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- should be used to explain and illustrate abstract words and comprehend simple statements.
5. More classrooms should be built away from noise to accommodate the suitable number of pupils in every classroom.
 6. The educational sector is suggested to organize systematic training courses about the curriculum for the teachers. Training teachers are essential in helping them keep up to date with the new trends of teaching English.
 7. Good relationship between the teachers and the pupils is crucial to enhance learning and make the class more enjoyable and comfortable. Teachers are advised to encourage and motivate pupils and engage them in reading and activities to get rid of shyness and embarrassment.
 8. The educational sector is recommended to offer the needed number of English teachers in schools. It is advised that each teacher teaches no more than two classes and one curriculum.
 9. The educational sector should provide the assigned English books (curriculum) by the beginning of the academic year. So every pupil can have his/her class and homework English book in time.

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Another factor is the time located to the assigned lessons. The research findings showed that the time of lesson (i.e. 40 minutes) were not enough to explain the lesson and give a chance to pupils to participate in the classroom activities.

Teaching many classes and more than one syllabus is a heavy burden added to the teachers' difficulties. This may affect the performance of teachers and pupils' understanding of lessons.

VII.2. Recommendations

Based on the results mentioned in the discussion, the following recommendations are suggested to both primary school English teachers and Libyan educational authority to ease the learning procedure of our pupils.

1. Learning is accelerated when audio- visual equipment accompany the teacher's presentations. Hence the educational sector should provide the schools with these facilities. Moreover, regular maintenance is recommended to be available to every school to keep the equipment functioning.
2. Teachers are advised to learn more about English sound system in order to teach English reading effectively and correctly.
3. Teachers are recommended to be eclectic in applying the suitable teaching method(s). Factors such as pupils' age, gender and mood should be taken into consideration. Moving smoothly from one technique to another can raise enthusiasm and enhance learning.
4. Using games in teaching English to youngsters is crucial. All available pieces of furniture, devices, tools...etc. in classroom

Both teachers and their Libyan primary school pupils are struggling to achieve the major goal of teaching- learning English language. Accuracy and fluency in English are the ultimate goal of the teaching and learning process. A close reading in the results of this small research work can lead to the following conclusion and recommendation.

VII.1. Conclusion

Based on the data analysis, it can be concluded that there are problems preventing Libyan primary school pupils from being able to read in English and their teachers to practice their profession successfully. Some of the reasons could be attributed to classroom environment. Some schools were not equipped with lighting adequately. Some classes were noisy because these classes were close to the main street. Moreover, the schools were not equipped with teaching aids such as posters, wall charts, pictures, flash cards, tape recorders and labs, which enhance the learning process.

The difference between Arabic and English Language alphabet and sound system could be another obstacle. This may explain why many Libyan primary school pupils did not read English vocabulary correctly, and were unable to distinguish/ differentiate between some sounds such as /f/ and /v/, /b/ and /p/and /θ/and / ð/, for example.

Large classes were another problem to both the teachers and pupils. The large number of pupils in a class was difficult to deal with especially in presenting activities, controlling the class, or giving the pupils a chance to participate.

The study findings showed that most of teachers did not participate in training courses of the curriculum which means that they might lack the pedagogical knowledge to teach this curriculum.

The researcher believed that curriculum can cause trouble to the teachers if they do not know how to apply it. As results shown, some of the respondents stated that the curriculum was difficult for them to apply. This means that teachers need special training to be able to teach the assigned curriculum. This include, of course, preparing and presenting the lessons.

Another problem under investigation was the course time. A number of respondents believed the time assigned to teach the curriculum (i.e. 40 minutes) was not enough to learn a new language. Many drills and exercises have to be cancelled in order to be able to adapt to the time available.

The analysis of the questionnaire revealed that a considerable number of teachers depended only on the whiteboard and chalk to explain or present the lesson. These out of dated instruments make the learning process boring and uninteresting. Pupils may not enjoy the class nor they comprehend the assigned English lessons. This result is consistent with Abdel Aziz (2005) who showed that some of reading difficulties maybe belonging to the lack of teaching aids in the classes, such as tape-recorder, flash cards, and posters,...etc. He added that these teaching aids play causal role in reading difficulties especially if the language is a foreign one.

