempts have also been made to collect information from English teachers regarding their own perceived self-efficacy beliefs of PCK in teaching reading skills to grade nine students. The researcher employed statistical software for social sciences, SPSS version 26, in order to run descriptive statistics, such as mean scores and standard deviations, and processed the data accordingly. However, the grounded theory method has also been put in place so as to extract the related themes of the interview transcripts.

Table 21: Students’ perception of their teachers’ instruction of reading skills

Q. Items	N	SD	DA	UD	AG	SA	Mean	Std.
No		%	%	%	%	%		Deviation

1	has good introductory hands-on tasks to build initial interest on students	258	15.9	12.4	9.7	26.4	35.7	3.53	1.474
2	relates the reading text to students' background knowledge	258	16.3	10.9	7.4	21.7	43.8	3.66	1.518
3	uses a flexible lesson design to facilitate the student's reading process	258	21.7	15.5	8.5	22.9	31.4	3.27	1.564
4	makes the students active participants in the reading lessons	258	17.1	17.8	8.9	26.7	29.5	3.34	1.484
5	uses coherent lesson procedures for delivery	258	14.7	13.6	10.5	22.1	39.1	3.57	1.480
6	creates a supportive environment	258	32.6	11.2	10.5	17.8	27.9	2.97	1.649
7	monitors students while working independently on the reading task	258	23.3	20.9	12.0	17.4	26.4	3.03	1.542
Grand Mean and Std. Deviation								3.34	1.099

As can be seen from Table 21, students assigned high values for the kind of teacher's behavior/knowledge of classroom instruction that the teacher provides for them; the mean score of their responses ranged between the lowest value of mean and standard deviation ($M = 2.97$; $SD = 1.649$) for his/her behavior of creating a supportive environment, and the highest mean score/value of ($M = 3.66$; $SD = 1.518$) was obtained for their teacher's effort in relating the reading text to students' background knowledge. As can be seen from the above Table 22, the grand mean value for the construct, "EFL teachers' knowledge of instruction," was ($M = 3.34$; $SD = 1.099$), which is well above average. According to the cut-off point, (mean between 2.5 and 3.4) is considered a moderate perception. So, it can be said that students have a moderately positive perception regarding their teachers' knowledge of instruction delivery.

Table 22: Students' perception of their teachers' knowledge of explaining the content of the reading lesson

Q.No	Items	N	SD %	DA %	UD %	AG %	SA %	Mean	Std. Deviation
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8	uses signposting of lesson goals during reading activities	258	17.1	13.6	14.3	23.6	31.4	3.39	1.472
9	teaches students to self-evaluate their reading	258	20.9	19.0	12.0	19.4	28.7	3.16	1.534
10	checks that students are aware of reading relevance	258	26.0	13.2	15.1	17.1	28.7	3.09	1.578
11	introduces key words (vocabulary) critical to understanding important concepts	258	20.5	11.6	8.1	19.4	40.3	3.47	1.591
12	teaches useful phrases that are relevant for the task	258	19.4	14.0	8.5	22.1	36.0	3.41	1.554
Grand Mean and Std. Deviation								3.31	1.140

As can be seen from Table 22, students' perception of their teachers' behavior in explaining the reading skills lesson indicates that teachers show considerable commitment in introducing keywords (vocabulary) that are critical to understanding important concepts while delivering the reading lesson in the classroom; the mean score of which was ($M = 3.47$; $SD = 1.591$). The lowest value of the mean score was recorded for the teachers' knowledge of teaching students to self-evaluate their own reading ability, and the mean score ($M = 3.16$; $SD = 1.534$) was still considered moderate perception level. The grand mean value for the construct of students' perception of their teachers' knowledge of explanation was ($M = 3.31$; $SD = 1,140$); that value also falls under moderate perception. In this regard, the teachers' effort in explaining the activities of the reading skills seems to be a little bit around average value. Hence, the level is still considered moderate.

Table 23: Students' perception of their teachers' knowledge of strategies in teaching reading skills

Q.No.	Items	N	SD %	DA %	UD %	AG %	SA %	Std. Mean	Std. Deviation
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13	breaks down a complex reading task into sub-activities when it is necessary	258	20.2	20.9	13.2	15.5	30.2	3.15	1.539
14	helps students to make inferences from the context	258	16.7	16.7	15.9	20.9	29.8	3.31	1.467
15	encourages more capable students to “learn by teaching” or explaining	258	15.9	20.2	11.6	20.2	32.2	3.33	1.493
16	encourages students to interact with equal peers	258	17.8	13.6	13.6	22.5	32.6	3.38	1.496
17	helps students to analyze the task	258	17.1	15.9	11.6	24.0	31.4	3.37	1.487
18	helps students to understand the characteristics (genre, register) of a reading text	258	17.1	14.0	9.3	25.6	34.1	3.46	1.497
19	helps students to clarify and understand (passages from)/ parts of the reading text	258	20.9	17.4	12.0	22.5	27.1	3.17	1.517
20	lets students create vivid mental images related to the reading text	258	17.1	13.2	15.5	21.3	32.9	3.40	1.481
Grand Mean and Std. Deviation								3.32	1.040

Table 23 on the students’ questionnaire reveals the issue of strategies used by the teacher to make the lesson objectives clear for the learners. The mean value of students’ perception about their teachers’ knowledge of strategy employment, particularly in helping students to understand the characteristics (genre, register) of a reading text, was the highest score for mean and standard deviation ($M = 3.46$; $SD = 1.497$) in teaching reading skills in Table 23. On the contrary, the lowest amount of students’ perception result ($M = 3.15$; $SD = 1.539$) was obtained for the teacher’s behavior of breaking down a complex reading task into sub-activities or chopping down activities into memorable chunks when it is necessary in order to make his/her reading lesson understandable for his/her learners; compared to the rest of the results, this value is an indication of EFL teachers’ deficiencies in this respect.

Table 24: Students' perceptions about their teachers' knowledge of modelling in teaching reading skills

Q.No	Items	N	SD %	DA %	UD %	AG %	SA %	Mean	Std. Deviation
21	helps students to manage reading time efficiently	258	20.9	14.0	11.6	21.3	32.2	3.30	1.548
22	uses visual materials (e.g. video, pictures, graphic organizers)	258	34.1	14.3	10.1	15.1	26.4	2.85	1.644
23	helps students to give L2 output	258	22.1	13.2	9.7	19.4	35.7	3.33	1.592
Grand Mean and Std. Deviation								3.16	.2091

Table 24 was meant to collect students' perceptions about their teachers' knowledge of modeling or showing appropriate choral activities to help students do the reading skills activations as per desired. As can be seen from Table 24, the grand mean score of students' responses about their teachers' modeling in giving instructions is ($M = 3.16$; $SD = 1.209$), which is moderate. In this category, the highest mean value ($M = 3.33$; $SD = 1.592$) is recorded for the teachers' behavior of helping the students to give second language L2 or foreign language FL output. The lowest mean and standard deviation value of EFL teachers' knowledge of using visual materials (e.g., video, pictures, graphic organizers) while teaching reading skills as viewed by their students was found to be ($M = 2.85$; $SD = 1.644$).

Table 25: Students' perception of their teachers' knowledge of Feedback Provision

Q.No	Items	N	SD %	DA %	UD %	AG %	SA %	Mean	Std. Deviation
24	uses repetition for better clarity	258	17.1	12.8	15.9	20.2	34.1	3.41	1.487
25	uses clarification requests in L2	258	15.1	12.8	12.8	23.6	35.7	3.52	1.461
26	uses recasts in L2	257	15.6	10.9	10.5	24.9	38.1	3.59	1.471
27	uses explicit correction or feedback	258	31.0	11.6	8.5	18.2	30.6	3.06	1.665
28	gradually withdraws teacher support from the reading task	258	26.7	15.1	13.6	15.1	29.5	3.05	1.599

29	gives positive praise when praise is due	258	19.4	12.8	12.8	20.9	34.1	3.38	1.531
Grand Mean and Std Deviation								3.33	1.015

Table 25 demonstrates that respondents' reactions to the ways of their teachers giving feedback were the grand mean score ($M = 3.33$; $SD = 1.015$). The highest mean value ($M = 3.59$; $SD = 1.471$) was recorded for the strategy of teachers' use of explicit feedback provision by employing the recast method of motivating students in teaching reading skills to help learners do better, and the lowest score was observed to be ($M = 3.05$; $SD = 1.599$), which is also still an indication of moderate perception. Students also reflected that their teacher gives positive praise when s/he feels important to give ($M = 3.38$; $SD = 1.531$). Therefore, it is sound to say that these reading skills teachers' classroom activities in providing feedback were moderate.

Table 26: Students' Perceptions of their teachers' knowledge of Questioning

Q.No.	Items	N	SD %	DA %	UD %	AG %	SA %	Mean	Std. Deviation
30	encourages students to generate questions about the reading text	258	16.7	10.9	12.0	21.7	38.8	3.55	1.499
31	builds on student-generated questions in the lesson	258	15.5	17.1	12.8	19.4	35.3	3.42	1.493
32	promotes student interpretations of the text	258	22.1	15.9	18.2	17.8	26.0	3.10	1.503
33	asks students for opinions about text content	258	17.8	11.2	15.5	22.1	33.3	3.42	1.488
34	uses thick questions	258	15.1	10.5	8.9	18.2	47.3	3.72	1.507
Grand Mean and Standard Deviation								3.44	1.105

Table 26 displays that the grand mean and standard deviation value of students' perception of their English teachers' knowledge of questioning behavior in the classroom was found to be ($M = 3.44$; $SD = 1.105$). This score, which is below 3.5, is regarded as moderate. This indicates that

the way the teachers raise questions to the students is not, as such, promising to change students learning behavior. The highest score ($M = 3.72$; $SD = 1.507$) was obtained for the teachers' behavior of using thick questions to facilitate learners' understanding of the reading skills lesson. The lowest mean value ($M = 3.10$; $SD = 1,503$) was obtained for the question that is meant for promoting interpretation of the text to the students. In almost all cases in Table 27, teachers' performances of modeling reading skills lessons to their students as viewed from the students' perspectives were moderately high positive perception.

Findings from the grand mean value of students' perception were calculated to be ($M = 3.44$; $SD = 1.105$). This result showed that secondary school students had a moderately high positive perception about their teachers' PCK in teaching reading skills.

4.1.5. Data Analysis and Findings of the correlation between or among perceptions, perceived self-efficacy beliefs, practices of PCK, and SPTPCK

4.1.5.1. The relationship between EFL teachers' perception of PCK and classroom practices of PCK

Research Question 5: What is the relationship between secondary school EFL teachers' perception of PCK and their actual classroom practices (implementation) of PCK in teaching reading skills?

The relationship among the variables related to PCK was also done by the researcher in order to see the correlation coefficients that exist among them. To determine the values, standard cut-off points were applied in this research. The researcher of the present study employed the following cut-off points to interpret the output of a correlation coefficient. Schober et al. (2018) suggest the following cut-off points as rules of thumb: 0.00–0.10 negligible correlation; 0.10–0.39 weak correlation; 0.40–0.69 moderate correlation; 0.70–0.89 strong correlation; and 0.90–1.00 very strong correlation.

Table 27: Results of the correlation between EFL teachers’ perception of PCK and Classroom Observation of teaching reading skills

Results of Correlation Coefficients		EFL Trs’ Perception of PCK for 42 items	CRO of nine Components/Practice Mean of PCK
EFL Trs’ Perception of PCK for 42 items M	Spearman’s Rho Correlation	1	-.306
	Sig. (2-tailed)		.360
	N	70	11
CRO of nine Components	Spearman’s Rho Correlation	-.306	1
	Sig. (2-tailed)	.360	
	N	12	12

The correlation analysis result of Table 27 reveals that the Spearman’s Rho correlation coefficient is ($r = -0.306$) between EFL teachers’ perceptions of PCK and EFL teachers’ practices of PCK. This negative correlation coefficient suggests a weak negative relationship between the two variables. In other words, as the EFL teachers’ perception of their PCK for 42 items increases, the CRO of the nine components/practice of PCK tends to decrease, though the correlation is weak.

The significance level ($p\text{-value} = 0.360$) is greater than the conventional significance level of 0.05, indicating that the correlation is not statistically significant. This means that the observed relationship is likely due to random chance rather than a true underlying relationship. Therefore, it could be summarized that the correlation between EFL teachers’ perception of their PCK for 42 items and the CRO of nine components, 55 items of PCK, is weakly negative and not statistically significant. This value indicates inverse proportionality and the existence of a weak relationship between the two variables.

In the five-point Likert scale questionnaire, the descriptive statistics comparison of mean and standard deviation value of EFL teachers’ perception of PCK was ($M = 3.91$; $SD = 0.559$) and teachers’ classroom practices of teaching reading skills ($M = 1.59$; $SD = 0.255$). One can learn from these scores that the practical implementation of teachers’ implementation of PCK in teaching reading skills is lower than that of their perception result about their own PCK.

4.1.5.2. The relationship between EFL teachers' perception of PCK and their perceived self-efficacy beliefs of PCK

Research Question 6; To what extent does secondary school EFL teachers' perception of PCK go in line with their perceived self-efficacy beliefs of PCK in teaching reading skills?

Table 28: Results of the correlation between EFL teachers' perception of PCK and their perceived self-efficacy beliefs

Results of Correlation Coefficients		EFL Trs' Perception of PCK for 42 items Mean	Trs' Perceived SEB Mean
EFL Trs' Perception of PCK for 42 items Mean	Spearman's Correlation	Rho 1	.686**
	Sig. (2-tailed)		.000
	N	70	70
Trs' Perceived SEB Mean	Spearman's Correlation	Rho .686**	1
	Sig. (2-tailed)	.000	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

It is evident from Table 28 that the Spearman's Rho correlation coefficient ($r = 0.686$) was calculated for EFL teachers perception of PCK and their perceived self-efficacy beliefs. This indicates a strong positive correlation between teachers' perceptions of their PCK and their self-efficacy beliefs about teaching reading skills. The p-value is 0.000, which is less than the significance level of 0.01. This means that the correlation is statistically significant, and the researcher can confidently assert that the observed correlation is not due to random chance. The strong correlation suggests that teachers who perceive themselves as having a high perception level of PCK are also likely to have high self-efficacy beliefs regarding their ability to teach reading skills effectively. Essentially, their confidence in their teaching abilities aligns well with their understanding of their own perception of PCK. In summary, the results indicate that there is a significant and strong relationship between how EFL teachers view their PCK and how confident they feel about their ability to teach reading skills to grade nine students. This alignment suggests that teachers' beliefs about their teaching capabilities are closely tied to their perceptions of PCK.

The mean score and standard deviation values of the EFL teachers' perception of PCK ($M = 3.91$; $SD = 0.559$) and their perceived self-efficacy beliefs ($M = 3.74$; 0.533) from the statistical result indicate that they had nearly equally high levels of perception of PCK and SEB.

4.1.5.3. The relationship between EFL teachers' perceived self-efficacy beliefs (SEB) and their practices of PCK

Research Question 7: Does secondary school EFL teachers' perceived self-efficacy belief of PCK in teaching reading skills predict their practices of PCK in teaching reading skills?

Table 29: Results of the correlation between EFL teachers' Self-efficacy beliefs of PCK and Classroom Observation of teaching reading skills

Results of Correlation Coefficients				
			TSEB Mean	CRO of nine Components
TSEB Mean	Spearman's Correlation	Rho	1	.113
	Sig. (2-tailed)			.727
	N		70	12
CRO of nine Components	Spearman's Correlation	Rho	.113	1
	Sig. (2-tailed)		.727	
	N		12	12

The correlational analysis of Table 29 shows that the Spearman's Rank-order correlation coefficient between EFL teachers' self-perceived PCK (SEB) and EFL teachers' practices of PCK was ($r = 0.113$). The positive correlation coefficient indicates a very weak positive relationship between mean and PRPCK for CRO of Nine Components. This suggests that there is a slight tendency for higher self-efficacy beliefs to be associated with higher composite ratings of PCK, but the relationship is very weak. When it comes to the level of significance of the relationship, the p-value was ($p = 0.727$). As displayed here, the p-value is significantly greater than the conventional significance level of 0.05. This indicates that the correlation is not statistically significant. The weak correlation observed is likely due to random chance rather than a meaningful relationship between the variables.

The correlation between Teachers' Perceived Self-Efficacy Beliefs (SEB) Mean and the composite ratings of nine components of PCK is very weak and statistically insignificant. This implies that there is no substantial evidence to suggest a meaningful relationship between teachers' self-efficacy beliefs and their composite rating of PCK in the current sample.

In the five-point Likert scale questionnaire, the descriptive statistics comparison of mean and standard deviation value of EFL teachers' self-efficacy beliefs of PCK was ($M = 3.74$; $SD = 0.533$) and teachers' classroom practices of teaching reading skills ($M = 1.59$; $SD = 0.255$). What one can learn from these scores is that the practical implementation of teachers' implementation of PCK in teaching reading skills is lower than that of their perceived self-efficacy beliefs about their own PCK.

4.1.5.4. The relationship between EFL teachers' perception of PCK and students' perceptions of their teachers PCK

Research Question 8: What is the correlation between EFL teachers' perception of PCK and students' perceptions of their teachers PCK?

Table 30: Results of the correlation between EFL teachers' perception of PCK and Students' perception of their teachers' PCK

Results of Correlation Coefficients			
		EFL Trs' Perception of PCK for 42 items	Students Perception of their Teachers PCK
EFL Trs' Perception of PCK for 42 items	Spearman's Rho	1	-.200
	Correlation Sig. (2-tailed)		.101
	N	70	70
Students Perception of their Teachers PCK	Spearman's Rho	-.200	1
	Correlation Sig. (2-tailed)	.101	
	N	70	258

As depicted by the correlation analysis Table 30, a value of -0.200 indicates a weak negative correlation between EFL teachers' perception of PCK and students' perception of their teachers' PCK. This means that as one variable increases, the other tends to decrease slightly, but the relationship is not strong. The p-value of 0.101 is greater than the common significance threshold

of 0.050. This suggests that the correlation is not statistically significant, meaning there is not enough evidence to conclude that a meaningful relationship exists between the two variables in this sample. In summary, the correlation between EFL teachers' perception of PCK and students' perception of their teachers' PCK (SPTPCK) is weak and not statistically significant based on this data displayed in Table 31. In clear terms, this means that the self-reported questionnaire result obtained through EFL teachers' questionnaires does not correspond with what the students responded about their teachers teaching reading skills performance.

The researcher also compared the mean and standard deviation values of the two groups' perceptions. The comparison between the mean and standard deviation scores of the results of EFL teachers' perception of PCK (M = 3.91; SD = 0.559) and students' perception of their teachers' PCK (SPTPCK) (M = 3.42; SD = 0.926) shows that teachers had a more positive perception of PCK than students' perception of their teachers PCK.

4.1.5.5. The relationship between students' perceptions of their teachers' PCK and EFL teachers' perceived self- efficacy beliefs (SEB)

The researcher wanted to see the correlation between students' perceptions of their teachers PCK and EFL teachers' perceived self- efficacy beliefs (SEB). The results are presented as follows.

Table 31: Findings of the relationship between Students' Perception of their Teachers' PCK and EFL Teachers' perceived Self-efficacy beliefs

Results of Correlation Coefficients			Teachers' SEB Mean	Students' Perception of their Teachers PCK
Teachers' SEB Mean	Spearman's Correlation	Rho	1	-.027
	Sig. (2-tailed)			.826
	N		70	70
Students' Perception of their Teachers' PCK	Spearman's Correlation	Rho	-.027	1
	Sig. (2-tailed)		.826	
	N		70	258

As indicated in Table 31, the Spearman's Rho correlation coefficient of $r = -0.027$ indicates a very weak negative relationship between "EFL Teachers' Self-efficacy Beliefs SEB" and

"Students' Perception of their Teachers' PCK (SPTPCK)." Essentially, this value is very close to zero, suggesting that there is almost no linear relationship between these two variables. The p-value of 0.826 is much greater than the common significance threshold of 0.050. This means the correlation is not statistically significant, indicating that the observed weak correlation is likely due to random chance rather than a meaningful relationship.

The researcher had undergone the comparison between the mean and standard deviation scores in that students' perception of their teachers' PCK (SPTPCK) was (M = 3.22; SD = 0.926) and EFL teachers' perceived self-efficacy beliefs (SEB) was (M = 3.74; SD = 0.533). These values signify the moderate perception in both cases.

4.1.5.6. The relationship between CRO Practices of PCK and students' perceptions of their teachers PCK

The researcher also tried to capture the correlation between EFL teachers' Practices of PCK and students' perceptions of their teachers PCK, and the result has been presented as follows.

Table 32: Results of Correlation Coefficients between Classroom Observation (CRO) of Teachers' and Students' Perceptions of their Teachers' PCK

Results of Correlation Coefficients		CRO of Trs' for the nine Components	Students Perception of their Teachers PCK
CRO of Trs' for the nine Components	Spearman's Rho Correlation	1	.531
	Sig. (2-tailed)		.076
	N	12	12
Students Perception of their Teachers PCK	Spearman's Rho Correlation	.531	1
	Sig. (2-tailed)	.076	
	N	12	258

As depicted by the above correlation analysis Table 32, the Spearman's Rho correlation coefficient of $r = 0.531$ indicates a moderately positive relationship between the "CRO of Teachers' for the nine components" and "Students' Perception of their Teachers' PCK." This suggests that higher scores in one variable are associated with higher scores in the other variable.

The Sig. 2-tailed p-value of 0.076 is slightly greater than the common significance threshold of 0.050. This means that the correlation between the variables of classroom implementation of PCK and students' perception of their teachers' PCK is not statistically significant at the 5% level. It implies that while there is a moderate correlation, the evidence is not strong enough to conclude a statistically significant relationship based on this sample.

The comparative analysis of the mean and standard deviation scores of the teachers' classroom implementation practices of PCK was ($M = 1.59$; $SD = 0.255$), and students' perception of their teachers' PCK in teaching reading skills was ($M = 3.32$; $SD = 0.926$). This shows that students' perception of their teachers' PCK is moderately higher compared to EFL teachers' practices of PCK in action in teaching reading skills. However, the findings obtained through CROP do supplement each other, magnifying the problems in implementing PCK in the classroom context.

4.2. Analyses and Findings of the Qualitative Data

4.2.1. Analysis and Findings of Teachers' Semi-structured Interview

The researcher gathered the required data using various methods. One of these methods was a semi-structured interview. The interview data was transcribed to get it ready for further processing. It was therefore subjected to thematic analysis that yielded several nodes from which different themes have emerged.

It is clear that the pedagogical content knowledge of a teacher can be traced using multiple domains of professional knowledge. In this study, the researcher has pointed out basically six categories of such distinct groups, such as content knowledge, pedagogical knowledge, knowledge of curriculum, knowledge of students and their understanding, knowledge of instructional strategies and representation, and knowledge of assessment. Putting all these chunks of knowledge into categories, one can be able to figure out one's capabilities, especially in how to effectively deliver or communicate the lesson to the students in the best possible way that is palatable to the learners.

The researcher was able to manage interviewing ten teachers/interviewees in May 2023. The participating teachers were selected from the six randomly selected secondary schools that were

found in Hawassa city administration during this period of the academic year. The interviewees were given pseudo names for the sake of keeping their anonymity. In addition, short codes were also given to part-takers of this interview for ease of analysis. The interviewees' profile is indicated in the following table (see Table 33 below).

Table 33: Summary of Interviewees' Profile/Information

Key Informants' Code (KI)	Name of the school	Academic rank /Qualification of KI	Gender of the KI	Duration of Interview Session	Teaching Experience
(KI-1)	Addis Ketema	B.A in TEFL	Male	47:42 Minutes	15 yrs
(KI-2)	Halade	M.A in TEFL	Female	52:11 Minutes	>13 yrs
(KI-3)	Alamura	B.A in TEFL	Female	37:42 Minutes	27 yrs.
(KI-4)	Tesso	B.A, & Student of M.A. in TEFL)	Male	38:32 Minutes	5 yrs
(KI-5)	Addis	B.A in TEFL	Male	37:21 Minutes	36 yrs
KI-6	Tabor	B.A Eng. Lang.& Lit.	Male	36: 27 Minutes	>30 yrs
KI-7	Alamura	B.A in Eng. Lang & Lit	Male	36:09 Minutes	6 Yrs
KI-8	Misrak Chora	B.A in Eng. Lang.& Lit	Male	39:05 Minutes	5 Yrs
KI-9	Alamura	B.A in Eng. Lang, & Lit	Female	47:48	17 yrs
KI-10	Tabor	M.A in Counseling Psychology	Female	30:40 Minutes	15 yrs

(See Appendix F: Interview Transcripts)

As can be seen from Table 33, interviewees who have participated in providing the required information are assigned pseudo names and/or short codes by referring to them as key informants (KI) in order to keep their anonymity and confidentiality of information. For the sake of convenience, the researcher has used the short codes (KI-1, KI-2, KI-3, KI-4, KI-5, KI-6, KI-7, KI-8, KI-9, and KI-10) for analyzing the data, where KI simply refers to Key Informant.

Teacher one (KI-1), who teaches at Addis Ketema Secondary and Preparatory School, is a male teacher with Bachelor Degree qualification and fifteen years of teaching experience. Teacher two (KI-2) teaches at Halade Secondary and preparatory school and is also a female teacher with the

qualification of an M.A. degree and a teaching experience of more than thirteen years. KI-3 is a female teacher. She is teaching at Alamura Secondary and preparatory school with requisite teaching experience of solid twenty-seven years. She received her B.A. degree in teaching English from Addis Ababa University. KI-4 is a male teacher who is currently teaching at Tesso Secondary School with little teaching experience of only five years. His qualification is a B.A. degree in teaching English. KI-5 is also a male teacher who is teaching currently at Addis Ketema secondary and preparatory school. He is a Bachelor degree-qualified teacher with exceptionally requisite teaching experience of about thirty-six (36) years.

KI-6 is also a male teacher who is teaching currently at Tabor secondary and preparatory school. He is a bachelor degree-qualified teacher with requisite teaching experience of about thirty (30) years. KI-7 is also a male teacher who is teaching currently at Alamura Secondary School. He has earned a Bachelor of Arts degree in English Language and Literature. He has six years of teaching experience. KI-8 is also a male teacher who is teaching currently at Misrak Chora Secondary School. He is a Bachelor degree-qualified teacher with five years of teaching experience. KI-9 is also a female teacher, and she is teaching currently at Alamura Secondary School. She is a Bachelor degree-qualified teacher with 17 years of teaching experience. KI-10 is also a female teacher, and she is teaching currently at Tabor Secondary School. She has a Masters' degree in counseling psychology and a B.A. degree in English language and literature. Her teaching experience is about 15 years.

Table 33 shows that 80% of the key informants were B.A. degree holders, and the rest 20% of them were M.A. degree graduates. With respect to the gender composition of the key informants, the above Table... demonstrates that 60% percent of the participating teachers were males and the rest 40% of them were female participants. Based on the information encoded in the above table, the following summary has been done regarding the participants' profile.

4.2.1.1. Analysis and Findings on EFL Teachers' Perception of PCK

What do EFL teachers know about PCK and its roles?

The researcher used the grounded theory approach in order to do thematic categorization of the interview transcripts collected from the ten key informants (KI). To this end, the open code, axial code, and selective codes have been extracted for the ease of communicating the results of the

interview data. The interview data was processed in many different stages, such as collecting, transcribing, and tabulating in open coding, extracting open, axial, and selective codes and finally thematic analysis was done.

The EFL teachers, whom the researcher sampled for this study, have responded freely about their perception of PCK in the context of their teaching of reading skills. The interviewees' responses have been presented clearly in the following manner. KI-1 described that teachers' PCK is important to help learners communicate and understand the lesson well. The following narrative of KI-1 shows this:

Well, in terms of pedagogical content knowledge, teaching reading is I hope very important in order to create the awareness of the learners. Emm. or in order to create communication specially for the learners. So, what I have is regarding pedagogical content knowledge; most probably it is very important. (KI-1)

He also added that PCK is a way and methodology of teaching. KI-1 says, "It is the practical means to achieve your plan." KI-3, on her part, suggests PCK as the teaching methodology applied in the teaching reading: "Emm... that means the teaching methodology in the reading lesson, the procedures, yeah. (KI-3).

These interviewees have conviction that PCK is a specialized form of knowledge required by the teacher to accomplish their duty as professional teachers. In this regard, P4 says, "Okay, pedagogical content knowledge is a way, the process, which we use while we deliver our lesson or subject matter. It helps us in order to deliver our lessons easily in a scientific way." In the like manner, KI-5 says, "Using the strategy, the method to be applied for the content in your class. So, in my perception, this means following or using the steps or strategies to apply such skills in the classroom for our students."

Besides, the interviewees revealed that the roles of PCK are multi-faceted in that they contribute to grasping the content of the lesson and information. It also makes easy the lesson delivery process and preparation of the content. In this regard, KI-3 reflects;

Students may read the content or lesson and grasp or get information from the reading passage. That means to make them involved in the real reading or to help them understand what they read in the classroom and outside of the classroom. So, the roles are to help them understand the passage.(KI-3)

KI-4 replied, “Its roles are it makes anything to deliver easily. Yes, it helps teachers to teach and it helps students to learn without great difficulty.(KI-4)”. KI-5, on his part, says, “*The roles of PCK are as to me still preparing the content.*”

It can be inferred from the above quotations that a teacher with proper PCK skills is the one who will be able to deliver the subject matter properly, and he is also the one who takes control of the methods of delivery starting from the preparation stage.

Highlighting the benefits/roles of PCK, the key information revealed that if teachers are endowed with the skills of pedagogical content knowledge, they will have their way to properly address students’ demands. For example, some respondents said PCK is a practical means to achieve the teaching plan. “Using the strategy, the method to be applied for the content in your class. So, in my perception, this means following or using the steps or strategies to apply such skills in the classroom for our students.” (KI-5) . Similarly, KI-7 says, Okay, PCK in teaching reading... Teachers’ role in teaching reading skills is that when we teach the reading, our students get different knowledge from texts, not only texts, but every material. When they read as much as possible, the reading gives us different information, and it gives different opportunities for the students. KI-8 also has a similar view in that he says, “PCK for me is the means of teaching reading skills in an understandable manner.” Some respondents have conviction that PCK has various roles in teaching, and one of its roles is making the lesson delivery easy for teachers and understandable for learners.

Generally speaking, some of the informant teachers told the researcher that the term PCK itself was a new concept for them, and as a result, they preferred to scape, while others talk about some other issues that they know about teaching reading in order to disguise their gap. Hence, it is logical to say the secondary school teachers had a moderately positive perception about PCK and its associated factors.

4.2.1.2. Findings on Implementation of PCK in Teaching Reading Skills

The interview question #2 asks as to how the respondents implement PCK in teaching reading skills. Regarding the implementation of PCK while delivering reading skills lessons, respondents reflected that they employ various forms of strategies. A few of the many strategies mentioned include applying different types of methodologies, asking comprehension questions, helping students find out the thesis statement from a given passage, introducing the topic, and adapting relevant materials. The responses of the interviewees were different. For instance, KI-1 states that he employs various forms of methodologies:

Most of the time what I do is... Uh... there are different ways that I can apply there in the classroom situation. We may be giving a particular kind of passage for students to read and then after applying those mechanisms, which helps us to understand that particular passage in relation to reading. Then, Emm, I will try to assess whether my students have caught me on those methods that they are expected to apply in reading different kinds of reading elements.(KI-1)

KI-4, on his part, said, “Emm.. you know, while we teach reading skills, it goes with different strategies and techniques. (KI-4)”

Ok, that is great. Emm.. you know while we teach reading skills it goes with different strategies and techniques.(KI-4). So, it depends on the prepared lesson or topic. Following the prepared lesson, it is better to follow strategies. It can be showing reading aloud. Another may be preparing pieces of text to be read in groups or individually. And then allowing them to practice pronunciation, as it is found out to be important in applying this skill. In doing so, I must try to apply the skills. (KI-5)

Almost all the key informants replied that they employ different forms of strategies and techniques while teaching reading in order to supplement learners’ ways of grasping the content. KI-1 states that he employs questioning in that he says, “For example, I may give them different kinds of questions that I have taken out of the reading passage... It could also be comprehension questions (KI-1)”. Similarly, KI-2 also uses his own method and says, "TThen in the reading

stage, there might be multiple-choice questions, true or false questions, or there might be yes or no questions.”

In the pursuit of making the lesson clear to students, EFL teachers go somehow further in that they adapt some relevant materials from various sources that can best suit the demands of the learners. KI-2, explaining her way of implementing PCK in teaching reading as a ground clearing, says the following:

I adapt some materials to teach not the whole class, not the whole texts. Sometimes, I take some texts from various sources and select appropriate texts, then I try to teach them. But still, the problem is that students are not capable of reading material; even they cannot read one single word. That is their problem (KI-2).

