



ASSESSMENT OF ENGLISH READING DIFFICULTY AMONG GRADE
THREE LEARNERS: THE CASE OF ETHIO NATIONAL SCHOOL

BY: GETACHEW TATEK

ADVISOR: YIRGASHEWA BEKELE (PhD)

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SCHOOL**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRAGUATE STUDIES**

By: Getachew Tatek

Approved by Board of Examiners:

.....
Advisor

.....
signature

.....
External Examiner

.....
signature

.....
Internal Examiner

.....
signature

.....
Dean, Graduate Studies

.....
signature

DECLARATION

I *Getachew Tatek*, the undersigned, declare that this thesis is my original work. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher institution for the purpose of earning any degree.

Name

Addis Ababa University, Addis Ababa

Signature

November, 2018

ENDORSEMENT

This thesis has been submitted to Addis Ababa University, School of Graduate Studies for examination with my approval as advisor.

Advisor

Addis Ababa University, Addis Ababa

Signature

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ABRIVATIONS

ERD: English Reading Difficulties

MoE: Ministry of Education

ENS: Ethio National School

SD: Standard Deviation

L1: National Language

L2: Instructional Language (English)

ABSTRACT

The overall objective of the study is to assess students' English reading difficulty in Ethio National School located in Akaki- Kaliti Sub City, Addis Ababa. This study employed quantitative approaches for data collection and analyzes. The research design was a descriptive survey design. Data from questionnaires compiled, edited and coded according to the themes of the study. Data was presented in the form of statement using descriptive statistics used to summarize data by using Statistical Package for the Social Sciences, (SPSS) version 20 software. Statistics including mean, frequency and standard deviation were used to analyze the data among the different groups. The target populations of the studies are grade three students (371) and teachers of English language (6). The sample of the study included 6 teachers of English (purposive sampling) and 192 students (simple random sampling) from grade three nine classes. The study finding showed that there is high phonological awareness problem. On the other hand student problem regarding factor attributed to difference between L1 and L2 showed high reading difficulty gap. Regarding to factor attributed to teacher and methodology is high factor that contributed to student reading difficulties. Result regarding to Descriptive Statistics Self-reported reading strategies indicated that relative modern intentions to low strategy. The finding stated that identified by teacher's experience, teaching status and methodology make reading effective and lasting shows in opposite manner. The study recommended stated progress has been made in understanding the underlying mechanisms that contribute to reading difficulties in monolingual students and future studies should focus on reading strategy instruction and interventions on reading outcomes.

Key words: Assessment, Reading, Difficulty and Reading Difficulty

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Learning to read is an essential part of basic education. Reading, after all, is an important gateway to the other disciplines. It has been said that reading is the primary avenue to knowledge (Montgomery, 2007). It is the cornerstone of education and the foundation of lifelong learning. It unlocks the unknown and carries the reader to new discoveries and learning. It equips the person with varieties of knowledge which he can use in his daily living. A person who loves to read understands any phenomenon easily.

In Mihaljević and Krevelj (2009) in book of “Psychology and Teaching of Reading”, reading was defined as “imagining, thinking and feeling about ideas and thoughts made from past experiences that are suggested by perception of printed words”. Reading, as asserted by the author, is an activity that requires the different capabilities of the mind, as the reader processes words and their meanings.

The improvement of reading skill as pointed out by Mihaljević and Kreveljis (2013) highly essential, because a basic level of reading ability is generally “not enough to master a quantity of assigned reading in a special field” in college. He also mentions that fluency in reading is especially required for English Literature subjects.

Even if reading is not only beneficial in terms of academics, though, as Mihaljević and Krevelj (2009) explains, different scholars conduct research on reading for improvement of relationships with other people across interests and cultures, as readers come across books that “put on into the life and feelings and experiences of men and women of all occupations”. Thus the researcher is initiated to identify students’ gap in communicating through English as media of instruction.

According to Nikolov (1999) reading plays a very important role in enhancing the minds of young individuals, developing their “capacity for focused attention” as well as their “imaginative growth”. As mentioned above some research has shown a positive relationship between people’s reading habits and their active involvement in other endeavors.

Nikolov (1999) also cited Louise M. Rosenblatt, an influential professor of literature and “scholar of reading”. Aikat stated that “the act of reading is a dynamic ‘transaction’ between the reader and the text”, an idea taken from Rosenblatt’s (1978) book, “The Reader, The Text, The Poem”.

According to the Rosenblatt’s (1978) book, “The Reader, The Text and The Poem”, there are two kinds of reading—reading for leisure, called Aesthetic Reading, and Efferent Reading in order to gain information. Efferent readers read for the purpose of the facts they will learn, while aesthetic readers read for the reading experience, making it easier for them to “connect emotionally” to the text.

Hence, in the life of a child, reading is very significant tool to use to discover basic knowledge about the world he lives in. Reading is not just however, an innate thing that originates with the child. It is a set of skills that gradually develops as the child is subjected to formal education by the school as the responsible institution for the child’s formal education.

According to Malley and Chamot (1990) a child who fails to develop his reading skills at grade three finds reading boring and difficult to achieve and if children are not independent readers by the end of the third grade, it is unlikely that they will be able to be successful in the middle grades and beyond and most likely they rarely able to “catch up” with their peers. This phenomenon of reading failure makes the child inattentive, irritable and passive. Therefore, his failure in this area hampers him to achieve academically in other content area subjects. This may even lead to negative attitude towards schooling.

As Oakhill, Cain and Elbro (2015) stated, the primary school academic department made the Communication Arts period longer in terms of contact hours in which reading is integrated. In the case of the private elementary curriculum, reading is taught as a separate subject to give enough time for the development and acquisition of the basic reading skills.

According to Wixon, Peters, Weber and Roeber (1987) reading is the process of constructing meaning through the dynamic interaction among the reader, the text and the context of the reading situation. Reading process involves visual motor skills and perception of the symbols by the brain. It is generally broken down into two components: “reading” the words, or decoding and understanding what is read, or comprehension (Cooper, Warnoke & Shipman, 1988; Samuels, 1988).

Reading between the lines” is the process of making inferences in order to reconstruct the author’s implied messages. This requires an understanding of the integral logic of facts presented as well as an understanding of connotative and figurative language. “Reading beyond the lines” is the process of judging the significance of the author’s message and constructively applying it to other areas of knowledge and experience.

The major types of reading difficulties identified in different literatures at studied grade level are reading habits, word recognition errors, comprehension errors and miscellaneous symptoms. Smith et al., (1985) also list several common difficulties like omitting letters, syllables or words; inserting extra letters, words or sound; substituting words that look or sound similar; mispronouncing words; repeating words and using improper inflection during oral reading. This all are because of reading experiences strongly influence self-image and feelings as identified by (Lerner, 2006).

On the other hand critical factors in reading development at the beginning grades as identified by University of Oregon used over fifty scholarly research articles are: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension. These factors are interrelated, frequently influence one another; and, in many studies, have high correlations (Peebles, 2007). Therefore, children must have some of these skills to learn to

read, but on the other hand, reading instruction strengthens their knowledge of letters and language; and, these skills therefore, are a consequence of learning to read; and preschool children with solid rhyming skills had significantly stronger reading skills while in grade school.

Print awareness refers to the awareness and recognition of alphabet letters and the sounds of letters, also referred to as decoding or phonics (Whitehurst & Lanigan, 2002); and Fluency with text refers the automatic ability to read words connected in text. Similarly, Vocabulary, a component of language development, is the understanding of words and what words mean (Bromley, 2007). And Comprehension, in relation to reading, refers to an understanding of what has been read. Reading comprehension is a complex cognitive process that involves a connection between the reader and the text that ultimately conveys meaning (National Reading Panel, 2004).