Likewise, the respondents questioned claimed that they used games for teaching English in classroom. If it is true, it is one of the appropriate techniques in teaching a new language. Pupils love to learn through games rather than through oral explanation. Inability to use teaching aids, such as, games, flash cards...etc. in the process of teaching makes the class atmosphere boring and annoying. Using a number of teaching methods and techniques such as games can enhance the pupils' learning of English.

VII. conclusion and recommendations

Consequently, they have no enthusiasm to revise or do their assignments at home.

In agreement with that, Barros (2003) and Ahmad (2013) conducted a study about factors affecting students' English reading. They concluded that Arab students faced difficulties in certain English consonants such as /p/, /v/, /dʒ/, /tʃ/ and /ŋ /, because these sounds are not existing in their Arabic language.

Moreover, the majority of the questionnaire respondents complained of the large number of pupils in classroom. Large number of pupils in classes cause plenty of problems to both teachers and their pupils. This can cause a lot of noise, inability to hear the teacher's explanation of the lesson and lack of full control of the class...etc.; therefore, lack of comprehension. This issue is also mentioned by Hugo (2010) who stated that teachers are not always able to pay the necessary individual attention required to pupils. In addition, the teachers find it difficult to implement a variation of teaching activities due to the limited time and the large number of pupils in each classroom.

Teachers were also asked of whether they had participated in any training courses of the assigned curriculum, and the response showed that more than half of them did not participate in any training course in English language teaching. This means that these teachers were not qualified enough to implement the recent approaches and methods needed for teaching reading to youngsters. Teachers who did not have enough training cannot apply the teaching methods required for the assigned curriculum properly. These findings are consistent with Younis (2005) who argued that training is essential in helping teachers learn how to follow the lesson model and create interesting learning situation. The results confirmed that teachers need training courses in English language teaching in order to be able to prepare and present the assigned lessons in an ideal manner.

This study tried to understand the problems faced by both the Libyan primary pupils in learning how to read in English and their teachers and suggest effective strategies and techniques which can be used in teaching reading in primary school classrooms. The discussion of the results considered the literature reviewed above and tried to answer the research questions mentioned in the methodology section.

The questionnaire results revealed that a large number of Sabrata primary schools' classrooms lack facilities that enhance learning process. The analyzed data asserted that there were no teaching aids in classrooms except chairs and white boards. The classrooms were not equipped with any visual/audio aids. The white board is good, but not enough for teaching English reading. Pupils need to listen to CDs to learn how to pronounce and distinguish between English phonemes and words. This result is consisted with Al-Mutawa & Kailani, (1998) and Rivers (1981) who stated that class atmosphere is essential in learning process. The pupils are interested in learning by using visual aids and tape-recorder which are not available in Sabrata primary schools.

The inability to produce the correct pronunciation of letters and words and distinguish between their written and spoken forms were another problem highlighted by the questionnaire respondents about their pupils. The respondents confirmed that this obstacle prohibited pupils from learning how to read in English fast enough. This deficiency was explained by Abu-Rabia (1999) who stated that Arab learners faced difficulties to identify the following group of letters / sounds (/p/, / ɳ/, / v/, /ʒ/, /θ/ and /ð/). Arabic language does not have these sounds in its alphabetic system, which means that Arabs learning English are not familiar with these letters. Pupils do not see and use these letters in their mother tongue. This dilemma made English subject boring/ uninteresting to most of the pupils.