Similarly, another interviewee, KI-4, claims the need for employing some other strategies, and he says:

I come up with some strategies to teach reading. For example, I bring some new passages in addition to the text book. There are reading passages, reading skills, and strategies in the text book, but I use sometimes different passages that I developed myself. (KI-4)

KI-5 also shares the same view as KI-4 and tried to bring the essentiality of engaging one self in preparing relevant material before classroom teaching. KI-5 in this respect explains, “Ok, when you come to class to apply the skills, the method should be, as I tried to mention earlier, starting from preparing the content/lesson/topic, and then different activities should be prepared. (KI-5)”

When it comes to a step-by-step approach to teaching reading skills, KI-2 emphasizes the need for introducing the topic first so that learners can get time to think thoroughly about the lesson. Concerning this issue, KI-2 says the following:

When I teach reading, first of all I introduce the reading material/the text that I brought, then, to some extent, I invite them to look at the topic, then I let them think of the topic a little bit, and then for a couple of minutes I let them think. (KI-2)

Almost 70% of the interviewed teachers explained that they are continuously engaged in using the three phases of teaching reading, such as pre-reading, while reading, and post-reading. KI-2 says, "Then, as a teacher, I have three phases, just pre, post, and while reading stages are there." In the same manner, KI-4 replied, "And to teach reading skills, I follow three steps, such as pre-reading, while reading, and post-reading."

Teachers employ many different types of PCK implementation strategies, one of which is giving a chance to students to predict what they are going to read. According to KI-2, "Sometimes, some titles remind us to think of prediction. In order to predict, students should think of what the title is. Then they are going to think about or forecast what will happen in the future, may be in terms of the title "(KI-2)". KI-3, on her part, argues that giving opportunity for learners to read independently by providing them with appropriate modeling prompts is essential. In this regard, she says, "What I do in the classroom is just making the students read by themselves.(KI-3)"

The other method that can help to teach reading in a better way is/might be, according to KI-7 is providing individual opportunities to each student by dividing the minutes. He said that when one student reads some part he will correct their mistakes, may be the grammar or spelling words, and he will show them accordingly. (KI-7). First I read the reading text aloud to the learners, and during the reading phase, the students practice reading and do the exercises given therein. They first listen and then act accordingly about the questions given to them. I sometimes order them to read intensively, and they tell me their answers. KI-9.

4.2.1.3. Findings on Knowledge of students and their understanding

The fourth interview question (Q#4) was meant to extract information from teachers pertaining to their awareness about tracing their students' level of understanding (prior knowledge). For this question, interviewees told the researcher that they use various mechanisms to identify who is who in their reading skills classroom. One of the many techniques is categorizing students according to their ability group. In line with this, KI-1 says, "So, it is possible to identify the learners' ability through giving them the opportunity to read aloud, and then you can come up to achieve what you have already planned in relation to any skill, specifically the reading skill, which is the most important skill."

For an English teacher, having knowledge of his/her students' level of understanding is very essential as it helps teachers employ differential treatment while delivering the lesson in the classroom. One of the interview questions was set to capture information as to whether the responding teachers display knowledge of their students understanding. Some of the teachers said that they have it already, while others do not. In this regard, KI-3 said, "Yes, students have different levels of understanding in the classroom. Sometimes in some situations we may follow high-achieving students, sometimes in middle-achieving students, or sometimes we follow the low-achieving students. (KI-3)". Similarly, KI-4 replied, "Sometimes, I try to bring my own passage, and I try to identify how they can read—who is a fast learner/reader and who is a slow reader. I tried, but I cannot say I know them 100 percent because of the limitation of time, especially for grade nine. Among these students, some of them do not even read a single word, as they do not have the skills to read. That is very embarrassing. (KI-4)"

Grouping students can be done as the teachers said by giving practice opportunities for learners to read aloud. KI-3 replied, "Yes, students have different levels of understanding in the classroom. Sometimes in some situations we may follow high-achieving students, sometimes in middle-achieving students, or sometimes we follow the low-achieving students. (KI-3)". The other interviewee, KI-4, said the following:

Sometimes, I try to bring my own passage, and I try to identify how they can read—who is a fast learner/reader and who is a slow reader. I tried, but I cannot say I know them 100 percent because of the limitation of time, especially for grade nine. Among these students, some of them do not even read a single word, as they do not have the skills to read. That is very embarrassing. (KI-4)

In congruence with the aforementioned points, some teachers also employed 'asking questions' as a means of identifying students' level of understanding and prior knowledge by boosting their learners' interest to participate freely through telling them the importance of reading for their life's survival. In line with this, KI-2 said, "Yeah, in order to check their understanding, what I do is ask questions. Asking questions is one of the techniques of checking or understanding the level of students."

The importance of cultivating learners' interest was also addressed by KI-4 in that he said, "From my little experience (2 years), I know their interest while I am delivering the lesson. So, to address their needs, I came up with the reading passage, which I prepared myself. Sometimes. (KI-4)"

Similarly, a method of integrating one lesson with another lesson or language item was also put in place to raise the interest of the students and help them do the reading task as desired. KI-4 suggests as he flexibly integrates various language items and says, "So, I follow the integrated approach and go to grammar, vocabulary, or speaking and come back to the lesson that I started before.(KI-4)"

On the contrary, one interviewee said that let alone students backgrounds now a days, even some teachers' backgrounds if investigated seem to be questionable as well. As a result of which some teachers neglect or ignore teaching reading skills as it challenges their intellect.

Let's see what KI-5 has to say about this matter:

Sometimes, we may neglect the reading skills you see. The reason why is because it is challenging. For example, sometimes the content can be out of context. The other reason is the teachers' background itself. ... Learners' background is very poor. They never like this skill sometimes, including the teachers themselves. (KI-5)

The researcher raised a probing question that asks whether the classroom teacher has a means of checking his/her students' level of understanding. In response to this question, KI-9 said, "Emm.. as I told you before... during assessment of their prior knowledge during prereading activity, I check that by asking some questions to each student. If they do not know the answer, I tell them the answer. KI-9". Similarly, KI-10 said, "To some extent, I know my students' level of understanding. I get to know that information through the evaluation schemes that I apply in my class. For example, I ask them questions to check their understanding. Then, some students may raise their hands immediately to respond to those questions, while others keep simply quiet because they could not be able to find out the idea of the reading passage. Then, for those who fall short of understanding, I employ some sort of remedial action, and I give them group work.

KI-10. Unlike other respondents, KI-8 had a different opinion; he said, “No, I do not have a means of checking my students’ awareness level. KI-8”.

When asked about what strategies teachers employ to boost interest and motivation of learners, KI-7 responded that he/she promises to give bonus marks for their active classroom participation. “When I do this, students who do not show interest in reading also start to participate. KI-7”

4.2.1.4. Findings on EFL Teachers’ Subject-Matter Knowledge

The interview question #5 is an inquiry about how teachers will be able to transform the subject-matter knowledge to the students in an understandable manner. In connection to this question, interviewees have responded differently. Some said as a ground clearing for proper lesson delivery they use different kinds of mechanisms, such as giving rewards and selecting the appropriate reading material that grab learners’ attention and arouse their interest. KI-1 said, “What I do to transform the subject matter knowledge to students is actually provide them or initiate them with different kinds of mechanisms/rewards.” Accordingly, KI-2 explained, “I may select one appropriate text, then I provide for them, then I let them look at the text, and then I will give a chance to students to look at the title and to think about it. KI-2”.

Another strategy that teachers put in place includes delivering the lesson with appropriate questions posed at the proper time. Elaborating about his strategy, KI-2 says, “Then I ask them questions like, “What did you get from the text?” and “Did you understand something from this text?”. KI-2. On top of this, he encourages learners to focus on the central issues discussed in the text. In this regard, KI-2 said, “I may not force them to look at the whole text, but I may encourage them to focus on some of the parts of the texts only. KI-2”

KI-3 also said, “After that, I mean, after encouragement, I should let them read. By so doing, I make my learners feel better about the reading lesson. KI-3” When we look at what KI-4 says, “First of all, I tell my students about what reading means and the benefit/purpose of reading. I tell them that their life is more highly connected to their reading than other skills. KI-4”.

As a technique of transforming subject-matter knowledge to students in a palatable/comprehensible way, an interviewee talked about the importance of activating learners’

prior knowledge. KI-2 replied, “Then I may let them think about what it is in order to activate their prior knowledge. Following my question, students may bring some ideas that they know about the topic.KI-2”.

The formation of relationships among what is known and the unknown topic as a way of brainstorming or activating learners’ prior knowledge by letting learners do practical activities is essential. Here KI-3 says, “Emm.. if it is a familiar topic, there may not be any difficulty, but when the topic is not familiar, we practice first, or we relate with other related topics, or we may discuss the new vocabulary words. KI-3”

Identifying unfamiliar words/vocabularies, guessing their meanings, skimming, and scanning are also strategies employed by respondent 1 in that KI-1 replied in the following way:

And also, there are different words that I ask them to write down, which they find very difficult. Ehmm,... leaving out those difficult words, I would also initiate them to leave those words that they find very difficult and then try to understand the whole passage in general. (KI-1)

KI-2 on his part says, “Even sometimes I give them very difficult words, and before reading, I write these unfamiliar words on the board. I tell them their definitions and their meanings.KI-2”. KI-3 also uses a similar word attack technique in that she says, “Discussing the vocabulary and may be doing pre-reading activities, let them discuss freely. KI-3”

Some of the contents of the reading lesson according to KI-4 include vocabulary, skimming, and scanning. On the whole, the main content of the subject matter in teaching reading skills is comprehension. KI-1 states, “I may ask them to define paragraphs to tell the whole class how they think of paragraphs, how many ideas and how many... what are the most important elements about the thesis statement, supporting statements.(KI-1)”

This question #5 is about checking EFL teachers’ Subject Matter Knowledge/SMK/. The interviewees explained to the researcher that they instill different types of strategies to transform their subject matter knowledge in their students. Emm., if it is a familiar topic, there may not be

any difficulty, but when the topic is not familiar, we practice first, or we relate with other related topics, or we may discuss the new vocabulary words. KI-3

I may select one appropriate text, then I provide for them, then I let them look at the text, and then I will give a chance to students to look at the title and to think about it. KI-2

Okay, when I teach reading, I focus on parts of speech, as it is the most important ingredient of teaching reading skills, as I understand. KI-7

Okay, sometimes when I happen to get a chart, I show them that when I find it relevant for them, and that really makes them happy. Then after I order them to discuss among their group members and feel free of fear. I also sometimes use the radio lesson to help them become good at listening and learn pronunciation as well. I tell my students to get into groups and let them compete by reading properly. (KI-9)

To help learners feel better about their learning of reading skills KI-9 said the following:

Okay, sometimes when I happen to get a chart, I show them that when I find it relevant for them, and that really makes them happy. Then after I order them to discuss among their group members and feel free of fear. I also sometimes use the radio lesson to help them become good at listening and learn pronunciation as well. I tell my students to get into groups and let them compete by reading properly. KI-9

Okay, to teach reading, what I usually do is prepare myself ahead of time and choose the better way of delivering the lesson to students. I read the reading text by myself and pick out the difficult vocabularies and assign synonyms to those selected words. Sometimes I also use Amharic language to make the words more clear to my students. If you as a teacher keep talking only English in your class, students may hate your class, so I sometimes use Amharic and even their vernacular language to crack the meanings of some difficult words (KI-9).

4.2.1.5. Findings on EFL Teachers' Knowledge of Assessment

The interviewed teachers responded to this question, which deals with assessment techniques that they employ in order to check the reading achievement of their students. The activities

generated by the classroom teacher as well as questions raised by the learners themselves can serve as a means of assessing who is who/where in their reading achievement. KI-1 responded,

Yeah, comprehension questions; for example, I give them different kinds of comprehension questions. In the classroom, I may ask them different kinds of oral questions, and I would let students bring me some kinds of questions that they generate actually. KI-1

Likewise, KI-2 narrated in the following manner:

The only thing I do in the classroom is I bring them the text with a lot of activities, then they do those activities; this is one of the assessment techniques. May be WH-questions can be asked, comprehension questions can be asked, may be gap-filling questions should be asked based on the text, and true or false questions should be asked a little bit. And sometimes, we are going to provide reading text in the final and in the midterm exams. KI-2

This tells us that teachers use different forms of assessment modalities. Regarding areas of assessment where they place heavy emphasis, comprehension questions, Wh questions/knowledge questions, and vocabulary are given priority. KI-1 replies, “So, as far as possible, I try to focus on each and every content that I am given there. So, I equally focus on different contents. I actually emphasize more on comprehension; that is the core of reading. KI-1”. KI-2 also stresses this saying: “Honestly speaking, most of the time, I emphasize Wh-questions, knowledge questions, and then vocabulary.” KI-2”. Again, KI-3 said, “Emm... I emphasize comprehension. That means checking whether they have got the idea of the lesson or not. KI-3”. Similarly, KI-9 said, “I give more emphasis to comprehension because of the exercises, which are about comprehension. (KI-9)”.

Moreover, silent reading and loud reading are also employed as techniques by teachers, with emphasis given to the three phases of reading. KI-4 replied,

Emm... As I tried to say earlier, I make them read the text sometimes aloud and some other times silently. First of all, I try to make them read silently for about some minutes,

then sometimes I make them read loudly as it has its own advantages. Silent reading also has its own advantage, so I make them use these strategies. I ask questions orally and in written form. Sometimes they reflect the ideas that are related to the reading text. And I sometimes assess their speed of reading. KI-4

The effects of assessment are visible when the teachers give a wait time for students to see their progress in their reading skills achievement. KI-3 considers this as a tailor-made strategy and says, “Yeah, when you give them time in the classroom, they improve their reading skills as well as their understanding. This is what we have observed in the classroom, but if we do not give time and if we rush, we will look at the difference. KI-3”. KI-9 suggests that giving home work helps him to assess his students’ achievement. “Emm..as I think I give them home work so that they can get a chance to understand the matter deeply and to look up difficult words from the dictionary. Sometimes I send them to the library to refer to other related reading materials. (KI-9)”

To put it in a nutshell, the assessment techniques that the teachers employ sometimes may yield mixed effects, i.e., sometimes desirable results and some other times they may bring forth undesirable effects. In this respect, KI-4 states,

Yeah, sometimes my assessment techniques may have a positive effect, and sometimes they may have a negative effect. The positive effect is that they read and understand the meaning, or the point, which their teacher wants them to internalize in their life. The negative effect is that the students do not understand because of their background, which may be the medium of instruction. When the teacher uses English as a medium of instruction throughout the period, the students may fail to understand the lesson. Whether they are gaining an advantage or not, I can identify that by the students' responses and by their interest. KI-4

Interview question #6 enquires about the EFL teachers’ knowledge of assessment in the teaching of reading skills. The respondents reflected that they have been employing different kinds of evaluating schemes to assess their students’ reading skills performance. Few of these assessment techniques subsume: comprehension questions, wh-questions, gap-filling questions, true or false

questions, using silent and loud reading techniques, giving home work, and vocabulary. KI-7 reported that “when I assess them, first I give them reading material and then give them questions that are drawn from the passage and assess, evaluate, or grade their performance... in fluency because when they read they are reading and at the same time speaking, and their general understanding about the words' comprehension gets improved. KI-7”

The key informant (KI-9) demonstrates what he does in the following way:

Emm... During the reading phase, I tell my students to do some questions that are drawn from the text. First I read it aloud to give them a model and then instruct them to read it aloud by themselves to do exercises. They listen and answer the questions at the same time. During the post-reading phase, they exchange their exercise books to cross-check whether they did it correctly or not. Finally, I give them feedback on the exercises that they did. KI-9

4.2.1.6. Findings on EFL teacher' Perceived self-efficacy beliefs (SEB)

The researcher had conviction that what teachers feel, believe, believe, and do might be a reflection of their deep-rooted beliefs that govern their status as PCK. In this respect, Hindman and Wasik (2008, p. 480) state, “*Teacher's beliefs about literacy include what they assume, think, and know about how children develop literacy skills.*”

The interviewees were asked questions as to how they rate their own level of confidence or self-efficacy beliefs (SEB) in the teaching of reading skills and other related questions. These questions were set to collect self-reported information about the respondents' self-efficacy beliefs in teaching reading skills. In clear terms, they were meant for measuring how confident they were in delivering reading skills lessons to their students.

They responded that some of them have some degrees of level of confidence and preparedness in their teaching and teaching and reading duty. According to the information obtained from the interview conducted, KI-1, KI-2, and KI-4 seem to have similar patterns of level of confidence—that is “Very Confident” category. For example, KI-1 said, “Yeah, I like English very well. It is by interest that I joined to be an English teacher. So, I can say that I am more than 100 percent

confident if such a number exists actually (Long Lough). KI-1". KI-2 also replied that he was confident enough to teach the reading. KI-2 said, "I have never worried about teaching it. I teach what I know; I teach what I understand because the language that we teach in our country is not ours. For that matter, I have never worried about teaching reading as I am confident enough because I know the subject matter that I teach and the way of teaching as well KI-2". Similarly, KI-4 replied, "My confidence is strong as to my understanding. I love teaching reading, and I love reading for myself as well. I do have confidence in teaching. So, I evaluate myself as someone whose students understand him well. KI-4"

The other category of level of confidence as explained by the interviewees, is the somehow confident or fairly confident category. KI-3, who had a relatively different opinion, said, "Emm.. I cannot say I am 100 percent confident, but I am confident somehow, yeah. I do not put myself in the higher confidence level, but I am some where iin the middle. KI-3". KI-5 also shares KI-4's idea in that KI-5 said with laughter, "Lough..."..." Emm... well, I am somehow confident because as I have tried to mention for you, the background you came through has its own problem. KI-5"

According to KI-3, what makes a teacher have strong self-efficacy beliefs in teaching reading skills is the presence of professional knowledge and language proficiency. She says to identify a teacher as confident or not, "First of all, the teacher should have proficiency or subject matter knowledge (professional knowledge) as well as language proficiency. These are the criteria that help us to label someone as confident or not. KI-3". On the whole, the respondents feel that they possess self-efficacy beliefs though the degree of their confidence level varies. The results obtained from teachers' interview questions go in congruence with the results obtained from teachers' questionnaires.

Question #7 was meant for collecting self-reported information about the respondents' self-efficacy beliefs in teaching reading skills. In clear terms, it is meant for measuring how confident they are in delivering reading skills lessons to their students. They responded that some of them have some degrees of level of confidence and preparedness in their teaching and reading duty. KI-1, KI-2, and KI-4 seem to have similar patterns of level of confidence ("Very Confident") in that KI-1 said, "Yeah, I like English very well. It is by interest that I joined to be an English

teacher. So, it is more than 100 percent if it exists actually about my confidence. (Long Lough) Yeah, if at all there exists, I am more than hundred percent confident. KI-1” KI-2 also said, “I am just confident enough to teach the reading. KI-2” Similarly, KI-4 replied, “My confidence is strong as to my understanding. I love teaching reading and I love reading for myself as well. I do have confidence in teaching. So, I evaluate myself as someone whose students understand him well. KI-4”

KI-2 said he has a strong self-efficacy belief in teaching reading skills so that he is not at all worried about his reading skills lesson delivery. He says, “I have never worried about teaching it. I teach what I know; I teach what I understand because the language that we teach in our country is not ours. For that matter, I have never worried about teaching reading, as I am confident enough. KI-2” Talking about the secret behind his confidence, he states that he feels that he knows the subject matter well and says, “The indicator to label someone as well prepared or not is the content area or the subject matter. KI-2”

One of the research questions in this study was about EFL teachers’ perceived self-efficacy beliefs in their teaching reading skills. To address this issue fully and to the fullest, the interview question #7 asks teachers about their level of confidence and how they rate it in teaching reading skills. Consequently, some said they were 100% confident, others said they were moderately confident (somehow confident), and still the remaining said they lacked confidence.

Yeah, I like English very well. It is by interest that I joined to be an English teacher. So, it is more than 100 percent if it exists actually about my confidence. (Long Lough) Yeah, if at all there exists, I am more than hundred percent confident. KI-1

4.2.2. Summary of findings on Teachers’ Responses of self-efficacy beliefs

It was only KI-1 and KI-7, or 20% of the respondents that confidently reported they had full confidence in teaching reading skills. Likewise, KI-7 says, “Oh, yes, I am 100% confident because I teach them not only the reading text but also additional materials when I feel that their text is not enough or not motivating for learners.”

KI-2, KI-3, KI-4, KI-5, KI-7, KI-9... majority (more than 80%) of them share similar idea that they said they cannot say they are 100% confident. So, they label their confidence status as having a medium level. “Emm.. I cannot say I am hundred percent confident, but I am confident somehow, yeah. I do not put myself in the higher confidence level, but I am somewhere in the middle. KI-3”. I do have confidence in teaching. So, I evaluate myself as someone whose students understand him well. KI-4 I am not quite sure 100 percent. Still, I lack something as I am a novice or fresh teacher. KI-4. KI-5 said, “Emm... (Loughter.) Well, I am somehow confident because, as I have tried to mention for you, the background you came through has its own problem. KI-5” I cannot say that I am 100% confident. As a teacher, I practice everything ahead of time, and I believe that that practice makes me perfect in the future. My level of confidence is therefore somewhere in the middle/medium. (KI-9).

The last respondent replied as he lacks confidence, and he said, “I can say... "Emm..I really do not have full confidence in my assessment techniques. Maybe in the future, I will have confidence. So, I say to you that a reading skills teacher should be the one who reads all the time, KI-10.”

4.3. Findings on Challenges that EFL teachers face while implementing their PCK

The researcher was enquisitive about finding out the challenges that may have baffled the EFL teachers in discharging their PCK while teaching reading skills. The problems identified by this research were categorized into four groups, such as matters that arise from the teachers' side, the students' side, the teaching material side, and the overall school environment sides. These were presented in the following manner.

The interview question #8 asks the informants about the challenges that they face while delivering reading skills lessons and the challenges that their students face. The difficulties teachers face as enumerated by the interviewees include: Hating the English lesson as a whole; poor background knowledge of the students; students’ lack of interest; lack of relevant vocabulary to communicate and do the tasks given therein.

KI-1 says, “That would let students get bored of the language itself. They hate it most of the time. Hating the language is sometimes very harsh. KI-1”

Students are said to have questionable interest in learning language skills. With regard to lack of interest, KI-2 replied, “Ok, lack of interest is one of the main challenges from the students’ side. KI-2”. The challenge with lack of usable vocabulary is mentioned by KI-2 in that he said, “The other one is lack of relevant vocabulary. They are very poor in this regard. Even not only the students but also we teachers are very poor in vocabulary. KI-2” Similarly, KI-4 said, “Students all the time don’t want to learn the macro skills, i.e., speaking, writing, reading, and listening, as well as vocabulary. They want all the time to focus on grammar. So, they ignore these basic skills. KI-4. As a result, teachers also do not emphasize these skills.” “That difficulty is... some students, even if they do not have interest at all, may even sleep... some may even jock... mock KI-7”.

Almost all of the respondents (KI-1, KI-2, KI-3, etc.) and KI-10 agree that students have a poor level of understanding and background to entertain issues dealt with the reading skills activities, which is the most notorious challenge they face. For example, “*The challenges, yeah, the background of the students is a challenge. Students come from different backgrounds. Sometimes we may find students who do not even read one particular word. That would be the most difficult part that you face in the teaching-learning process while teaching reading, actually. KI-1*” Besides, KI-2 replied, “The other problem is that students come from very poor backgrounds.” The way they came up here is not as good way. KI-2”.

KI-3 said, “Yeah, emm.. the major problem from my experience is students’ level of understanding or their background knowledge. That is a big challenge we have because commonly most students cannot read and write. This is a big problem. KI-3”. Besides, KI-5 replied, “This is very difficult part for our learners. Thus, I say their experience and their background are a challenge. KI-5” In line with this, KI-7 said, “Some students in the class room, even though you help them much, you cannot make any change. Some students even may not be able to read their names correctly....They are very fond of copying... because of their poor background. KI-7”.

Viewed from the teachers’ perspective, the challenges outlined by the interviewees include: ignoring the macro-level language skills because of not enough time to cover them all; Lack of

resources/materials; materials look boring and de-contextualized for students consumption; Lack of proper teaching method, pre-preparation, and teachers' knowledge gap/limitation.

Talking about why teachers do not cover reading lesson KI-1 says:

The time that is given actually is forty-something minutes, which is not enough. At least it requires two solid hours to teach different kinds of skills to apply it. So, most of the teachers do the grammar part rather than teaching skills actually. I mean, most of the time, skill is, you know, ignored. KI-1

KI-4, on his part, explained to the researcher, "The teachers themselves say, "Let's ignore teaching macro skills and teach only the grammar." Only they focus on the language focus aspect; that is their problem. KI-4".

There is also a lack of resources/materials at one end, and those materials themselves are even boring and de-contextualized as they are not prepared by paying considerable attention to students' needs and wants. On this issue, KI-1 says, "Emm..the text book is the most important problem. It has a negative impact; it is boring. KI-1" In the same vein, KI-2 reacts, "And also lack of the materials is another difficulty, right? Most of our students are hopeless. What I mean is they do not hope. They do not have any hope for the future. KI-2"

Speaking about this same issue, KI-4 replied, "The teaching material is also another source of challenge for us to teach. The way it is prepared is something boring. The topics are boring because they are written in foreign contexts and cultures; they are not contextualized. KI-4".

Putting it all together, it can be a good idea to sum up this problem with what KI-5 has to say:

The other problem is the prepared materials themselves. Sometimes they are not available. One text is shared among three or more than three numbers of students. The other is the way of preparing the reading activity. Sometimes they are from abroad; out of culture. Sometimes they are very strange, even to pronounce the person's name, cultural name, or food name. So, the way in which the materials are prepared is a challenge. KI-5

The last but not least type of challenge that teachers face, according to the interviewees, is a lack of proper teaching methods, pre-preparation, and knowledge gaps or limitations among teachers themselves. KI-1 replied, “One thing that I face is lack of pre-preparation, which makes the teaching task challenging. The other one is teachers’ knowledge gap, which has its own limitations. KI-3”. Besides, KI-4 also agrees with this KI-3 that he says, “Teachers come with old teaching methods. There is also a lack of theory for their teaching. KI-4”. “According to my point of view, the first problem is the lack of student textbooks at schools. Students do not have this material at their reach to learn. In the absence of textbooks, when I read the passage to my students, the activity becomes simply listening, not reading. KI-10.”

4.4. Summary of the key findings on challenges from teachers’ perspectives

The researcher believed that collecting information regarding challenges that hamper the smooth implementation of EFL teachers’ PCK in teaching reading skills could help to mitigate the existing gap. The problems identified by this research were categorized into four groups, such as matters that arise from the teachers' side, the students' side, the teaching material side, and the overall school environment sides. These were presented in the following manner.

- Teachers’ background knowledge gap/limitation has its own limitations: lack of teacher preparedness, lack of planned teaching, lack of interest to carry out their teaching duty, lack of proper teaching method, pre-preparation, and knowledge gap/limitation among teachers themselves; ignoring the macro-level language skills because of not enough time to cover them all.
- The other problem is that students come from very poor and questionable backgrounds. Students’ level of understanding is limited; commonly, most students cannot even read and write. Most of our students lack energy and interest to learn at all, as they all seem hopeless about their future.
- The teaching material is also another source of challenge. The materials are boring; they lack focus, and they are de-contextualized, meaning that the topics are boring because

they are written in foreign contexts and cultures. They do not pay considerable attention to students' needs and wants.

- The overall school administration or system is not supportive for learners. There is also a lack of resources/materials in that one text is shared among three or more than three numbers of students; even sometimes they are not available at all. The English departments in all secondary schools were not actively involving students in English clubs.

4.5. Analysis and Findings of the CROP: Video- Recorded Episodes

The classroom observation was done in two protocols, such as observation with a structured checklist and observation with video-recorded data. It was also accompanied by field notes that were taken as supplements to data gathered through these two schemes. The observation that was carried out with the structured checklist was entered into SPSS and analyzed quantitatively. The second type of observation data was obtained through video recording. The video-recorded classroom observation data was analyzed textually by dissociating specific themes that emerged from the overall episodes of the session. Full verbatim of the video recorded data (Episodes) was transcribed.

The observation process has taken one solid semester in the academic year 2023. Roughly it took 12 weeks to capture the video-recorded episodes from 6 teachers of the 6 randomly selected secondary schools in Hawassa city administration. Various forms of codes were assigned to identify one transcript from the other. For example, every teacher's classroom observation video was transcribed verbatim and a transcript of Teacher 1 up to Teacher 6. The abbreviation CRO-TR stands for Classroom Observation Transcript of Teacher and was coded as CRO-TR-1, CRO-TR-2, CRO-TR-3, CRO-TR-4, CRO-TR-5, and CRO-TR-6.

As it is hard for the researcher to follow the path of full verbatim that is difficult to understand, the researcher opts to use clean verbatim, which may clearly suggest the direction of classroom observation video episodes. The researcher tried to follow the path using the way it's communicated—utterances, verbal tics, grammatical and vocabulary errors, false starts, and repetitions—and later on cleaned it to get it ready for use in the analysis.

4.5.1. Analysis and Findings of video-recorded classroom observation Episode-1

One of the research questions of the present study was about the existing practice or implementation of pedagogical content knowledge in EFL teachers' teaching reading skills classroom. To give an answer for this question, the researcher employed the classroom observation protocol (CROP), of which classroom observation with video recording was one of the two types mentioned in the instruments of data collection section. The analysis of this video-recorded data was done after it was carefully transcribed verbatim.

The CRO-TR-1 had a wonderful beginning in that he started the lesson by making connections between the previous grammar lesson and the current lesson using the questioning technique. His attempt to motivate the students to try what they know about the questions was worth mentioning. However, he was not conscious enough to describe the subject matter knowledge using examples, illustrations, and analogies. That means he did not apply strategies to make the lesson more understandable to learners' consumption. This was observed during his classroom teaching, and his PCK implementation was adequate to guide students through the lesson.

4.5.2. Analysis and Findings of Classroom Observation Video Episode-2

CRO-TR-2 was a male teacher with a B.A. degree qualification. As he entered the class for teaching, he rushed into the reading passage, and even without introducing what it was about, he assigned a student to read the text aloud to the whole class.

Viewed from the procedural presentation of the reading skills lesson, CRO-TR-2 had a visible problem. Orally, he was telling his students that there are three stages of teaching reading, such as pre-reading, while-reading, and post-reading. However, when it comes to the practical demonstration of implementing these phases, this teacher had a knowledge gap. His way of classroom management was a bit good in that he was trying to balance the gender composition in class participation. The class time was ended while students were reading the passage, and then the teacher gave them homework to read the passage and do the answers accordingly.

The teacher in CRO-TR-2 class was good enough to start the daily lesson, and his attempt to start with questioning strategy was worth mentioning. However, the problem was he makes a quick

shift or twist into the reading text without working on the brainstorming activities, i.e., no pre-reading task, no prediction, no time given for those activities.

4.5.3. Analysis and Findings of Video Episode-3

The researcher of the present study watched the video of CRO-TR-3 and found out that this teacher was ill-prepared. She, for example, did not even start with gentle introductory remarks of the lesson, let alone revising the previous lesson. This action of the teacher revealed that she did not follow the natural path of the lesson that might aid in helping learners understand better. There was no road map that shows what she is going to do with her students in the classroom. She came from nowhere and immediately gave learners instructions to open some pages of a book and assigned students to read the reading text alternatively, one after the other.

The classroom interaction was so confined and teacher-fronted in that learners were not considered as active role-players. While students that were assigned to read the passage read it aloud to the class, the teacher was actively following their pace and making corrections of pronunciation on the spot. She was also writing unfamiliar words on the blackboard, which were not defined contextually and were left undefined. The class time was not used properly, so it ended somewhere in the middle without summarizing the lesson.

4.5.4. Analysis and Findings of Video Episode-4

CRO-TR-4 was a female teacher with five years of teaching experience. She seems that she had some knowledge of teaching reading skills in an interesting manner. Her approach for her students was attractive, and this was approved by her welcoming or smiling face to invite students to respond to activities. She seems to have had a proper understanding of her students' background knowledge. She had some attempts to substantiate her lesson with exemplification whenever she came across confusion on her students' faces.

She emphasized employing a loud reading approach to teaching reading skills. She gave opportunities to four students to read parts of a given reading passage aloud, and then she kept on writing the comprehension questions on the chalkboard. The question-and-answer process was so

charming. Though she herself had some limitations on pronouncing the words, her effort to see students participate in class was appreciable.

4.5.5. Analysis and Findings of Video Episode-5

The observed teacher in the CRO-TR 5 had ambition to keep his students on track while teaching reading skills. He assigns a chunk of activities that might not be completed in the time frame of a single 42-minute session. His effort was also quite amazing in that he motivated his students to hook them up along the path of the lesson. However, apart from bombarding his students with multitasking, when it comes to transferring SMK, there seems to be a big gap. His strategies were applied to capture students' interest, so his knowledge of students' understanding (KSU) was better. He was motivating students to participate in the activities, though his KP was under question. On the whole, his practical implementation of PCK was moderate, as demonstrated by his classroom observation video data.

4.5.6. Analysis and Findings of Video Episode-6

At the onset of the lesson the (CRO-TR-6) teacher wrote pre-reading questions on the blackboard, and then ordered the students to read the passage silently first. He also told them to discuss in groups about the questions.

The researcher identified the alignments and misalignments of the classroom teachers' actions with the theory using discourse analysis. The teacher gave the students five minutes to write the questions and do the answers to the reading passage. Then, the classroom discourse between students and a teacher has gone smoothly. CRO-TR-6 seems to be very good at classroom interaction with his students. His questioning and feedback-giving behavior was quite good. Besides, he was making an attempt to clarify the conceptual difficulty of the subject matter for learners. He has been using local language to help students understand his lesson more clearly. His lesson was more or less communicative and student-centered, where the teacher acted as moderator of classroom orchestration. Consequently, it could be possibly said that CRO-TR-6 had a moderate level of PCK implementation while teaching reading skills.