The Grade 3 level is generally regarded as the preliminary period to a more challenging phase of an intermediate education in the elementary level. It is therefore at this grade level where all the pre-reading skills are expected to have been developed in the primary grades to the more shaped intermediate pupils where taught reading skills should have been learned. And it is also in this grade level that reading difficulties are apparent where there is still time for remediation and correction (Ockey and Reutzler, 2014).

Hence, if third graders fail to develop the pre-requisite skills, they cannot be expected to work independently with reading materials. Hence, this study is done to systematically identify the reading difficulties of grade three students of the nine sections of elementary schools in Ethio National School located in Akaki Kality Sub city, Addis Ababa.

1.2. Statement of the Problem

Although Ethiopia has been using English for academic purpose as long as Nigeria and Ghana, and English has long been the medium of instruction, there is nothing that can really be called “Ethiopian English” or an Ethiopian variety. What exists, if anything is simply

performance variety that is largely brought about through mother tongue interference? Hence, an Ethiopian using English for academic purpose reading can be identified if he or she gave equal stress to all syllables, did not use standard intonation patterns and had difficulty pronouncing “th” words. Regarding Lexis, Ethiopian speakers sometimes use words transliterated directly from their mother tongue, so might for example confuse ‘tall’ and ‘long’, if there is only one word for both these in their mother tongue. Grammatically too, some constructions might be awry.

According to Gebeyehu et, al., (1992) Ethiopian academician’s readers sometimes use words transliterated directly from their mother tongue this is due to vulnerable reading difficulties go facing them since the primary schooling which is they used to learn.

According to MoE (2013) if students were not reading English at early grade three, they would be in trouble, where, s/he did not able to read independently in the next grades: fall behind his/her class meets and not able to understand what the teacher write on the blackboard and not able to write essays and reports.

The Institute of Curriculum Development and Research (2007) reported that 40% of third graders, 30% of eighth graders, and 25% of twelfth graders are below grade level. The percentages are even higher and the gaps even wider between grade levels in schools predominately made up of free or reduced lunch eligible student populations (Ministry of Education, 2008). There is a connection gap which is not clearly settled about the level of students reading difficulties by previous study. Because it is imperative that school psychologists work with a team of professionals to help students with reading problems by designing interventions from data-based decision-making activities.

The current study insisted to evaluate grade three students reading difficulties in order to touch briefly and how the school establish important link to targeting groups by addresses the diagnostic and assessment issues in the identification of students with ENS.

1.3. Research Questions

What is the level of English reading difficulties among third grade learners in Ethio National School?

1. What is the level of English reading difficulty in grade three students?
2. What reading difficulties are facing grade three learners as perceived by English teachers?
3. What is the extent of students reading difficulties?
4. What is the level of English reading difficulty in grade three students as perceived by English teachers?
5. What are the proposed remedies for reading difficulties as perceived by English teacher?

1.4. Objective of the Study

1.4.1. General Objective

The overall objective of the study is to assess English reading difficulties among grade three learners in Ethio National School (ENS).

1.4.2. Specific objective

1. To assess the level of English reading difficulties.
2. To assess the reading difficulties in grade three learners.
3. To assess the extent of reading difficulties.
4. To assess the level of reading difficulties in grade three students as perceived by English teacher.
5. To evaluate the proposed remedies for reading difficulties as perceived by English teacher.

1.5 Significance of the Study

The result of this study was to identify major reading difficulty of grade three students in Ethio National School. It can help teachers, students, administrators, and parents to know the reading difficulties and proposed remedies.

The findings would also be very beneficial for parents to cooperate more effectively with the school and provide appropriate parental guidance through proper advice and a supportive home environment.

The results may finally be able to help the researcher understand better role of pupils with reading difficulties that would be serve as basis in giving proper instruction and guidance to the pupils.

1.6. Scope of the Study

Even if there are many schools in Addis Ababa city Administration, the study was delimited to Ethio National elementary schools Grade three Students' English Reading Difficulty in Akaki Kaliti Sub city. The focus of this study was on the reading difficulties of the grade three learners. The study was also conducted by descriptive survey research method. Both qualitative and quantitative research method was employed. Data analysis was also made by descriptive statics like mean, SD, and frequency distribution.

1.7. Organizations of the Study

This study has organized into five chapters. The first chapter start with general introduction by highlighting issues about student reading difficulties, a problem formulation objective also part of this chapter followed by significance, scope and organization of the research work.

In the second chapter, recently emerged knowledge products are presented through extensive review of relevant literatures from different sources, empirical reviews and the

conceptual frame work of the entire paper. The third chapter covers the research design and methodology. Data collection procedures, target population, sampling and data analysis techniques will have discussed in detail. The fourth chapter comprises of the presentation of result, discussion and summary of findings in relation with detailed related similar researches. The last section of the chapter presents a conclusion, recommendations and limitation of the paper. Finally, appendixes followed with supportive result table documents.

1.8. Limitation of the Study

The study of the total population is not possible and it is also impracticable. The practical constraints are: respondent's diligence to give immediate response during data collection and in availability of well-organized documents about students reading difficulty especially vice-principal of the school.

1.9. Operational Definition of Variables

English Reading Difficulty: It is used interchangeably with the terms reading disability and learning disability in this study. It includes problems in phonological awareness, instructional language, reading strategies and comprehension. The design was descriptive survey and mixed approach. They were measured by an instrument called questionnaire and document review. Data was presented in the form of statement using descriptive statistics used to summarize data by using (SPSS) V20 software. Statistics including mean, frequency and SD were used to analyze the data among the different groups. The target populations of the studies are grade three students (371) and teachers of English language (6). The sample of the study included 6 teachers of English (purposive sampling) and 192 students (simple random sampling) from grade three nine classes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Historical Development of Reading in the World

Reading is activities consisting of cognitive, psycholinguistic and social and where it is a complex cognitive process requiring visual, auditory and motor skills to enable a child to recognize words and symbols, to associate them with the appropriate sounds and to invest them with meaning derived from previous experience (Hyland & Hamp-Lyons, 2002). Reading includes word recognition, comprehension and interpretation, appreciation and application of what is read. It is an interaction with language that has been coded into print and reflects the knowledge and competencies available to the learner and how these are activated and coordinated during the reading process. According to Hengari (2007) reading is the ability to make sense of written or printed symbols. Reading is a prominent element of the entire education curriculum across all subject areas beginning in the earliest grade. Children with delays in reading will experience feelings of deep inadequacy. Reading is a language process. The child being taught to read must understand the relationship between reading and his/her language. The facets of reading that teachers must consider if they are to guide children's growth in reading includes decoding print into sound and decoding a graphic representative of language into meaning (Heilman, 1977). Therefore, still reading is on the way of developing especially deteriorated in the developing countries, because of absence of awareness.

2.2. Historical Development of Reading in Ethiopia

When formal education started in Ethiopia during the 4th century, Christianity was recognized as a religion. For many years the church controlled all education. The Ethiopian had the longest history of church education that had involved preschool age children (Demissie, 1996) which was mentioned by Aweke Lemessa (2016). The concept of early childhood care and education dates back to the 14th by Ethiopia Emperor ZeraYaaqob and

AlekaWaldaHaywat (Sumner, 1986 in UNESCO II CBA, 2010) while others associated its development to religious education given to children at the age of four in which children learnt alphabet in church service in the medieval Period.

In Ethiopia, reading comes with the development of modern education since the beginning of 20th century and the government was made an attempt to improve children's education with the concept of preschool education in the modern sense. The first modern preschool was established in 1908 Dire Dawa city (Sumner, 1986) and since then the provision of preschool education, mainly for children from rich families started to Addis Ababa in attachment with the existing schools such as English school and the like. Therefore, reading English in Ethiopia was beginning in the school since the beginning of teaching and learning English in preschools.