(2.8%) said that some pupils had social problems, such as divorced parents and three respondents (2.8%) said that the duration of the class (period) was not enough to learn a complete new topic in one period and have enough drills. These percentages are shown in table 5 below:

Item options	No. teachers	Percentage
Inability to pronounce certain sounds correctly and distinguish between written and spoken letter.	75	69.4%
Pupils do not prepare lessons and do not review them at home.	10	9.3
Unable to understand English rules and read correctly.	9	8.3%
Parents neglect their children and do not follow up them regularly.	5	4.9%
Audio & visual aids are not available in schools.	3	2.8%
Pupils have social problems.	3	2.8%
Class duration is not enough to present lesson.	3	2.8%
Total	108	100%

Table 5. Difficulties hindering pupils from progress

A close reading in the results stated above revealed that there are some challenges faced both pupils when learning to read in English, and their teachers when teaching English reading. The analyzed data of the questionnaire suggested that there were many obstacles which make teaching-learning English reading difficult for both the pupils and teachers. This will be discussed next.

VI. Discussion

Table 3. The difficulties faced respondents

-This questionnaire item asked the respondents how to overcome these difficulties. 38 participants (35.2%) suggested that their schools should be provided with audio labs and visual aids. 15 (13.9%) suggested that the naughty pupils should be disciplined by the help of their parents. Another 15 (13.9%) suggested that the headmasters should take into consideration the distribution of classes and increasing the number of it (becomes more than 4 classes a week). Ten (9.3%) suggested that the headmasters of their schools should take into consideration the social conditions of female teachers. Nine (8.3%) suggested that the administrations of schools should be collaborative with the teachers and another nine (8.3%) suggested that teachers should have training courses in English teaching methods. Eight (7.4%) suggested that their schools should be provided with a nursery for the children of female teachers. Three (2.8%) suggested that the curriculum should be reviewed and the unimportant parts should be cancelled and the last one (0.9%) suggested that the schools should recruit and ask for the assistance of qualified teachers.

-In this item, the questionnaire respondents were asked about the difficulties faced by their pupils. 75 (69.4%) said that their pupils were unable to produce the correct pronunciation of many English sounds , and were unable to distinguish written letters from spoken form. Ten (9.3%) said that a number of their pupils did not prepare their English subject, and did not review it at home. Nine (8.3%) said that pupils were unable to understand English rules and read correctly because English language is different from their Arabic one. Five (4.6%) said that pupils' parents did not care about their children and they did not follow up them. Three (2.8%) said that their schools have no audio or visual aids to help pupils. Three

Table 2. Means of teaching vocabulary

-The questionnaire respondents were asked if they had faced difficulties in school- with curriculum, with students, with time, lack of training, or with other social conditions. 21 (19.4%) confirmed that the time of lesson (i.e. 45 minutes) was not enough to explain a new language. Another 18 (16.7%) stated that they did not face any difficulties. Yet, 17 (15.7%) said that their homes were far away from school. 16 (14.8%) said that their classrooms were not equipped with the means of educational requirements such as visual aids, tape-recorders...etc. Nine (8.3%) said that they taught more than one syllabus at the same time. Another nine (8.3%) said that the classroom was full of pupils, therefore pupils could not listen clearly to the instructions, and eight (7.4%) highlighted that they did not have training courses in English language teaching. Six (5.6%) claimed that their pupils had low motivation of English learning. In addition, there were trouble makers in their classrooms. Four (3.7%) believed that the assigned curriculum was difficult for their young learners to understand. These percentages are shown in table 3 below:

Difficulties facing teachers	Teacher's number	Percentage
The time of class period isn't enough	21	19.4%
Transport and social problems	17	15.7%
Lack of teaching aids	16	14.8%
Teaching more than one subject	9	8.3%
Large number of pupils in class	9	8.3%
Lack of training in ELT	8	7.4%
Difficulty of curriculum content	4	3.7%
Pupils had low motivation of E learning	6	5.6%
Facing no difficulties	18	16.7%
Total	108	100%

Item options	Number of teachers	Percentage
Chairs & whiteboard	66	61.1%
No visual and audio aids	23	21.3%
Missing data	19	17.6%
Total	108	100%

Table1. Classroom equipment

-The respondents were asked about the techniques they used to help pupils understand vocabulary and comprehend the lesson.