4.6. Summary of the key Findings from Video-recorded episodes

In almost all of the observed teachers' classes, what was evidently witnessed was teachers' being very concerned about time, and they simply wanted to cover the lesson rather than trying to help students understand the lesson. What was observed from the students' side was that students seem to come to class and attend only for the sake of completing their secondary school education. They look like they have totally lost hope of benefiting from their learning in the future. They even personally told me that they are coming to class just to meet their friends and to obey their parents. The teachers also go to class with dozens of reasons for their dissatisfaction to deliver the lesson to students with motivation. Unless radical change is made in the entire education system, the current scenario does not bring any good things to the students as well as to the future generation.

In the majority of the cases, the teachers act as if they are well aware of the subject matter knowledge, but when it comes to making the lesson understandable to the learners, almost all of them have a significant gap. They did not attempt to substantiate their lesson with examples, illustrations, analogies, and other ways of explaining the conceptual difficulty. It was quite possible to detect this from students' actions as they stray away from the point that the teacher was trying to consolidate in class. The teachers fail to discuss the issues in the best and most consumable way with the learners.

The observed teachers' practical implementation of PCK performance looks like it needs to improve significantly because gains in students' achievement would be unattainable. The researcher identified areas of focus for improvement in the context of teaching reading skills in particular. Some of the teachers emphasize using local language (the use of L1) when the need arises to make clear some sort of conceptual difficulties. In most of the cases, English teachers get into the classes ill-prepared for teaching the lessons for which they say they prepared a plan. This was demonstrated by the poor way they handle their classroom task of delivering the lesson for their students and by the messy classroom management techniques that they put in place.

Only two of the observed teachers were good at motivating learners to participate in class. Additionally, they appreciate every effort of students in class. Their feedback is also something that intrigues learners to do more and more. In those classes, the time spent was not wasted at all. Some teachers were messed up themselves, ill-prepared, and wanted to mess with students

without any good reason for the sake of covering their own weaknesses. CRO-TR-2 was relatively better at delivering the reading skills lesson because he sticks to the natural order of teaching reading skills. His lesson was procedural, though some anomalies appear in the middle of the lesson.

The other problem is that there is a shortage of student textbooks, so students were forced to share one book between three to five students. Besides, students' fall short of interest to bring those student- textbooks to the class. As a result, some teachers told the researcher that they hate teaching reading skills as students do not collaborate to do activities as per demanded. The CROP was basically done from the following vantage points: instruction, explaining/exemplification, modeling, strategies, feedback provision, questioning behavior, and. Assessment modalities. However, it does not mean that themes that emerge automatically from the classroom scenario were neglected.

4.7. Major Findings and Discussions

4.7.1. Major Findings

The findings about EFL teachers perception of PCK clearly demonstrate that the mean scores of English teachers were between ($M = 3.80$; $SD = .677$) for KSU and ($M = 4.0$; $SD = .651$) for SKA, indicating high and positive perceptions possessed by them. When calculated, the grand mean value of teachers' perception of PCK was ($M = 3.91$; $SD = 0.559$). This implies that the level of teachers' PCK in the teaching of reading skills was moderately high above average.

The grand mean score and standard deviation of the teachers' perceived self-efficacy beliefs items were ($M = 3.74$ and $SD = 0.533$). On the whole, in almost all of the cases displayed above, teachers' reactions to their level of confidence show that the mean scores are greater than 3.0. This implies that if not very confident in the majority of the cases, the English teachers replied that they were confident enough in what they do while teaching reading skills to their students. This means that EFL teachers who have participated in this study had a moderately high level of confidence; in other words, they were regarded as efficacious as they have high perceived self-efficacy beliefs in teaching reading skills. Regarding the need for additional trainings, significant proportion of respondents such as (32.9% and 37.7%), ($M=3.84$; $SD=1.125$) emphasized on the

need to receive trainings to improve their confidence status in their teaching reading skills classes.

Unlike the result of the previous two research questions, the result of classroom observation protocol, i.e., through checklist ($M = 1.59$; $SD = 0.255$) and video recording, shows that EFL teachers' practices of PCK were below expected level. This score has a genuine implication that the observed teachers had a serious problem implementing while reading activities as they teach reading skills to grade nine students in their respective schools.

The correlational study between English teachers' perceptions and practices of PCK in the present study yielded a different result where Spearman's Rho correlation coefficient ($r = -0.306$; $p = 0.360$). This value indicates inverse proportionality and the existence of weak relationships between the two variables. This discrepancy might have appeared due to variations in the sample sizes taken for the study, and it might also have other invisible causes. The findings clearly revealed that English teachers lacked the required amount/status of PCK that helped them achieve their targets of making students learn as per desired.

Findings from the grand mean value of students' perception of their teachers' PCK were calculated to be ($M = 3.32$; $SD = 0.926$). This result showed that secondary school students had a moderately positive perception about their teachers' PCK in teaching reading skills.

The findings from EFL teachers' perceptions of their PCK and their actual implementation of PCK in the classroom did not correspond to each other. The relationship between EFL teachers' perception of PCK and classroom observation result was Spearman's Rho correlation coefficient ($r = -0.306$; $p = 0.360$). This value indicates inverse proportionality and the existence of a weak relationship between the two variables.

The mean score and standard deviation values of the EFL teachers' perception of PCK ($M = 3.91$; $SD = 0.559$) and their perceived self-efficacy beliefs ($M = 3.74$; 0.533) from the statistical result indicate that they had nearly equally high levels of perception of PCK and SEB. The correlation result and level of strength ($r = 0.686$; $p = 0.000$) show that there is a strong relationship between the two variables.

In the five-point Likert scale questionnaire, the descriptive statistics comparison of mean and standard deviation value of EFL teachers' self-efficacy beliefs of PCK was ($M = 3.74$; $SD = 0.533$) and teachers' classroom practices of teaching reading skills ($M = 1.59$; $SD = 0.255$). One can learn from these scores that the practical implementation of teachers' implementation of PCK in teaching reading skills is lower than that of their perceived self-efficacy beliefs about their own PCK.

The correlation analysis of the bivariate variables, such as teachers' perceived self-efficacy beliefs of PCK and results of teachers' classroom observation in teaching reading skills, shows Spearman's Rho correlation ($r = 0.113$). This is a clear indication that the SEB result obtained through teachers' questionnaires does not correspond with the result of classroom observation. The P value, Sig. 2-tailed, is 0.727, which is an indicator for the presence of a positive, but (p-Value 0.727) is greater than 0.05, which is an indication of a weak level of significance between the variables treated above.

The researcher had undergone the comparison between the mean and standard deviation scores in that students' perception of their teachers' PCK was ($M = 3.32$; $SD = 0.926$) and EFL teachers' perceived self-efficacy beliefs was ($M = 3.74$; $SD = 0.533$). These values are indicators of the moderate perception in both cases. As depicted by the above correlation analysis result, Table 31, the relationship that exists between the bivariate variables, such as students' perception of their teachers' PCK and EFL teachers' self-perceived self-efficacy beliefs (SEB), is Spearman's Rho Correlation ($r = -0.027$). The negative value shows that the direction of relationship between the two variables is opposite, i.e., as one increases, the other variable decreases.

The comparison between the mean and standard deviation scores of the results of EFL teachers' perception of PCK ($M = 3.91$; $SD = 0.559$) and perception of students' about their teachers' PCK ($M = 3.32$; $SD = 0.926$) shows that teachers had more positive perception than students' perception of their teachers PCK. The P value, Sig. 2-tailed, is 0.101, which is an indicator for the presence of a weak relationship between the variables treated above. As the P-value of 0.101 is greater than 0.05, the level of significance shows a weak relationship.

The comparative analysis of the mean and standard deviation scores of the teachers' classroom implementation practices of PCK was ($M = 1.59$; $SD = 0.255$) and students' perception of their teachers' PCK/teaching reading skills ($M = 3.32$; $SD = 0.926$). This means that students' perception of their teachers' PCK is moderately higher, and so are EFL teachers' practices of PCK in teaching reading skills. The strength of the level of significance (p value or sig. 2-tailed = 0.167) indicates the existence of a markedly/significantly low strength of positive relationship between these two variables, as the P value is $>.05$.

Findings from the video transcripts signify that in almost all of the observed teachers' classes there were noticeable problems of implementing PCK. The beginning, middle, and ending of the lessons were messy in that learners were observed showing their perplexed faces and undesirable behaviors in response to their dissatisfaction. Hence, the observed teachers in these sampled secondary schools had inadequacy in discharging their PCK in the classes where they taught during observation. The findings from the classroom observation checklist were consistent with what was gained through video recorded classroom episodes of teaching reading skills.

The key findings from the semi-structured interview responses of EFL teachers on the challenges reveal that the problems of teaching reading skills at secondary schools emerge from four different sources. These challenges arising from teachers' side were lack of preparedness and background knowledge of subject matter, lack of using proper methodology, ignoring the teaching of macro-level language skills, lack of motivation to carry out the required duty properly. Problems that emanate from students' side include: learners' come from very poor background, being unable to read and write, lack of energy/ interest, lack of hope. The identified challenges from the teaching material side subsume: the materials are boring, they lack focus and they are de-contextualized as they are written in foreign contexts, cultures and they are not prepared by paying considerable attention to students' needs and wants. Finally matters arising from the school environment were: The over all school administration or system is not supportive for learners. For example, there is lack of resources/ materials. Mostly one student-text book is shared among three to six students, and sometimes even sometimes they are not available at all. The English departments in all secondary schools were not actively involving students in English clubs.

4.7.2. Discussions

The purpose of the present study was to investigate public secondary school EFL teachers' perceptions, self-efficacy beliefs, and practices of pedagogical content knowledge in teaching reading skills. It also explored students' perceptions of their teachers' PCK so as to trace the status of EFL teachers PCK. To capture the required information, both qualitative and quantitative data was collected from both students and teachers. In the process of measuring the effectiveness of the teachers, various methods can be materialized; a few among the many methods, according to Geiger et al. (2019) include formal and informal classroom observations, students' academic achievement, and students' perceptions of their teachers' effectiveness in a certain aspect of teaching. The researcher of this study has conviction that students' perception of their teachers' PCK might shed light on the status of teachers' PCK perception and implementation. Therefore, the major findings of the present study are discussed briefly in the following manner:

The researcher found a recent article published on PCK of English teachers' on reading comprehension during the COVID-19 pandemic with online classes in senior high school (Kusuma, 2021). The purpose of this research was to gain insight into the status of prospective teachers PCK on English courses, and data was collected using various tools. The findings indicated that PCK of English teachers on reading comprehension was below the expected level and needed improvement and adjustment to get better results from student achievement. This result is somehow different from the findings in the present study, where EFL teachers perceive themselves as knowledgeable and having moderately high and positive PCK.

Another more recent study conducted by Tadesse et al. (2023) published their research finding, which was about EFL teachers PCK and teaching practice at junior schools in the Metekel Zone, Ethiopia. The researchers employed an explanatory sequential mixed methods design and investigated the status of EFL teachers' CK, PK, PCK, classroom practice, and the relationships among these variables. In their study, teachers' knowledge of classroom practice was ($M = 3.43$; $SD = .114$) found to be the highest, and teachers content knowledge ($M = 2.93$; $SD = .126$) was reported to be the lowest. The findings from the current study reveal the opposite of this result in

that EFL teachers' practices of PCK were the lowest ($M = 1.59$; $SD = .255$) and SMK content was the highest ($M = 3.98$; $SD = 0.685$).

Many studies show the existence of some type of relationship between teachers' level of PCK and students' achievement. In education, the findings were reported to be conflicting at times. Criua and Mariana (2014) conducted a study on the topic, "The Influence of Students' Perception of Pedagogical Content Knowledge on Self-Efficacy in Self-Regulating Learning in Training of Future Teachers." Findings from this study depicted that those students whose perception about their teachers as having a high level of PCK and considering their teachers cooperative and supportive in providing appropriate guidance were those who had themselves a higher level of self-efficacy in self-regulating their own learning. This finding was not consistent with the results obtained from students' perceptions of their teachers PCK in the present study.

Ibrahim (2016) reported that research with a case study design was conducted on finding out teachers' pedagogical content knowledge for teaching English at the secondary school level and how they developed their knowledge of teaching in the place called Banda Aceh in Indonesia. Four English language teachers participated in this study. The findings of this classroom research revealed that all the teachers displayed differences in their level of competence with regard to various areas of focus. On the whole, these teachers did not show adequate teaching skills, and their PCK was considered to be inadequate for teaching English. This finding goes in agreement with the findings of the present study, as it shows students' moderate-level perceptions of their teachers' PCK.

The previous work of the same authors, Akalewold and Abebe (2024), dealt with English as a foreign language teachers' perceptions and practices of pedagogical content knowledge in teaching reading skills. This study investigated PCK perception and practice of EFL teachers from teachers' perspectives using categorized PCK components. To get insight into the implementation of pedagogical content knowledge, four English as Foreign Language teachers' classroom practices were observed using a structured observation checklist and field notes during one academic semester in 2021. SPSS (IBM version 24) was used to analyze the data. Findings showed that English as Foreign Language teachers' perceptions of pedagogical content knowledge seem to be slightly above average. The relationship between English as Foreign

Language teachers' general perception and pedagogical content knowledge implementation in the classroom had a moderately high positive relationship ($r = 0.67$) between them. The results from the observation checklists revealed that teachers lack basic competence in pedagogical content knowledge implementation in teaching reading skills.

These authors' previous and current study results, when compared, display the following results: The finding about EFL teachers' perception of PCK goes to some extent in agreement with the present study result by the same authors in that EFL teachers had moderately high and positive perceptions about their PCK. In both of the studies, a similar finding was seen that the English teachers' practices of PCK were found to be adequate and low among the teachers of the participating schools. The correlational study between English teachers' perceptions and practices of PCK in the present study yielded a different result where Spearman's Rho correlation coefficient ($r = -0.306$; $p = 0.360$). This value indicates inverse proportionality and the existence of weak relationships between the two variables. This discrepancy might have appeared due to variations in the sample sizes taken for the study, and it might also have other invisible causes. The findings clearly revealed that English teachers lacked the required amount/status of PCK that helped them achieve their targets of making students learn as per desired.

Pamintuan (2024) was engaged in conducting a study on "Investigating the Classroom Implementation of Mandarin Teachers' Pedagogical Content Knowledge (PCK): Exploring Effective Strategies and Practices for Teaching Chinese as a Foreign Language in the Philippines." In this research, using an explanatory sequential mixed methods design, the researcher attempted to explore PCK cognitions and practices of Filipino high school teachers of Mandarin and Chinese. The study employed self-assessment reports, semi-structured interviews, and classroom observations to capture the clear picture of participants' PCK. Attempts had also been made by the researcher to show the interplay between pedagogical and content knowledge with the aim of helping educators to be able to choose the most effective teaching techniques that can be utilized in transferring subject matter knowledge to students. The findings revealed that in general, the pedagogical content knowledge of prospective teachers in all the four fields of study fell in 'the sufficient' and 'good' categories. Some areas that need special attention for

improvement have also been identified. These include mastery of the content, learning strategies, the assessment, and student involvement.

In another study by the same authors, published in the same year, Akalewold and Abebe (2024) investigated how secondary school students perceived their teachers' PCK and EFL teachers' perceived self-efficacy beliefs in teaching reading skills at selected schools under the Hawassa City Administration in the Sidama National Regional State. In this study, an explanatory sequential mixed methods design was put in place. The quantitative data were analyzed using SPSS version 26, while qualitative data were subjected to thematic analysis. The findings indicated that students had a moderately positive perception of their teachers' PCK ($M = 3.32$; $SD = 0.926$). In contrast, teachers' perceived self-efficacy beliefs were perceived as somewhat efficacious ($M = 3.74$; $SD = 0.533$). The results from the teacher interviews corroborated the questionnaire findings. The Spearman's Rho correlation coefficient between students' perceptions and teachers' self-efficacy beliefs was $r = -0.027$, $p = 0.826$, suggesting a weak, negative relationship between these variables. Unlike the previous work, the present study discusses findings from both teacher and students' perspectives in a mixed-methods design.

The findings from Brunsberg (2013) revealed that pedagogical content knowledge and content knowledge of a teacher were driving forces for ensuring students' achievement in literacy. The study also showed a strong correlation between CK/SMK and PCK for student achievement, though it disregarded the role of instruction for such a result. According to Brunsberg (2013), the role of instruction on students' success was not noticeable, which may be because of other extraneous factors that blurred its impact during observation.

It can be visualized from the result of the current study that EFL teachers' mean value of SMK was significantly high, and teachers mean score of SMK was ($M = 3.98$; $SD = 0.685$), resulting in moderately high perceptions of PCK. Therefore, referring to Brunsberg (2013), a lesson could be drawn that the strong and positive correlation between these two variables could aid in students' reading skills performance.

Westbrook et al. (2013) have conviction that disciplinary knowledge of a teacher is the key issue to label a teacher as effective, which is proved with their PCK, which is represented by their

behavior of demonstration, giving explanations and employment of higher-order questioning, design of tasks, and use of comprehensible input that reasonably challenge learners' schemata. These scholars explain that the studies conducted in some countries like Uganda, India, and Malawi showed that the content and pedagogical content knowledge level of some teachers was recorded to be low, which is less than the level needed to support teachers to employ varieties of pedagogical approaches flexibly in teaching and problem solving and applying knowledge, particularly in English language and mathematics. This result goes in line with the present research, which depicts that English teachers lack the required amount of implementation of PCK in teaching reading skills.

The relationship between the professional identity, professional self-esteem, and job satisfaction of EFL teachers was examined in a recently published article by Achame and Hailom (2022). The study showed that the professional identity of EFL teachers in secondary schools had the lowest mean score from pedagogical experts ($M = 14.13$, $SD = 6.63$) and the greatest mean from didactical experts ($M = 23.43$, $SD = 7.86$). This suggests that EFL teachers consider themselves to be less of a pedagogical expert and more of a didactic one. Unlike this result from Achame and Hailom (2022), the result from the present study revealed that EFL teachers' perception of their knowledge of pedagogy (KP) ($M = 3.92$; $SD = .665$) was moderately high and positive. The research finding from Tadesse et al. (2023) revealed that the teachers also had moderate pedagogical knowledge ($M = 3.00$; $SD = .162$), which helps them in the process of evaluating students' understanding of various topics, in setting up plain rules of the classroom, and in establishing a friendly atmosphere and good rapport among students. In this study, those teachers had a moderate as opposed to English teachers' perception of PCK in the present study, which was rated as moderately positive and higher.

The results from a study by Tadesse et al (2023) showed that the teachers' knowledge of PK was lacking. While they possessed a moderate PCK in designing instructional objectives and contextual frameworks, as well as employing suitable examples to clarify subject-related concepts, their grasp of students' conceptions and misconceptions was insufficient/ inadequate. They lacked the knowledge and expertise to identify the ideas that students were finding challenging and to speculate as to why these ideas were becoming complex. However, the findings of the current study on pedagogical knowledge ($M = 3.92$; $SD = 0.665$), knowledge of

students' understanding their conceptions and misconceptions ($M= 3.80$; $SD= 0.677$), and knowledge of instructional representation and strategies ($M=3.86$; $SD=0.682$) seem to be not consistent with the previous result.

Teachers are considered both as theoreticians and practitioners of the teaching –learning process in a classroom setting. It is also believed that their knowledge and skills be kept on progressing as they accumulate requisite teaching experience and professionalism through the natural process. However, this status- quo/ assumption has been challenged by Asl et al.(2014) who studied about the comparison of teachers' content and pedagogical content knowledge against their teaching experiences. The study was conducted on one hundred and fifteen junior school and high school EFL teachers in Marand, East Azerbaijan, Iran. The researchers employed two types of multiple-choice questions to measure these constructs. The findings of this investigation, regrettably, showed that significant numbers of teachers were found possessing much less amount of CK and PCK than the expected level by them as opposed to their amount of teaching experience. These scholars reported that, "... the more years they teach, the more amount of content and pedagogical-content knowledge they lose." (p.1599). The present study researcher recommends further and rigorous study to be conducted on this controversial issue as the findings from various studies kept on yielding conflicting results.

In results on teachers' PCK in literacy achievement, Brunsberg (2013) investigated teachers' level of content knowledge, pedagogical content knowledge, and instructional practices and their relationships with demographical information. He did not see PCK from the point of view of its constituent elements, and in this study, PCK was simply considered an independent factor that was devoid of content knowledge within itself. Findings on teachers' demographics revealed that those teachers with extra qualifications in teaching reading showed better enactment of PCK than those who did not receive additional qualifications. Those teachers with more education also displayed a better understanding and enactment of PCK in teaching reading skills. Karaaslan, 2003, as cited in Asl et al. (2014), pointed out that during the stabilization period of their teaching careers, new teachers experience a sense of commitment and relative security in their understanding of both the subject matter and teaching practices. Disenchantment, stagnation, and monotony follow this phase. As individuals get closer to retirement, they could become more disengaged, resistant to change, and concerned with holding onto what they already have.

Tadesse et al.'s (2023) lack of dedication on the part of teachers to keep themselves updated by reading textbooks, consulting EFL periodicals, and exchanging experiences with experts could potentially be a problem with the school curriculum.

Tadesse et al. (2023) studied whether there is a correlation between teachers' implementation practices and teachers' PCK and reported that these two variables did not significantly correlate. Consequently, they suggested that in-service EFL teachers should expand their understanding of the characteristics of junior school pupils and the use of different teaching strategies and approaches. This result is consistent with the finding from the present study that demonstrated EFL teachers' perceptions of PCK, and their actual implementation of PCK in the classroom did not correspond to each other. In these studies, the relationship between EFL teachers' perception of PCK and practice was found to be inversely proportional, signifying a weak relationship between the two variables. This implies that English teachers' had weaknesses in their teaching practices in the classrooms.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, RECOMMENDATIONS AND FUTURE DIRECTIONS

The present study explored secondary school EFL teachers' perceptions, self-efficacy beliefs, and practices of PCK in teaching reading skills. Employing an explanatory sequential mixed methods design, the study viewed teachers' perceived PCK from multiple data gathering sources, including self-report/self-assessment questionnaires, classroom observation protocol (CROP) with schemes of observation checklists (structured), video-recorded teaching episodes, and field notes (unstructured), and finally a semi-structured interview with an interview guide consisting of main questions and probing prompts. The study combined both quantitative and qualitative data with the purpose of extracting EFL teachers' status of PCK from different but meaningful perspectives. Hence, this chapter is devoted to recapturing the whole research briefly. It, therefore, puts forward the summary, conclusion, and recommendations that the study highlighted throughout the study. To this end, it is presented in the following manner.

5.1. Summary

The present study investigated perceived EFL teachers' PCK, perceived self-efficacy beliefs, and practices of PCK at secondary schools of Hawassa city administration in Sidama National Regional State. In addition, it also explored the interplay or relationship among these variables. The researcher also notices the importance of studying EFL teachers' PCK both from teachers' as well as students' perspectives, as it could give a complete and vivid picture of the issue under consideration.

The findings of the present study reveal that EFL teachers' perceptions of PCK in teaching reading skills were moderately high and positive. This result was supported to some extent by students' perception of their teachers' PCK value, which was slightly above average. As per the result of this study, the secondary school teachers consider themselves efficacious in the self-report/assessment questionnaire. This result once again was congruent with the results obtained from a semi-structured interview, where the majority of the respondents regarded themselves in the category of "somehow efficacious." However, the result from English teachers' practical

implementation of PCK using CROP demonstrates the opposite of this finding in that teachers' practices of PCK in teaching reading skills seemed to be questionable about its effectiveness.

Since PCK is tacit in nature, to address the issues raised in a comprehensive manner, the researcher also undergone the study of the relationship between and among these variables, the result of which helped the researcher to see the clear picture of EFL teachers' status of PCK. The correlation between EFL teachers' perception and practice, for instance, shows a weak relationship as these variables did not correspond with each other.

To figure out teachers' perceived status of PCK, the researcher has also considered students' perceptions of their teachers' PCK for investigation in this research project. The information obtained from students' questionnaires about their reading skills teachers' PCK yielded some valuable results because it was found to supplement information procured from other instruments.

The summary of video recorded teaching episodes reveals that in some situations the observed teachers were putting emphasis on comprehension, while some others advocated accuracy of the reading task; still, some others went for fluency, and the rest worked on extension of vocabulary items. However, it could be said that the important reading components, such as comprehension, accuracy, fluency, and extended vocabulary (CAFÉ), have not been collectively employed by the observed grade nine teachers. This implies that there seemed to be a noticeable gap among EFL teachers in the demonstration of PCK in action or implementing PCK in the teaching of reading skills at secondary schools in Hawassa city. The researcher suggests that continuous training schemes should be applied if a real change is what secondary education aspires for.

5.2. Conclusions

In the present study, PCK of teachers was investigated from both teachers and students perspectives. The reason for the researcher to do this was that, as it has been said so far, the study of PCK, even though the concept is not new by itself, has some sort of complexity in nature. In order to explore every possible source from which PCK can be assessed, the researcher decided to study it from different perspectives. The researcher further asserts that teachers could benefit from the findings regarding students' perceptions of teachers' PCK in the context of teaching

reading skills because of the strong link between students and teachers. By so doing, the researcher believes that digging/going deeper into such scrutiny helps him to address important issues in its vicinity.

Pedagogical content knowledge is a must-have type of knowledge for teachers, which determines the delivery of effective instruction in reading at the levels of both cognitive and meta-cognitive strategies. Therefore, studies about teachers mental lives like that of the present study are believed to help teachers to control over their daily teaching tasks of planning, monitoring, and evaluating. According to Xu (2015), being able to meet the diverse/multifaceted needs of learners seems to be a great wisdom that demands teachers of the reading skills to conduct the instructional strategic actions like teaching learners effectively in the most understandable manner through orchestration of their knowledge bases.

The central issue regarding measures of instructional quality and teacher effectiveness lies in improving the belief system and status of PCK of an English teacher. To this end, based on the key findings stated above in this study, the following conclusions have been drawn:

- The result obtained from the self-report questionnaire of teachers' perceptions of PCK was moderately high and positive. This means that English teachers consider themselves knowledgeable enough to carry out the demanding tasks of teaching reading skills to grade nine students. Still, this result could imply the need for improving this situation of teachers to get the best out of the teaching-learning process—students' achievement. This is because, as some literature suggests, enhancement of teachers' PCK could positively contribute to students' academic achievement.
- As per the findings drawn from CROP—both the observation checklist and video-recorded teaching episodes and field notes—English teachers' practical implementation of PCK in action was found to be inadequate. Though the teachers attribute moderately high and positive scores on the self-report questionnaires of their PCK perception, their actual classroom delivery situation did not support that result. So, this needs to be improved for a better result on students' achievement.
- The perceived self-efficacy beliefs are considered as affective variables of teachers' PCK. So, the contribution of SEB to the overall result of English teachers' PCK was notable. It

can be concluded from the current study that English teachers were observed considering themselves as somewhat confident or moderately efficacious in their teaching of reading skills. This result of teachers' SEB was further supported by the findings drawn from the semi-structured interview. Regarding the need for additional trainings, significant proportion of responding teachers emphasized on the need to receive trainings to improve their level of confidence in their teaching reading skills classes.

- Even though EFL teachers reflect they were somewhat confident, regretfully, this result was not positively correlated with the actual classroom scenario of PCK implementation in teaching reading skills. This could imply the existence of weakness on the part of the teachers' practice of PCK in delivering the reading lessons.
- The comparison between teachers' self-reported responses to PCK perception and self-efficacy beliefs of PCK was made. As a result, the EFL teachers' perception of PCK was ($M = 3.91$; $SD = 0.559$), and their perceived self-efficacy beliefs were ($M = 3.74$; 0.533). This finding indicates that the English teachers had a moderately high and positive perception of PCK and SEB. The correlation result and level of strength ($r = 0.686$; $p = 0.000$) show that there is a strong relationship between the two variables.
- The correlation analysis of teachers' perceived self-efficacy beliefs of PCK and results of teachers' classroom observation in teaching reading skills shows Spearman's Rho correlation ($r = 0.113$; $p = 0.727$). This result does not correspond with the result of classroom observation. The p value implies a positive but at the same time weak relationship between the theses variables. It could be said that this result indicates the presence of problems as the teachers' self-report result did not match with the actual classroom practices of PCK implementation.
- It is believed that studies that disregard the involvement of students to investigate teachers' mental lives do not properly meet their objectives. Hence, the researcher collected pertinent information from the students' perspective as well. In this regard, results from students' perceptions of teachers' PCK and EFL teachers' perceptions of PCK seem to be aligned somehow, as the results were moderately positive, though not high.
- The findings from teachers' practices of PCK and students' perceptions of their teachers' PCK implementation were compared. The results from students' perceptions of teachers'

implementation of PCK did not support the information gained through structured and unstructured classroom observation. It is believed that the present study could benefit from such triangulation to arrive at such a solid conclusion.

- However, the correlation result among the variables in most of the cases did not correspond with each other in the specific research questions. For instance, the correlation coefficient result of the relationship between teachers' PCK from students' perspectives and teachers' perceived self-efficacy beliefs does not correspond with each other. Hence it could be concluded that a mismatching result was observed in this regard.
- Therefore, it can be concluded that the need for investigating teachers' perceptions, self-efficacy beliefs, and practices of PCK in teaching reading skills is of paramount importance. This is because the relationship between students and teachers is said to significantly influence and determine the learning environments and educational contexts, thereby resulting in gains in students' achievement.
- According to the findings from teachers' responses regarding the challenges they face, there were four areas of concern that needed immediate attention. Teachers' were found deficient as their preparedness was questionable; Students were labeled as having poor backgrounds; the teaching materials were said to be decontextualized and, as a result, boring; lack of resources, including student-text books; and finally, lack of a conducive school environment that promotes students' involvement in active learning.

Generally speaking, the researcher believes that the present study meticulously identified some important gaps that need immediate attention for the sake of safeguarding the key issues, such as improving teachers' PCK. In line with this, if positive actions are taken to solve the problems, the research in this area might benefit through enhancement of teacher quality, instructional quality, and learners' achievement in reading skills in particular and learners' academic achievement in general, as the English language is their medium of instruction.

5.3. Recommendations

The purpose of this study was to investigate secondary school EFL teachers' perceptions and practices of PCK in the teaching of reading skills. In this PhD research project, the nexus or correlation between and among the key variables of the present study, such as perceptions,

perceived self-efficacy beliefs, and practices of PCK, as well as among these major variables, was also done.

The findings from the study revealed that these teachers had a moderately above-average level of PCK perception, which in fact was not congruent with their actual classroom practices of PCK implementation. This suggests that EFL teachers need to improve the implementation of PCK in their classrooms. It was noteworthy that in this particular study the competing components of EFL teachers' perceptions of PCK were viewed from the vantage point of the following: SMK, KIOCC, KIRS, KSU, KP, and finally KA. Further study should be conducted to determine the relationships that exist between or among the PCK components treated in this study to see the impact they may have on students' reading skills achievement. Improving instructional quality is becoming more important in education in general and in teaching English in particular. This can be realized if EFL teachers have an understanding of the implementation of PCK in the realm of foreign or second language classrooms. Enhancing the perception of EFL teachers' PCK in the realm of teaching reading skills requires dedicated efforts from concerned individuals. Crucially, for the advancement of PCK in the classroom, teachers must exert additional efforts independently to address the challenges prevalent in the twenty-first century classroom.

The finding suggests that EFL teachers seem to be in need of receiving tailor-made special trainings that are fine-tuned to improve their status of PCK in teaching reading. Therefore, the researcher recommends that the Ministry of Education of Ethiopia should organize continuous professional development (CPD) programs for EFL teachers by concerned professionals. This training could address the missing link between teachers' PCK and their PCK enactment in the classroom. It is, therefore, assumed that teachers' deficiencies in the PCK of teaching reading skills would be alleviated to ensure effective learning outcomes from students. The researchers noted that there is a shortage of relevant studies that could bridge the gap in this regard.

To this end, the researcher proposes conducting additional studies with a larger and more diverse sample size, using various approaches to enhance the clarity of the implementation of PCK. In a broader context, the researcher posits that this study holds pedagogical implications, potentially highlighting specific areas where EFL teachers may exhibit weaknesses in their perception and practice of PCK in teaching reading skills. Moreover, the study might offer solutions to foster

improvements among secondary school English teachers in teaching reading skills in particular and teaching English in general.

The researcher also studied English teachers' practice of PCK, or practical implementation of pedagogical content knowledge in their classroom teaching of reading skills. Unlike the information gained from other tools, the observational analysis result clearly depicts that teachers lack the required amount of PCK in their actual classroom delivery of the reading skills lesson. In this category, the finding reveals that teachers need a lot of refreshment training that could back up their identified gaps. Specifically speaking, the Federal Democratic Republic of Ethiopia Ministry of Education (MoE) is advised with this recommendation to prepare and execute tailor-made on-the-job training schemes or packages that would aid teachers to alleviate the problems that they were baffled with. Hence, secondary school EFL teachers teaching reading skills to grade nine students, policymakers, curriculum designers, students-textbook writers, and all the stakeholders in the MoE should collaborate jointly to curb the problems identified in this particular study. English teachers should be inquisitive about the types of responsibilities that they need to shoulder in the classroom and beyond so as to build well-established teacher professionalism.