To begin its job with the mission, a manual for kindergarten and primary grades in Ethiopia was produced by the commission for the first time in 1982 (Demeke, 2007) which it mainly gives attention to reading English as one component of schooling. Generally, the early childhood care and development program in Ethiopia cover the period from birth to the first six years of development. Children usually begin to go to traditional Priest Orthodox schools at the age four. This long-standing practice seems to be in fact these days advent of modern education establishments concentrate more on reading and writing. With the change in government in 1991, most programs established and recognized in kindergartens and primary education, especially first cycle for reading; as a very important element in the early schooling from adoption of the new education and training policy (MoE, 1994).

One way to measure reading achievement and development is through curriculum-based measures. Curriculum-based measures have been researched thoroughly and have been found to hold high reliability and validity (Deno, 2003). These strong psychometric properties have been achieved through standardized observational procedures in repeated studies of student performance in reading, writing, and mathematical skills through English. Thus, knowing and understanding the potential risk factors for reading failure is important

to educators. As educators understand the influence of these risk factors on reading achievement and development, they will be able to provide at-risk children with appropriate screening measures and early interventions for assessment tool. As MoE (2013) mentioned the common consciences standards for reading.

2.3. National Standards and Domains for Reading English Language

The concept of standards for the English language teachers in Ethiopia in primary schools of first cycle encompass important perspectives which include what English language teachers in Ethiopian should know and be able to do. Therefore, the national standards for the English language teachers in Ethiopia could be used to provide a framework. According to MoE (2013) stated, Domains of the National Standards for the English Language Teachers teaching grade 1-4 are the following:

Table 1: Reading Standards and performance indicator for English Language in grade 1-4

Reading skills	Performance indicators
1.1 ability to interpret meanings of sentences	<ul style="list-style-type: none"> • identifies meanings of simple and compound sentences
1.2 skill to extract information from paragraphs and short essays: main ideas, details, references, etc	<ul style="list-style-type: none"> • identifies main and specific ideas of short paragraphs and essays
1.3 skill to identify coherences of sentences in paragraphs and relationships of paragraphs in short essays identifying cohesive devices and other linking words,	<ul style="list-style-type: none"> • identifies organization of ideas among sentences in short paragraphs and essays
1.4 ability to interpret writers' proposes	<ul style="list-style-type: none"> • interprets writer's intention in short

	paragraphs and short essays: introduce, explain, describe, narrate, argue, or conclude ideas
--	--

According to the above table standards of reading skills, the performance reading English language in Ethio National School indicates below the standard and assessment of reading difficulty in English language becomes an issue of the study.

2.4. Frameworks for National Standard Domains of Reading English Language in Grade 1-4

According to Ministry of Education (2013) testing frameworks for National Standard Domains of reading English Language Skills in grade 1-4 are mainly based on reading, listening and speaking; each of which are assessed out of 100%. The type of assessment for reading is objective consisting of 100 items. Therefore, it is shortly depicted as follows:

As MoE (2013) stated both content and pedagogical knowledge of the teacher's in English Language reading is very crucial for testing students' level of reading skill. Teachers expected to know contents (language activities/tasks) of the English language curriculum of the cycle he/she teaches and contents of syllabuses covered in different grades at that level. The content dimension, thus, addresses what the English language teachers should know about different language activities and be able to cover in the processes of the English language teaching in schools. Similarly, English language teachers are expected to know methodologies employed in teaching the target English language reading skills. English language methodologies should focus on training learners in different language learning strategies that enable learners to learn the language by them, rather than on those that make them teacher and textbook dependants.

Table 2: Testing frameworks for National Standard Domains of reading English Language Skills in grade 1-4

	%		Type		Number of Items	Remarks
			Objective	Subjective		
Skills						
Reading	100%		✓		100	
Listening	100%		✓		25	
Speaking	100%			✓	4 types	Ask questions related to indicators
Writing	100%			✓	4 types	Give writing activities/topics related to indicators
Knowledge (TKT)						
Content Knowledge	75%	75	✓			
Pedagogy Knowledge	25%	25	✓			

2.5. Theoretical Aspects of Student Reading Skill

The proliferation of research into the nature of reading and teaching of reading began in the early 1970s (Smith, 2004). In the last four decades reading processes have been studied from linguistic, cognitive, and socio-cultural perspectives, the emphasis increasingly being on reading comprehension (Hudson, 2007). Reading, as part of Language 2(L2) literacy instruction, has become the main focus of teaching English to children for two main reasons: 1. English language teaching has become mandatory from a young age throughout the world (Ediger, 2001; Enever, 2009; Enever & Moon, 2009); 2. Reading is regarded as “one of the most important skills in academic settings” for second language (L2) learners (Grabe, 2002).

There is a considerable literature on literacy development in English as first language (L1), while not much is known about the development of early reading in English as L2. In a children learner context of foreign language learning, or more precisely English as L2, much of recent reading research has tackled the topics of reading strategies (Mihaljević & Djigunović, 2013).

Results from these studies shed more light on children's L2 reading skill by deepening understanding of how a variety of factors interact, simultaneously opening up new questions that call for further studies into the area. New research should allow "comparison of L2 outcomes across contexts within the overarching population of young learners" (Murphy, 2014) and thus help identify the variables significant for predicting success in children's L2 learning, relevant to their reading skill development.

2.6. The Reading Theories

This study is anchored on the different theories discussed above, namely, Bottom-up theory, Top-down theory, Schema theory, Interactive theory, Sub skills theory and Psycholinguistics theory. The elements in the whole framework are the reading theories, pupils learning reading, teachers teaching reading, perceived reading difficulties and the reading instruction. The reading theories are the vehicles that can be used by the teachers in her reading instruction and activities of the students. This mainly depends upon the needs in terms of teacher-pupil capabilities, instructional materials and teaching and learning context.

The Bottom-Ups Theory: The Bottoms-up Theory is a text-driven approach. It suggests that reading is basically a process of translating graphic symbols into speech during oral or silent reading. Here are the basic features of this theory. The learner reads text by building from sound-system units to words meaning. Word-recognition accuracy is important to comprehension. The most effective instructional materials are phonics oriented. Learners use word-identification skills to unlock words not in their "ownership" or "sight" vocabularies. (Klein, Peterson & Simington, 1991) written Language is subservient to oral

language. Lower-level processes are seen as taking place prior to higher-level or cognitive processes (Hayes, 1991).

The Top-down Theory: It is opposite to the Bottom-Up theory. Its fundamental feature is that it is at the schema- end of the continuum. The following are among its primary tenets: Meaning is vested in the reader not in the text per se. Comprehension and meaning precede decoding and word attack. Learning proceeds basically from the whole to its parts and not from parts to a whole. Instruction is focused on meaning rather than on text structure. (Klein, Peterson & Simington, 1991) according to this model, the reader plays an active role and supplies more information than the printed page does (Hayes, 1991).

The Interactive Theory: It is more of a compromise between bottom-up and top-down theories. This model believes that different processes are thought to be responsible for providing information that is shared with other processes. Hypothesis is arrived by means of top-down processing. As such, bottom-up processing is guided to a degree by the hypothesis imposed by top-down processing. The information obtained from each type of processing is combined to determine the most appropriate interpretation of the printed page Hayes (1991). Rumelhart (1997) has developed an interactive model which suggests that, at least for skilled readers, top-down and bottom-up appeared simultaneously.