As shown in table 2 below, 54 (50%) stated that they depended on the explanation and flash cards, while 19 (17.6%) said that they only depended on the explanation and used available teaching instruments, such as the equipment of the classroom. Eleven (10.2%) highlighted that they used acting, real practice and examples. Nine (8.3%) said that they used pictures, signs and acting, while other nine (8.3%) said that they depended on the pupils' interaction with the teacher and with each other, and they focused on the correct pronunciation. Four (3.7%) said that they used songs and the body language to attract the pupils' attention and only two (1.9%) said that they depended on reading and repetition.

Means of teaching vocabulary	No. Teachers	percentage
Explanation & flash Cards	54	50%
Explanation & available teaching instruments	19	17.6%
Acting, real practice & examples	11	10.2%
Using pictures, signs & acting	9	8.3%
Pupils interaction & correct pronunciation	9	8.3%
Using songs & body movements	4	3.7%
Reading & repetition	2	1.9%
Total	108	100%

In addition, they were asked about the facilities available in classroom, which cover audio-visual aids, lighting, size of the room...etc. Also, the participants were asked about the difficulties they may face when practicing their profession at school, for example, with curriculum, with learners or other social conditions and how to overcome these difficulties. Finally, the questionnaire respondents were asked about the pupils' difficulties in order to see whether their pupils had problems related to pronunciation, alphabet, direction of writing, ...etc.

V.5. Data analysis

To answer the research questions, it was decided to collect data by using a questionnaire asking the primary school English teachers about the problems they face and the obstacles their pupils face when teaching English reading. The quantitative data collected were analyzed by using SPSS software computer program. Tables and graphs were used to present the data in systematic and meaningful forms.

Analysis of the Questionnaire data

The collected quantitative data were classified and presented in the form the tables. Each table presented an item(s) and the responses to it. The numbers and percentages were paraphrased and a brief comment on the results was followed.

-The respondents were asked about the facilities available in their classrooms. Sixty-six respondents (61.1%) said that there were not any teaching aids in their classrooms except chairs and white boards. 23 of the respondents (21.3%) said that the classrooms were not equipped with visual and audio aids. Nineteen of the respondents (17.6%) did not answer this question. These percentages are shown in table 1 below:

3-What are the suggested suitable methods for teaching English reading to Libyan primary schools' pupils?

V.3. Participants

A hundred and eight English teachers from Sabrata- Libya participated in this study. They were teaching English to fifth and sixth grade primary school pupils. All of them completed the questionnaire used as an instrument for data collection. The questionnaire respondents' ages ranged between 25 to over 35 years old. Sixty-one of them (56,5%) had obtained the Bachelor of Art. 24 (22.2%) had obtained the degree of medium diploma, and 23 of the respondents (21.3%) had obtained the degree of Bachelor of education. Ninety respondents (83.3%) had previous experience in the teaching of English language. While 18 (16.7%) did not have previous experience in the teaching of English language.

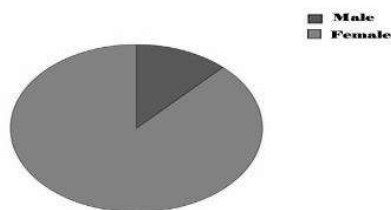


Figure 1. Gender of the participants

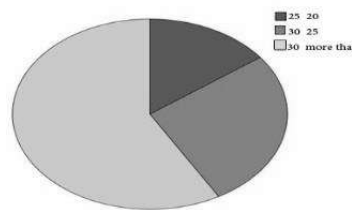


Figure 2. Ages of the participants

V.4. Instrument (Questionnaire)

The research data were collected by using a questionnaire completed by the teachers of fifth and sixth grade year at primary schools in Sabrata. The research participants were asked about the previous experience they had in teaching English language and their knowledge or experience in English sound system in order to see whether they are qualified enough to teach the English subject.