MoE (2018) developed The Ethiopian Education Development Roadmap (2018-30) with the intention of understanding the performance and challenges of the Ethiopian education system. This working document indicated the existence of multifaceted challenges in the Ethiopian education system as a whole. In this document, interviews and FGDs were conducted with pertinent stakeholders of education in order to assess secondary and preparatory school teachers' competence, motivation, and job satisfaction. The results depicted the existence of overall poor quality and low levels of motivation among secondary school teachers. It was also made clear in this document that teachers lack the required energy to motivate students to learn, and hence their turnover rates were said to have aggravated the poor quality of teaching and learning in secondary schools of the country. (Ethiopian Education Development Roadmap, 2018-30). Findings from the present study also disclose challenges that arise from various sources, such as teachers, students, and teaching materials, as well as from the school environment at large. If the concerned bodies and stakeholders are not determined to bring about radical change in the school system and on improving teacher effectiveness, some of the problems mentioned in this

document will still continue to prevail in the school system as per information gained from the present study.

In light of this problem, the current study researcher recommends that curriculum designers, material developers, EFL teachers, and EFL learners must all communicate closely and strongly if EFL teachers are to become competent in knowledge bases and in the classroom and to develop and thereby enhance their PCK. Moreover, the present researcher recommends the concerned government bodies of the Ethiopian Federal Democratic Republic, Ministry of Education, to pay considerable attention to fill the identified gaps with the employment of appropriate strategies. As it has been discussed so far, in many studies it was confirmed that teachers' professional knowledge, such as PCK, has a strong and positive effect on learners' achievement. Brunsburg (2013). The link between these two key concepts—PCK and students' gains—should be studied meticulously in a wider scope to see which one of the components of PCK has a strong influence on students' academic achievement.

In this regard, as this is one of the potential areas of future research, a rigorous study is recommended to be conducted in a wider scope (conceptually as well as geographically) to alleviate the stated problems mentioned so far in this study. It is believed that if such alleviation mechanisms are applied, this would increase generalizability of the findings, and it would also improve instructional quality. More over, one of the expected steps that the MoE should address might include preparing and executing continuous professional development trainings for the targeted teachers to bridge the gaps identified by the present study.

5.4. Future Directions

It was also noteworthy that holding an adequate amount of PCK once in a lifetime does not guarantee being considered a knowledgeable self in the profession. As time goes by, the dynamicity of the knowledge base continues to change all the time, so English teachers should keep reading voraciously because that reading could help them move along the prevailing wind of advancement in the twenty-first century. As a result of this finding, the researcher strongly advises EFL teachers to keep themselves on track to update themselves uninterruptedly within the new developments of ELT without losing their motivation and interest, though bearing the challenges might come from multiple sources.

As a final suggestion, the researcher advises secondary school English teachers to be concerned with honing their professional competencies and skills, especially in relation to core competencies, such as PCK. Teachers should also manage their time more creatively, effectively, and efficiently so that they can attend professional activities and teach. Professional events like conferences, workshops, or the Teachers' Forum may improve their performance and advance their skill set. Along with becoming more motivated, they should also be able to change with the times and the current system, especially when it comes to incorporating or blending ICT into the teaching and learning process of teaching reading skills in particular and into teaching English in general. In relation to this, it is also advisable that other interested researchers should further look at another face of PCK, that is technological pedagogical content knowledge (TPCK), which is believed to aid advancements in English language teaching through blending of technology into actual classroom; therefore, a further and rigorous study is advised to be embarked on this pressing matter. Furthermore, English teachers should be flexible enough to accommodate and again to entertain the twenty-first (21st) century skills. As a result, the researcher believes that the learning and teaching scenario would be more effective, and educational objectives can be met as desired.

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APPENDICES

APPENDIX A: A Questionnaire for Secondary School EFL Teachers

Dear Teacher,

I am a PhD student in English Language and Literature at Addis Ababa University. Currently, I am conducting a research on EFL Teachers' Pedagogical Content Knowledge (PCK) in teaching reading skills. This study is being conducted with the objective of investigating the EFL teachers' perception, self-efficacy beliefs and practice of pedagogical content knowledge in teaching reading. Your genuine responses for the questionnaire items is very crucial for the success of this research and will be used only for the purpose of this academic research. I, therefore, would kindly request you to respond honestly because your responses will be kept confidential and anonymous.

I thank you in advance for your genuine cooperation!

(Akalewold Samuel, PhD Student in ELT)

Part I: Demographic Information

Instruction: Please, put a tick (√) mark in the blank spaces and write your answers when responding to the general information questions given below.

1. Gender: Female Male
2. Level of Education: B.A./B.Ed. M.A. Other if any:
3. Teaching experience in years: 1-5 6-10 11-15 16-20 21-25 >26
4. Name of the School you currently teach: _____
5. Grade Level(s) you currently teach: _____
6. I received formal professional development trainings in Pedagogical content knowledge(PCK): Yes No

Part II: EFL Teachers' Perception about their PCK in teaching reading (Specific Details)

Instruction: Please, put a tick (√) mark in the box to indicate your degree of agreement or disagreement as you respond to the questions given in the table below.

Key: (5= Strongly agree); (4=Agree); (3=Neutral/Undecided); (2= Disagree); (1= Strongly Disagree)

No	Items	A.SMK (Subject Matter Knowledge)	5	4	3	2	1
1	I have sufficient content knowledge of reading skills lesson.						
2	I explain clearly the content of the subject/reading lesson.						
3	I understand how theories or principles of the teaching reading have been developed						
4	I select and adapt the appropriate content for students' diverse needs.						
5	I find it easy to give responses to my students' questions on reading.						
6	I explain about the impact of subject matter/Reading skills on learners' achievement.						
7	I have a complete grasp of the whole structure and direction of subject matter knowledge of teaching reading(Comprehension, fluency, vocabulary,...)						
	B. KIOCC (Instructional Objective, Context & Curriculum)						
8	I make an attempt to help my students clearly understand objectives of this course/Curricular material.						
9	I provide an appropriate interaction or good atmosphere while teaching reading.						
10	I pay attention to students' reaction during class and adjust my teaching attitude accordingly.						
11	I make an attempt to create conducive classroom environment to promote students' interest/motivation for learning reading.						
12	I prepare some additional teaching materials to help my learners understand or comprehend better.						
13	I understand and cope with reading skills classroom context appropriately.						
14	I know curricular materials available for students to teach reading.						
	C. KIRS (Instructional Representation & Strategies)						
15	I use appropriate examples to explain concepts related to subject matter/ reading.						
16	I use familiar analogies or illustrations to explain concepts of reading skills.						
17	I try to capture the interest of my students using my teaching methods in this subject/ reading.						
18	I create opportunities for students to express their views during class.						
19	I use demonstrations to help explaining the main concept of teaching reading comprehension/ skills.						
20	I use a variety of teaching approaches (loud reading, silent reading) to transform subject matter into comprehensible knowledge.						
21	I use multimedia or other technology (e.g. PowerPoint, hands on activities of printed texts) to express the concept of subject matter/reading activities						
	D. KSU (Knowledge of Students' Understanding)						
22	I am aware of students' prior knowledge when I teach reading skills (before class)/or during class.						
23	I know students' learning difficulties, errors and misconceptions of subject/reading comprehension before class /or during class.						
24	I ask questions to evaluate students' understanding of a topic/reading lesson.						
25	I assess/evaluate my students' understanding of the reading skills using various assessment methods.						
26	I use different approaches (questions, discussion, pair/group work etc.) to find out						

	whether learners understand.						
27	I give assignments to facilitate learners' understanding of the subject/reading lesson.						
28	I know the learning strategies (using background knowledge, making predictions, summarizing, cooperating, etc.) of my students						
	E. KP (Knowledge of Pedagogy)						
29	I use a wide range of teaching approaches in a reading classroom setting.						
30	I select effective teaching approaches to guide students' thinking and learning reading.						
31	I integrate language skills, such as reading with writing while teaching reading.						
32	I encourage learner autonomy and promote self-direction.						
33	I encourage students to participate and make meaningful interactions.						
34	I adapt my teaching based up on what students currently understand or do not understand						
35	I have a repertoire of using pre-reading, while-reading and post-reading stages/strategies						
	F. KA (Knowledge of Assessment)						
36	I determine the aims of assessment practices.						
37	I'm well informed about the uses of a wide variety of assessments of reading skills.						
38	I choose the methods of assessment which is appropriate for my students.						
39	I give appropriate feedback according to the results of the measurement process.						
40	I assess students' ability to generate and answer questions						
41	I assess students' understanding/comprehension of the reading text.						
42	I assess students' critical thinking skills by giving tests						

Part III: Teachers' Self-efficacy beliefs of their Pedagogical Content Knowledge/ PCK in Teaching Reading.

Instruction: Please, put a tick mark (√) in the column in front of the items to respond how confident you are in practicing the following teaching strategies in reading skills classes. `

Key: (5=Very Confident); (4= Confident); (3= Fairly Confident); (2= Not Confident) ; (1=Difficult to decide)

S.N	How confident do you think you are in doing the following activities in your teaching reading classroom?	5	4	3	2	1
1	I continually look for better ways to teach reading.					
2	I can use appropriate sources and materials for my students to teach reading.					
3	I can forecast possible questions to be asked and provide their possible answers right away.					
4	I can explain the terms and concepts that my students have difficulty in understanding the reading lesson.					
5	I can keep my students' motivation and interest alive while teaching reading.					
6	I can deal with learning problems of the students in reading.					
7	I know several ways or strategies to teach reading effectively.					

8	I don't think I am very effective in monitoring reading activities.					
9	I understand the process of reading well enough to be effective in teaching reading.					
10	I feel that I am generally responsible for the achievement of my students in EFL in general and in reading skills in particular.					
11	I find it difficult to teach students with reading problems.					
12	When teaching reading, I usually welcome student questions.					
13	I find it difficult to explain to students how to improve their reading					
14	I am not able to inform my students the best strategies of improving their reading skills.					
15	Whenever I teach EFL, I think of incorporating PCK skills into my reading lesson.					
16	Whenever questions arise from students, I feel comfortable to respond on the spot					
17	I am confident that I have all the necessary PCK/ skills to equip my learners with proper strategies of reading skills so that they can understand better					
18	I have a clear understanding of how students develop and learn reading.					
19	I can explain what should be done to clarify the terms and concepts that my students have difficulty in understanding reading text.					
20	I know the reading capability of every student I teach in my reading classes.					
21	To fully implement PCK in my reading class, I need additional support and training.					

Thank you very much for your co-operation in filling out this questionnaire!

APPENDIX B: Classroom Observation Protocol (CROP): Observation Checklist

Date: _____ Observer: _____ Teacher Code: _____
 School: _____ Grade: _____ Observation No.:
 # _____ Duration of lesson: _____ Number of students present: # _____ Lesson
 topic: Reading Skills Aims and objectives of the lesson:

Part I: EFL Teacher’s Classroom Practices of PCK in Teaching Reading

Instruction: Please, put a tick (√) mark to indicate the levels of implementation of the following classroom activities.

Key: Exemplary use (4); Some use(3); Very Little use(2) Attempted(1); Not Observed/Not Evident/ (0)

S. N.	Items	Levels of Implementation				
		4	3	2	1	0
	As the teacher teaches the reading lesson, he/she:					
	A. Instruction					
1	has good introductory hands-on tasks to build initial interest on students					
2	relates the reading text to students' background knowledge					
3	uses a flexible lesson design to facilitate the student's reading process					
4	makes the students active participants in the reading lessons					
5	uses coherent lesson procedures for delivery					
6	creates a supportive environment					
7	monitors students while working independently on the reading task					
	B. Explaining					
8	uses signposting of lesson goals during reading activities					
9	teaches students to self-evaluate their reading					
10	checks that students are aware of reading relevance					
11	introduces key words (vocabulary) critical to understanding important concepts					
12	teaches useful phrases that are relevant for the task					
	C. Strategies					
13	breaks down a complex reading task into sub-activities when it is necessary					
14	helps students to make inferences from the context					
15	encourages more capable students to “learn by teaching” or explaining					

16	encourages students to interact with equal peers					
17	helps students to analyze the task					
18	helps students to understand the characteristics (genre, register) of a reading text					
19	helps students to clarify and understand (passages from)/ parts of the reading text					
20	lets students create vivid mental images related to the reading text	4	3	2	1	0
	D. Modeling					
21	helps students to manage reading time efficiently					
22	uses visual materials (e.g. video, pictures, graphic organizers)					
23	helps students to give L2 output					
	E. Feedback					
24	uses repetition for better clarity					
25	uses clarification requests in L2					
26	uses recasts in L2					
27	uses explicit correction or feedback					
28	gradually withdraws teacher support from the reading task					
29	gives positive praise when praise is due					
	F. Questioning					
30	encourages students to generate questions about the reading text					
31	builds on student-generated questions in the lesson					
32	promotes student interpretations of the text					
33	asks students for opinions about text content					
34	uses thick questions					

Part II: EFL Teachers' Practices of PCK in Teaching Reading (A Step by step Approach)

Instruction: Please, put a tick (√) mark to indicate the levels of implementation of the following classroom activities/phases of teaching reading.

Key: Exemplary use (4); Some use (3); Very Little use(2) Attempted(1); Not Observed/Not Evident/ (0)

	Items	Levels of Implementation				
	A. Pre-reading Phase. During the pre-reading discussion stage:	4	3	2	1	0
1	The teacher asks the students to preview the text by having them read the title of the selection, look at the illustrations, and then discuss the possible contents of the text. (Scanning)					
2	Students were encouraged to activate their background knowledge through the use of K-W-L charts, webs, anticipation guides, etc.					
3	By generating a discussion about the topic before reading the selection, the teacher created an interest in the reading.					

4	The teacher introduced and discussed the new vocabulary words in a meaningful context, focusing on those new words that were central to the understanding of the reading text.					
5	The students were encouraged to state or write predictions related to the topic of the reading selection.					
6	The objective for the reading lesson was clearly identified for the learners along with how that objective is related to previous lessons.					
7	The teacher continually assessed students' prereading discussion questions and					
	B. Guided Reading/While Reading Phase. During while reading stage:	4	3	2	1	0
8	The students were asked to evaluate their initial predictions.					
9	The students were asked to identify or read aloud portions of text that confirmed or disproved predictions that they had made about the reading text.					
10	An appropriate mix of factual and higher level thinking questions were incorporated into the comprehension discussion.					
11	The teacher modeled fluent reading and then encouraged the students to read fluently and with expression.					
12	The teacher monitored the students and gave proper assistance and feedback while they read or completed practice activities.					
13	The teacher modeled and encouraged the use of new vocabulary during discussion.					
14	The teacher periodically assessed the students' ability to monitor meaning.					
	C. Postreading Phase . During the postreading stage:					
15	The students were asked to read aloud sections of the text that substantiated answers to questions and confirmed or disproved predictions they had made about the selection.					
16	The teacher asked the students to retell the material they had read, concentrating on major events or concepts.					
17	The students were asked to explain their opinions and critical judgments.					
18	The teacher had the students provide a written response to the reading (e.g., written retelling, written summarization and written evaluation).					
19	The students were encouraged to use new vocabulary in written responses. Examples and modeling were provided by the teacher.					
20	Writing was used as a natural extension of reading tasks.					
21	The teacher continually monitored student's comprehension and provided appropriate feedback.					

APPENDIX C: A Questionnaire for Students (English Version)

Dear Student,

I am a PhD student in English Language and Literature at Addis Ababa University. Currently, I am conducting a research on EFL Teachers’ Pedagogical Content Knowledge in teaching reading skills. This study is being conducted with the objective of investigating/ gathering information about EFL teachers’ perception, self-efficacy beliefs and practice of pedagogical content knowledge in teaching reading. Your genuine responses for the questionnaire items is very crucial for the success of this research and will be used only for the purpose of this academic research. I, therefore, would kindly request you to respond honestly because your responses will be kept confidential and anonymous.

I thank you in advance and appreciate you for cooperating!

Part I: Demographic information

Please, put a tick (√) mark in the blank spaces when responding to the questions given below.

1. Gender: Female ____ Male ____ 2. Grade: ____ Section: ____

3. Name of your School: _____

Part II: Students’ Reaction to their Teachers’ Practice of /Practical PCK in/ teaching Reading

Put a tick mark (√) in the column in front of the items to to show your level of agreement about your English teacher’s practice of teaching Reading Skills in your class.

1= Strongly Disagree 2=Disagree 3= Undecided 4=Agree
5= Strongly Agree

	Items	1	2	3	4	5
	Instruction					
1	has good introductory hands-on tasks to build initial interest on students					
2	relates the reading text to students' background knowledge					

3	uses a flexible lesson design to facilitate the student's reading process					
4	makes the students active participants in the reading lessons					
5	uses coherent lesson procedures for delivery					
6	creates a supportive environment					
7	monitors students while working independently on the reading task					
	G. Explaining					
8	uses signposting of lesson goals during reading activities					
9	teaches students to self-evaluate their reading					
10	checks that students are aware of reading relevance					
11	introduces key words (vocabulary) critical to understanding important concepts					
12	teaches useful phrases that are relevant for the task					
	H. Hints (Strategies)					
13	breaks down a complex reading task into sub-activities when it is necessary					
14	helps students to make inferences from the context					
15	encourages more capable students to “learn by teaching” or explaining					
16	encourages students to interact with equal peers					
17	helps students to analyze the task					
18	helps students to understand the characteristics (genre, register) of a reading text					
19	helps students to clarify and understand (passages from)/ parts of the reading text					
20	lets students create vivid mental images related to the reading text					
	I. Modeling					
21	helps students to manage reading time efficiently					
22	uses visual materials (e.g. video, pictures, graphic organizers)					
23	helps students to give L2 output					
	J. Feedback					
24	uses repetition for better clarity					

25	uses clarification requests in L2					
26	uses recasts in L2					
27	uses explicit correction or feedback					
28	gradually withdraws teacher support from the reading task					
29	gives positive praise when praise is due					
	K. Questioning					
30	encourages students to generate questions about the reading text					
31	builds on student-generated questions in the lesson					
32	promotes student interpretations of the text					
33	asks students for opinions about text content					
34	uses thick questions					

	ያስረዳል/ታስረዳለች						
3	መምህራ/ርቷ የተማሪዎች የንባብ ሁኔታ እንዲሻሻል ምቹ ሁኔታ ይፈጥራሉ						
4	መምህራ/ርቷ ተማሪዎች ምንባብ በሚያነቡበት ጊዜ በንቃት እንዲሳተፉ ያደርጋሉ						
5	መምህራ /ርቷ ተያያዥ ሀሳቦችን በማጣመር ያስተምራሉ						
6	መምህራ/ርቷ ለተማሪዎች ምቹ የመማሪያ ሁኔታ በክፍላችን ውስጥ እንዲኖር ያደርጋሉ						
7	መምህራ/ርቷ ተማሪዎች በግላቸው ሲያነቡ ክትትልና ድጋፍ ያደርጉላቸዋል						
	ገለጻ አደራረግ/ Explaining/						
8	መምህራችን የትምህርቱን ግቦች/ ዓላማዎች ግልጽ ያደርጋል/ለች						
9	መምህራ/ርቷ ተማሪዎች የራሳቸውን የንባብ ክህሎት እንዲገመገሙ ያደርጋሉ						
10	መምህራ ተማሪዎች የንባብ ክህሎት አስፈላጊነትን መረዳታቸውን ያረጋግጣሉ						
11	መምህራ/ርቷ ለተማሪዎች ግንዛቤ የሚረዱ ቁልፍ የሆኑ አዳዲስ ቃላት/መድብለ-ቃላት/Vocabulary/ እና ፍቺአቸውን ያስተምራሉ						
12	መምህራ/ርቷ ተማሪዎች በቀላሉ መረዳት ይችሉ ዘንድ በንባብ ወቅት ጠቃሚ የሆኑ የቃላት ሀረጎችን / Phrases/ ያስተምራሉ	1	2	3	4	5	
	የትምህርት አቀራረብ ዘዴዎች/Hints/						
13	መምህራ/ርቷ ውስብስብነት ያላቸውን የንባብ ዓይነቶች ቀለል ባለ መንገድ ሸንሸፍ/ከፋፍሎ ያስተምራል/ለች						
14	መምህራ/ርቷ ተማሪዎች ከምንባቡ አዉድ ተረድተው /inference/ እንዲያጠቅሱ ያስተምራል/ለች						
15	መምህራ/ርቷ የተሸለ ግንዛቤ ያላቸው ተማሪዎች ቆመው ለክፍሉ በማስረዳት የበለጠ እንዲረዱ ያበረታታሉ						
16	መምህራ/ርቷ ተማሪዎች ከአቻዎቻቸው ጋር እርስ በእርስ እንዲተጋገዙ ያበረታታሉ						
17	መምህራ/ርቷ ተማሪዎች ስለ ንባብ ተግባራቸው እንዲያስቡና እንዲያሰላስሉ ያግዛሉ						
18	መምህራ/ርቷ ተማሪዎች ስለ አንብቦ መረዳት አጠቃላይ ሁኔታ እንዲገነዘቡ ያደርጋሉ						
19	መምህራ/ርቷ ተማሪዎች የምንባቡን አንቀጾች በደንብ እንዲረዱና እንዲያብራሩ ያደርጋሉ፣መረዳታቸውንም የተለያዩ ዘዴ በመጠቀም ያረጋግጣሉ						
20	መምህራ/ርቷ ተማሪዎች የተማሩት ምንባብ በተመለከተ የተሸለ ግንዛቤ / አእምሯዊ ምስል/ እንዲኖራቸው ያግዛሉ						
	አርአያነት/Modeling/						
21	መምህራ/ርቷ ተማሪዎች በሚያነቡበት ጊዜ ሰዓታቸውን በአግባቡ እንዲጠቀሙ ይቆጣጠራሉ ፣ ያሰራሉ						
22	መምህራችን ተንቀሳቃሽ ምስሎችን ማለትም ቪዲዮዎችና ሥዕሎች በመጠቀም ለማስረዳት ይሞክራሉ						
23	መምህራ/ርቷ ተማሪዎች እንግሊዝኛን እንዲጠቀሙ፣ እንዲናገሩ፣ እንዲያነቡ ያበረታታል፣ በክፍል ውስጥ ለተማሪዎች ምሳሌ ለመሆን ጭክ ብለው ያነባሉ						
	የግብረ-መልስ አሰጣጥ ሂደት/Feedback Provision/						
24	ጠንከር ያሉ ሀሳቦችን ለማስረዳት አንዳንድ ጊዜ መምህራ/ርቷ ድግግሞሽ/repetition/ ይጠቀማሉ						

25	የተማሪዎች የንባብ ክህሎት እንዲዳብር መምህራ/ርቷ የተለያዩ የማብራሪያ ዘዴዎችን ይጠቀማሉ						
26	መምህራ/ርቷ ተማሪዎች የሚያነሱአቸውን ጥያቄዎች ተንተርሰው የተለያዩ ከምንባቡ የወጡ ጥያቄዎችን ይጠይቃሉ፣ ይመልሳሉ						
27	መምህራ/ርቷ ግልጽ በሆነና በማያሻማ ሁኔታ የተማሪዎችን ሥህተት ያረማሉ፣ ግብረ-መልስ ይሰጣሉ						
28	የተማሪዎች የንባብ ክህሎት/ ችሎታ እየዳበረ ሲሄድ መምህራ/ርቷ ለተማሪዎች የሚያደርጉትን እገዛ እየቀነሰ ይሄዳሉ						
29	መምህራ/ርቷ ተማሪዎችን ማበረታታት አስፈላጊ ሆኖ ሲገኝ ተማሪዎችን ስለጥረታቸው በማድነቅ ያበረታታሉ						
	Questioning/የጥያቄ አጠያየቅ ሥነ-ዘዴ/						
30	መምህራ/ርቷ ክፍል ዉስጥ በተነበበዉ ምንባብ ዙሪያ ተማሪዎች ያልገባቸውን ጥያቄ እንዲጠይቁ ያበረታታሉ፣ ያደፋፍራሉ						
31	መምህራ/ርቷ ከተማሪዎች በተነሱ ጥያቄዎች ዙሪያ ውይይት እንዲኖር ያደርጋል/ያመቻቻሉ						
32	መምህራ/ርቷ ተማሪዎች ስለምንባቡ ያላቸውን ግንዛቤ ይገመግማሉ						
33	መምህራ/ርቷ ስለምንባቡ ይዘት/ ጭብጥ የተማሪዎችን ሀሳብ/አመለካከት ይጠይቃሉ						
34	መምህራ/ርቷ አንዳንድ ግዜ ከበድ ያሉ ጥያቄዎችን ጭምር በመጠየቅ የተማሪዎችን የመረዳት ችሎታ ይለካሉ፣ ይመዝናሉ						

APPENDIX E: Interview Guide for Secondary School EFL Teachers

Dear Teacher,

I am Akalewold Samuel, a PhD student in ELT at Addis Ababa University. Currently, I am conducting a research on “*Secondary School EFL Teachers’ Perception, Self-efficacy beliefs and Practices of Pedagogical Content Knowledge(PCK) in teaching reading skills*”. This study is being conducted with the objective of investigating the EFL teachers’ perception, self-efficacy beliefs and practices of pedagogical content knowledge in teaching reading. Your genuine responses for the interview questions is very crucial for the success of this research and will be used only for the purpose of this academic research. I, therefore, would kindly request you to respond honestly because your responses will be kept confidential and anonymous.

I thank you in advance for your genuine cooperation!

Semi-structured Interview Guide Questions

1. Introductory Question:

- Would you please introduce yourself briefly including your name, qualification, working experiences in terms of years and names of high school where you teach?

2. What is your perception/ understanding/ awareness about (the use of) Pedagogical Content Knowledge (PCK) in the teaching of reading skills?

Probing Prompt:

- What is PCK and what roles does it have in teaching reading?

3. How do you implement your Pedagogical Content Knowledge (PCK) in teaching reading skills?

Probing Prompts:

- In simple terms, how do you teach reading with PCK in mind?
- What methods, approach or techniques do you employ to teach it?
- Does PCK of a teacher make a difference on learners’ reading skills achievement?
How do you tell that?

4. How do you suggest reading skills to be taught practically in an EFL classroom?

Probing Prompts:

- What are the strategies that you use in the course of teaching reading skills
 - Which strategies are you comfortable with?
5. Do you think you are aware of your students' level of understanding in reading class? If yes, how do you explain that? If No, why not?

Probing Prompts:

- Do you have a means of checking your students' prior knowledge on the reading material?
 - If students do not show interest in learning your reading lesson, what would you do to boost their interest/ motivation?
6. Can you mention some of the ways by which you can transform the subject-matter knowledge of teaching reading in an easily understandable manner/form to your students?

Probing Prompts:

- What do you usually do to make learners feel better about the reading lesson?
 - What are the contents(Subject matter) curricular elements of the reading lesson that you teach in your class?
 - Can you tell me the contents that make up the reading lesson?(Levels and purpose in mind)
7. How do you assess your students' reading achievement? Can you mention some of the specific assessment techniques that you use while assessing your students?

Probing Prompts:

- When you assess your students' reading skills achievement, what aspect of reading skills do you emphasize more? (Comprehension, fluency, vocabulary...)
 - How does your reading assessment affect your students' reading ability?
8. How prepared or confident do you think you are in teaching reading skills to your students?

Probing Prompts:

- If you are asked to rate your level of confidence in your PCK how do you rate your level of confidence in teaching reading skills?
- How is it possible to identify/tell EFL teacher's sense of preparedness? What are the indicators?

9. What are the difficulties of teaching and learning of reading?

Probing Prompts:

- What are the difficulties that students in your classes face during reading lessons?
- When students get your reading lesson difficult, what strategy do you put in place to help them understand/ comprehend it properly?
- What are the challenges that you face when you try to make your reading lessons understandable to your students? Can you mention some of them?

Thank you for your contribution! I appreciate the time you took to give an interview with me. If you have any thing that you would like to add from your perspective, you are welcome. Thank you again for contributing for the success of my research!

APPENDIX F: Interview Transcriptions

The researcher used specific codes in order to designate teachers in an interview and to ensure confidentiality and efficiency in the selection process. The code commonly used for this purpose helps to maintain confidentiality and ensures that the interview process is conducted objectively. Additionally, a marking scheme is drawn up for each interviewee identified by a number or letter rather than by name, to maintain anonymity and fairness in the evaluation process. For the coding process the abbreviation used was KI(Key Informant) with Numbers 1,2...regardless of the schools where they were selected from. For the sake of convenience, the researcher has used the short codes (KI-1, KI-2, KI-3, KI-4, KI-5, KI-6, KI-7, KI-8, KI-9, and KI-10) for analyzing the data; where KI simply refers to Key Informant.

Interview Transcript I

Interviewee Code: KI-1

Sex: Male

Interviewee's School: Addis Ketema Sec. School

Duration of interview: 47:42 Minutes

Qualification: B.A in English

Working Experience: 15yrs

Interviewer: The Researcher

Researcher: What is your perception/ understanding/ awareness about (the use of) Pedagogical Content Knowledge (PCK) in the teaching of reading skills?

KI-1: Emmm yeah, to be specific, emm... , it is a skill actually; one of the four basic language skills is reading on which most lessons are based. And also as English is medium of instruction for high school students then it is also very helpful if I apply actually reading skill using the right methodology. Of understanding how a particular passage is written which is read is prepared. So, the way that they come across to achieve what is planned in the reading session is expected to be planned actually. So, there is a way that I can teach my students the methodology that I am applying. It is a practical means to achieve your plan.

Researcher: What is PCK and what roles does it have in teaching reading?

KI-1: The pedagogy is actually the way that you can apply to achieve what you have already planned. As a skill, reading is the most important and the best skill that you are expected to teach your students as everything in the school compound is related to reading; whether you call it Mathematics, Physics, Biology, Chemistry its medium of expression is English. So, in order to let them read and understand those subjects then you have to apply the right methodology, practical teaching for your students to go into different kinds of reading elements so as to understand and try to get the gist of the main idea of that particular reading and also how it is

organized the whole particular; it can be a book or it could be a passage or an essay or it could be anything whatever it is. Emm, there are different kind of ways that we can apply in the classroom situation. So, your students would understand how to apply actually the right ...how to read and understand different kinds of reading which is written actually.

Researcher: How do you implement your Pedagogical Content Knowledge (PCK) in teaching reading skills?

- In simple terms, how do you teach reading with PCK in mind?
- What methods, approach or techniques do you employ to teach it?

KI-1: Most of the time what I do is there are different ways that I can apply there in the classroom situation. We may be given a particular kind of passage for us to read and then after applying those mechanisms, which helps us to understand that particular passage in relation to reading. Then, Emm, I will try to assess whether my students have caught me on those methods that they are expected to apply in reading different kinds of reading elements. So, Eh..I mean that way I give different kinds of elements for me to check or assess my teaching learning process. For example, I may give them different kinds of questions that I have taken out of the reading passage. It could be a comprehension question or it could be finding out the thesis statement to find out the most important gist/the main point of the passage and by giving or distributing them to the whole class. So I raise different kinds of questions and I may come to conclusion in which I could actually see how I am applying the methodology in my classroom situation in relation to teaching learning process.

Researcher: Does PCK of a teacher make a difference on learners' reading skills achievement? How do you explain that?

KI-1: Ehh, look I am a teacher. As far as I am a teacher, I am here because of the standard PCK elements. Those teachers without having this PCK how are they going to teach their own students? So, PCK is the most important in formal way of dealing with reading skill. So, the teacher with PCK knowledge is the best teacher who can apply the right methodology and achieve the target that he has already planned. So, a teacher with proper PCK makes a difference without any doubt.

Researcher: How do you suggest reading skills to be taught practically in an EFL classroom?

- What are the strategies that you use in the course of teaching reading skills? (Pre, While, Post-reading stages & Skills integration in mind)
- Which strategies are you comfortable with?

KI-1: Yeah, in the classroom situation, I can give them different kinds of materials and then emm..I try to distribute different kinds of methods to see whether students are really working and you know understanding the passage that they are given. Then giving those specific elements for students of different groups...then and also each and every student would come up with the finding and then we collect them together as a whole class actually students learn from their own peers and they teach each other...in groups. I may give particular group a passage which is similar to the of the other groups, but the questions may be different.

Researcher: Do you use silent reading approach or loud reading when you teach reading?

KI-1: I may use different kinds of approaches. Sometimes I may use loud reading approach in order to initiate them actually or the other students. And the other way I may use is silent reading approach because there are many cases where they may be applied. You may apply silent reading approach in the library as you are not allowed to read aloud. So you have to read it silently to achieve your goal in the classroom as well. Where there are so many students in the classroom you can use loud reading technique. Previously we had classes I mean more than eighty students in one particular class. So, you may give one student a chance to come out here and read the passage aloud or loudly to the whole class. So, students would come out that way and that is another way students would learn a kind of public speaking and so on.