Schema Theory: This theory gives importance to prior knowledge. It suggests that knowledge and experiences act to facilitate the acquisition of new knowledge. It emphasizes the importance of teaching pupils how to comprehend before reading rather than fixing up understanding after reading (Hayes, 1991). Rand (1994) hypothesized that having many experiences with well-informed stories help children develop a story schema. Reading comprehension involves relating textual information to pre-existing knowledge structures or schema (Pearson, et al., 1999).

Sub skills Theory: It believes that reading is a set of sub skills that children must master integrate. This theory explains that good readers have learned and integrated these skills and they use them automatically. As Burns, Ross and Roe (1992) teaching these skills until

they become automatic and smoothly integrated makes reading meaningful. “One of the hallmarks of the reader who learned the sub skills rapidly is that he was least aware of them at the time, and therefore now he has little memory of them as separate sub skills”. This model illustrates the process by which students master smaller before larger ones and integrate them into units after mastery.

Psycholinguistic Theory: About ten years ago, the “psycholinguistic model” of reading began to assert that contrary to this view of reading as a sequence of skills which one could teach, reading is in actuality a process of predicting meaning based on the reader’s knowledge of oral language syntax, semantics, and phonological cues (Goodman, 2013).

In other words, based on the reader’s store of information about how language works from his knowledge of oral language, a reader already knows something about how words are ordered and what kinds of meaning words possess in certain contexts. The early psycholinguistic model is primarily a top down or conceptually driven model where the emphasis is on prediction of meaning. It is the concepts which generate a search for the data or words to confirm these predictions. (Goodman, 1993) Within this perspective Smith defines reading comprehension as making sense out of what you read by using what you know, or the theory of the world which you have in your head.

Essentially the reader is expected to use prior knowledge and experience with language to get meaning from print. A characteristic in the development of both the skills and psycholinguistic theories of reading comprehension is the use of paradigms or models from computer science. (Goodman; LaBerge & Samuels; Ruddell, 1993) information processing model integrates both the top-down and bottom-up processing concepts into his interactive theory of reading comprehension. In this view, while the reader is processing features, letters, spelling patterns, etc., at the same time he or she is also attending to general context, syntax, and the semantic and syntactic environment in which the words occur and from which an interpretation of meaning is made.

These practices are sometimes used by schools, educators, and parents when a young child developmentally lags behind his or her peers. The young child’s underperformance is

interpreted as the child needing more time to acquire the knowledge and skills needed to perform at the level of his or her peers. It is based on the disciplines of psychology and linguistics.

Kenneth Goodman (1993) a noted psycholinguist points out the importance of the reader's ability to anticipate the material she has read (Goodman, 1993). Its salient features are the following: Learning to read does not require memorization of letter names, phonic rules or large list of words. Learning to read is not a matter of a child relying upon instruction because the essential skills of reading cannot be taught (F. Smith, 1998) Smith, like other psycholinguistics, believes that children learn to read as they learn to speak, by generating and testing hypotheses about the reading materials and getting appropriate feedback.

2.7. The Basic Skills in Reading

2.7.1. Vocabulary Skills

The rich store of vocabulary words in the readers' storage of knowledge allows him to transmit his ideas with precision and imagination. Vocabulary knowledge or knowledge of word meanings is critical to reading comprehension (Klein, Peterson & Simington, 1991). Children with limited vocabulary knowledge especially those who have not learned techniques and strategies for inferring the meanings of unknown words will experience difficulty comprehending both oral and written text (Hayes, 1991). Vocabulary skills are rapidly developed during the child's elementary school years. It has been estimated that the typical child increases his or her vocabulary rate of about 1,000 words a year (Burns, 1992).

Vocabulary skills are characterized by the following (1) recognizing known words that are in one's understanding but one does not recognize in print (2) learning new meanings for known words by adding new shades of meanings to words partly known (3) recognizing new words that represent new concepts (4) clarifying and enriching the meanings of known words in communication (Heilman, Blair & Rupley, 1996).

In the light of the impact that pupils' vocabulary has on reading success, Johnson and Pearson, in teaching Reading Vocabulary (1994) recommended that teachers set aside time

for general vocabulary development. Rouke (1994) as reported by Hayes (1991) asserted that vocabulary instruction has typically been viewed in a narrow context. He recommended that elementary curriculum includes systematic strategies for vocabulary development.

According to Anderson (1992) a major factor in vocabulary acquisition after third grade is the amount of independent reading students do. Anderson and Freebody (1993) stated that when reading independently for 25 minutes per school day, an average pupil would encounter tens of thousands of words that she or he did not know. A number of studies conducted on vocabulary skills are not similar to this present study. However, their significance is related to this.

Grambell, Wilson and Gatt (1998) conducted a study using fourth graders. They found out that while high-ability readers encounter only one unknown word out of 100 in a typical instructional reading passage, low-ability readers frequently encounter an unknown word once in every 10 words they do not know.

Eldredge, Quinn and Butterfield (1990) examined the causal relationship between vocabulary and comprehension. Measures were obtained from 504 second-grade pupils. A cross-logged panel analysis was used to test for such a pattern. Findings indicate that reading comprehension has a causal effect on vocabulary instruction improved reading comprehension.

Mcswain (1994) experimented on the use of free reading as a method for vocabulary development and comprehension. Findings revealed that a faster comprehension happened than vocabulary development in the fourth grade structure group; however, unstructured group had the opposite result which showed vocabulary development faster than comprehension.

2.7.2. Comprehension Skills

Comprehension is the purpose of reading; without it, there is no reading (Heilman, Blair & Rupley 1996). It is a constructive, interactive process involving three factors: the reader, the text and the context in which the text is read. As Anderson (1994) viewed comprehension primarily involving the construction of schema that accounts for the meaning in the text. It is an outline of script which provides a framework of comprehension. It is described as an internal mental process that cannot be observed or studied directly Heilman, Blair and Rupley (1996). This notion brings out the idea of mental model. This is an inclusive theory of comprehension which can handle both scripted and unscripted activities. Two mental models are briefly described. The working mental model is the construction of present events in the story and the passage mental model is the knowledge of the whole story by building links between events. Readers build up numerous comprehension skills in order to understand fully what they read. The following types are: the literal comprehension which means getting ideas directly stated in the passage, interpretation comprehension which is to read between the lines; critical comprehension which means evaluating the passage read; and the application which is to read beyond the lines. A number of research studies about comprehension are not similar to mine; yet, their relevance can support this existing study.

Spearrit (1992) conducted an experimental study to identify the interrelatedness of comprehension sub skills using likelihood factor analysis. He found out that among the seven sub skills he identified, four of which were differentiated as separate sub skills. These skills are recalling word meanings, drawing inferences, recognizing author's purpose and following the structure of a passage. It was further stressed that although the four skills are distinguishable, only vocabulary skill is the best differentiated. This supports the category of skills this study is using. Vocabulary has been solely separated from comprehension.

Research by Matz and Rockwer (1991) supported that poor comprehend do not suffer from a general comprehension deficit when pictures are accompanied with auditory version. Stanovich and Vata-Kassi (1995) found six variables correlating with comprehension namely: word, recognition, speed, vocabulary, time and technique in teaching. They all

showed an interdependence of performance to reading. They further defined that poor readers who read slow and cannot decode words create according to graphic structure.

Liberman and Shank (1999) suggested that inability to recognize words create a working bottleneck that interferes with comprehension. Styler (1990) reported a result of a project using repeated reading to improve decoding skills and its impact to comprehension. The result showed that reading was difficult.

2.7.3. Literary Appreciation Skills

Reading can be entertaining as well as informative. Teachers can help the child to realize this fact by reading stories and poems to the child and setting aside a regular time to pleasure reading during which many good books of appropriate difficulty levels for each child and on many different interest areas are readily available. Recreational reading skill helps carry out the enhancement of other reading skills. Yet, a child cannot read independently when his vocabulary and comprehension skills are not yet developed. Hence, recreational reading is dependent on other reading skills.