This is a quantitative research work where data were collected by using a questionnaire. This instrument was chosen in order to understand the problems facing both teachers in their teaching profession and their pupils in learning English reading. A hundred and eight primary school English teachers in Sabrata- Libya completed the assigned questionnaire. Data collected were analysed by using SPSS software computer program. Conclusion and recommendations were finally stated for youngsters' English teachers to consider.

V.1. Research problem

This study investigated the difficulties that face Libyan primary school pupils in learning how to read in English. Libyan fifth and sixth primary pupils mispronounce many English words due to the differences between Arabic and English sound systems. For example, many pupils pronounce the sound /v/ as /f/, /p/ as /b/. In addition, it is hypothesized that Libyan primary school teachers face problems in teaching the language due to lack of experience in teaching English to youngsters because English course has been recently assigned to this primary education level with no proper training to the teachers.

V. 2. Research questions

The data collected in this study tried to answer the following research questions:

- 1- What are the major problems facing Libyan primary school teachers teaching English reading to youngsters?*
- 2. What are the major problems facing Libyan primary school pupils in learning how to read in English?*

'delayed reading' elements which can exist with the use of letter method,(Goodacre, 1971).

IV.4. The Bottom- Up Method

The bottom-up model is also called the parts-to- whole method. This method looks at the text as a "chain of isolated words, each of which is to be decoded individually", and the reader as someone who "approaches the text by concentrating exclusively on the combination of letters and words", Gascoigne (2005). The learner is engaged in a process of decoding letters, words, phrases, and sentences to achieve understanding of all the words in sentences.

Farris et. al. (2004) believe that this method makes learning easier for pupils because it breaks complex reading tasks into their basic skills. Cambourne (1979, p.80) presents the next diagram to explain the step-by- step cognitive interpretation:

*print→ every letter is discriminated→ phonemes and graphemes matched
→ blending→ pronunciation→ meaning*

Finally, it can be stated that an experienced primary level English teacher can be eclectic by applying all of the mentioned above methods in the same classroom session to get the maximum benefit and avoid boredom. By smooth transition from one method to another, youngsters with different levels of intelligence can actively interact with the new information given and learn something.

Next, the research methodology is presented. This covers the instruments used to collect the data needed for supporting or nullifying the hypotheses stated above. A self-completion questionnaire was used.

V. Research methodology

alphabet method can lead to very serious confusions and that the alphabetical sequence, particularly at the beginning of the alphabet, generated auditory and visual discrimination difficulties; e.g. *d* and *b*. The names of the English letters and their sounds are not always the same; therefore, there is a need for another method of teaching reading.

IV.2. The phonic method

In this method, the sounds of letters are substituted for the letter-names. It is based on teaching the sounds that match letters and group of letters of the English alphabet. Goodacre (1971) has pointed out that letter sounds are never produced singly but in the context of words, and that usually the position of the letter that determines its particular sound. In the phonics method, it is the sounds not the names of the letters that are taught. (Farris, et al.2004)

The phonic method has been criticized by many researchers; it can lead to the difficulties of combining letter sounds into meaningful words by synthesizing, which may lead to a weak word articulation.

IV.3. The whole-word or look-and-say method

The expression 'whole-word' or 'look-and-say' method is a way of teaching reading which stresses the word and not the letter-name or sound. It is based on having pupils recognize the shape of words, rather than looking at single letters in the word. By using words which are familiar to the pupil, it would be possible to get away from the difficult-to-transfer learning situations of phonic word building and blending, and the spelling units of the alphabetic method. Thus pupils would be more highly motivated to read, and not bored by the

The differences between Arabic alphabet and the English ones together with the differences between their sound systems determine the type of teaching method(s) that should be applied in teaching Libyan youngsters how to read in English. Many models/approaches/theories have been suggested by teachers, linguists and psycholinguists to facilitate the learning process of the English alphabet and their sound system. By considering the factors that affect the process of learning such as the nature of English language in comparison with the nature of Arabic language, the following teaching methods are suggested.