Yes, I employ the pre, while and post reading strategies. Before they actually go into reading a particular passage I may give them different kinds of questions so as to discuss it together and then give them that particular passage they can actually integrate it with what they have already discussed. We have four language skills .I mean you can not separate one from the other. In the classroom situation what you are expected to teach is as far as English is concerned.... The skills are inseparable. Sometimes while teaching what I do is I integrate reading with that of speaking. Sometimes there are some students who are very interested in speaking than that of reading so this may be the way that you can actually bring one student with much interest to speaking to reading so as to take it for granted in a better way. So, I mean you may use ...you can not separate one from the other.

Yes, I think different kinds of strategies based on the classroom situation. I may group students in different kinds of groups and then give them different kinds of reading elements. Sometimes , to know emm..I may give them different kinds of cards and let them write those on those cards. I may let them write sometimes those words when I speak then I want them to bring different kinds of words that they have written on that particular paper while I am teaching. Then they would come up taking the role of the teacher, and they will take that turn so as to read it loudly to the whole class so other students will listen what he/she has already said it. There are different words, which are homonyms. I mean I may use different kinds of words like this in the classroom in teaching vocabularies. Through teaching vocabulary, you may teach them you know. Sometimes the background of the students matter. You may find some students who can not even read a single word. With out having a word at hand you can not teach a sentence. So, you have to take those steps. Before I go to reading session, I see the most important elements to find out the background of the students actually.

Researcher: Do you think you are aware of your students' level of understanding in reading class? If yes, how do you explain that? If, No, why not?

KI-1: Yes, indeed. In my class most of the times ...it is not waste of time actually eh.. before you go through the lesson that you are given or to understand your students ability without having that knowledge of students you can not achieve what you have planned. Therefore,...

So, understanding through reading the ability of your students then you can come up to achieve what you have already planned in relation to any skill, specifically reading skill, which is the most important skill, Yeah.

Researcher: Do you have a means of checking your students' prior knowledge on the reading material?

KI-1: Yes indeed! I give them an opportunity for them to come here in front of the students and read. So, I use loud reading approach in that case, and tell other students with in a group again I give them a kind of opportunity with a kind of chairman there. The other students would read, and students read with students(peers) and with discussion. This would help me to know who have the most important skill in mind and who do not have that. That would help me to classify students in different stages/categories, such as high achievers, middle achievers and low achievers. By bringing them together and also again low achievers grouping them with high achievers you may come up with what you have already planned actually.

Researcher: If students do not show interest in learning your reading lesson, what would you do to boost their interest/ motivation?

KI-1: Ok, Ehmm...this is the most important question actually which I have come across. Most of the time I search for different ways to grasp students feeling specific to reading, which is the most important knowledge actually.Emm , so what I have been doing is Eh..it is also psychological so what you do is you have to find those most important passages or stories come with those stories and I want them to bring different kinds of stories that they like most and read it to the whole class, that is another way actually. And once they read I let them/the other students to find out the gist of the story and different students interested with that would come to the discussion and then provide us with different kinds of feedbacks.

Researcher: Can you mention some of the ways by which you can transform the subject-matter knowledge of teaching reading in an easily understandable manner/form to your students?

KI-1: Yeah, emm... there are different ways I mean we are given as a teacher with in the book actually which is bulky, which is not attractive. What I do to transform the subject matter knowledge to students is actually provide them or initiate them with different kinds of mechanisms/rewards. It could be in terms of competition actually. So, based on competition, other students would come with so much interest. You know, it could be in mark reward or by providing them different kinds of rewards like pens and also exercise books and also with moral emm morally appreciating those students. These are the different ways that I can actually apply. As students with much interest actually there would be some kind of change; this is what I believe actually. So, the most important thing which I apply is more of psychological and also in classroom situation once I grasp the attention of my students then I apply those things that I am expected to apply actually.

Researcher: What do you usually do to make learners feel better about the reading lesson?

KI-1: Yes, indeed. Even some times they ask to repeat those things in the other classes as well. Yeah, as a feedback that tells me that such things may improve the interest of the learners to grasp the lesson.That would initiate me to follow those steps so as to students be attentive in my class.

Researcher: What are the contents(Subject matter) curricular elements of the reading lesson that you teach in your class? Can you tell me the contents that make up the reading lesson?(Levels and purpose in mind)

KI-1: There are different ways that ..I mean the most important thing that students find/get from reading is to understand the whole passage, which is what we call comprehension. There are

different ways that they can see the different parts of the passage in terms of paragraph they may actually read different kinds of paragraphs within the passage. In one passage we have about ten paragraphs and we may distribute each of the paragraphs to each of the students in the class so as to instill a kind of interest in them. In terms of time as well it is not achievable, but this is manageable. If you give one student the whole ten paragraphs, it will be boring. So, there are different kinds of strategies that you are expected to apply. And also there are different words which I ask them to write them down which they find very difficult. Ehmm,... leaving out those difficult words I would also initiate them to leave those words which they find very difficult and then try to understand the whole passage in general. And then, I would also teach them those difficult words particularly the meaning of unfamiliar word within the passage by using contextual ways of understanding and apply anything that is related to the passage so as to understand and come to the conclusion. And also sometimes before I go into a reading passage, I may apply different kinds of elements, language elements that they are expected to apply to understand about the paragraph for example, Emm., I may ask them to define paragraph to tell the whole class how they think of paragraphs, how many ideas and how many ..what are the most important elements about the thesis statement, supporting statements, emmm..and also most of the time I may apply reading as well so as to impress or attract them. I also integrate another skill like writing skill by teaching them how they write different agreement, disagreement sentences. Ehmm,.. that would actually help them to understand the reading environments

After teaching reading what comes next is the writing skill. Writing is the most important skill which I like it actually. Any thing is related to writing. People in their every day life, academic life are living with these different skills, reading as well as writing. So, if you actually apply the right way, these two skills, then...I can teach the rest without having any effort actually. Once, if somebody is trying to develop his own way of writing, then his confidence also will develop. I mean, it is very easy for you to go into the other skills if you apply these two. So, I most of the time focus on these two very important skills. I teach reading by using integrative method.

Researcher: How do you assess your students' reading achievement? Can you mention some of the specific assessment techniques that you use while assessing your students?

KI-1: Yeah, comprehension questions, for example, I give them different kinds of comprehension questions. In the classroom I may ask them different kinds of oral questions, and I would let students to bring me some kinds of questions that they generate actually.

Researcher: When you assess your students' reading skills achievement, what aspect of reading skills do you emphasize more? (Comprehension, fluency, vocabulary...)

KI-1: You can not actually drop one. You have to teach those. I mean, any thing that you are given is a scientific element that is most important element if you apply it in the classroom situation. So, as far as possible, I try to focus on each and every content that I am given there. So, I equally focus on different contents. I actually emphasize more on comprehension; that is the core of reading.

Researcher: How does your reading assessment affect your students' reading ability? Do you have conviction that your assessment makes some kind of development on your students reading ability?

KI-1: Yes, emm,.. look sometimes you may not apply the whole scientific evidence that you have at hand in relation to reading. You may try to find out according to the ability of your students. I mean those ways that are very helpful for you to see some kinds of change with in your students' ability. So, I mean there is a way that I can achieve this. Before I go directly into reading, then I have to try to find out the ability of my students in relation to reading. And then, once I found out that they are classified into three groups, then I would apply those mechanisms and methodology in the classroom situations specific to teaching learning situation, and try to see the changes and try to see practically in the classroom situation. Through that method I see many students coming into the front position from the lowest position. That is because of the methodology and mechanisms that I used actually in the teaching and learning process. I read every day so as to see a change, if I do not see any change I ask myself where is the problem? Look teaching learning process is an observational process/ research. You can see different kinds of problems, and also providing different kinds of solutions.

Researcher: How prepared or confident do you think you are in teaching reading skills to your students? If you are asked to rate your level of confidence in your PCK how do you rate your level of confidence in teaching reading skills?

KI-1: Yeah, I like English very well. It is by interest that I joined to be an English teacher. So, it is more than hundred percent if it exists actually about my confidence. (Long Lough) Yeah, if at all there exists, I am more than hundred percent confident.

Researcher: How is it possible to identify/tell EFL teacher's sense of preparedness? What are the indicators?

KI-1. Yeah, there are different kinds of indicators. Even, the way that a teacher presents his teaching learning content in the classroom situation will also tell you that actually emm.. you have to apply it what ever you have. So, students will also tell you that whether you are well prepared or not. If you are well prepared then you could see those students who are high achievers most of the time from the low achiever's status. You could see different changes as well. Interest is the most important thing in English. If you do not have any kind of interest it is only the salary that you get actually from teaching . So, if it is your interest you could see change. Any thing you have at hand, for example, laptop, smart phone is related to English if you are ready to learn. There are different kinds of experiences that you get every time. So, you can see different elements to say that this teacher is a well prepared teacher. This is a general way that I can present it to you.

Researcher: What are the difficulties of teaching and learning of reading? What are the difficulties that students in your classes face during reading lessons?

KI-1: Yeah, from students' perspectives actually is emm, students are very shy. You can not sometimes see ..the ability of the teacher. Teachers may undermine the ability of their students when we come to classroom situation. That would let students bored of the language itself. They hate it most of the time. Hating the language is sometimes very harsh. Emm..the text book is the most important problem. It has a negative impact; It is boring; the time that is given actually is forty something minutes, which is not enough. At least it requires two solid hours to teach different kinds of skills to apply it. So, most of the teachers, do the grammar part rather than teaching skills actually. I mean most of the time skill is you know ignored.

Researcher: When students get your reading lesson difficult, what strategy do you put in place to help them understand/ comprehend it properly?

KI-1: Yeah, it is based on the teacher. When my students find the lesson difficult, I will try to find out an other lesson which would actually bring them into this lesson. If I find out that this lesson would not fit into my students, then I wouldn't let it come into this session. Rather I would let them do some other tasks. I may sometimes give them in terms of paragraph to different groups and would see whether they understand it. Sometimes I chop the passage into different paragraphs and would give it to different groups of students. Or I would bring different groups of students to work together the passage which is very difficult. I would give the introductory part to some group and the rest part to others and I will bring them together and share their views.

Researcher: What are the challenges that you face when you try to make your reading lessons understandable to your students? Can you mention some of them?

KI-1: The challenges, yeah...the background of the students. Students come from different backgrounds. Sometimes we may find students who does not even read one particular word. That would be the most difficult part that you face in the teaching learning process while teaching reading actually. You may sometimes get into a class to teach two or three students only out of fifty or sixty students. It is because of the background of the students...

Researcher: Can you please say something that runs into your head about teaching reading from your perspective?

KI-1: Anything that you can see in the world even in the developed countries are using the language English. The developing countries are now a days are going into development. I mean education is the most important element; It is through reading, which is one particular skill, actually that you can achieve economic development. It is by understanding what you read and understand you can apply any knowledge that you have already had. So, knowledge is there, but you need to understand those ways that you can get that knowledge. Now a days people are moving there eyes into movies, so in order to bring them into this world of knowledge you need to teach them reading, specifically. Government as well as schools ...policy changes should also be done. The government focus must be where there is knowledge. So, we have to work hard and very well. This is the important thing that actually I can add.

Interview Transcript II

Interviewee Code: KI-2

Sex: Male

Interviewee's School: Halade

Duration of interview: 52:11 Minutes

Qualification: M.A in English

Working Experience: 13yrs

Interviewer: The Researcher

Researcher: What is your perception/ understanding/ awareness about Pedagogical Content Knowledge (PCK) in the teaching of reading skills?

KI-2: Well, in terms of Pedagogical Content Knowledge, teaching reading is I hope very important in order to create the awareness of the learners. Emm.. or in order to create communication specially for the learners. So, what I have is regarding Pedagogical content knowledge, most probably it is very important. What I know is it is about how to teach the language , especially how to teach reading skills.In order to teach reading skills the most important thing is the material. In grade nine this year students have text books, though they/we have English teaching material, the problem is students are not willing to bring their textbooks/ resources to the class room.As a result, we cannot teach a lot, but some how we tried to teach reading because teaching reading is very important in order to open the door to know or to understand what the language/ world is. So, this is what I have.

Researcher: How do you explain the roles of pedagogical content knowledge in teaching reading? What is PCK and what roles does it have in teaching reading?

KI-2: Actually, we teachers understand that the way how to teach the language, specially teaching reading. But as I said earlier the problem is the material. What is written in the textbook is not very important for students in my opinion. The language is not understandable, even though we are very ready to do the teaching, but the problem is with the material including with the students. If you do not have the reading material how can you teach? It is very difficult. The role is we teachers are prepared all the time, but the problem is with the availability of the material, and then students' side as well.

Researcher: How do you implement your Pedagogical Content Knowledge (PCK) in teaching reading skills? In simple terms, how do you teach reading with PCK in mind?

KI-2: Well, emm very nice, in terms of implementing the pedagogical content knowledge in the teaching of reading skills in the class room is for me is what I do in the classroom is I adapt some materials to teach not the whole classes not the whole texts. Sometimes, I take some texts from various sources and select appropriate texts then I try to teach them. But still the problem is students are not capable of reading material even they can not read one single word. That is their problem. As a result, we teachers are digressed to teach the reading material. Teaching the reading material is not only when we are preparing our students for the national examination is also we are worried to provide reading texts. Why? We know and understand their capacity. If we brought them they can understand....We select the most appropriate texts not all the texts which are written in the text book, then we teach them very little based on their capacity.

when I teach reading, first of all I introduce the reading material/the text which I brought, then to some how I am going to invite them to look at the topic, then I let them to think of the topic a little bit then for a couple of minutes I let them to think. Then, as a teacher I have three phases just pre, post and while reading stages are there. This is my own way, but I never tell them the students. In the pre-reading stage, I let them to think of the title or the heading/headline. Then, in terms of the title, I am going to ask them two or three questions: what they think about the topic. Then, students are going to think of their prior knowledge in order to associate what they currently have.Then, after doing that activity, I let them to read the text. Then in while reading stage there might be multiple choice questions, true or false questions or there might be yes or no

questions. Then they do while they are reading. In the post reading stage what I do is some how I raise questions for discussion in order to help them think beyond the level. In this way , I may try to create their mind to think of what they read and the strategies.

Researcher: What methods, approach or techniques do you employ to teach it?

KI-2: Sometimes, some titles remind us to think of prediction. In order to predict students should think of what the title is. Then they are going to think or forecast what will happen in the future may be in terms of the title. Previewing might also be there to be used. Sometimes in a lower grades there is ABC strategies I do have. First of all I may give them the title, then I ask students to think of the main idea of the text, especially from one area of the text from one paragraph students are allowed to think of one main idea. And then students are to think what they read, especially the main idea or the central idea of the text. May be this strategy is helpful for me.I encourage them to think a lot. This is what I have.

Researcher: Does PCK of a teacher make a difference on learners' reading skills achievement? How do you tell that?

KI-2: Yes, I do think. Well, what I understand about our teachers is most of our teachers come to the class and invite their students' reading then they let their students to do their activities this is what the usually do. But in my part I never do what I told you. As a language teacher what is expected to be done in the classroom in terms of teaching reading is students are requested to read; unless they read they can not understand well. Be it grammar , spoken language or what ever it is reading is very important. So, as I said earlier, most of my colleagues when they teach even they are not willing to teach reading skills simply they leave it.

Researcher: How do you suggest reading skills to be taught practically in an EFL classroom? What are the strategies that you use in the course of teaching reading skills? (Pre, While, Post-reading stages & Skills integration in mind)

KI-2: Ok, in my understanding , to teach reading skills practically in the classroom is that, as a language teacher, English teachers should teach reading skills using different strategies. Reading does not mean that just blablabla..., but when you read there might be something to be gotten, right? So, what I advise for my colleagues is that when they are ready to teach the reading skills, they should also bring their own strategy, especially these three stages: pre, while and post reading. These are the steps, and also including the strategies, predicting strategy is the wonderful one. So, unless they are not prepared /ready to teach reading skills, they should not teach at all. My second advice is that it is not important to teach the whole text rather it is important to teach some selected paragraphs from a passage. Especially from the first paragraph we can get a lot of information as that information introduces the whole text. So, teachers should tell their students how they read, why they read and finally what they are going to get from that text. So, ignoring totally reading skills is forbidden for me or not advisable. Since it is prepared in the text book it should be taught. So, English should be taught beginning from lower grades. If you see private school students they are more advantageous than government school students in reading; they read and then understand and do a lot of activities. But the problem is here in the government school teachers even though they have the capacity to teach well they are not willing to do that. So, I should advise them to come up with their own strategies of teaching reading.

Researcher: Which strategies are you comfortable with?

KI-2: For example, skimming and scanning are very important, intensive and extensive reading strategies are also important. It doesn't kill the time, but very important strategy. To grasp the main ideas especially skimming is very important. Sometimes, in order to get pleasure, extensive reading strategy is very helpful.

Researcher: Do you think you are aware of your students' level of understanding in reading class? If yes, how do you explain that? If No, why not?

KI-2: Emm..., I don't think so. I know the students in my class who can perform better. Most of the times I am wasting my students only for two or three students out of thirty or forty students. In general majority of the students in my school are not competent.

Researcher: Do you have a means of checking your students' prior knowledge on the reading material?

KI-2: Yeah, in order to check their understanding what I do is I ask questions. Asking questions is one of the techniques of checking or understanding the level of students. So, when I provide the reading text, if they understand the text I can realize their level. But I do not use any other technique of checking because there are only few number of students who can understand what is presented to them. Most of the students do not understand and are not even willing to learn reading. They are allergic for reading.

Researcher: If students do not show interest in learning your reading lesson, what would you do to boost their interest/ motivation?

KI-2: Very good question. Emm...as I told you earlier most of our students do not have the reading materials, but grade nine students have their own reading material. All the times what I declare them is unless they read they can not learn all the languages, including all other subjects; why because reading is one of the way of opening the door, so I encourage them to read. Even when they read the text in the classroom, they understand/learn the pronunciation for which I never worry about, but I encourage them to read and understand because reading should go with understanding. Without understanding reading could be nothing. So, I encourage grade nine students to bring their textbook/materials to the classroom, but students are not willing to bring their textbooks to the classroom. When I teach in private schools I used to distribute the material to a group of students by copying it as there is such a resource, but here the case is different as students do not have interest. Lack of interest is one of the head ache of our students here in government schools. They are not volunteer to learn even. So, the only thing I do in the classroom to instil interest in them is to advise them. I can not bring material to them, but I advise them as I am a teacher. Arousing the learners' interest is very important.

Researcher: Can you mention some of the ways by which you can transform the subject-matter knowledge of teaching reading in an easily understandable manner/form to your students? What do you usually do to make learners feel better about the reading lesson?

KI-2: Very nice question. I tried to mention earlier. but emm.. from the given texts I may select one appropriate text, then I provide for them then I let them to look the text then I will give a chance to students to look at the title and to think about it. I may not force them to look at the

whole text, but I may encourage them to focus on some of the parts of the texts only. Then I ask them questions like, “ what did you get from the text?” , “ Did you understand something from this text?” Some students may respond what they understood and others may keep calm or do not care about the text. For example, to boost their interest I may select the title, say for example HIV AIDS. Then I may let them think about what it is in order to activate their prior knowledge. Following my question, students may bring some ideas that they know about the topic. This is how I help them develop interest. Even sometimes I give them very difficult word, and before reading I write these unfamiliar words on the board. I tell them their definitions and their meanings. Why because some of the difficult words can be obstacle not to understand the text. So, in order to clear the ground I most of the times do that.

Researcher: What are the contents(Subject matter) curricular elements of the reading lesson that you teach in your class? Can you tell me the contents that make up the reading lesson?(Levels and purpose in mind)

KI-2: Emm, may be before I do the activities, in order to teach the reading activity I may set the objectives. So, the objectives might be reading, writing, understanding the whole text, may be understanding the general idea, and listing the items from that text. Students are going to list what they understand, and then if there is a dialogue question or discussion question, if there is debatable issue, so these all can be done based on the objectives.

Researcher: How do you assess your students’ reading achievement? Can you mention some of the specific assessment techniques that you use while assessing your students?

KI-2: You know emm.. at the beginning of our discussion, I tried to mention some of the difficulties of teaching reading. Here, you asked me the way of assessing our students. The only thing I do in the classroom is I bring them the text with a lot of activities, then they do those activities; this is one of the assessment techniques. May be WH questions can be asked, comprehension questions can be asked, may be gap filling questions should be asked based on the text, and true or false questions should be asked to a little bit. And sometimes, we are going to provide reading text in the final and in the mid-term exams.

Researcher: When you assess your students’ reading skills achievement, what aspect of reading skills do you emphasize more? (Comprehension, fluency, vocabulary...)

KI-2: Honestly speaking, most of the times, I emphasize on Wh- questions, knowledge questions and then vocabularies. Vocabularies are words which should be taught in order to develop their awareness or to be rich in vocabulary, and comprehension questions especially Wh- questions we use most of the times. Even in the actual text book, most of the questions are designed based on knowledge questions.

When I teach reading I use both silent reading and loud reading approaches. I sometimes read the text aloud by rising and falling my intonation by so doing I try to capture the attention of the students. It is very impressive. As you read when your voice goes up the students may try to listen to you because they will be impressed. So, sometimes I change my tone of voice, and the target is to catch the attention of the students. I use this technique frequently in the private school, but here in the government school students are not voluntary to listen to you, so that is the problem. ...Silent reading is also very important. I let the students to read very silently, then

in general they are asked to forward what they read; this is what I have been doing especially in the previous years, not this year.

Researcher: How does your reading assessment affect your students' reading ability?

KI-2: Emm.. if our students read it is my joy, but the problem is the students do not read the text you see. Not only me but also my colleagues are not voluntary to bring the reading text to the classroom, even to prepare very short text in the exam we try to prepare very short paragraph. Why because students are not voluntary to read. We can see any good result in reading text. That is whythis could affect our students result. So, we leave it, ignore it. I believe that my assessment affects my students reading ability.

Researcher: How prepared or confident do you think you are in teaching reading skills to your students?

KI-2: I am just confident enough to teach the reading. I have never worried about teaching it. I teach what I know; I teach what I understand because the language that we teach in our country is not ours. For that matter I have never worried about teaching reading as I am confident enough.

Researcher: Where does that confidence come from? If you are asked to rate your level of confidence in your PCK how do you rate your level of confidence in teaching reading skills?

KI-2: Lough.... Well three years ago I started an M.A program in TEFL at Hawassa University. Then, we tried to teach the reading; emm.., we have been very confident enough to teach. Our instructors are very genuine people. They let us do whatever we like; they are never worried about it, but as much as possible they tried to make up our mind or to sharpen us. On top of this I created my own confidence since I am an English teacher I should be confident enough. And also as much as possible I should know what I do; I should know the content. The confidence is created may be from this , [lough....].

Researcher: How is it possible to identify/tell EFL teacher's sense of preparedness? What are the indicators or the criteria?

KI-2: Emm.. this question is somehow good question, but it is also difficult question. Sometimes when we come together with my colleagues , we discuss on the issue. Sometimes even they do not allow themselves to listen to. I myself tell them what I know, but they try to ignore. The thing that they ignore is completely wrong way. They know and I know too. I do not care about what others feel; I suggest or I advise them what I understand, and I try to convince them to come down to the reality, but they are not willing. So, I should go simply my own way. Even though most of my colleagues are M.A graduates they suffer a lot. I do not know what makes them suffer. The indicator to label someone as well prepared or not is the content area or the subject matter.

Researcher: What are the difficulties of teaching and learning of reading? What are the difficulties that students in your classes face during reading lessons?

KI-2: Ok,.. lack of interest is one of the main challenges from students side. The other one is lack of relevant vocabulary. They are very poor in this regard. Even not only the students, but also we

teachers are very poor in vocabulary; as a result, we can not teach more and more/ intensively. Because of our poor vocabularies we can not apply what we know, emm.. Less vocabulary. The other problem is that students come from very poor background. The way they came up here is not as such good way. And also lack of the materials is another difficulty, right? Most of our students are hopeless. What I mean is they do not hope. They do not have any hope for the future. They simply think only for the day. This is what I understand about our students.

Researcher: When students get your reading lesson difficult, what strategy do you put in place to help them understand/ comprehend it properly?

KI-2: Emm., I ask them their problems. When I get the problems from students side , then I design way to bring students to the right position or to change their mind. I mean, may be it is general. It is as it is. Yesterday there is aproblem, may be tomorrow it will continue. So, I advise them not to worry about anything.

Researcher: What are the challenges that you face when you try to make your reading lessons understandable to your students? Can you mention some of them?

KI-2: Difficulties from teachers' side is that we teachers are not well prepared to teach the reading skills. And also sometimes we ignore texts because of the students are not voluntary to bring the materials/ textbook. That is why we ignore it. There is no more encouragement to teach the reading skills. Most of the times, we focus on the grammar part. That may be bankruptcy for us including I myself.

Researcher: Finally, let me give you a chance to add anything that is running into your head concerning the issue that we have been discussing so far, you are well come. Would you say something please?

KI-2: Ok, thank you. Emm..you are lucky because you are going to be a PhD degree graduate may be after some two or three years. So, what I would like to advise you is there is aproblem. The problem is the students who are learning at the university level even the graduating class students I tried to see, they are not capable. Even they can not introduce theselves. So, what I am suggesting is education is a key point for development. So, you are one of the part takers or the key person of the country. So, you have to try to do your own part genuinely.

Interview Transcript III

Interviwee Code: KI-3

Sex: Female

Interviewee's School: Alamura Sec. School

Duration of interview: 37:42 Minutes

Qualification: B.A in English

Working Experience: 28yrs

Interviewer: The Researcher

Researcher: What is your perception/ understanding/ awareness about Pedagogical Content Knowledge (PCK) in the teaching of reading skills?

Researcher: What is your perception/ understanding/ awareness about (the use of) Pedagogical Content Knowledge (PCK) in the teaching of reading skills?

KI-3: Emm.. that means the teaching methodology in reading lesson, the procedures,yeah. First of all I prepare a reading lesson and it may have pre-reading, while reading and post reading activities. The pre-reading activity may have an introduction of the lesson content to check whether they have the background knowledge and to identify that. In while reading activities the content to identify the topic like true/false questions or comprehension questions. In post reading stage extra activities like to relate to other skills and such kinds of skills can be included in such skills.

Researcher: What is PCK and what roles does it have in teaching reading?

KI-3: Students may read the content or lesson and to grasp or to get information from the reading passage. That means to make them involved in the real reading or to help them understand what they read in the classroom and outside of the classroom. So, the roles are to help them understand the passage.

Researcher: How do you implement your Pedagogical Content Knowledge (PCK) in teaching reading skills? In simple terms, how do you teach reading with PCK in mind?

KI-3: First of all to introduce the reading lesson, the title. Based on the introduction of the title we may ask to identify their background knowledge about content. And again, observe the classroom situation, and prepare the teaching material for them to read and students should bring their textbooks, such situations must be fulfilled otherwise it may be challenging if the teacher reads and students simply listen. That may not fulfil the target of comprehension or understanding.

Researcher: What methods, approach or techniques do you employ to teach it?

KI-3: What I do in the classroom is just make the students read by themselves. Most of the times, after I have got this pedagogical content knowledge in teaching language in general and teaching reading in particular, reading should be learned by themselves. If students come up with the material we can practice reading in the classroom otherwise they will do it at home. At the moment I make my students to read the material by themselves silently. If it is accessible individually or may be to find out some kind of information in groups or individually read and answer the questions.Most of the times I do not use loud reading in the classroom. At this moment, specifically in this year generally we focus on selected topics of reading. Otherwise we do not face it in the classroom situation where we do not have enough time to do it.

When I get into the classroom, first I may introduce the day's lesson, revise the previous lesson, and after that I may open discussion of the day's lesson. I may first raise oral questions, then written activities through that may be observations. Finally, concluding the lesson orally or and so on, or like this way. About the methods, what I do is just encouraging the students to read, and to answer the questions based on the text. Their reading skills should be developed through practice at the classroom level or outside the classroom. I give them practice opportunity. I tell them a lot about practice and evaluate to identify whether they understood or not.

Researcher: Does PCK of a teacher make a difference on learners' reading skills achievement? How do you tell that?

KI-3: That is completely different from my experience, first I was in TTI Teachers' Training Institute and worked for some years in the elementary schools. Then I got a diploma course... emm.. it is different from my own upgrading level and from my understanding and again my implementation was improved. So, PCK makes a difference.

Researcher: How do you suggest reading skills to be taught practically in an EFL classroom?

KI-3: Normally, it is better if we can implement the pedagogical content knowledge or pedagogical approaches one by one, but most of the time from background of our students we can not implement it. Emm, what can I say, our students do not fit to their classroom level. They can not read, write totally. So, we can adjust according to the background of the students to fit / teach them based on average students.

Researcher: What are the strategies that you use in the course of teaching reading skills? (Pre, While, Post-reading stages & Skills integration in mind)

KI-3: May be sometimes, we follow the pedagogical procedures, but most commonly we can not do that. I do not have to ignore the procedures, but I try to simplify to help students understand the lesson. I sometimes keep the track of pre-, while- and post-reading strategies. If the size of the passage is longer I may not follow that procedure. During this time I may pick some sample portion of the text and then do it.

Researcher: From the strategies you employ which strategies are you comfortable with?

KI-3: Emm.., like oral questions, vocabulary questions or activities, just asking the content words or key words. We may talk about their experiences about the title like that.

Researcher: Do you think you are aware of your students' level of understanding in reading class? If yes, how do you explain that? If, No, why not?

KI-3: Yeah, students have different levels of understanding in the classroom. Sometimes in some situations we may follow high achiever students, sometimes in the middle achiever students or sometimes we follow the low achieving students. So, it takes time to make them or to initiate or encourage it takes a time and let them to join or to practice in the classroom.

Researcher: Do you have a means of checking your students' prior knowledge on the reading material?

KI-3: Emm.. I try to identify that based on their giving response. For example, by asking some oral questions, based on the reading text we ask questions. Some students may respond the questions without any difficulty in understanding. They easily understand and respond some others may not.

Researcher: If students do not show interest in learning your reading lesson, what would you do to boost their interest/ motivation?

KI-3: Ok, just encouragement. I encourage them to do and sometimes may change the method of teaching that is familiar to the classroom students.

Researcher: Can you mention some of the ways by which you can transform the subject-matter knowledge of teaching reading in an easily understandable manner/form to your students? What do you usually do to make learners feel better about the reading lesson?

KI-3: Emm.. if it is familiar topic there may not be any difficulty, but when the topic is not familiar we practice first or we relate with other related topic or we may discuss on the new vocabulary words and discussing the vocabularies and may do pre-reading activities let them discuss. After that I mean after encouragement I should let them read. By so doing I make my learners feel better about the reading lesson.

Researcher: What are the contents (Subject matter) curricular elements of the reading lesson that you teach in your class? Can you tell me the contents that make up the reading lesson?(Levels and purpose in mind)

KI-3: First, to grasp or identify the general information then just to understand the specific points. After that we may do based on the prepared questions. At the pre-reading stage I may do the general overview of the lesson or the reading passage, but while reading stage may be the general idea of the lesson as well as specific points. In the post reading stage we may ask students to relate or associate with other information or may be other skills. I teach reading by integrating it with other skills. That is reading with writing as well as with listening and speaking. And also vocabularies are our key contents of teaching reading skills. So, they can be used with listening or speaking. I teach vocabularies most of the times at the pre reading and while reading stages.

Researcher: How do you assess your students' reading achievement? Can you mention some of the specific assessment techniques that you use while assessing your students?

KI-3: At the beginning you may ask oral questions. Then, you may give written exercises such as class work as well as home work, but mostly oral questions are a must. But most of the times because of shortage of materials as a test we don't practice it may be as a mid or final exam we do it.

Researcher: When you assess your students' reading skills achievement, what aspect of reading skills do you emphasize more? (Comprehension, fluency, vocabulary...)

KI-3: Emm... I emphasize on comprehension. That means checking whether they have got the idea of the lesson or not.

Researcher: How does your reading assessment affect your students' reading ability?

KI-3: Yeah, When you give them time in the classroom, they improve their reading skills as well as their understanding. This is what we have observed in the classroom, but if we do not give time and rush we will look at the difference.

Researcher: How prepared or confident do you think you are in teaching reading skills to your students? If you are asked to rate your level of confidence in your PCK how do you rate your level of confidence in teaching reading skills?

KI-3: Emm.. I can not say I am hundred percent confident, but I am confident somehow, yeah. I do not put my self in the higher confidence level, but I am somewhere at the middle.

Researcher: How is it possible to identify/tell EFL teacher's sense of preparedness? What are the indicators?

KI-3: First of all he/she, the teacher should have proficiency or academic knowledge(professional knowledge) as well as language proficiency. These are the criteria that help us to label someone is confident or not.

Researcher: What are the difficulties of teaching and learning of reading? What are the difficulties that students in your classes face during reading lessons?

KI-3: Yeah, emm.. the major problem from my experience is students' level of understanding or their background knowledge. That is a big challenge we have because commonly most students can not read and write this is a big problem. Some specific students can manage what we practice in the classroom or what we want to teach just comprehend or understand. Just few students in the classroom. The other problem is shortage of materials. I use my full time working with students' text book not only for reading lesson, but also for other lessons. I just motivate them and use my own technique to encourage them to bring their textbooks.

Researcher: When students get your reading lesson difficult, what strategy do you put in place to help them understand/ comprehend it properly?