According to Gunning (1992) recreational reading allows the child to manipulate his skills and prior knowledge without much pressure from the outside of the self. He stressed further, that it develops self-concept and independence (Burns, Ross and Roe, 1992).

It is believed that even before the child enters school; his surrounding which fosters positive attitude towards reading can influence his interests to read. This is manifested by members of the family or even the extended surroundings which is the neighborhood. Cutts (1994) said that the more recreational reading done, the more chance for skill development. With the different kinds of materials, the researcher read, unfortunately, there is no existing study made on literary appreciation skill.

2.7.4. Work-Study Skills

Study skills are defined by Nikolov (1999) as skills necessary for acquiring critical information from a variety of text and media source for differing purposes and uses. In other words, a person who has mastered study skills knows how to review and read different kinds of texts and knows what information is important for the task at hand. Furthermore, the individual knows how to retrieve essential information and cast it in a format for the purpose.

2.8. Reading difficulties

Coining a definition of acceptable reading to all educators and psychologists has been difficult and problematic. This is due to many perspectives with which different professionals may approach the same issue. This study employed the Piaget's (1983) theory of cognitive development to define reading. According to this theory, mental development progresses as a result of learner's interactions with their surroundings. The role of the educator is to provide material and appropriate opportunities in which learners can interact (Piaget, 1983). The researcher, therefore, agreed with Nikolov (2009) view of reading as the act of simultaneously "reading the lines", "reading between the lines", and "reading beyond the lines". It is, therefore, concluded that the reader has to be critical and also creative.

According to Murphy (2014) reading is the process of constructing meaning through the dynamic interaction among the reader, the text and the context of the reading situation.

Typical reading difficulties of adolescents with mild disabilities include problems with vocabulary, word recognition, reading comprehension and reading rate. Reading problems stem from many causes, and is a complex process as many reading difficulties can exist. Nation (2005) provide the following general classifications of the more prevalent reading difficulties: faulty word identification and recognition, inappropriate directional habits, deficiencies in basic comprehension abilities, limited special comprehension abilities (such

as inabilities to locate and retain specific facts), deficiencies in ability to adapt to reading needs of content fields, deficiencies in rate of comprehension and poor oral reading.

Children and adolescents who are not proficient with the form, content and function of language have reading difficulties. Form includes phonologic, morphologic and syntactic skills. Content refers to semantic, or vocabulary and the relationship among words. Function means a student's ability to use a language for pragmatic social purposes.

Adams (1990) attributed phonological awareness to skillful reading through their research. Regardless of the factors related to the reading disability, there are several types of reading problems that are typically found among students. These include; problems related to reading habits; word recognition errors; comprehension errors and miscellaneous symptoms. Smith (1988) lists several common problems experienced by some students who suffer from reading disabilities. These include; omitting letters, syllables or words; inserting extra letters, words or sounds; substituting words that look or sound similar; mispronouncing words; reversing word or syllables; transposing letters or words; repeating words or using improper inflection during oral reading.

2.9. Factor that causing reading difficulties

Teachers face a lot of challenges while handling students with reading difficulties. The purpose of reading is comprehension and many students with reading difficulties lack that aspect of comprehension which poses a big problem to teachers trying to teach them. Learners with reading disabilities have problems with reading and spelling and find comprehension a challenge. They also find it difficult to transfer their thoughts to paper when answering comprehension questions.

According to Runo (2010) teachers faced such challenges as teaching sounds, inadequate materials, and inadequate time to teach reading and mother tongue interference. Lerner (2006) argues that problems of low self-esteem and poor social relationships are carried forward into adolescence where they can develop into learned helplessness, a significant drop in their confidence to learn and succeed, low motivation to achieve, attention problems

and maladaptive behavior which can affect secondary school student's performance negatively. Many of the students end up dropping out of school before the duly time and others portray chronic absenteeism.

2.9.1. Factor attributed to phonological Awareness

Many educationalist and researcher tried to explain the idea of reading difficulties by linking it with phonological awareness. For example, back and mc known (2009) stated that, it does not matter if the student has consciousness knowledge of speech sounds in words since a spoken language does not require this. With little attentions given to sound, speech is produce and understood automatically. However, phonologically awareness is the conscious awareness of sound language. It is the ability to reflect on the sound in words separately from the meaning of words. Whereas Savage, Pillay and Melidona (2008) noted that English is known to forward irregular and back ward irregular from both reading and spelling. Thus, phonological decoding skills remain big hindrance for reading and spelling in English language.

In study done by Zeigler and Goswe (2005) they stated that phonological awareness across all languages is needed for the development of rising. However, language different and vary in the consistency with which phonology is represented in the orthography.

Phonemic awareness hinges on the premise that children can be taught how to hear, identify, and manipulate the individual sounds in spoken words (Armbruster et al., 2003). Phonemic awareness instruction involves teaching students how to treat speech as an object and shift focus away from the content of speech to the form of speech. It also involves teaching students how to analyze and manipulate the components of speech (Yop, 1992). Phonemic awareness differs from phonics in that it is auditory and does not involve words in print. Phonemic awareness instruction has been found to be important to the development of reading skills.

According to the National Reading Panel (2004) phonemic awareness instruction improved children's ability to read words and comprehend reading passages. All children, even those at

different reading levels benefited from phonemic awareness instruction (National Reading Panel, 2004). Because research shows that phonemic awareness instruction is important to reading development, the Reading Panel published recommendations. One suggestion was for students to be screened to determine their level of sophistication for phonemic awareness. For those with strong phonemic awareness skills, less time can be spent on phonemic awareness instruction (Armbruster et al., 2003). Children who need more instruction in phonemic awareness might benefit from starting with simpler types of phoneme manipulation (Armbruster et al., 2003).

The Reading Panel (2004) also recommended that phonemic awareness instruction be conducted in small groups of students, rather than individually or to the whole classroom (Armbruster et al., 2003). Small groups are beneficial because children can learn from hearing each other use and manipulate phonemes and can hear one another respond and get feedback from the teacher. It should also be noted that phonemic awareness instruction should not be considered a complete reading program, but rather a beginning or remedial reading program that is a part of the literacy curriculum (Armbruster et al., 2003).

Phonics instruction is teaching the predictable relationship between sounds and letters in print (Armbruster et al., 2003). Through phonics instruction, children understand how different letters make different sounds and also learn the rules that guide these sounds. Understanding the relationships that exist between letters, sounds, and words allows children to automatically and accurately decode new words. Even though there has been a debate regarding the teaching of phonics in the field of education, the National Reading Panel contends that knowledge of phonics is critical in learning to read. Without phonics instruction, children lack a system of recognizing new words, thus limiting their ability to read complex texts (Armbruster et al., 2003).

Critics argue that English spellings do not have enough consistencies for phonics instruction to aid in successful reading; however, according to The National Reading Panel (2004) teaching phonics helps students learn to identify words, which leads to meaning attribution. Automatically identifying words and attributing meaning to them is, in essence, reading comprehension (Armbruster et al., 2003).

The National Reading Panel (2004) also indicated that phonics instruction be systematic, explicit, and introduced early (Armbruster et al., 2003). Systematic instruction indicates some type of specific plan and sequence of instruction and involves the direct teaching of letter-sound relationships. Explicit instruction refers to phonics instruction that is fully and clearly demonstrated (Armbruster et al., 2003). Both types of phonics instruction have been significantly more effective than no phonics instruction, especially in helping prevent reading difficulties for groups of children at-risk of developing reading problems.

2.9.2. Factor that attributed the difference between vernacular language (L1) and L2

A number of studies (Cable et al., 2010; Curtain & Dahlberg, 2005) have indicated the benefits of early language learning: better results on placement tests, better pronunciation and intonation, and more self-confidence in language use and more enthusiasm for language learning.