IV. Methods of teaching reading

A teacher needs a method which is both simple and suitable to the pupils' level. It is believed that there is no one "perfect method" for teaching reading to all children. The main methods of teaching how to read in English are the alphabetic, the phonic, the whole-word or look-and-say, top-down, bottom-up, and interactive method. These methods are critically and briefly presented below.

IV.1. The alphabetic method

This method suggests that familiarity with the form and names of letters help learners to recognize and pronounce words correctly. By constant repetition of the letter-names (e.g. bee, cee, dee,...etc.), and spelling out of words enables the learner to become familiar not only with the form and name of individual letters, but also to become familiar with certain letter-strings or letter-cluster. Generally, the main emphasis is laid on the recognition of new words rather than the grasp of meaning.

The alphabetic method has been criticized by many researchers, For example, Farris, et al (2004) said that starting with

The last factor is concerned with the medical problems. According to Hollowell (2013), poor ability to read in English may be related to the health difficulty that does not get addressed until the child is older. This involves speech problems, and hearing impairments. She emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading similar to their colleagues in classroom. Early discovering to these deficiencies helps English language learners in pronouncing the English alphabet correctly.

III.5. Similarities and differences between L1 and the target language

Reading includes a lot of subsidiary skills. These skills include the recognition of the alphabetic system, the correlation of the graphic symbols, as well as intellectual comprehension and mechanical eye movement, (Al-Mutaa and Kailani 1998). The learner may encounter difficulties with sound symbol relationships. In English, there is not a one- to- one correlation as in Arabic.

Barros (2003) and Ahmad (2013) conducted a study about factors affecting foreign students' learning of English reading. Among other results, they highlighted that Arab students faced difficulties in certain English consonants such as /p/, /v/, /dʒ/, /tʃ/ and /ŋ /, because these sounds are not existing in their Arabic language.

Selection of the vocabulary which are used as examples in the English lessons is another factor which facilitates or impedes the process of learning the target language. Background culture of the Arabic learners should be taken into consideration. Teachers' knowledge of the learners' culture is crucial in facilitating their learners' reading process.

Language orthographies also can have various directions; they may be left to right, as in English or French; right to left as in Arabic; or up and down as in Chinese or Japanese. The ability of English learners to decode English orthography varies according to the similarities or differences with their L1 orthography .

III.2. Environmental influences

This factor related to the environmental conditions that impact the learners how try to read a passage. Dennis (2016) emphasized that learners may have a lot of problems in focusing on their lesson in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe and uncontrolled place, they find it difficult to focus on the teacher's explanation. When they are in safe environments, their learning ability improves. Learners may lose their concentration and fail to follow up and digest the examples given when there is noise like the noise of street or the noise of pupils in other classes.

III.3. Interest and motivation

According to Dennis (2016), learners' interest and motivation are very important in developing their learning of the new language. If learners find the examples given and the reading material boring, they may have a lot of problems in concentrating on their comprehension. This can lower the understanding ability among learners. On the other hand, if the examples given and the reading material are interesting, learners can easily understand and remember them clearly. So EFL teachers are recommended to select the suitable materials to motivate their learners.

III.4. Health problems

recognizes both sounds and the meaning of the visual symbol. Some people can pronounce the sounds of the written words but they do not get any meaning. In fact, those people are not reading, they are only pronouncing sounds.

While decoding English language symbols, Libyan primary school pupils find it easy to pronounce and decode the English symbols which are similar to their native Arabic language symbols, and difficult to pronounce and decode the symbols which are different from or not available in their native language.

In addition, many teachers lack the experience to apply the suitable teaching method(s) which encourages pupils to learn the target language with full enthusiasm. For example, many teachers lack the ability to use games as a tool in learning the English alphabets with their correct sounds.

III. Factors influence the process of learning how to read in English

The process of learning how to read in English is affected by factors such as characteristics of L1 orthography, proficiency in English, appropriate use of reading material, environmental influences, interest and motivation, and health problems.