KI-3: Just I make the lesson clear by conducting discussion on vocabulary and other parts. Then, we read together by sharing ideas in groups of three, four or five students, but that is not common. Sometimes, it is very challenging for them to use it.

Researcher: What are the challenges that you face when you try to make your reading lessons understandable to your students? Can you mention some of them?

KI-3: One thing that I face is lack of pre preparation which makes the teaching task challenging. The other one is teachers' knowledge gap has its own limitations.

Do you have anything to add?

In my opinion, the big problem is our students' background. So, considerable attention should be given to students at lower levels on teaching them each skills not only reading. This is because their background has a great role for their success or failure in my opinion.

Interview Transcript IV

Interviwee Code: KI-4

Sex: Male

Interviewee's School: Addis Ketema sec.School

Duration of interview: 38:32 Minutes

Qualification: B.A in English

Working Experience: 2yrs

Interviewer: The Researcher

Researcher: What is your perception/ understanding/ awareness about (the use of) Pedagogical Content Knowledge (PCK) in the teaching of reading skills?

Interviewee/KI-4: Okay, Pedagogical content knowledge is a way, the process which we use while we deliver our lesson or subject matter. It helps us in order to deliver our lessons easily in scientific way. This is what I understand about PCK. In my understanding pedagogical content knowledge can not be separated from what we do. So, it is inseparable from what I think practice/do, and what I believe. Yes, this is it.

Researcher: What is PCK and what roles does it have in teaching reading?

KI-4: Its roles are it makes anything to deliver easily. Yes, it helps teachers to teach and it helps students to learn without great difficulty.

Researcher: How do you implement your Pedagogical Content Knowledge (PCK) in teaching reading skills? In simple terms, how do you teach reading with PCK in mind?

KI-4: Ok, that is great. Emm.. you know while we teach reading skills it goes with different strategies and techniques. It is a scientific way to teach reading skills. For example, while I am teaching reading skills emm.. I come up with some strategies to teach reading. For example, I bring some new passages in addition to text book. There is reading passage, reading skills and strategies in the text book, but I use sometimes different passages which I developed myself. And to teach reading skills, I follow three steps, such as pre-reading, while reading and post reading. So, I use such techniques in order to help students learn reading in order to help them understand and how they are reading. This is not the only one, but I follow such procedures always.

Researcher: What methods, approach or techniques do you employ to teach it?

KI-4: As I said these stages are one of the techniques. The other techniques are skimming, scanning, and how they get the main idea of the text/ passage, and how they read with speed. These are the main techniques which always I use.

Researcher: Does PCK of a teacher make a difference on learners' reading skills achievement? How do you tell that?

KI-4: Why not? For example, PCK is very important in order to employ teaching reading skills, in order to avoid difficulties from students' side. It also helps teacher in order to deliver or teach in an easy way. It is scientific way that is why we say it helps those processes.

Researcher: How do you suggest reading skills to be taught practically in an EFL classroom?

KI-4: Oh, there is no a single best way, but I suggest all the time every teacher follow the strategies, how he or she teach reading skills. So, as I said before he or she should follow the phases of reading. For example, pre-reading, while-reading and post –reading as well as the skills or strategies such as skimming, scanning, and other strategies. So, they should follow these skills as English teachers.

Researcher: What are the strategies that you use in the course of teaching reading skills? (Pre, While, Post-reading stages & Skills integration in mind)

KI-4: When I teach reading I follow skills integrated approach. I can not teach reading skills separately from writing. So, I teach all skills integratively. I come up with some listening passage then I make students to listen and then I make them to report what they listened. I ask them to read what they understood and then I make them to read and write what they know in post reading stage. Finally, I teach them vocabulary, the words that are not familiar to students. At the end they will learn tense or grammar from that passage. So, I can't separate these all.

Researcher: Which strategies are you comfortable with?

KI-4: As I said there is no single best method, but I feel comfortable when I use all strategies because each of them have their own strengths and limitations.

Researcher: Do you think you are aware of your students' level of understanding in reading class? If yes, how do you explain that? If, No, why not?

KI-4: Emm.. , yes! All the times I try to bring some opportunities to read. Sometimes their text book on which some passage is written. Sometimes, I try to bring my own passage and at that time I try to identify how they can read and who is fast learner/ reader and who is slow reader. I tried but I cannot say I know them hundred percent because of limitation of time especially for grade nine. Among these students some of them do not even read single word as they do not have skills to read. That is very embarrassing.

Researcher: Do you have a means of checking your students' prior knowledge on the reading material?

KI-4: Yes, still I tried to do it twice specially for grade nine students. I teach two sections and as I said I bring my textbook and my own passage and I try to identify or check whether they can read or not. I tried to test twice by employing pre-reading, while reading and post reading, skimming and scanning is also there. I ask them oral questions and even though I didn't get correct answer, tried to check their understanding.

Researcher: If students do not show interest in learning your reading lesson, what would you do to boost their interest/ motivation?

KI-4: A teacher should know the psychology of the students otherwise he or she may fail by their lesson. So, he should understand what is going on the classroom; what students' interest is; He/ she should know this. As an English teacher I have to know and check the interest of my students. From my little experience(2 years) I know their interest while I am delivering the lesson. So, to address their needs I come up with the reading passage which I prepared myself. Sometimes I change the lesson even though I am very much comfortable with it. I do so in order

to make the lesson suitable for my students. If students are not comfortable with my lesson as they are my customers I should change it as an exit strategy. As I said students are all the time happy with grammar. So, I follow the integrated approach and go to grammar, vocabulary or speaking and come back to the lesson that I started before. I don't omit that very important lesson because their interest is changeable. So, that is why I come up with an other strategy. When I go to another class I may use variety of ways of delivering the lesson.

Researcher: Can you mention some of the ways by which you can transform the subject-matter knowledge of teaching reading in an easily understandable manner/form to your students? What do you usually do to make learners feel better about the reading lesson?

KI-4: First of all I tell my students about what reading means, the benefit /purpose of reading. I tell them that their life is highly connected to their reading than other skills. All the times, Ethiopian students are learning for marks and to get marks they have to read hard/ a lot; In order to read they should follow how they should read. I usually tell them this information for them to bear in mind so that they can be ready for reading. Their fluency, result, understanding is based on their reading. That is why I tell them the purpose of reading, that is it.

Researcher: What are the contents(Subject matter) curricular elements of the reading lesson that you teach in your class? Can you tell me the contents that make up the reading lesson?(Levels and purpose in mind)

KI-4: Emm..., reading lesson is always associated with different strategies, skills and techniques, and sometimes the subject matter is there among them prediction is one, guessing the meanings/ comprehension is there. And sometimes, implication is also there during while or post reading stage. After reading the text, they try to develop an impression of how they can imply/apply it in their lives. Vocabularies, skimming and scanning are also there in the content of the reading lesson.

Researcher: How do you assess your students' reading achievement? Can you mention some of the specific assessment techniques that you use while assessing your students?

KI-4: Emm... as I tried to say earlier I make them to read the reading text sometimes aloud and some other times silently. First of all I try to make them read silently for about some minutes then sometimes I make them to read loudly as it has its own advantages. Silent reading also has its own advantage, so I make them to use these strategies. I ask questions orally and in written form. Sometimes they reflect the ideas that are related to the reading text. And I sometimes assess their speed of reading.

Researcher: When you assess your students' reading skills achievement, what aspect of reading skills do you emphasize more? (Comprehension, fluency, vocabulary...)

KI-4: Ok, all the times I emphasize with the skills both macro skills and micro skills. Such as comprehension, prereading, while reading and post reading is there. These stages are found in macro skills. So, I focus in terms of skills.

Researcher: How does your reading assessment affect your students' reading ability?

KI-4: Yeah, sometimes my assessment techniques may have positive effect and sometimes it may have negative effect. The positive effect is that they read and understand the meaning, or the point which their teacher want them to internalize in their life. The negative effect is the students do not understand because of their background due to may be the medium of instruction. When the teacher uses English as a medium of instruction through out the period the students may fail to understand the lesson. Whether they are gaining advantage or not I can identify that by students' response and by their interest.

Researcher: How prepared or confident do you think you are in teaching reading skills to your students?

KI-4: My confidence is strong as to my understanding. I love teaching reading and I love reading for my self as well. I do have confidence in teaching. So, I evaluate myself as some one whose students understand him well.

Researcher: If you are asked to rate your level of confidence in your PCK how do you rate your level of confidence in teaching reading skills?

KI-4: I am not quite sure hundred percent. Still I lack something as I am novice/ fresh teacher. I am still there learning because reading skills is very complex and it encompasses different strategies or techniques. So, it needs learning more.

Researcher: How is it possible to identify/tell EFL teacher's sense of preparedness? What are the indicators?

KI-4 : The criteria is my audience, the students. The impact of my lesson on learners determines it. Are they happy? It is one criteria. Do they understand what I am delievering? Is another criteria. My confidence alone can not be a sole indicator of my preparedness. However, it is the students that determine as to me. But every teacher should come to class through preparation to use different reading skills startegies and contents of PCK.

Researcher: What are the difficulties of teaching and learning of reading? What are the difficulties that students in your classes face during reading lessons?

KI-4: Yeah, Emm.. difficulties from students perspectives are known/ obvious because students all the time don't want to learn the macro skills, i.e, speaking, writing, reading and listening as well as vocabulary. They all the time focus on grammar. So, they ignore these basic skills. When we try to teach these skills they say, " oh teacher why do we learn these skills? Why do we spend our time on them? They complain. There is lack of motivation from students side due to their background.

Researcher: What are the challenges that you face when you try to make your reading lessons understandable to your students? Can you mention some of them?

KI-4: Teachers come with old teaching method. There is also lack of theory for their teaching. Currently I joined an M.A program in TEFL at Hawassa University and my teaching approaches and skills are being changed due to the trainings I received. So, that helped me to teach every language skills not only focussing on grammar. I use integrated approach. The teachers common problem is using traditional teaching approach. They blame all the times the students.The

teachers they themselves say, “ let’s ignore teaching macro skills and teach only the grammar”. Only they focus on language focus aspect that is their problem. The teaching material is also another source of challenge for us to teach. The way it is prepared is something boring. The topics are boring because they are written in foreign contexts, cultures; it is not contextualized.

Researcher: When students get your reading lesson difficult, what strategy do you put in place to help them understand/ comprehend it properly?

KI-4: Yeah, as a teacher I have to understand what the text book says and if those ideas are very difficult for the students I come up with my own lesson written in students’ context. I try to make some passage prepared in contextualized way in order to address the interest of students I take some measurements by myself.

Researcher: Finally if you have anything to add concerning the issue that we have been discussing before, you are welcome.

KI-4: Thank you very much for this opportunity to express my suggestion. Emm.. to teach reading skills properly appropriate text book should be designed to students in the context of the students. That must be considered. The other one is we teachers should know the reading skills teaching techniques and strategies. We have to break the traditional status quo of the teacher in this regard. At the departmental level, the English department should organize discussion as to what is going on the teaching of macro skills because the students are totally ignoring these skills and focussing on grammar. Even the Ethiopian education system the university entrance exams also focus on grammar; that is why students give much attention to grammar, and teachers too.

Interview Transcript V

Interviewee Code: KI-5

Sex: Male

Interviewee’s School: Alamura

Duration of interview: 37:21 Minutes

Qualification: B.A in English

Working Experience: 36yrs

Interviewer: The Researcher

Researcher: What is your perception/ understanding/ awareness about (the use of) Pedagogical Content Knowledge (PCK) in the teaching of reading skills?

KI-5: Ok, when we say pedagogical content knowledge /skill means when you come to class to apply certain types of skills. It can be reading also. Using the strategy the method to be applied for the content in your class. So, in my perception this means following or using the steps or strategies to apply such skills in the classroom for our students.

Researcher: What is PCK and what roles does it have in teaching reading?

KI-5: The roles of PCK are as to me still preparing the content, following the ways or the strategies which can be relative with the actual class and preparing different activities to have

your students. So, in this case with prepared content or topic different strategies should be prepared.

Researcher: How do you implement your Pedagogical Content Knowledge (PCK) in teaching reading skills? In simple terms, how do you teach reading with PCK in mind?

KI-5: Okay, to apply this skill in my class the first thing should be preparing the content starting from the topic. The next thing should be that it must be related with students. Sometimes we are suffering because preparation of the content is out of the context in many cases. When we are coming down to our texts they carried dozens of contents out of the environment. So, it is better to make it contextualized. So, and then preparing very simple activity to be understood by your learners. And then finally you are expected to crosscheck that how they achieve or how they practice the given activity. So, starting from selecting or preparing the topic by making it contextualized and finally by checking and evaluating. This is my way of applying the skills.

Researcher: What methods, approach or techniques do you employ to teach it?

KI-5: Ok, when you come to class to apply the skills the method should be as I tried to mention earlier starting from preparing the content /lesson/topic, and then different activities should be prepared. So, it depends up on the prepared lesson or topic. Following the prepared lesson it is better to follow strategies. It can be showing reading aloud. Another may be preparing pieces of texts to be read in groups or individually. And then allowing them to practice pronunciation as it is found out to be important in applying this skill. In doing so I must try to apply the skills.

Researcher: Does PCK of a teacher make a difference on learners' reading skills achievement? How do you tell that?

KI-5: Yeah, of course. Even if we have the same kind of understanding, the way which we apply these skills may differ from one another from teacher to teacher. So, it is possible.

Researcher: How do you suggest reading skills to be taught practically in an EFL classroom? What are the strategies that you use in the course of teaching reading skills? (Pre, While, Post-reading stages & Skills integration in mind)

KI-5: Ok, it may be as mentioned earlier starting from preparing the content. According to application stages should be prepared. There is prereading, while reading and post reading activities. Following the steps, you are expected to prepare different activities according to the steps.

Researcher: Which strategies are you comfortable with?

KI-5: As to me , in classroom teaching reading skills, there is no best method because one is supporter of the other and the other is supporter of the other one. So, unless there is pre reading activity there is no more while reading activity, and unless there is while reading activity there is no more post reading activity. In this case we can say that they can be interrelated, or one can be supporter of the other.

Researcher: Do you think you are aware of your students' level of understanding in reading class? If yes, how do you explain that? If, No, why not?

KI-5: It is too difficult. Not only the background of learners, the background of teachers also is very influential. Sometimes, we may neglect the reading skills you see. The reason why is because it is challenging. For example, sometimes the content can be out of the context. The other, the teachers' background itself. Finally when we are coming down to our learners their background is very poor. They never like this skill sometimes including the teachers themselves.

Researcher: Do you have a means of checking your students' prior knowledge on the reading material?

KI-5: In this year I have done few things with new comers/ grade nine students. I have tried to give them opportunity to introduce themselves first by reading. I gave them some clues to be rehearsed on the blackboard, such as name, address, age, from which junior school they came. I gave them some important guides and then I instructed them to write down these information, second to introduce themselves by reading from their notes. In this case I have tried to apply two skills simultaneously, writing and reading there might be speaking too. This helped me to evaluate their background. These are my own means of checking my students background/ prior knowledge on reading. Then I categorized the learners according to their ability, and I graded their performance. Finally I have tried to discuss with them. I tried to compare one junior school with another junior school. So, this was my way to identify the level of the students.

Researcher: If students do not show interest in learning your reading lesson, what would you do to boost their interest/ motivation?

KI-5: To create motivation, different strategies are expected from teachers. In my case, first of all I choose very simple and contextualized situation or material. The other, I must show them by doing reading activities with different strategies. And then to arouse interest towards the lesson still I give them points.

Researcher: Can you mention some of the ways by which you can transform the subject-matter knowledge of teaching reading in an easily understandable manner/form to your students? What do you usually do to make learners feel better about the reading lesson?

KI-5: Yeah, as I have tried to mention, first the material should be relevant and to be very easy or needs to be understood easily. Having such activities you may raise their interest easily. When you are coming down to this skill, the material should be relative, clear and understandable. Sometimes they feel disappointed unless there is easy vocabulary emm the very large content should be chopped down into a paragraph to make it manageable. Sometimes vocabularies should be related to the lesson that you are teaching.

Researcher: What are the contents (Subject matter) curricular elements of the reading lesson that you teach in your class? Can you tell me the contents that make up the reading lesson?(Levels and purpose in mind)

KI-5: Yeah, when we think about teaching reading skills, we mainly base on textbook. As I tried to mention our text carried a dozens of activities from abroad may be ometimes from Nigeria, Keniya so on and so of on. The other types which we prepare are very interesting. When we are preparing based on students culture, students' age ,sport games, gender roles it will be better. In doing so you can apply using different activities.

Researcher: How do you assess your students' reading achievement? Can you mention some of the specific assessment techniques that you use while assessing your students?

KI-5: Emm... by giving them post reading activities with points, such as 3, 4, or 5 points. Another way, while teaching reading skills preparing true false questions, short completion questions, making opposites to teach them vocabularies. Unless they learn proper vocabularies they never learn the text. I use such and such types of strategies.

Researcher: When you assess your students' reading skills achievement, what aspect of reading skills do you emphasize more? (Comprehension, fluency, vocabulary...)

KI-5: Yeah, it depends up on your material. Some materials may guide you to evaluate comprehensively, some others may guide you to practice true false questions, what ever it is when you come to class you need to choose the simple way to complete in the same schedule with no homework and other activities short material in the same period

Researcher: How does your reading assessment affect your students' reading ability?

KI-5: It depends towards your material.(True/ false, completion, sometimes by using opposites, by giving short tests).

Researcher: How prepared or confident do you think you are in teaching reading skills to your students?

KI-5: Yeah, sometimes their background makes me to develop confidence. Even if I have shortage of knowledge, my students' level made me to develop confidence. And then I must satisfy them in my teaching. Thus, I am expected to make myself well prepared. I take time to prepare through repeated reading. I must understand the material first before presenting it to my students. So, sometimes this is the way of developing confidence. Another, their response, their interest, their being attractive makes me to get prepared for delivering the lesson.

Researcher: If you are asked to rate your level of confidence in your PCK, how do you rate your level of confidence in teaching reading skills?

KI-5: [Long Lougher...] Emm...Well, I am somehow confident because as I have tried to mention for you, the background you came through has its own problem. The profession is teaching and learning now and then. When you are teaching your students at the same time you are learning yourself.

Researcher: How is it possible to identify/tell EFL teacher's sense of preparedness? What are the indicators?

KI-5: Lougher...Emm.. It needs very serious thing. I am a department head for this year. Especially in teaching grade nine we had discussion on the content of what we teach. Sometimes when we come down to teach reading what is the way of your teaching reading skill? We tried to exchange or share ideas among ourselves. In doing so you can identify the difference that exists between teachers. Some have knowledge, some may be not interested enough, the others can share the best way of teaching for you. So, in using such mechanism you can say teacher X, Y,

and Z are in this level or teacher A, B and C are in this level. This is the way to spot the difference between the teachers towards preparing the skill.

Researcher: What are the difficulties of teaching and learning of reading? What are the difficulties that students in your classes face during reading lessons?

KI-5: The way which they came through is one which is their background. Without experience many schools may ignore the skill rather than teaching grammar only or sometimes teaching vocabulary only. This is very difficult part for our learners. Thus, I say their experience, their background is a challenge. The other is the prepared materials themselves. Sometimes they are not available. One text is shared among three or more than three number of students. The other is the way of preparing the reading activity. Sometimes they are from abroad; out of culture. Sometimes they are very strange even to pronounce the person's name, cultural names, food name. So, the way in which the materials are prepared is a challenge.

Researcher: When students get your reading lesson difficult, what strategy do you put in place to help them understand/ comprehend it properly?

KI-5: Yeah, still it needs your interest, your preparation. In my case, by discussing with teachers we develop very simple activity. Not more than one or two paragraphs, very easy and contextualized. As we said before, to arouse their interest simply making the lesson contextualized is very important.

Researcher: What are the challenges that you face when you try to make your reading lessons understandable to your students? Can you mention some of them?

KI-5: Ok, let me say something according to myself; the way which I came through. When I am going back and back old days, to evaluate what was my experience, totally learning let alone the skill speaking skill, reading skill, writing skill, it may be known after grade nine. This shows that the way which I came through by itself is my difficulty. The other, sometimes I myself face lack of vocabulary, lack of culture which is from abroad(imported culture). If it is from our country it would have been very easy, but some areas are far away from our context. In the same country too. So, in my case these are my difficulties.

Researcher: Do you like to add something from your perspective that is running into your head about teaching reading?

KI-5: Okay, I do not have more because we have discussed so far about it. And also you are expected to support to show the way how schools have to apply the skill by giving training, by recommending the way. So and then according to the school level, the teachers, English teachers especially must have discussions in between about the way how they can apply the skill now and then discussing, sharing ideas, sharing experiences. In doing so we may create some important situations for the coming generation. This is my opinion.

Interview Transcript VI

Interviewee Code: KI-6

Sex: Male
Interviewee's School: Tabor
Duration of interview: 35:27 Minutes
Qualification: B.A in English
Working Experience: morethan 30 yrs
Interviewer: The Researcher

Researcher: What is your perception of PCK in the context of teaching reading skills?

KI-6: We are teaching English .language using the student-centered method, and most of the times students do not bring their text-book so because of that we are not able to implement it as required. That is the problem we face to apply student centered approach.

Researcher: What is PCK in the context of teaching reading?

KI-6: When we teach reading to students we use three stages that is pre-reading, while-reading and post-reading, and we feel that we need to apply that.

Researcher: How do you implement PCK in teaching reading skills? How do you teach reading with PCK in mind?

KI-6: First of all we need to help students memorize before reading the text whether or not students know that text and collect that text what they know earlier. We write some questions on the blackboard. Then we let them guess the meanings of unfamiliar words. After they guess the meanings, I am going to read the text, after they read the text I check to what extent they are correct reading the text.

Researcher: What are specific methods, techniques... you employ in teaching reading skills...

KI-6: May be I am giving different kinds of questions about reading skill. First I tell them how to scan or scheme , techniques..when they read vocabularies and when they need to knowledge, comprehension for general gist we use skimming and when the purpose is to get specific details I tell them to use scanning.

Researcher: Does PCK of a teacher make a difference?

KI-6: Yes, PCK of a teacher makes a difference because using different forms of pedagogical methods helps a teacher to make his teaching understandable to his learners. If teachers do not know how to teach or how to apply these skills s/he will not be able to make the subject matter understandable. However if teachers have PCK they will use the methods systematically since they know how to gain knowledge.

Researcher: How do you suggest reading skills to be taught practically in EFL classrooms?

KI-6: May be through reading aloud to the students in the class while some others are listening and this can also be done when some students read and while others are listening and the others are taking notes.

Researcher: What are the strategies that you employ in the course of teaching reading?

KI-6: I correct students' errors after they finished reading and after they finish their task. If I stop students from doing just to correct their mistakes they may fear and it may cause problem on students. If learners make errors of words, I may tell them at the time or right away.

Researcher: What strategies are you comfortable with when you teach reading?

KI-6: When I am teaching reading skill, when I have a text which they are reading silently, I will follow them silently on the reading by asking questions following them with their group. When they read I stay around and coach them by giving feedback, comments and etcetera.

Researcher: Do you think you are aware of your students' understanding in your reading skills class? How do you explain that?

KI-6: Yes, of course. Emm..may be I try to make them read part of the reading material or just a paragraph and check them to read it. By so doing, I can identify who is at which level about their understanding as to how much they can read, comprehend, how much they understand the questions after reading the text. I may ask them questions to check their understanding.

Researcher: Do you have a means of checking your students' prior knowledge of the reading material? If students do not show interest in your reading lesson what do you usually do as a teacher?

KI-6: May be I advise them to read at home and I instruct them to take time to read the text at home because I may ask each one of them by tomorrow means the next day. By the next day as I told them we start reading together and I will check it

Researcher: Can you mention some of the ways by which you can transform subject matter knowledge of teaching reading in an understandable manner to your students?

KI-6: May be ...Emm...when I am teaching reading skills, to promote students learning be it past tense or different kinds of tenses, I teach reading by integrating different skills with it with tense, vocabulary and others.

Researcher: What do you usually do to make learners feel better about reading skills lesson?

KI-6: Emm.... I give them different kinds of texts and advise them to listen to News in the Radios and they must be using it to practice their reading I advise them to read different kinds of fictions at their homes during their leisure time so as to develop their reading skills .Then, they must develop their fast reading habit and I check them..

Researcher: What is the curricular element that you check your students are doing in class?

KI-6: Emmm...Vocabularies, grammar, sequences of words and letters alphabetically, writing letters, punctuations and some others as well.

Researcher: How do you assess the reading achievement of your students? Can you mention some of the specific assessment techniques that you employ for reading skills?

KI-6: Emmm...may be to assess the students reading skills, I try to give them a piece of writing just to see them how they read it, how they use punctuation, how they read it and pronounce it.

Researcher: When you evaluate your students achievement what aspect of reading skills do you emphasize more?

KI-6: After they read the text, I check them how much they understand comprehension questions and other different questions from the text and give answers by giving tests from the reading passage. Sometimes, I prepare tests from text book and modify those that were prepared by others to make them best suit to the level of my students' understanding. If the tests are short enough, I take them as they are , but if they are long I will be engaged in shortening and modifying.

Researcher: How does your reading assessment affect your students' reading achievement? What is your observation or evaluation?..Do you feel that you are assessing your students' level of achievement in the best possible way?

KI-6: I believe that the students' background knowledge is affecting their reading skill. When they come from lower grade they did not come across with practicing this and hence this affects them. So, my assessment strategy is highly affected by my students' background.

Researcher: How prepared or confident do you think you are in teaching reading skills to your students? Do you feel that you are very much confident in teaching reading skills to your students?

KI-6: Okay, Emmm....I can't say I am highly proficient. I can't say that. May be medium because we are not doing reading skills every day and we may forget some of the methods. The reading materials are very long and not well designed, not short ,because of that most of the time we just ignore that portion of the lesson and go to other parts.

Researcher: How do we tell EFL teachers sense of preparedness in teaching reading skills? I mean can you mention your criteria?

KI-6: Emmm.... May be. I do not understand what criterias are. Emm... may be implementation of the practice teaching in the classroom. I can see that how it is being implemented in the class. May be that helps me to say as to what a teacher need to do pedagogically.

Researcher: What are the difficulties that you face while teaching reading skills?

KI-6: Teaching reading skills materials are very large and difficult to understand as it is not manageable for the level of the learners as it is not something that learners can easily catch. The other problem is the students' background knowledge is not good. When they are reading a text they really suffer as they have problem to read because of their poor background in English as a whole. The other problem is that students do not know anything about reading skill. They do not know what they are going to do with it while reading the material. Only few of the students know how to read and what they read.

Researcher: When you get your students feel board of your lesson what strategy do you put in place to capture their attention so as to help them understand the lesson?

KI-6: Emm.... as I told you previously, I try to motivate students to read, and I tell them as I give them some bonus marks if they manage to read it at home and read it in front of the students in

the classroom. By so doing, I try to boost their motivation and bring their attention to the lesson. At that time they become motivated to read more and more and next time they show willingness to participate in the reading task in the classroom.

Researcher: What are the challenges that you face when you are trying to make your reading lesson understandable to your students?

KI-6: Yes, there are some more challenges faced by our students. Few among the many challenges include: Class size, difficulty level of the text/ understandability of the text it self. Contextual miss-match because some of the texts are out of the context of Ethiopia consisting imported culture, imported ideas from other countries, that is a real challenge.

Researcher: Do you have anything that you would like to add?

KI-6: May be for the future, when the reading text and other skills are prepared, they should be short and precise to fit into one period long lesson.; It must be minimized and shortened yeah it must be like that. Otherwise if we are continuing this way teaching reading and other skills, we keep killing the generation. It must be something that students can easily understand.

Interview Transcript VII

Interviwee Code: KI-7

Sex: Male

Interviewee's School: Alamura

Duration of interview: 36:09 Minutes

Qualification: B.A in English

Working Experience: 6yrs

Interviewer: The Researcher

Researcher: What is your perception about PCK...?

KI-7: Okay PCK in teaching reading emmm..teachers' role in teaching reading skills is when we teach the reading our students get different knowledge from not only the texts but also every materials they happen to read. When they read as much as possible as the reading gives them different information and it gives different opportunities for the students also.

Researcher: How do you implement PCK in teaching reading skills?

KI-7: Emm... The best way of teaching reading for students is first of all we the teachers write some questions related to the texts on the board. As students read those questions, I give reading materials for the students which is either from text or from some where else. They read the question that is written on the board and from their text book and from any other material at that time they read their textbook perfectly and that is one of the methods of teaching reading. The other method that can help to teach reading in better way might be according to me is giving individual opportunities for each students by dividing the minutes when one student read some part, I will correct their mistakes may be the grammar or spelling words...and I will show them the right way.

Researcher: How do you suggest reading skill to be taught practically in an EFL classroom?

KI-7: I usually tell them that students cannot do anything without the skills of reading. So, I advise them to read in class and everywhere either in the school compound or outside the compound. You know students' text book has different kinds of materials, so I teach them that and bring different kinds of resources to make the lesson attractive so that learners can be motivated to read.

Researcher: Do you think you are aware of the level of your students' understanding in the reading skills classroom? If yes, how and if no why not?

KI-7: Yes, Emmm....When I teach them in one class there are 55 students in one class and out of these 55 students at maximum there may be some ten students that participate actively; some of them do not have any motivation to read. So, I just keep asking those interested students to check their understanding. I also ask those students who do not raise their hand to participate so that they can at least learn something. That is how I check my students' level of understanding.

Researcher: If students do not show interest in learning reading skills what do you usually do to boost their motivation?

KI-7: Ok, to boost students' motivation, what I usually do is I promise to give my students bonus marks for their active class participation. When I do this, students who do not show interest in reading also start to participate immediately.

Researcher: Can you mention some of the ways by which you can transfer subject matter knowledge to learners in the most understandable way?

KI-7: Yes, you know, Emm..it is clear that all students do not understand without the help of their teachers. Therefore, I use different methods to support my students, for example, after they read the text I translate the content of the text with their local language, such as Amharic and Sidamoo Affo in order to help them understand better. As a rule it may not be appreciated to support them all the times, but we will be forced to do so to assist their comprehension of the reading text.

Researcher: What are the contents of subject matter knowledge of teaching reading skills/ curricular elements of reading lesson?

KI-7: Okay, ...when I teach reading, I focus on parts of speech as it is the most important ingredient of teaching reading skills as I understand.

Researcher: How do you assess the reading skills achievement of your students?

KI-7: When I assess them, First I give them reading material and then there are questions that are drawn from the passage and assess, evaluate or grade their performance.

Researcher: When you assess their reading skills achievement what aspect of reading skills do you focus/emphasize more?

KI-7: We may assess them by teaching reading to assess their fluency bcs when they read they are reading and speaking , and their general understanding about the words-comprehension,

Researcher: How does your reading assessment affect your students' reading ability?

KI-7: Generally when I teach them I give them reading materials, and to assess their performance I give them quiz which accounts for below five marks, and sometimes test, assignment...mid and final exam.

Researcher: How prepared or confident do you think you are in teaching reading skills to your students?

KI-7: Oh, yes, I am 100% confident because I teach them not only the reading text but also additional materials when I feel that their text is not enough or not motivating for learners.

Researcher; How do you rate your level of confidence.....Yeah 100% confident.

How do you tell an English teachers' sense of preparedness in the context of teaching reading skills?

KI-7: The criteria is that we understand that from what the teacher does practically in class and by taking a look at how he prepares himself to deliver the lesson. Every teacher must know the topic of his every day lesson.

Researcher: What are the difficulties of teaching and learning reading?

KI-7: There are difficult words to understand in the passages. So, to teach those words I must prepare first. The teacher who did not prepare well and the students are almost equal as to me.

Researcher: What are the difficulties that were noticed in teaching reading skills from students side?

KI-7: Some students in the class room even though you help them much you cannot bring any change. Some students even may not be able to read their names correctly. They are very much fond of copying because of their poor background.

Researcher: When students get your reading lesson difficult what strategy do you put in place to get them back on track to your lesson?

KI-7: I try to arrange some make up classes so as to be of good help for them. Even after giving them such supports unfortunately you may not see sometimes any encouraging change.

Researcher: What are the challenges that you as a teacher face while teaching reading skills?

KI-7: The difficulties have many faces and manifestations. For example, some students even do not have interest at all, and they may even sleep while the lesson is under delivery; some others may even crack jokes and mock at each other and make fun in the class.

Researcher: What do you add finally that you feel needs serious consideration?

KI-7: What I want to say is that there is deep rooted problem in the education whole education system. For instance, administrators of the Education bureau and school directors want the teachers to give grace marks so as to make them promote to the next grade level no matter how poorly students achieve. There are some students that do not know anything and are ready only

to copy from students who perform better in class. Even for those students who do not correctly write their names, the school administrators want you give a pass mark for them. Undeniably, this is a real problem that is observed in all public secondary schools.

Interview Transcript VIII

Interviewee Code: KI-8

Sex: Male

Interviewee's School: Misrak Chora

Duration of interview: 39:05 Minutes

Qualification: B.A in English

Working Experience: 5 Yrs

Interviewer: The Researcher

Researcher: What is your perception, understanding and awareness about PCK in teaching reading skills?

KI-8: Okay, the pedagogy of teaching reading skills is of various types and reading should be taught by using different kinds of methods to evaluate students. Reading is very essential for students to be successful in English and other related subject areas. We evaluate our students by using different methods, but the mother tongue influences are the first kinds of obstacles. It is difficult to solve this problem if teachers do not use different kinds of mechanisms.