The study assess factors attributed to the difference between native language (L1) and foreign language (L2) of grade three learners in Ethio National School and the factors are mentioned in the form items. The researcher used to attribute these problems to difference between L1 and L2. Assessment of children's L2 skills is considered to be an integral part of language learning and teaching. The purposes of assessment may be varied, from evaluation of children's development in language, through diagnosing developmental delays to program planning (Wortham, 2012).

A significant role of L2 development is strengthening L1 literacy skills, both reading and writing, as it has been shown that a child's understanding of his native language is enhanced by learning a foreign one [as he or she] becomes more conscious and deliberate in using words as tools of his thought and expressive means for his ideas" (Vygotsky, 1986).

Assessment of children's L2 skills is considered to be an integral part of language learning and teaching. The purposes of assessment may be varied, from evaluation of children's development in language, through diagnosing developmental delays to program planning (Wortham, 2012,). The

process of assessment requires the application of a variety of strategies in order to provide information “from several forms of evidence” (McAfee et al., 2004). Indeed, in the field of second language research there is an increasing recognition of the importance and applicability of qualitative methods (MacKay & Gass, 2005). MacKay and Gass (2005) explain that “despite the fact that distinction can be drawn between qualitative and quantitative research, it is increasingly common for researchers to present and discuss both quantitative and qualitative data in the same report, or to use methods associated with both types of research in a process sometimes known as split methods or multiple methods”.

Current areas of research provide “important insights for ESL instruction; the improvements in reading instruction resulting from this research demonstrate the importance and vitality of second language reading research” (Grabe, 1991). A clear objective of much of the reading research related to primary students’ early L2 literacy development has been to determine the components that contribute to or hinder success in reading.

Quite a large number of studies have investigated the importance of bottom-up and top-down processing in L2 reading comprehension (Macaro & Erler, 2008) concluding that low-achieving readers relied most on phonetic decoding or they over used prior knowledge to make wild guesses, while high-achieving readers used a combination of top-down and bottom-up processes, a number of strategies and prior knowledge to make inferences. A printed word can be read in two ways: 1. by mapping the letters to the sounds (sub lexical, effective for shallow orthographies); 2. by retrieving the word on the basis of the whole word letter pattern (lexical effective for deep orthographies and irregular words).

Perfetti and Dunlap (2008) to be able to read successfully in English, children have to learn to use the lexical pathways for a large number of words, i.e. to recognize them as whole words. For Serbian learners of English it means the requirement to use different reading strategies from the ones they tend to use when they read in their L1, and not to simply transfer the knowledge and skills they have developed in reading in Serbian.

Since “our brain / mind automatically tries to apply the first language experience by looking for familiar cues,” an important component of learning English as a foreign language is “ developing new understandings about the particular cues to meaning that the new language offers, and that differs from our first language” (Cameron, 2008).

In fact, when talking about reading problems of Ethiopian Amharic speaker which is further English learner student researcher used to attributes these problems to different between L1 and L2. For instance, Gebeyehu et al., (1992) blamed both L1 and L2 but not the student or their English teacher. For example, insufficient compressions, slow reading, inability to locate remain ideas, total dependence on the print to get the meaning, insufficient linguistic compliance etc, are all not necessary to be attributes to differences between L1 and L2. However & Gottardo (2002) supported the idea that oral vocabulary in L1 and L2 helps in causing reading difficulties. Whereas Terepocki, Kuruk and Willows (2002) stated that it is assumed that phonological difference between L1 and L2 may be some of the reason that makes reading difficulties.

2.9.3. Factor attributed to teacher, student and methodology

Bell (2001) stated that teacher of English can promote reading through positive effect by creating suitable atmosphere in each class room. Positive teacher is realistic, computing to help their students and always make the best of them. According to Younis (2005) stressed the effect of English teacher method of teaching up on his students. An English teacher personality, especially when he has a negative attitude towards particular pupil, may case or intensifies the emotions stress associated with his failure in the reading.

Where it comes to student Alison (2001) noted that the student who is considered disabled eases of he is not as effective in reading as it could be expected of him. The most obvious example of this classification is the child who has low verbal intelligence. Alolso Gay (2011) showed that reading problem develops because one or more factor in a student himself or his environment, or both, prevent him from reaching his learning capacity.

Regarding to teaching learning methodology factor Donnell and Wood (1999) stated that three categories of factors that affect comprehension's. First of all, reader interest/ motivations, fluency and meta cognitions and second text based for example organizations concept density and style, on third readability for instance, length of sentences and difficulty of vocabulary.

On other study conducted by Aqueel (2007) aimed at studying the different effect of the two method of teaching and learning in teaching English as foreign language on classroom interactions for student, and their achievement in reading and he noted that one of the most important reasons for reading difficulties is the low level of reading from the first stage of the pupil and lack of attentions to develop this skill.

2.10. Empirical Review

Reading difficulties can be caused by many factors, some internal and some external (Manalo, 2008). The more precise the description, the more likely it is to lead to effective provision. In the view of many experts, most reading problems rooted from decoding comprehension or retention. Decoding difficulties is the process by which a word is broken into individual phonemes and recognized based on those phonemes. Someone who has difficulty decoding and has difficulty in reading easily may not hear and differentiate the phonemes. Signs of decoding difficulty are trouble in sounding out words or recognizing words out of context, confusion between letters and the sounds. Comprehension relies on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are exhausting, they have no resources left for understanding. A retention difficulty is a trouble on remembering or summarizing what is read. Retention requires both decoding and comprehending what is written. This task relies on high level cognitive skills including memory and the ability to group and retrieve related ideas. As pupils progress through grade levels, they are expected to retain more and more of what they read. It is then with the aforementioned concepts that the researchers will be utilizing in conducting this study. The 1992 survey on the achievement rates of Elementary School education revealed that the low

achievement rates of 60% of elementary school pupils was below the desired 75% achievement rate. These figures imply that there was a deficiency of skills acquired by the elementary graduates.

Many educators believe that failure of the child in formal education can be traced to his reading difficulties. These difficulties hinder him to succeed in school work requiring the reading process. This problem prompted researchers to conduct studies in reading.

A study conducted in the Philippines by Mondero (1995) looked into the possible causes of reading difficulties of Grade II pupils in a particular district in Pangasinan. She found out that reading deficiencies caused by the conditions in the home was grave. These factors are: poor study conditions, negative motivation and hostility of parents. Banogon (1997) surveyed on teacher's teaching competencies. Her findings showed that teachers with teaching experiences were more aware of the reading difficulties of their children.

Studies on teacher factor relates to my study in a way by which teacher participates in identifying reading difficulties of their children as influenced by their children as influenced by their experiences and economic status.

Sex Factor: Sex is a factor considered for the pupil respondents. A study on relationship between sex and intelligence variables with reading interests of the high school students as reported by Scharf (1993). Findings revealed that females tended to read books more frequently than males did. Esmeralda's (1999) study showed that girls are better readers than boys.

Chui (1993) investigated the reading preferences of fourth graders according to sex and reading achievement. The t-test as his instrument revealed significant sex difference. Girls preferred mystery, humor, adventure, biography, and animal stories and adventure.

A number of studies were conducted to show the cause and effect of behavior disorders.

Imelda Espigar (1991) conducted a study on behavior disorders. A problem-checklist consisting of a 40 item perception scale four categories, conduct disorders, anxiety withdrawal, immaturity, and socialized aggression was devised in gathering the data.

The results revealed that West Visayas State University Elementary Laboratory School pupils to be average in conduct disorders and immaturity, low anxiety withdrawal and socialized aggression. Significant differences existed between the perceptions of teachers and student teachers for each of the four categories of behavior disorders of pupils. No difference was present when the participants were grouped according to grade level assignment.