III.1. Characteristics of L1 Orthography

As Jameson (1998) stated, orthography is the symbolic written system of a language. It may be alphabetic, based on sound and symbol correspondences, such as in English, Arabic or Spanish; it may be syllabic, based on consonant/vowel sound combinations, as in Thai or Japanese; or it may be logographic, based on ideograms or characters such as in Chinese.

It is aimed at analyzing the obstacles and diagnosing the problems faced by Libyan primary school pupils and their teachers in learning-teaching how to read in English.

In addition, effective strategies and techniques are suggested for English teachers to be used in primary school classrooms. Libyan English language teachers are expected to benefit from this study and learn useful techniques which may help them in dealing with young pupils learning English in primary schools.

Finally, this paper is approached with the assumption that Libyan primary school pupils face difficulties in learning how to pronounce and read in English. Libyan fifth and sixth primary pupils mispronounce many English words due to the differences between Arabic and English sound systems. For example, many pupils pronounce the sound /v/ as /f/ and /p/ as /b/.

It is also hypothesized that primary schools' English teachers have little experience in teaching English to youngsters because English course has been recently assigned to this primary educational level with no proper training to the teachers.

To support or nullify these assumptions data were collected by using a questionnaire. Results were analysed by using SPSS computer software. This was followed by conclusion and recommendations of the study. Yet, before so doing, the literature related to this topic is reviewed in the following section.

II. Study background

During reading process, reader's eyes see a written symbol (alphabet/letters). That symbol represents sound/sounds, and those sounds represent a word. All of these activities are happening at the same time. Reader's eyes get a visual message, which goes to the brain. Then the brain "decodes" the visual symbol and the reader

في ملئ استبانة تركز على المشاكل التي تواجه المدرسين و طلابهم في تدريس وتعلم اللغة الإنجليزية، أظهرت النتائج وجود العديد من المشاكل التي تواجه المدرسين وتلاميذهم في تعليم وتعلم مادة اللغة أنجليزية. ولهذا اقترح الباحثان بعض النصائح التربوية للمدرسين والسلطات التربوية لأخذها بعين الاعتبار

I. Introduction

For Libyan youngsters, learning to read in English is an intensive effort. In the process of learning a foreign language, youngsters need to decode the language codes and build the foundation for lifelong literacy. Early learning to read includes the direct teaching of words and sounds. Youngsters should be helped to be able to distinguish between different sounds of oral language to achieve understanding. They also need basic knowledge about the written alphabet, sound-symbol relationships, and concepts of print because these are the basis for decoding and reading comprehension skills. In order to do so, pictures, illustrated story books and visuals can help with this situation.

English language has become an obligatory course in primary schools in Libya in (2007). As a new course, most of the English teachers in Libya have little experience in dealing with primary school pupils of ages between six and twelve years old.

This study is an initiative by the researchers to shed some light on the obstacles that stand in the way of youngsters in learning how to read in English, and the problems which face their teachers in teaching the language. This small contribution is claimed to be one of few studies investigating this topic so far in Libya. Many other researchers have focused on teaching reading comprehension to secondary and university students which is entirely different from teaching youngsters.

Obstacles facing English Teachers and Their Libyan Primary School Youngsters in Teaching/Learning How to Read (i.e.to be literate) in English)

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Abstract

This study investigates the problems facing Libyan teachers in teaching reading in English and the obstacles facing their primary school youngsters to learn the language. A hundred and eight English teachers in Sabrata primary schools completed a questionnaire focusing on the problems facing both teachers and their pupils. The results of the questionnaire data analysis revealed that there are many problems facing the teachers and their pupils in teaching-learning the language. Pedagogical recommendation are suggested for English primary school teachers and educational authority to consider.

Key words: obstacles, youngsters, questionnaire, educational authority

الملخص

تفحص هذه الدراسة المشاكل التي تواجه معلمي اللغة الإنجليزية الليبيين في تدريس المادة و العوائق التي تواجه تلاميذهم في تعلم المادة. شارك في الدراسة 108 معلم يدرسون اللغة الإنجليزية بمدارس صبراتة الابتدائية من خلال المشاركة