Researcher: What is PCK for you and how do you implement your pedagogical content knowledge in teaching reading skills?

KI-8: PCK for me is the means of teaching reading skills in an understandable manner. Yeah, when I am teaching reading in the classroom, first I select a topic and in relation to that topic and I distribute that to my students. Then, I instruct the learners to search the new words and order them to give answer to the suggested questions.

Researcher: Before staring teaching reading what do you suggest to be done at the very beginning? I mean, what methods, strategies, approaches do you think should be put in place to deliver effective reading instruction in your class?

KI-8: Okay, during while reading stage, I read first brainstorming questions to the students because they keep learners motivated and this may put them back in track for reading skills, but the material is not full-fledged. So, the teachers have a lot of task to do while preparing reading skills lesson.

Researcher: Does PCK of a teacher make a difference?

KI-8: Okay, emm.. I do not think so, but some teachers do not understand what PCK is at all some other teachers may have completed some part. It is not therefore possible to have a complete package of knowledge.

Researcher: Do you recommend a teacher to have complete package of PCK?

KI-8: Yes, it is very important and recommended issue as well. It is important but there is no such a training that can back up the classroom teacher from administrators' side. You as a teacher go to class to teach with only meagre amount of knowledge which you have grasped from the university where you got such a training; otherwise you have no other alternative way of empowering the teachers.

Researcher: How do you suggest reading skills to be taught in an EFL classroom in general?

KI-8: When I teach reading I use three clues, first I ask brainstorming questions, when I use pre-reading while reading and post reading stages. . Then I write down answers on the board by collecting answers from students. My way mainly is this one eventhough it is not complete one.

Researcher: From the strategies that you use with which strategy are you very much comfortable with?

KI-8: In school compound there is no good strategy, but when you go to magazine and different kinds of journals and internets /computer labs you may be able to capture some information. Perhaps, the government should give the school opportunities to prepare enough materials. This may solve the problem.

Researcher: Do you think you are aware of your students' level of understanding in your reading skills class? If yes, how if not why not?

KI-8: Emmm.. May be students do not have complete awareness because it is only English teacher that teach students in English but others ignore using English at all eventhough the medium of instruction is English. So, students reading skills awareness is not complete. Yes! I am aware of my students' level of understanding some students are fast learners, others middle learners and some others are top learners.

Researcher; Do you have a means of checking your students' prior knowledge in reading class?

KI-8: No, I do not have a means of checking my students awareness level.

Researcher: If students do not show interest in your reading skills class, what would you like to do to boost their interest?

KI-8: Emmm... What I do is instigating the learners to keep learning with interest. Mostly, I give them very essential reading material, and I give them a piece of advice.

Researcher; Can you mention the ways by which you can transform subject matter knowledge to students in an easily understandable manner?

KI-8: Okay, emmm... depending on the text, I select the topic and show them different kinds of things for example which is related to the passage and the paragraph. I tell them to read and respond to the questions drawn from the paragraph.

Researcher: What do you usually do to make learners feel good about your reading lesson?

KI-8: Emm.... Ok to make my students feel interested in my lesson, I give them interesting topic that is related to HIV virus, COVID-19 pandemic etc. When I give them such a topic they stay focussed and interested.

Researcher: Can you tell me the contents that make up the reading lesson?

KI-8: Emmm... Yeah the content is very essential to transfer varieties of information. There are comprehension questions, related to that question. The environmental, social and economic aspects of that specific topic is introduced to the learner.

Researcher: How do you asses your students reading achievement. What specific techniques do you employ?

KI-8: I use different mechanisms. I select the reading material and give them to read and give them feedback. Some activities like giving oral test, class activity, giving oral presentation, which is related to teaching difficult words or vocabularies are used frequently in my class.

Researcher; When you assess your students' reading skills achievement, what aspects do you emphasize more?

KI-8: Mostly, I emphasize on vocabulary and grammar teaching.

Researcher; How does your reading skills assessment affect your students reading skills achievement?

KI-8: Yeah, it helps learners to learn more.

Researcher: How prepared or confident do you think you are in teaching reading skills to your learners?

KI-8: Okay, I am fully confident in teaching reading skills to my students.

Researcher: If you are asked about the level of confidence in your PCK, how would you rate it?

KI-8: I feel that I am 100% percent confident in my ability to teach reading skills effectively.

Researcher: What are the criteria for an English teacher to say that someone is well prepared and someone is not well-prepared? What are the indicators?

KI-8: I give some advice to that teacher... to have confidence in teaching reading. That are the weakness of the teacher.

Researcher: What are the difficulties that you face in teaching reading?

KI-8: Yeah, there are different kinds of challenges, such as mother tongue challenge, lack of motivation, not comfortable environment, lack of reading materials and lack of supplementary materials.

Researcher: Do you have some difficulties that you can mention from students side?

KI-8: The students are not volunteers to learn English in general and reading skills in particular as they lack confidence and interest in some reading texts from their textbook. Students have a

wrong perception or mis-conception that they know reading skills, but practically they lack the necessary skill. Reading is the base for every academic achievement; I tell them this all the times.

Researcher: When students in your reading class feel bored of your lesson what strategy do you put in place to capture their interest?

KI-8: I implement the strategy of dealing with silent reading activity first. Then, they do the reading aloud by themselves afterwards. I use skills integration as a solution.

Researcher: What are the challenges that you face while teaching reading skills?

KI-8: The first challenge is the sitting arrangement which is not comfortable for group discussion. The other problem is that the assignment of huge number of students (98 students) in one class. This makes the classroom management issue very much boring and not manageable. The other challenge is the students' lack of motivation. The other problem is the school administration does not create opportunities where learners can participate on reading texts outside of the classroom. In the school compound, the students only depend on the text book for improving their reading skills.

Researcher: If you have anything that you would like to add, you are welcome, please?

KI-8: School compound is not motivating for the learners to work hard, and due to this learners do not have interest to learn reading. Parents always try to push their children to give attention to their studies but no change at all so far. Most of the students display disruptive behaviour in the classroom. This makes the teaching learning process very much difficult and often challenging.

Interview Transcript IX

Interviewee Code: KI-9

Sex: Female

Interviewee's School: Tesso

Duration of interview: 47:48 Minutes

Qualification: B.A in English

Working Experience: 17 Yrs

Interviewer: The Researcher

Researcher: What is your perception understanding or awareness of pedagogical content knowledge in teaching reading skills?

KI-9: Emmm, when I teach reading, first I give the chance to the students to use prior knowledge about what they are going to read. I give them the topic of the reading lesson and then lead them to the small group discussion by letting them sit in pairs or in groups then I ask them to do certain activities. Before ordering them what they are going to do, I give them instruction as to how they are going to do the question. I tell them to consider the three parts/stages of teaching reading, such as pre-reading, while reading and post-reading stages.

Researcher: How do you implement your pedagogical content knowledge in the teaching of reading skills?

KI-9: Emm, yeah I inform my students to use their prior knowledge before discussing each other and then after gathering information as to what they know and do not know. Then, I direct them to go to the reading passage. Sometimes I allow my students to read it by themselves or I myself read the text aloud for them. Then, I give them practice opportunities to discuss the ideas in the text.

Researcher: Can you tell me the methods, approaches, techniques that you use to teach reading?

KI-9: First, I read the reading text aloud to the learners and during while reading phase the students practice reading and do the exercises given therein. They first listen and then act accordingly about the questions given to them. I sometimes order them to read intensively and they tell me their answers.

Researcher: Does PCK of a teacher make a difference on their students' reading skills performance?

KI-9: Yeah, there is a difference; because of that difference the one who has complete package of PCK teaches better than the one who do not have it. I think it makes a difference.

Researcher: How do you suggest reading skills to be taught in EFL classrooms?

KI-9: Yeah, my opinion, when I teach reading I think it is better when they read by themselves intensively it helps the teacher to identify the text what each paragraph is talking about. We have to do intensive reading then there is vocabulary activities to be done which helps learners to increase their word power or knowledge of relevant vocabulary. The teacher picks the words that are difficult to learners and teach the meaning on the basis of that using dictionary and using context clues. Then, learners will be told to assign contextual meaning for the difficult words with the help of the teacher. And again after finding the meanings of difficult words, I lead learners to know the synonyms and antonyms of those selected words taken from the passage.

Researcher; From the strategies that you employ in teaching reading, on which ones do you rely more?

KI-9: Emm... at this time, it is better to teach reading skills using students- centered method as a lecture method is not good for learners. When learners discuss with each other they get a chance to learn more from their peers. Even though they feel ashamed of their poor English, I think learners still get some valuable things about speaking skill. Most of the times, I encourage my students to use English in the classroom rather than using their vernacular tongue. This strategy as to me makes students learn better.

Researcher: Do you think you are aware of the level of your students reading skills performance/understanding in English classroom?

KI-9: Emm.. as I told you before they know something they used during assessment of their prior knowledge during pre-reading activity. I check that by asking some questions to each student. If they do not know the answer, I tell them the answer.

Researcher: If students do not show interest in learning reading skills lesson what would you do to boost their interest?

KI-9: Emmm... sometimes most of the students do not want to participate in the reading lesson why because they are not able to understand everything written in the reading passage, they do not know the words and the language itself. That approach of the students makes the lesson more difficult to teach reading lesson. Sometimes, I give a piece of advice to the students to read everything with full confidence. I also tell them that practising reading makes them better students because as the saying goes practice makes perfect. Students fall short of interest on the reading part in general, but I help them by giving advice. May be sometimes, I read the text aloud to give them a model and then I let them read it aloud also at times. Specially, most of the female students do not want to read in the class, but with my encouragement they are trying their best to participate in reading aloud the reading text.

Researcher: Can you mention the ways by which you can transform subject matter knowledge of teaching reading in an understandable way to your learners?

KI-9: Emm... sometimes on students' textbook there is a picture and then I show them that picture before reading the text and then I instruct them to look at it and conceive some information about it. I also sometimes get materials from the teaching aid to help me associate the ideas brought forth by the text book.

Researcher: What do you usually do to make learners feel better about your reading lesson?

KI-9: Okay, sometimes when I happen to get a chart, I show them that when I find it relevant for them and that really makes them happy. Then after, I order them to discuss among their group members and feel free of fear. I also sometimes use the radio lesson to help them become good at listening and learn pronunciation as well. I tell my students to get into groups and let them compete reading properly.

Researcher: What are the contents or subject matter knowledge/curricular elements of the reading lesson?

KI-9: Emmm.. I sometimes, teach vocabularies, which are collection of unfamiliar words while teaching reading skills, vowel sounds and consonant sounds and how they are combined into one word. I list down these unfamiliar or difficult words on the blackboard. First of all, I tell my students the objectives of a reading lesson because if they do not know why they are reading they get out of the track. The major purpose of reading is to comprehend and to get some information from the text. Then I ask them what each paragraph is about. The other content that I teach is pronunciation of some of the word included in the text.

Researcher: How do you assess your students reading skills achievement?

KI-9: Emmm... during the activities of while reading phase, I tell my students to do some questions that are drawn from the text. First I read it aloud to give them a model and then instruct them to read it aloud by themselves to do exercises. They listen and answer the questions at the same time. During post reading phase they exchange their exercise books to cross check whether they did it correctly or not. Finally I give them feedback on the exercises that they did.

Researcher: When you assess your students reading ability what aspects do you emphasize more?

KI-9: I give more emphasis to comprehension because of the exercises which are about comprehension.

Researcher: How does your assessment affect your students' reading skills ability?

KI-9: Emm., I think as to me my assessment modalities have some impact on my students' reading ability. I assess the students what they have done and I ask them some oral questions and they give the answer; by so doing, I do assess their comprehension ability.

Researcher: How prepared or confident do you think you are in teaching reading skills to your students?

KI-9: Okay, to teach reading what I usually do is that I prepare myself ahead of time and choose the better way of delivering the lesson to students. I read the reading text a head of time by myself and pick out the difficult vocabularies and assign synonyms to those selected words. Sometimes I also use Amharic language to make the words more clear to my students. If you as a teacher keep talking only English in your class, students may hate your class, so I sometimes use Amharic and even their vernacular language to soften the meanings of so difficult words.

Researcher: How confident are you in teaching reading?

KI-9: Oh! I cannot say that I am 100% confident. As a teacher I practice everything ahead of time and I believe that practice makes me perfect in the future. My level of confidence is therefore somewhere at the middle/ medium.

Researcher: How is it possible to identify English teachers sense of preparedness? What are the criteria or indicators for that?

KI-9: Emmm.... The main indicator is that how a teacher transports/passes the subject matter knowledge to his/her students. Some teachers have the basic knowledge but do not know how to pass it on to the learners that is the language problem. Not all English teachers are good enough in teaching all the language skills.

Researcher: What are the challenges that you face in teaching reading to grade nine students?

KI-9: Sometimes, the reading passage becomes difficult to teach because it might not be accompanied by pictorial representations on the text book. Sometimes, I cannot get teaching aid. Other times, the passage consists of difficult words and those words cause obstacle to understand for learners as well as even for teachers.

Researcher: What are the difficulties that students in your class face while learning reading skills?

KI-9: I come across behavioural problems from some students. Some students even shout in the class and disturb the overall classroom scenario into a complete mess. Some students even do not like the subject English because of their poor background to learning English. As a result, they

fall short of interest to attend the lesson let alone participating in English class. They literally say “English subject is difficult and we do not understand it”.

Researcher: When students in your class feel bored what strategy do you put in place to get them back to the track?

KI-9: Emm.. what I do is I think, I give them home work so that they can get a chance to understand the matter deeply and to look up difficult words from dictionary. Sometimes I send them to library to refer to other related reading materials.

Researcher: What are the challenges that you face while teaching reading skills?

KI-9: Emm... I prepare myself before going to class and find the meanings of the difficult vocabularies from dictionaries. That helps me to deliver the lesson in a simple and understandable manner. Then, I adapt the lesson to make it best suit to the level of my students.

Researcher: What do you like to say finally concerning the issues raised so far?

KI-9: In teaching reading skills improvements are expected from both the students and teachers side; this is what I can say.

Interview Transcript X

Interviwee Code: KI-10

Sex: Female

Interviewee’s School: Tabor

Duration of interview: 30:40 Minutes

Qualification: B.A in English and M.A in Counseling Psychology

Working Experience: 15 Yrs

Interviewer: The Researcher

Researcher: What is your perception about the use of pedagogical content knowledge in the context of teaching reading skills?

KI-10: I think it is related with the methodology how English should be taught. We need different kinds of supports to increase awareness as well as achievement in reading skills.

Researcher: What is PCK and what roles does it play in teaching reading?

KI-10: I think it is the procedure of teaching that is related with pre-reading, while reading and post-reading stages. I mean it is the methodological aspect of teaching English.

Researcher: How do you implement your pedagogical content knowledge in teaching reading skills?

KI-10: Emm.. I implement the teaching practices by using different kinds of reference materials that best suits to my students, For example, there are lots of problems, such as shortage of book,

lack of time as we have only four periods within a week that is allotted for teaching English to our students. That is not enough to implement reading, yeah.

Researcher: How should reading skills be taught in your classrooms? What do you suggest to be done here?

KI-10: If it is possible, all students should get a chance to read silently as reading silently is more important to the students to get the important information about the passage or the text in my opinion, I think it is better to help learners opportunities to read silently as it may help them get the general as well as specific information of the passage. As to me reading aloud is used to pronounce some vocabularies because that helps them to improve their pronunciation to pronounce words correctly.

Researcher: Suppose you are in your class now, and you have the material at hand what do you first do to teach reading skills?

KI-10: What I do is , I first tell them the topic and write it on the blackboard and then I ask them about their prior knowledge regarding the topic. Then, I give chance to the students to read the passage, and finally I myself read the passage for them to help them see how some words can be pronounced correctly. Lastly, I let them do the reading comprehension questions.

Researcher: What are the methods, techniques or approaches that you employ while teaching reading as a separate skill in your classroom? Think of the possible strategies that you fell are important in your class.

KI-10: Sometimes, I explain new words or vocabularies by writing them on the board or only through oral explanation and then I let them read the passage and do the comprehension questions.

Researcher: Does PCK of a given teacher make a difference in his/ her teaching reading to bring about students' reading comprehension?

KI-10: Oh, Yeah PCK makes a great difference in his or her teaching because a person who has awareness about this concept may have all necessary information as to how reading skills should be taught.

Researcher: How do you suggest reading skills to be taught practically in EFL classroom? As qualified teachers we have our own ways of teaching reading.

KI-10: Yeah, in my point of view, I think students should read more at their home and then if it is possible they should bring their textbook or materials. In the classroom, they should read more and more and thus the teacher must help them when they read by showing them how they should pronounce new words through reading aloud etc. Most of the times, the students are not volunteers to read in the classroom, so to motivate them sometimes I give bonus marks. This action of mine encourages them to read and do activities in my class.

Researcher: Do you think you are aware of your students' level of understanding their conceptions and miss-conceptions while teaching reading skills? If yes, how do you explain that and if no, why not?

KI-10: To some extent, I know my students' level of understanding. I get to know that information through the evaluation schemes that I apply in my class. For example, I ask them questions to check their understanding. Then, some students may raise their hands immediately to respond to those questions; while some others keep simply quiet because they could not be able to find out the idea of the reading passage. Then, for those who fall short of understanding, I employ some sort of remedial action, and I give them group work.

Researcher: As teachers we need to know who is who and who is where in the subject matter that we are dealing with in terms of level of understanding. Sometimes, it is common to see that our students fall short of interest to learn reading. During that time what do you do as a strategy to get them back on track?

KI-10: Most of the students consider reading as boring subject as they do not like it. So, what I do is I give them a piece of advice "to use it or lose it". First of all, I encourage them as much as I can to get the best out of their reading skills.

Researcher: Can you mention some of the ways by which you can transform subject matter knowledge to students in the best possible and understandable manner? What are the contents that you focus on when teaching reading?

KI-10: Most of the times I use student-centered approach as it is useful for students to give them practice opportunity in groups and to practice speaking or self-expression. When I teach reading I try to emphasize on vocabulary, comprehension, fluency and grammar aspects in a balanced way as much as possible.

Researcher: How do you assess the reading achievement of your students? Can you mention some of the strategies that you do employ in your reading skills class?

KI-10: As I told you before, I used to give them bonus marks to lift up their motivation. I assess my students' ability in reading by giving them tests, mid-exams and final exams to check their comprehension skills.

Researcher: When you prepare reading skills test what aspect of reading skills do you emphasize more?

KI-10: I mainly emphasize on pronunciation, speech rate etc.

Researcher: How does your reading assessment affect your students; reading ability? Do you have confidence in your reading assessment for the fact that it might have some impact up on your students' ability/ achievement?

KI-10: I can say...Emm..I really do not have full confidence in my assessment techniques.May be for the future, I will have confidence.

Researcher: How prepared or confident do you think you are in teaching reading skills to your students?

KI-10: Well, I prepare myself to effectively teach reading skills to my learners as to what to teach how to teach whom to teach and the like.

Researcher: It you are asked to rate your level of confidence, whee do you put yourself?

KI-10: I think I can find myself at the middle, not at the top ; that means I may be found somewhere around 60% percent to 70% percent.

Researcher: What are the criteria to say that someone is well prepared or ill prepared? What are the indicators to measure some ones sense of preparedness?

KI-10: It depends up on the individual. As I think, to say someone is well prepared, s/he should be ready all the times to discharge the responsibilities of teaching effectively. The teacher should read different kinds of references all the times to teach reading properly. So, I say to you that a reading skills teacher should be the one who reads all the times.

Researcher: What are the difficulties that you face as a teacher while teaching reading skills?

KI-10: According to my point of view, the first problem is lack of textbook at schools. Students do not have this material at their reach to learn, In absence of textbooks when I read the passage to my students, the activity becomes simply listening not reading,

Researcher: What are the difficulties that students in your class face?

KI-10: Lack of time to do the reading skills activities are other problems.

Researcher: Sometimes it is common that our students may face a challenge and because of that they may not be able to understand the subject matter as expected. During such moments, what strategy do you use to help them understand the subject matte properly?

KI-10: I simply explain the main idea of the passage and when I feel that they need more help I use local languages to simplify the content.

Researcher: Finally, if you have anything that you think might improve the teaching of reading skills, you are well come, please?

KI-10: I say experts in this area like you should act aggressively to improve the results that we expect from this area of teaching English. Thank you!

APPENDIX G: Open, Axial, and Selective Codes of the Interview Narratives

The researcher used grounded theory approach in order to do thematic categorization of the interview transcripts collected from the ten key informants (KI). To this end, the open code, Axial code and selective codes have been extracted for the ease of communicating the results of the interview data.

The interview data was processed in many different stages, such as collecting, transcribing, tabulating in open coding, Extracting Open, axial and selective codes, and finally thematic analysis was done.

Interview question one (1): What is your perception/understanding/awareness about PCK in Teaching Reading?

Open codes for Interview Q1

Open codes	Properties	Examples of participants' Actual words
<p>Important to help students communicate; learn</p> <p>Helps learners to attain different kinds of knowledge from their lessons</p>	EFL teachers need to possess PCK	<p>Well, in terms of Pedagogical Content Knowledge, teaching reading is I hope very important in order to create the awareness of the learners. Emm.. or in order to create communication specially for the learners. So, what I have is regarding Pedagogical content knowledge, most probably it is very important.(KI-1)</p> <p>Okay PCK in teaching reading... Teachers' role in teaching reading skills is when we teach the reading our students get different knowledge from texts, not only texts every materials when they read as much as possible the reading gives us different information us and it gives different opportunities for the students. KI-7</p>
<p>Practical means to achieve the teaching plan</p> <p>It is a means of teaching</p>	A way and methodology of teaching	<p>It is a practical means to achieve your plan.(KI-1)</p> <p>PCK for me is the means of teaching</p>

reading skills in an understandable way		reading skills in an understandable manner. KI-8
Teachers' knowledge about teaching	Helpful to teach reading skills through pre, while post reading stages	Emm.. that means the teaching methodology in reading lesson, the procedures,yeah.(KI-3) Okay, Pedagogical content knowledge is a way, the process which we use while we deliver our lesson or subject matter. It helps us in order to deliver our lessons easily in scientific way.(KI-4) Using the strategy the method to be applied for the content in your class. So, in my perception this means following or using the steps or strategies to apply such skills in the classroom for our students.(KI-5)
Roles of PCK	The right methodology is needed	The pedagogy is actually the way that you can apply to achieve what you have already planned. ..So, in order to let them read and understand those subjects then you have to apply the right methodology, practical teaching for your students to go into different kinds of reading elements so as to understand and try to get the gist or the main idea of that particular reading and also how it is organized the whole particular. (KI-1)
Have roles to grasp content or information	Involvement in reading	Students may read the content or lesson and to grasp or to get information from the reading passage. That means to make them involved in the real reading or to help them understand what they read in the classroom and outside of the classroom. So, the roles are to help them understand the passage.(KI-3)
Makes lesson delivery easy	Avoids difficulty while delivering a lesson	Its roles are it makes anything to deliver easily. Yes, it helps teachers to teach and it helps students to learn without great difficulty.(KI-4) Yeah, when I am teaching reading in the classroom first I select a topic and inrelation to that topic and I distribute

		that to my students. Then I instruct the learners to search the new words and order them to give answer to the suggested questions. KI-8
Preparation of content	Preparing different activities	The roles of PCK are as to me still preparing the content, (KI-5) following the ways or the strategies which can be relative with the actual class. And preparing different activities to help your students. KI-5
Paves way/ Suggests the use of strategies	Assists one to use different strategies to prepare the content	So, in this case with prepared content or topic different strategies should be prepared.KI-5

Axial codes and selective codes based on the open codes for Interview Q1&2

Open Code	Axial Codes	Selective Codes
PCK is important to help students communicate; learn	Learners will be able to communicate and learn well	Teachers' perception/understanding/awareness about PCK in Teaching Reading
PCK is a practical means to achieve the teaching plan.	Proper methodology and way of teaching	
Teachers' knowledge about teaching	What to teach and how to teach it	
Have roles to grasp content or information	Multifaceted roles of PCK	PCK has various types of roles in teaching reading skills
Makes lesson delivery easy		
Preparation of content easy		
Helps learners to attain different kinds of knowledge from their lessons		
It is a means of teaching reading skills in an understandable way		

Open codes for Interview Q3: How do you implement your Pedagogical Content Knowledge (PCK) in teaching reading skills?

Probing Prompts:

- In simple terms, how do you teach reading with PCK in mind?
- What methods, approach or techniques do you employ to teach it?
- Does PCK of a teacher make a difference on learners' reading skills achievement?
How do you tell that?

Open codes	Properties	Examples of participants' words
Apply different types of methodologies	EFL teachers use several types of mechanisms to teach reading	<p>Most of the time what I do is there are different ways that I can apply there in the classroom situation. We may be given a particular kind of passage for us to read and then after applying those mechanisms, which helps us to understand that particular passage in relation to reading. Then, Emm, I will try to assess whether my students have caught me on those methods that they are expected to apply in reading different kinds of reading elements.(KI-1)</p> <p>Emm.. you know while we teach reading skills it goes with different strategies and techniques.(KI-4)</p> <p>Emm, yeah I inform my students to use their prior knowledge before discussing each other and then after gathering information as to what they know and do not know. Then I direct them to go to the reading passage. Sometimes I allow my students to read it by themselves or I myself read the text for them. Then , I give them practice opportunities to discuss the ideas in the text. (KI-9)</p>
Asking different types of questions	Raising question to help learners understand the lesson	<p>For example, I may give them different kinds of questions that I have taken out of the reading passage.(KI-1)</p> <p>Then in while reading stage there might be multiple choice questions, true or false questions or there might be yes or</p>

		<p>no questions.(KI-2)</p> <p>May be reading aloud to the students...some others are listening and the other students may be reading...some others listening and the others are taking notes. (KI-6)</p> <p>Emm... The best way of teaching reading for sts is... first of all we write some questions related to the texts. When they read those questions, then I give reading materials for the students which is either from text or from some where. Next, they read the question that is written on the board and from their text book and from any other material. (KI-7)</p>
Comprehension questions	Checking learners' understanding	<p>It could be a comprehension question (KI-1)</p> <p>When I teach reading I use three clues, first I ask brainstorming questions, when I use pre-reading while reading and post reading stages. . Then I write down answers on the board by collecting answers from students. My way mainly is this one eventhough it is not complete one. (KI-8)</p>
Finding out thesis statement	Giving learners task of identifying the gist	<p>it could be finding out the thesis statement to find out the most important gist/the main point of the passage and by giving or distributing them to the whole class. (KI-1)</p>
Adapting some materials	Preparing some materials from various sources	<p>I adapt some materials to teach not the whole classes not the whole texts. Sometimes, I take some texts from various sources and select appropriate texts then I try to teach them. But still the problem is students are not capable of reading material even they can not read one single word. That is their problem (KI-2)</p> <p>I come up with some strategies to teach reading. For example, I bring some new passages in addition to text book. There is reading passage, reading skills and</p>

		<p>strategies in the text book , but I use sometimes different passages which I developed myself.(KI-4)</p> <p>Ok, when you come to class to apply the skills the method should be as I tried to mention earlier starting from preparing the content /lesson/topic, and then different activities should be prepared.(KI-5)</p>
Introducing the topic	Letting learners think about the topic; background knowledge	<p>when I teach reading, first of all I introduce the reading material/the text which I brought, then to somehow I am going to invite them to look at the topic, then I let them to think of the topic a little bit then for a couple of minutes I let them think.(KI-2)</p> <p>First of all to introduce the reading lesson and the title. Based on the introduction of the title we may ask to identify their background knowledge about content.(KI-3)</p>
Employing three phases of teaching reading skills	Pre-reading, while reading and post-reading phases	<p>Then, as a teacher I have three phases just pre, post and while reading stages are there.(KI-2)</p> <p>And to teach reading skills, I follow three steps, such as pre-reading, while reading and post reading.(KI-4)</p>
Prediction	Students are given a chance to predict about what they read	<p>Sometimes, some titles remind us to think of prediction. In order to predict students should think of what the title is. Then they are going to think or forecast what will happen in the future may be in terms of the title.(KI-2)</p>
Letting learners read by themselves	Giving a chance to learners to read independently	<p>I do in the classroom is just make the students read by themselves.(KI-3)</p>
Raising oral questions	Motivating learners to respond through questions	<p>I may first raise oral questions, then written activities through that may be observations.(KI-3)</p>
Using different types of strategies and techniques	The classroom teacher says she/he uses strategies and some techniques	<p>Ok, that is great. Emm.. you know while we teach reading skills it goes with different strategies and techniques.(KI-4)</p> <p>So, it depends up on the prepared lesson or topic. Following the prepared lesson</p>

		<p>it is better to follow strategies. It can be showing reading aloud. Another may be preparing pieces of texts to be read in groups or individually. And then allowing them to practice pronunciation as it is found out to be important in applying this skill. In doing so I must try to apply the skills.(KI-5)</p> <p>The other method that can help to teach reading in better way is/might be..acc. to me is giving individual opportunities by each students by dividing the minutes when one student read some part, I will correct their mistakes may be the grammar or spelling words...and I will show them.(KI-7)</p> <p>First I read the reading text aloud to the learners and during while reading phase the students practice reading and do the exercises given therein. They first listen and then act accordingly about the questions given to them. I sometimes order them to read intensively and they tell me their answers. KI-9</p>
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Axial codes and Selective Code based on Open codes for Interview Q3: Implementation of PCK in teaching reading Skills

Open Code	Axial Codes	Selective Codes
Apply different types of methodologies	Strategies, Methods, approach or techniques employed	Practical PCK Implementation of your Pedagogical Content Knowledge (PCK) in teaching reading skills. In simple terms, how do you teach reading with PCK in mind?
Asking different types of questions	Raises appropriate questions	
Comprehension questions		
Finding out thesis statement	To teach reading skills equipping learners with techniques of finding out	
Adapting some materials		

Introducing the topic	thesis statement, main idea	
Employing three phases of teaching reading skills	Teaching using pre, while and post reading strategies	
Giving individualized activities for individuals/ students		

Open codes for Interview Q4: Do you think you are aware of your students' level of understanding in reading class? If yes, how do you explain that? If, no, why not?

- Do you have a means of checking your students' prior knowledge/difficulty on the reading material?
- If students do not show interest in learning your reading lesson, what would you do to boost their interest/ motivation?

Open codes	Properties	Examples of participants' words
Categorizing students according to their ability group Giving opportunity for learners to read aloud...	Grouping learners and assigning various tasks to them;	So, It is possible to identify the learners' ability through giving them opportunity to read aloud then you can come up to achieve what you have already planned in relation to any skill, specifically reading skill, which is the most important skill.(KI-1) Yeah, students have different levels of understanding in the classroom. Sometimes in some situations we may follow high achiever students, sometimes in the middle achiever students or sometimes we follow the low achieving students.(KI-3) Sometimes, I try to bring my own passage and I try to identify how they can read, who is fast learner/ reader and who is slow reader. I tried but I cannot say I know them hundred percent because of limitation of time especially for grade nine. Among these students some of them do not even read single word as they do not have skills to read. That is very embarrassing.(KI-4) No, I do not have a means of checking my students awareness level. KI-8

		<p>Emm.. as I told you before they know something they used during assessment of their prior knowledge during prereading activity. I check that by asking some questions to each student. If they do not know the answer I tell them the answer. KI-9</p> <p>To some extent, I know my students' level of understanding. I get to know that information through the evaluation schemes that I apply in my class. For example, I ask them questions to check their understanding. Then, some students may raise their hands immediately to respond to those questions; while some others keep simply quite because they could not be able to find out the idea of the reading passage. Then, for those who fall short of understanding, I employ some sort of remedial action, and I give them group work. K-10</p>
Asking questions	Boosting their interest to participate by telling them about the importance of reading	<p>Yeah, in order to check their understanding what I do is I ask questions. Asking questions is one of the techniques of checking or understanding the level of students.(KI-2)</p> <p>From my little experience(2 years) I know their interest while I am delivering the lesson. So, to address their needs I come up with the reading passage which I prepared myself. Sometimes.(KI-4)</p> <p>To boost students' motivation, what I usually do is I promise to give my students bonus marks for their active participation. When I do this students who do not show interest in reading also start to participate. KI-7:</p>

Integrating one lesson with another language item, such as Grammar which students love most	Flexibility to help learners get the most satisfaction out of the reading lesson	So, I follow the integrated approach and go to grammar, vocabulary or speaking and come back to the lesson that I started before.(KI-4)
Both teachers' and students background is questionable in reading skills		Sometimes, we may neglect the reading skills you see. The reason why is because it is challenging. For example, sometimes the content can be out of the context. The other, the teachers' background itself. ... learners background is very poor. They never like this skill sometimes including the teachers themselves.(KI-5)

Axial codes and Selective Codes based on Open Code for Interview Q4: Teachers' awareness of their students' understanding/ prior knowledge and difficulties

Open Code	Axial codes	Selective code
Categorizing students according to their ability group to employ differential treatment		EFL teachers' awareness of their students' understanding of prior knowledge and difficulties
Giving opportunity for learners to read aloud...		
Asking Questions of various forms: Pre-reading While reading Post reading		
Integrating one lesson with another language item/ Skills Integration		
Boosting the learners' confidence/interest	When learners' interest is lost due to difficulty of the lesson	
Both teachers' and students background is questionable in reading skills in some cases		

Open Codes for Q5: Can you mention some of the ways by which you can transform the subject-matter knowledge of teaching reading in an easily understandable manner/form to your students?