Another study was conducted by Autalay (1990) on the significant relationships between pupil achievement and pupil personal-related variables such as the size of the family and sibling rank. The study was conducted among the five school districts in Antique. A questionnaire was used to gather data. The statistical tool used to analyze the data was the Pearson *r*. The results indicated that the pupil personal-related variables were statistically proved as predictors of pupil achievement such as the size of the family and sibling rank.

Mamon (1990) conducted a study in January National Comprehensive High School, January, and Iloilo on the behavior maladjustments characteristics of 50 first year high school students. The instruments used were the Standardized Oral Reading Paragraphs to determine the reading level and the Robert Dehaan's Behavior Checklist (1968) to be used by the teacher respondents to observe the student's behavior characteristics. Remedial reading sessions were conducted for eight months by the investigator who taught and observed the retarded readers. The findings showed that retarded readers are slow learners and underachievers and lag behind normal students in class performance. Reading disabilities impedes learning progress in other subject areas and cause maladjustment problems or increase them.

Gandeza (1999) used 583 public elementary school teachers in the Division of Guimaras for the school year 1998-1999 for her study. Sixty percent of her respondents were handling primary grades and 40 percent were teaching in the intermediate level. The study revealed that the disciplinary practices frequently used by the elementary school teachers in controlling behavior problems in school included verbalization, conditioning, manipulating or restructuring the environmental milieu and body language. Among these are instruction by illustration, voice or reading, disapproval by oral reprimand or tone of voice, training

through repeated correct practice by the child, restructuring the situation, and looking at without talking. It is apparent that the same practices were used consistently in dealing with offenders in the school no matter what behavioral problem was being exhibited.

Another interesting study on the behavior problems of Grade I pupils was done by Suma (1998). She used the “Philippine Personality Inventory Test” the feedback of which she verified by her own observational studies. Her findings indicated that the common emotional and social adjustment problems among the fifth grade pupils were dominance, submission, introversion, extroversion, emotional instability and social immaturity. She concluded that the possible causes of these problem were: (a) parents’ over protection and unfavorable environment that developed children’s dominance, (b) children’s lack of time and concentration to study because of home and school problems which made them submissive and introverted, (c) children’s truancy which parents did not keep track of the activities with their peer groups and later developed extroversions. (d) thwarting of children’s impulses and desires for achievement and recognition which led to frustrations, embarrassment and withdrawal from the group, and (e) broken homes or bad home conditions caused by parental disagreements, poverty and sickness that gave rise to emotional disturbances to the children.

Taneza (1997) conducted a study to find out the problems of the pupils in the District of Dolores, Division of Abra. The problems were related to teaching-learning situations, discipline, home and family life, health and physical development, money and finance, and social relationships. The findings showed that the problems were traceable directly to adverse conditions obtained in the homes, such as: Parents’ poor disciplinary methods, parental neglect and lack of supervision, low household income, malnutrition, and unsanitary ways of living, parents’ vices and quarrels, poor conditions of life. The problems are also troubles to unfavorable conditions in the school, like lack of effective school-wide guidance services, poor class management, difficult lessons and inadequate school health and medical services.

Macrohon (1993) in his study on the problems of grade seven boys of two Catholic schools in Manila as revealed by the Mooney Problem Checklist, found that the problem area considered by the subjects as the most common was on the area of school. These problems were: (1) not interested in certain subjects, (2) not spending enough time in study, and (3) worried about grades. It is a significant that while the subjects exhibited lack of interest in school work, they did not disregard the positive value of study and the interest of their parents.

The Ministry of Education (2008) collected, organized, integrated and reviewed 320 theses and six were on behavior problems. Findings showed that teachers seemed to be highly sensitive to behavior that disturbed classroom routine such as irregular attendance, tardiness, truancy, discourtesy and cheating. They were also disturbed by pre-delinquent behavior problems such as gambling, smoking, stealing and use of obscene language. The generally favored children were shy and timid or those manifesting withdrawal tendencies brought about by rigid conformity to standards sets of adults. The only marked difference between the ratings of the mental hygienists and those of the teachers was the complete reversal of the ratings with respect to withdrawal as a problem of the most serious impact to mental hygienist while teachers rated it as the least serious. Having temper tantrum was at the bottom of the teachers' list: The mental hygienist considered it of considerable importance. There was a relatively close agreement between the ratings of the groups, with an obtained rank difference coefficient of correlation of .553. Most of the items rated serious by teachers were regarded fairly serious by the mental hygienists. Both groups placed disobedience, tardiness, cheating, lying, irregular attendance and inflicting pain practically on the same level. All other problems at the head of the teachers' list such as drinking, gambling, stealing and vandalism were also regarded as serious by the mental hygienists.

Gebeyehu et al., (1992) in a study of the behavior problems of 500 pupils of Addis Ababa School found the following behavior problems to be prevalent: improper standing and sitting positions, walking to and fro, chatting with classmates, truancy, uneasiness when sitting, teasing others and making fun of them, whispering unpleasantly, discourtesy, tossing pieces of paper and habitual trips to the window and spitting. She also found that

pupils who were truants were also inattentive and showed lack of interest in schoolwork. The majority of the maladjusted pupils had many frustrating experiences and adaptability failed to respond to school situations. They showed fear and uncertainty when given tasks to perform.

According to Gebeyehu (1997) in his study on behavior problems of intermediate grade pupils in Yeka sub city Elementary School, that the behavior problems reported by parents, as exhibited by more than 20% of the pupils were, from highest to lowest, boisterousness, roughness, violence and turbulence 58.97% shyness 56.95% absences 23.99% and lying and cheating 20.63%. As reported by teachers, the following were behavior problems exhibited by the corresponding number of pupils. Neglecting preparation of assigned lesson, 345 pupils, inability to understand or comprehend, 339 absences, 382 tardiness, 269 inattentiveness, 132 timidities, 176 cutting classes, 143, sensitivity, 131 cheating and dishonesty in work, 126.

CHAPTER THREE

RESEARCH METHODS

This study designed to assess the student reading difficulties in Ethio National School located in Akaki Kality Sub city, Addis Ababa. In this section, the research design, sources of data, instrument, data collection procedure, method of data analysis, and ethical consideration which were used in the research are discussed.

3.1. The Research Design

The study was used descriptive survey research design. Because descriptive survey research design is one of commonly used in educational research and it provides detail information about the topic under the study as well as to test the research questions related to the current situations of the problems (Creswell, 2012).

Mixed research approach (quantitative and qualitative) was also used depending on the basis of data gathered and analyzed (Cohen, 2011). Quantitative was gathered as it is best to show situations as they currently exist and enable to know what was happened or what is happening. Qualitative approach is best used to assess themes and relationships at the case level (Cohen, 2011). This can simply help to analyze data obtained through interview, open ended questions, and document analysis. Thus, data on its natural settings and more clarification enable the researcher to interpret a phenomenon.

3.2. Sources of Data

3.2.1. Study Site

This research was conducted in Addis Ababa City Administration Akaki Kality Sub-city Woreda 04 Administration, Ethio National School. Addis Ababa City Administration is found in the central part of Ethiopia and sub-divided into ten sub-cities. Addis Ababa City

Administration is one of the two Administrative cities and a capital city of the Ethiopia. Akaki Kaliti Sub-city is also one of the sub-cities. Woreda 04 is one of the woreda's found in Akaki Kaliti Sub-city. Woreda 04 Administration having education institutions such as Kindergarten, primary schools, secondary schools and preparatory schools public, and private (A/K/S/C/ Woreda 04 Administration Education Office, 2018).