- What do you usually do to make learners feel better about the reading lesson?
- What are the contents(Subject matter) curricular elements of the reading lesson that you teach in your class?
- Can you tell me the contents that make up the reading lesson?(Levels and purpose in mind)

Open codes	Properties	Examples of participants' words
Using different kinds of mechanisms, such as giving rewards	He uses schemes of competition-based rewards	What I do to transform the subject matter knowledge to students is actually provide them or initiate them with different kinds of mechanisms/rewards.(KI-1)
Selecting the appropriate reading material	Choosing a topic that intrigues learners' interest	I may select one appropriate text, then I provide for them then I let them to look the text then I will give a chance to students to look at the title and to think about it.KI-2 Okay, sometimes when I happen to get a chart I show them that when I find it relevant for them and that really makes them happy. Then after I order them to discuss among their group members and feel free of fear. I also sometimes use the radio lesson to help them become good at listening and learn pronunciation as well. I tell my students to get into groups and let them compete reading properly. (KI-9)
Asking some questions	Posing questions to check understanding	Then I ask them questions like, " what did you get from the text?" , " Did you understand something from this text?".KI-2 Emm..., as I told you before they know something they used during assessment of their prior knowledge during prereading activity. I check that by asking some questions to each student. If they do not know the answer I tell them the answer. (KI-9)

<p>Encouraging learners to focus on some important issues; benefits of reading</p>	<p>Helping students to be inquisitive</p>	<p>I may not force them to look at the whole text, but I may encourage them to focus on some of the parts of the texts only.KI-2 After that I mean after encouragement I should let them read. By so doing I make my learners feel better about the reading lesson.KI-3 First of all I tell my students about what reading means, the benefit /purpose of reading. I tell them that their life is highly connected to their reading than other skills.KI-4</p>
<p>Activating learners' prior knowledge</p>	<p>Letting learners think about what they know before about that same issue</p>	<p>Then I may let them think about what it is in order to activate their prior knowledge. Following my question, students may bring some ideas that they know about the topic.KI-2</p>
<p>Forming relationship among what is known and the unknown topic</p>	<p>Doing practical activities to maintain relationships; discussions</p>	<p>Emm.. if it is familiar topic there may not be any difficulty, but when the topic is not familiar we practice first or we relate with other related topic or we may discuss on the new vocabulary words. KI-3 To help learners feel better.. Okay, sometimes when I happen to get a chart I show them that when I find it relevant for them and that really makes them happy. Then after I order them to discuss among their group members and feel free of fear. I also sometimes use the radio lesson to help them become good at listening and learn pronunciation as well. I tell my students to get into groups and let them compete reading properly. KI-9</p>
<p>The subject-matter of reading mainly is comprehension;</p>		<p>I may ask them to define paragraph to tell the whole class how they think of paragraphs, how many ideas and how many ..what are the most important elements about the thesis statement, supporting statements.(KI-1)</p>

		Okay, ...when I teach reading, I focus on parts of speech as it is the most important ingredient of teaching reading skills as I understand. KI-7
Identifying unfamiliar words/ Vocabularies; Guessing their meanings; Vocabularies, skimming and scanning	Asking students to identify and find the meanings from context	<p>And also there are different words which I ask them to write them down which they find very difficult. Ehmm,... leaving out those difficult words I would also initiate them to leave those words which they find very difficult and then try to understand the whole passage in general.(KI-1)</p> <p>Even sometimes I give them very difficult word, and before reading I write these unfamiliar words on the board. I tell them their definitions and their meanings.KI-2</p> <p>discussing the vocabularies and may do pre-reading activities let them discuss.KI-3</p> <p>Vocabularies, skimming and scanning are also there in the content of the reading lesson. KI-4</p> <p>Okay, to teach reading what I usually do is that I prepare myself ahead of time and choose the better way of delivering the lesson to students. I read the reading text by myself and pick out the difficult vocabularies and assign synonyms to those selected words. Sometimes I also use Amharic language to make the words more clear to my students. If you as a teacher keep talking only English in your class, students may hate your class, so I sometimes use Amharic and even their vernacular language to soften the meanings of so difficult words (KI-9)</p>
Adapting the teaching material as dozens of activities are imported from abroad		<p>As I tried to mention our text carried a dozens of activities from abroad. Sometimes from Nigeria, Keniya so on and so of on.KI-5</p> <p>When we are preparing based on students culture, students' age ,sport games, gender roles it will be better.KI-5</p>

Axial codes and Selective codes based on Open codes for Interview Q5: How the teachers transform subject-matter knowledge in an understandable manner

Open Code	Axial codes	Selective code
Using different kinds of mechanisms, such as giving rewards	Techniques of transferring SMK	<p>How the EFL teachers' transform subject-matter knowledge in an understandable manner</p> <ul style="list-style-type: none"> • Techniques used to help learners feel better about the reading lesson? • contents(Subject matter) curricular elements of the reading lesson
Selecting the appropriate reading material		
Asking some questions		
Encouraging learners to focus on some important issues; benefits of reading	Motivating learners	
Activating learners' prior knowledge	Contents of teaching reading skills	
Forming relationship among what is known and the unknown topic		
The subject-matter of reading mainly is comprehension;		
Identifying unfamiliar words/ Vocabularies; Guessing their meanings; Vocabularies, skimming and scanning		
Adapting the teaching material as dozens of activities are imported from abroad		

Open Codes for Interview Q6: How do you assess your students' reading achievement? Can you mention some of the specific assessment techniques that you use while assessing your students? Emphasis you give to and effects observed

Open codes	Properties	Examples of participants' words
Different kinds of Assessment techniques: comprehension Questions, Wh-questions, gap-filling questions, true/false questions,	A lot of activities generated by the teacher and the students themselves.	Yeah, comprehension questions, for example, I give them different kinds of comprehension questions. In the classroom I may ask them different kinds of oral questions, and I would let students to bring me some kinds of

		<p>questions that they generate actually. KI-1</p> <p>The only thing I do in the classroom is I bring them the text with a lot of activities, then they do those activities; this is one of the assessment techniques. May be WH questions can be asked, comprehension questions can be asked, may be gap filling questions should be asked based on the text, and true or false questions should be asked to a little bit. And sometimes, we are going to provide reading text in the final and in the mid-term exams.(KI-2)</p> <p>Emm..as I think I give them home work so that they can get a chance to understand the matter deeply and to look up difficult words from dictionary. Sometimes I send them to library to refer to other related reading materials. (KI-9)</p> <p>I give more emphasis to comprehension because of the exercises which are about comprehension. (KI-9)</p> <p>Emmm... during while reading phase I tell my students to do some questions that are drawn from the text. First I read it aloud to give them a model and then instruct them to read it aloud by themselves to do exercises. They listen and answer the questions at the same time. During post reading phase they exchange their exercise books to cross check whether they did it correctly or not. Finally I give them feedback on the exercises that they did. KI-9</p>
<p>Areas of Emphasis while assessing reading skills: Comprehension, Wh-Question/knowledge questions, Vocabularies</p>	<p>Focussing on different content areas is important</p>	<p>So, as far as possible, I try to focus on each and every content that I am given there. So, I equally focus on different contents. I actually emphasize more on comprehension; that is the core of reading.KI-1</p> <p>Honestly speaking, most of the times, I emphasize on Wh- questions,</p>

		<p>knowledge questions and then vocabularies.KI-2</p> <p>Emm... I emphasize on comprehension. That means checking whether they have got the idea of the lesson or not. KI-3</p> <p>When I assess them, First I give them reading material and then there are questions that are drawn from the passage and assess , evaluate or grade their performance. KI-7</p>
Effects of assessment observed when the teacher gives a wait time to the learners to see progress in their reading	Using tailor-made strategies to assess learners' achievement in reading skills	<p>Yeah, When you give them time in the classroom , they improve their reading skills as well as their understanding. This is what we have observed in the classroom, but if we do not give time and rush we will look at the difference.KI-3</p> <p>We may assess them by teaching reading to assess their fluency bcs when they read they are reading and speaking , and their general understanding about the words-comprehension KI-7</p>
Using silent and loud reading techniques	With the emphasis given to pre, while and post reading stages	<p>Emm... as I tried to say earlier I make them to read the reading text sometimes aloud and some other times silently. First of all I try to make them read silently for about some minutes then sometimes I make them to read loudly as it has its own advantages. Silent reading also has its own advantage, so I make them to use these strategies. I ask questions orally and in written form. Sometimes they reflect the ideas that are related to the reading text. And I sometimes assess their speed of reading. KI-4</p>
Mixed effects observed-both positive as well as negative	Some students may show progress while others not	<p>Yeah, sometimes my assessment techniques may have positive effect and sometimes it may have negative effect. The positive effect is that they read and understand the meaning, or the point which their teacher want them to internalize in their life. The negative effect is the students do not understand</p>

		because of their background due to may be the medium of instruction. When the teacher uses English as a medium of instruction throughout the period the students may fail to understand the lesson. Whether they are gaining advantage or not I can identify that by students' response and by their interest. KI-4
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Axial Codes and Selective Codes based on open codes for Interview Q6: How do you assess your students' reading achievement? Can you mention some of the specific assessment techniques that you use while assessing your students? Emphasis you give to and effects observed

Open Code	Axial codes	Selective code
Different kinds of Assessment techniques: comprehension Questions, Wh-questions, gap-filling questions, true/false questions,	Methods/Techniques of assessing students' reading skills achievement	How do you assess your students' reading achievement? Can you mention some of the specific assessment techniques that you use while assessing your students? Emphasis you give to and effects observed
Using silent and loud reading techniques		
Areas of Emphasis while assessing reading skills: Comprehension, Wh-Question/knowledge questions, Vocabularies	Domains of assessment where emphasis is given	
Effects of assessment observed when the teacher gives a wait time to the learners to see progress in their reading	Various forms of effects are obtained	
Mixed effects observed-both positive as well as negative		

Open Codes for Interview Q7: How prepared or confident do you think you are in teaching reading skills to your students?

- If you are asked to rate your level of confidence in your PCK how do you rate your level of confidence in teaching reading skills?
- How is it possible to identify/tell EFL teacher's sense of preparedness? What are the indicators?

Open codes	Properties	Examples of participants' words
Very Confident	Getting well prepared and Managing/handling the classroom condition	<p>Yeah, I like English very well. It is by interest that I joined to be an English teacher. So, it is more than hundred percent if it exists actually about my confidence. (Long Lough) Yeah, if at all there exists, I am more than hundred percent confident.KI-1</p> <p>I am just confident enough to teach the reading.KI-2</p> <p>My confidence is strong as to my understanding. I love teaching reading and I love reading for my self as well. I do have confidence in teaching. So, I evaluate myself as some one whose students understand him well.KI-4</p> <p>Oh, yes, I am 100% confident because of I teach them not only the reading text but also additional materials when I feel that their text is not enough or not motivating for learners KI-7</p>
Somehow confident	Middle level confidence	<p>Emm.. I can not say I am hundred percent confident, but I am confident somehow, yeah. I do not put my self in the higher confidence level, but I am somewhere at the middle.KI-3</p> <p>I am not quite sure hundred percent. Still I lack something as I am novice/ fresh teacher. I am still there learning because reading skills is very complex and it encompasses different strategies or techniques. So, it needs learning more.KI-4</p>

		<p>Lougher...] Emm...Well, I am somehow confident because as I have tried to mention for you, the background you came through has its own problem.KI-5</p> <p>I can not say that I am 100% confident. As a teacher I practice every thing ahead of time and I believe that that practice makes me perfect in the future. My level of confidence is therefore some where at the middle/ medium. (KI-9)</p> <p>I can say...Emm..I really do not have full confidence in my assessment techniques.May be for the future, I will have confidence. KI-10</p>
Knowing the subject-matter well	Understanding the core issues of the content of teaching reading	<p>The indicator to label someone as well prepared or not is the content area or the subject matter.KI-2</p> <p>The criteria is that we understand that from what the teacher does practically in class and by taking a look at how he prepares himself to deliever the lesson...Every teacher must know the topic of his every day lesson. KI-7</p> <p>Emmm.... The main indicator is that how a teacher passess the subject matter knowledge to his/her students. Some teachers have the basic knowledge but do not know how to pass it on to the learners that is the language problem. No teacher is good in teaching all the language skills. KI-9</p>
Not worried about lesson delivery	Teach reading naturally without any worries	<p>I have never worried about teaching it. I teach what I know; I teach what I understand because the language that we teach in our country is not ours. For that matter I have never worried about teaching reading as I am confident enough.KI-2</p>
Professional knowledge and Language Proficiency		<p>First of all he/she, the teacher should have proficiency or academic knowledge(professional knowledge) as</p>

		<p>well as language proficiency. These are the criteria that help us to label someone is confident or not. KI-3</p> <p>It depends up on the individual. As I think, to say someone is well prepared, s/he should be ready all the times to discharge the responsibilities of teaching effectively. The teacher should read different kinds of references all the times to teach reading properly. So, I say to you that a reading skills teacher should be the one who reads all the times. KI-10</p>
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Axial codes and Selective codes based on Open Codes for Interview Q7: How prepared or confident do you think you are in teaching reading skills to your students?

Open Code	Axial codes	Selective code
Very Confident	Some degrees of level of confidence and preparedness	How prepared or confident do you think you are in teaching reading skills to your students?
Some how confident		
Knowing/Understanding the subject-matter well		
Not worried about lesson delivery	Indicators of the level of confidence/readiness to teach reading with PCK	
Professional knowledge and language proficiency		

Open Codes for Q 8: What are the difficulties/ challenges of teaching and learning of reading?
 What are the difficulties that students in your classes face during reading lessons?

Open codes	Properties	Examples of participants' words
Hating the English lesson as a whole	Feeling bored of English lessons	That would let students bored of the language itself. They hate it most of the time. Hating the language is sometimes very harsh. KI-1

<p>Ignoring the macro-level language skills because of not enough time to cover them all</p>	<p>Most of the teachers teach the grammar part and ignore macro-skills of the language</p>	<p>The time that is given actually is forty something minutes, which is not enough. At least it requires two solid hours to teach different kinds of skills to apply it. So, most of the teachers, do the grammar part rather than teaching skills actually. I mean most of the time skill is you know ignored.KI-1 The teachers they themselves say, “let’s ignore teaching macro skills and teach only the grammar”. Only they focus on language focus aspect that is their problem.KI-4</p>
<p>Poor background knowledge of the students</p>		<p>The challenges, yeah...the background of the students. Students come from different backgrounds. Sometimes we may find students who does not even read one particular word. That would be the most difficult part that you face in the teaching learning process while teaching reading actually. KI-1 The other problem is that students come from very poor background. The way they came up here is not as such good way.KI-2 Yeah, emm.. the major problem from my experience is students’ level of understanding or their background knowledge. That is a big challenge we have because commonly most students can not read and write this is a big problem .KI-3 This is very difficult part for our learners. Thus, I say their experience, their background is a challenge.KI-5 Some students in the class room even though you help them much you can not bring any change. Some students even may not be able to read their names correctly....They are very much fond of copying....because of their poor background KI-7</p>
<p>Students’ lack of interest</p>	<p>Students run short of motivation to learn basic language skills and focus</p>	<p>Ok,.. lack of interest is one of the main challenges from students side. KI-2 students all the time don’t want to learn</p>

	only on the grammar	<p>the macro skills, i.e, speaking, writing, reading and listening as well as vocabulary. They all the time focus on grammar. So, they ignore these basic skills.KI-4</p> <p>That difficulties is....some students even if ... they do not have uninterest at all they may even sleep....some may even jock.....mock KI-7</p>
Lack of relevant vocabulary to communicate and do the tasks given therein	Students lack relevant vocabulary to deal with the reading lesson	The other one is lack of relevant vocabulary. They are very poor in this regard. Even not only the students, but also we teachers are very poor in vocabulary. KI-2
Lack of resources/materials; materials look boring and de-contextualized for students consumption	Lack of text book and even its boring content and organization	<p>Emm..the text book is the most important problem. It has a negative impact; It is boring. KI-1</p> <p>And also lack of the materials is another difficulty, right? Most of our students are hopeless. What I mean is they do not hope. They do not have any hope for the future.KI-2</p> <p>The teaching material is also another source of challenge for us to teach. The way it is prepared is something boring. The topics are boring because they are written in foreign contexts, cultures; it is not contextualized.KI-4</p> <p>The other problem is the prepared materials themselves. Sometimes they are not available. One text is shared among three or more than three number of students. The other is the way of preparing the reading activity. Sometimes they are from abroad; out of culture. Sometimes they are very strange even to pronounce the person's name, cultural names, food name. So, the way in which the materials are prepared is a challenge. KI-5</p> <p>According to my point of view, the first problem is lack of textbook at schools. Students do not have this material at their reach to learn, In absence of textbooks when I read the passage to</p>

		my students, the activity becomes simply listening not reading, KI-10
Lack of proper teaching method, pre-preparation and teachers' knowledge gap/limitation	Teaching not based on existing language learning theory	One thing that I face is lack of pre preparation which makes the teaching task challenging. The other one is teachers' knowledge gap has its own limitations. KI-3 Teachers come with old teaching method. there is also lack of theory for their teaching.KI-4

Axial codes and selective codes based on open codes for Interview Q8: What are the difficulties of teaching and learning of reading? What are the difficulties that students in your classes face during reading lessons?

Open Codes	Axial codes	Selective code
Hating the English lesson as a whole	Challenges observed from students' side	What are the difficulties of teaching and learning of reading? What are the difficulties that students in your classes face during reading lessons?
Poor background knowledge of the students		
Students' lack of interest		
Lack of relevant vocabulary to communicate and do the tasks given therein		
Ignoring the macro-level language skills because of not enough time to cover them all	Challenges observed from the EFL teachers' side	
Lack of resources/materials; materials look boring and de-contextualized for students consumption		
Lack of proper teaching method, pre-preparation and teachers' knowledge gap/limitation		

APPENDIX H: Classroom Observation Protocol (CROP): Transcription of Video Recorded Episodes

The classroom observation was done in two types of protocols, such as observation with structured checklist and observation with video-recorded data. It was also accompanied by field notes that were taken as supplements to data gathered through these two schemes. The observation that was carried out with the structured checklist was entered into SPSS and analyzed quantitatively. The second type of observation data was obtained through video-recording. The video-recorded classroom observation data was analyzed textually by dissociating specific themes that emerged from the overall episodes of the session. Full verbatim of the video recorded data (Episodes) were transcribed.

The observation process has taken one solid semester in the academic year of 2023. Roughly it took 12 weeks to capture the video-recorded episodes from 6 teachers of the 6 randomly selected secondary schools in Hawassa city administration. Various forms of codes were assigned to identify one transcript from the other. For example, Classroom Observation Transcript of Teacher 1 was abbreviated as (CRO-TR-1). Full verbatim of the video recorded data (Episodes) was transcribed.

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video was transcribed verbatim and Transcript of Teacher 1 up to Teacher 6. The abbreviation, CRO-TR stands for Classroom Observation Transcript of Teacher and coded as CRO-TR-1, CRO-TR-2, CRO-TR-3, CRO-TR-4, CRO-TR-5, and CRO-TR-6. The following information displays the lessons extracted from video episodes.

CROP Video Episode Transcript of Teacher-1

School: Addis Ketema

Observed Teacher Code : CRO-TR-1

Sex: Male

Duration of Recorded Video: 15 Minutes

At the beginning of the lesson the classroom teacher cleared the ground for opening the session. He posed a question for students regarding the previous grammar lesson and the learners responded to the question. The teacher, then wrote the answers based on the learners responses with the purpose of making a gentle link between the previous and the present lesson.

When he moved to the day's lesson he asked students to show him their textbooks.The topic of the reading passage was about Newspaper. Students were allowed to move to the students that carried the textbook with them to share with. Then, the teacher wrote the topic on the chalkboard including the pre-reading questions that were written on the students' book.

Few of the questions were:

- 1 How many different kinds of newspaper are there?
- 2 What is the difference between a newspaper and a magazine?
- 3 What do reporters do?
- 4 What is the job of the editor?
- 5 Where in a newspaper do we find stories about sports?
- 6 What is usually on the front page?
- 7 What is an editorial?
- 8 What are classified advertisements?

What is newspaper?

Students tried to respond the meaning of the newspaper using Amharic language, The teacher said to them, "can't you express it in English language?" One of the students said, Yes teacher....Emm..it is news! Then the teacher corrected them saying, listen "Newspaper is the news which is written in paper."

Let us write some words about newspaper. He continued writing on the blackboard. He said, it contains news, articles of opinion, features...and advertisement.....etc” It is written on daily or weekly basis.

Here is a word article....He underlined on it. You know articles in civics education which is about what? Yeah is is about constitution. You also know articles in English language. Okay, what are articles in English language?

S: Articles are a, an and the.

TR-1: Wrote them on the chalkboard

T: Article is a piece of writing that gives us information about something. When you read the passage in your textbook, you find some words, like reporters , editor, editorials, headline news, and sub-headings. Before you read the passage please try to guess the meanings of these words/ terminologies that I wrote on the board for you.

T: I gave you two minutes to guess the meanings of these words.

T: What do these people do in a newspaper preparation? Hurry up.....The teacher roamed around students in the class and raised some specific questions to help them guess the meanings of these technical terms.

What about editor,...emm editorial....??

SS: Reporters are presenters of the news.

T: Another...

SS: They are news people

T: Ok! Another ...

SS: አዘጋጅ....

T: አዘጋጅ.....I see....

T: It is ok, now open your textbook on page....182. Get in to a group and those who did not bring the book you can move to those who brought their textbooks.

He, then made some sitting arrangements.....

Students were told to read the reading text silently.....

CROP Video Episode Transcript of Teacher- 2

Lesson Observation Transcript of Teacher 2 (CRO-TR-2)

School: Misrak Chora

Sex: Male

Duration: 17 Minutes

At the onset of the lesson, the teacher informed the students that they are going to read a passage. He said, “we are going to read the passage “ Eh.... Reading....eh,, there are different kinds of reading such as Encyclopaedia, First, I want you to reflect your feeling about it.

T: What do you know about Encyclopaedia?

T: How often do you use Encyclopedia?

T: Have you ever read any articles in the Encyclopedia? Please, students raise your hands and participate. Read those questions that I wrote on the board and respond to them accordingly.

You can find this passage on page 168 of the textbook. Thev passage focuses on it. ገጽ 168 ላይ ምንባቡን ታገኛ ለችሁ! እሱን ታነባለችሁ...እስቲ ስለነዚህ ሰዎች የምታወቁትን እስቲ ንገሩን...

The teacher seems to be a little bit anxious when he started teaching the lesson for which he told the researcher that he was prepared for.

By roaming around the classroom the teacher started questioning the students to let them reflect on their background knowledge about Encyclopedia.

SS: Papers that are connecting arts....

T: Ok, Papers that collect information.....Others, what do you say about Encyclopoedia? Say something, please....

T: Students listen to me, whether the answer is correct or wrong I do not mind, but I want you just to try,.... So you can participate and say something that you have about it....

T: Question number 2, How often do you use Encyclopoedia? Try....ለምን ዝም ትለላችሁ? The teacher gave the students a wait time to respond by moving here and there in the class. He pointed out the page number of the reading text and suggested where they can get access to that information again...

T: Students, please you can also discuss to share your views....Ok, let me give you achance to respond in Amharic.....እስቲ በአማርኛ ሞክሩት...

SS: በጣም ግዙፍ የሆነ ብዙ መረጃዎች የያዘ የፅሁፍም አይነት ነዉ

T: Alright, it is good attempt. Others.....

SS; It is the word related to culture and anything.....Emm...It has important information....

T: What about the third question which asked about whether you have read any article in an Encyclopoedia before or not? አርቲክል አታወቁም እንዴ/ ;

SS: Students discussed and reported their answers to the teacher...

GGG... The teacher did not recap the questions by suggesting his own answers. He just left every question un answered....

TT: The teacher wrote the pre reading questions on the blackboard. Then, the teacher ordered the students to read the passage and to answer the comprehension questions ...Read the text and find the meanings of the underlined words using a dictionary or context clues...

The teacher repeated the instruction in Amharic language for the ease of communication... የት
አለ መፅሕፍቶችሁ.አሳዩኝ?

Please move to the students who brought the text book with them, and read it together. Get into a group and read the passage..

The class was turned into a complete mess....as there were only few students who carried the text book with them sharing the book among a large number of students was unthinkable.

As students were reading the passage the class time ended and the teacher gave them a home-work to read the passage and do the answers accordingly.

CROP Video Episode Transcript of Teacher 3

Observed Teacher code: CRO-TR-3

Gender: Female

School: Tabor

Duration: 15 Minutes

The classroom teacher introduced the lesson and then immediately gave a chance to students to read the passage aloud.

Context Creation...

Journals..../ Newspapers....Reporters...

While the student was reading aloud the teacher was writing some unfamiliar words on the board...

She kept on correcting the reader on the spot.

Three students read aloud the passage...

Student 1: Read part of the text

Student 2: Read the other part

Student 3: Read the remaining part of the reading passage.

CROP Video Episode Transcript of Teacher 4

Observed Teacher Code:(CRO-TR-4)

Sex: Female

Time: 20:29' Minutes

The classroom teacher gave instructions to students saying, “students please listen to the reading passage as the student is reading it aloud to you and you will do the comprehension questions accordingly”. Her way of feedback provision was quite good.

One male student read the passage aloud

Another female student read

Immediately after the two students read the passage aloud, the teacher raised the comprehension questions given on the students’ text book.

T: Students please try to answer the questions depending on the passage

T: What is Sofia’s suggestion for improving her town?

T: Who can try to answer this question?

T: You see Sofia in the passage suggested so many things. What are these?

Ss: She suggested that they open drainage through the town center should be covered

1. What are the two main points she made in her suggestions?

Ss: She added that open drainage is a serious danger to public health

For the rest of the questions the teacher gave a chance to students to try writing their answers on the chalkboard one after the other, and the students did so. On the students’ answers she asked if students faced some unfamiliar words.

Ss: Illness.....

T: What is the meaning of illness? Addisu’s answer is not completed. You can complete it...

Finally, the teacher gave students an assignment to be done at home and the class ended.

CROP Video Episode Transcript of Teacher 5

Observed Teacher Code; CRO-TR-5

Sex: Male

Duration: 14 Minutes

T: Where is the newspaper defined about sports?

Ss: At the back of the newspaper...

T: What reporters do?

Ss: They present the news written about something

T: Good, What reporters do, others also can you try?

Ss: Ss; Reporters collect the news and write pages...for the newspapers, journals or magazines

T: Can you tell us about types of news, please?

Ss: Daily, weekly, Sunday, local and national newspapers are found

T. Yes, you are right

T; Now read it again and check whether it is correct or not...

1 How many different kinds of newspaper are there?

2 What is the difference between a newspaper and a magazine?

3 What do reporters do?

4 What is the job of the editor?

5 Where in a newspaper do we find stories about sports?

6 What is usually on the front page?

7 What is an editorial?

8 What are classified advertisements?

The teacher gave the students a wait time to consolidate their answers through discussion. He gave them about five minutes, and then asked them to respond to every question. In the meantime the teacher was rounding in the class to see while students are doing the class work among their group members. He was watching what students were doing. After a while,

T: What did you say about number 5?

Ss: Usually found at the back of the newspaper

T; 7. Editorial.....

Ss: The editorial comment on the main items in the general...

T: The editorial is a place for a comment by editor. Where?

T; Now do the rest of the questions,....numbers 2, 4,6 and 8.

Finally the bell rung and he left the class, saying “ I will check your home work by tomorrow”.

CROP Video Episode Transcript of Teacher 6

Observed Teacher Code: (CRO-TR-6)

Lesson Observation-6

Sex: Male

Duration: 15 Minutes

The teacher wrote pre-reading questions on the blackboard, and then ordered the students to read the passage silently first. He also told them to discuss in groups about the questions.

T: I have already given you five minutes to write the questions and do the answers of the reading passage. Okay, stop writing. Raise your hand and respond to the questions. One student raised his hand. The teacher said, “ what is your name? ”

S: The student replied, my name is Tewodros.

T: OK, students listen to Tewodros’ answer. Tewodros you can continue...

S (Tewodros): People of Africa are socially diversified and economically also different. The demography, the colour, the culture, norm,... is quite different from nation to nation...

T: Okay, thank you,... others please respond! Mihret please say something.

S(Mihret): Potter...

T: What does the potter do? Tell us about what the potter does.

S(Mihret): A potter is someone who makes household materials like jar...by using clay soil.

T; That is good! Other.....

S: The process of making cup.....

T: What?

S: Cup maker.

T: What ? The making of what?

S: Yes, the making of a new creation

T: The teacher wrote students' responses on the blackboard and ordered others to try. Others please...?

What about others , say something, please...

S: Some one who does household accessories....

T: Ok, try...

S: Cost of making jewellery.

T: Others, please try..

S: Develop your duty, like Diamond, gold, silver,

T: Yes, additionally subjects such as rings and necklace...that people wear as what?

S: A decoration.

T: Yeah, people wear it as a decoration around their neck. It is used by both males and females to decorate themselves in their neck area.

Tell us others, please.....

S: Leather.....

T: What is leather?

S: The material that is made up of the animals' skin.

T: Emm...the material that is made up of the animal skin. That is good...Other...

S: Quite

T: What about in terms of religions? It is used as a Firm religious belief... Have you seen dress, there ? What is it? What is the meaning of dress? It is written that he always wears the latest fashion. That means dressing fashionable clothes. The other thing is sculpture.

T: That is work of art that is a solid figure. That is also object made by curving,....

S: Painting,

T; What about ceremonial? That is something related with ceremony.

T: What is colonial?

S: That is overthrowing the sovereignty of ones country.

T: That is belonging to a country that controls another country. ቅኝ ግዛት በአማርኛ ምን ይባላል? አንዱ ሌላኛን ረግጦ የበላይነቱን ሲያረጋግጥ ምን ይባላል? ቅኝ ግዛት ይባላል። ለምሳሌ ጣሊያን ኢትዮጵያን ቅኝ ልትገዛ ወርራ ነበር አልተሰካላትም እንጂ...

T: Do the rest of activities at home and I will check out that. See you tomorrow!

APPENDIX I: Certificate of Ethical Clearance

ሀዋሳ ዩኒቨርሲቲ
የሀገራዊ ሳይንስና ስነ-ሰብ ስራ
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Hawassa University
College of Social Sciences & Humanities
Research & Technology Transfer Associate
Dean Office

ቁጥር: CSH/228/2021
Ref No.
ቀን: Feb. 20/2021
Date

To whom it may concern

Subject: Ethics Statement

Dear Mr. Akalewold Samuel Aguye,

I am writing to inform you that your PhD research project, "An investigation into Secondary School EFL Teachers' Perception, Self-efficacy beliefs and Practices of Pedagogical Content Knowledge in Teaching Reading Skills: Selected Schools in Hawassa City in Focus" has been granted ethical clearance by the College Research Ethics Review Committee (CRERC) to proceed.

The ethical clearance was granted based on your adherence to the ethical principles outlined in the Hawassa University Ethical Guidelines and your detailed description of the study design, sampling/recruitment process, and data collection and analysis methods.

Please note that it is important that you continue to adhere to the ethical principles outlined in the university guidelines and that you keep the safety and well-being of your participants as your top priority throughout the study.

In the event that any ethical concerns arise during the course of your study, please contact the College Ethics Review Committee (CRERC) immediately.

I wish you the best of luck with your research project.

Sincerely,

Binyam Moreda Obsu(PhD)
Chairperson, College of Social Sciences and Humanities
Research Ethics Review Committee (CRERC)



Cc.

Hawassa University RTTVP office
Research Program Directorate
College of Social Sciences and Humanities
Associate Dean for RTT, C554



APPENDIX J: Author's Previous Publications: Article -1 Cover page

Please note that both of the full-length articles were annexed separately to this dissertation following their cover pages.

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International Journal of Learning, Teaching and Educational Research
Vol. 23, No. 2, pp. 510-527, February 2024
<https://doi.org/10.26803/ijlter.23.2.25>
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English as a Foreign Language (EFL) Teachers' Perceptions and Practices of Pedagogical Content Knowledge (PCK) in Teaching Reading Skills in Secondary Schools

Akalewold Samuel Aguye^{} and Abebe Dantew Berlie^{}
Addis Ababa University, Ethiopia

Abstract. Improving teacher quality, a pressing concern in modern education and improving instructional quality is becoming crucial particularly in the realm of foreign or second language learners. The

APPENDIX K: Author's Previous Publications: Article -2 Cover page



ENGLISH EDUCATION JOURNAL

(EEJ)

Journal Homepage: <https://jurnal.usk.ac.id/EEJ/>



Exploring Secondary School Students' Perceptions of Their Teachers' Pedagogical Content Knowledge (PCK), and EFL Teachers' Perceived Self-Efficacy Beliefs (SEB) in Teaching Reading Skills

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ABSTRACT

This study sought to explore students' perceptions of their English as a Foreign Language (EFL) teachers' Pedagogical Content Knowledge (PCK) and the self-efficacy beliefs