Ethio National School is located in Akaki Kaliti Sub city, Addis Ababa. The school was established in 1998 G.C. when Mrs. Amelework Abebe had a vision to establish a school that would serve quality education for the community and the country at large. At the time of establishment, Ethio National School has registered only 50 students through KG – Grade 1. Due to the founder's relentless effort, the students' number boosted since its initial establishment. The school presently serves grades KG-12 and has an enrollment of nearly 5640 students, 350 professional staff members and a paraprofessional support staff of 225.

According to MoE, (2013) if students were not reading English at early grade three, they would be in trouble, where, s/he did not able to read independently in the next grades: fall behind his/her classmates and not able to understand what the teacher write on the blackboard and not able to write essays and reports. Ethio National School is one of the schools in Addis Ababa City Administrative that is affected by English reading difficulty especially grade three, and this problem has been increasing from year to year since early 2011 E.C integer the researcher to assess through research.

Generally, reading development and achievement needs research based solutions. The most common factor in Ethio National School indicated that instructional support provided in teaching English language in grade three was low in average and intentional teaching of English language occurs infrequently in accordance with stated reading standard by (Ministry of Education, 2013).

3.2.2. Sample and Sampling

3.2.2.1. Sampling Frame

The total population of this study was Ethio-National School were 371 of grade three learners and 6 English language teachers and they were target population of the study. Because they are included deliberately to obtain relevant information since they are key actors in the students' English reading difficulty.

3.2.2.2. Sampling Procedure

Simple random sampling technique was used to select sample for students' respondents from grade three nine sections and purposive sampling was also used to select sample teacher respondents (Creswell, 2012).

Out of the total 371 student and 6 English language teachers of grade three, researcher selected only 192 of the respondent and 6 teachers. The sample size was determined by applying the formula adopted from Krejcie and Morgan's (1970),

$$n = \frac{N}{1 + N(e)^2} =$$

$$n = \frac{371}{1 + 371(0.05)^2} = 192$$

to find 192 as representative sample size.

To counter check the accuracy of the sample size number, the researcher was used RAOSOFT online sample size calculator and has got the sample size of 192. 6 English language teachers are selected purposively to get depth information from each class they teach. The required sample size determined at 95% confidence level and with 5% margin of error. By comparing the two results, the researcher chooses to use the sample size generated by Krejcie and Morgan formula i.e.

Table 3: Summery: Description of population, sample size and sampling techniques summery (2018).

Ser. No	Departments/Sections	Population	Sample	Sampling techniques
1	Student	371	192	Simple random sampling
2	Teacher	6	6	Purposive sampling
Total No. of respondent		377	198	-

3.3. Instrument

The main sources of the data were from both primary and secondary. The primary sources of data were gathered through questionnaire from Ethio National School located in Akaki-Kality Sub city, Addis Ababa grade three learners and teachers. The questionnaire was adopted from Alaa' Yasieen (2013) and customized to the context in order to suit and achieve this study. Secondary data obtained was also collected from teachers' continuous assessment document observation and English department minute discussions on students reading difficulty.

3.3.1. Validity and Reliability

All the questions were developed on the basis of previous studies and review of related literature. Pilot test was conduct to check its validity and reliability, to measure the degree to which a question measures what it was intended to measure. To assure the validity of the study, the researcher reflected with the advisor and other management staffs about the questionnaires before it persists to distribute.

In addition, the researcher provided explanations concerning on the questions to the respondents. As per Khotari (2004) reliability refers to consistency, where internal consistency involves correlating the responses to each question in the questionnaire with

those other questions in the questionnaire. The student researcher employed Cronbach's alpha to calculate the internal consistency of the instrument.

Cronbach's alpha coefficients range in value from 0 to 1 and may be used to describe the reliability of effect extracted from dichotomous and or multi-point formatted questionnaires or scales. However, there is no lower limit to the coefficient. The closer Cronbach's coefficient alpha is to 0.65 the greater the internal consistency of the items of the scale (Struwig & Stead, 2001).

Table 4: Cronbach's Alpha Reliability Coefficient

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.879	31

Accordingly, the reliability test for the overall questionnaire is 0.879, which is regarded as Very Strong (George & Mallery, 2003).

3.4. Data Collection Procedure

The researcher goes through a series of data collection procedures to answer the basic research question raised. As the data were to be collected during a regular English class (lasting 40 minutes), it was also very important to determine if the planned distribution of time was realistic for completing parts of the survey. Data was gathered by using questionnaire and document review. To minimize the errors in data collection, questionnaires was tested through pilot study. Accordingly, inconsistencies and weakness noted on tools during pilot test was corrected.

Moreover, major focus was on rapport with children reading before beginning the assessment session; by using the assessment time efficiently, without hurrying children too much or creating too much lag in time, thus keeping children alert and attentive.

First, it helped make time management more effective by reading the questions to the whole class, writing, and showed which questions in the questionnaires had to be clarified for the learners and there was little or no anxiety in the group, no child reported feeling nervous or threatened, and when invited upon the completion of the task to express their feelings related to the procedure by showing ‘thumbs up’ (= like) or ‘thumbs down’ (= dislike), the participants voted with ‘thumbs up’ unanimously.

3.4.1. Questionnaire

Teacher questionnaire was also tested with six English teachers and a couple of improvements and clarifications were consequently added. All questions (Questionnaires) were prepared in English translated into Amharic carefully for students, but for teachers it was prepared and distributed in English.

There were questionnaires for students and teachers which were semi-structured; consisting of both open and closed-ended questions. Student questionnaire had four tables and 43 five tables for teachers. First table is about the statistics on factor attributed to phonological awareness with 13 items. Second table dealt with descriptive statistics on factor attributed to difference between L1 and L2 vernacular or first language L1 and second or foreign language L2 causing reading difficulties. Terepocki, Kuruk and Willows (2002) stated that it is assumed that difference between L1 and L2 some of the reason that makes reading difficulties with 7 items. Third table is about descriptive statistics on factor attributed to teacher, students and methodology with 8 items. Fourth table deals with descriptive statistics self-reported reading strategies with 9 items and the teachers table were five. The first table was about teachers responds towards student reading difficulties with 2 items, the second table was about the level of English reading difficulty in ENS with 2 items, the third table was regarding reading difficulties experienced by students with 1 item, the fourth table was about the proposed remedies for reading difficulties as perceived by English teacher with 1 item and the last table was about students at reading comprehension with 1 item. Besides, Likert scale questionnaire was designed and distributed to those sample respondents and the scales were from 1-5.

3.4.2. Document review

Documents represent a good source for text or word data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them (Creswell, 2012). Documents review as secondary data focus on practice of English reading difficulty and strategies used by the school teachers which includes annual English result reports, informal conversation from different personnel files, minute information about the study area, books and journals from library and internet.

3.5. Methods of Data Analysis

Both quantitative and qualitative data analysis approach was used. The quantitative data collected was coded, systematically organized in item and tabulated so as to facilitate the analysis. Quantitative information from the questionnaire was entered, compiled, appropriate statistical technique was carried out and Statistical Package for Social Science (SPSS) model v.20 software was used for data analysis. Statistical technique like mean, SD, frequency, and percentage were used to facilitate relative comparisons between sample group's responses (Kothari, 2004). Standard deviation was used to measure dispersion (scatteredness) of a sample group's response from one another and it is popularly used in the context of estimation and testing of hypotheses.

The qualitative data collected through document analysis was narrated in words and then triangulated by using the process of multiple data collection methods theories to check study findings.

Accordingly, the analysis was made and inferences were drawn to the population and finally, summary of major findings and conclusions was forwarded and recommendations prescribed for the problem.

3.6. Ethical Consideration

Ethical considerations were fully respected in the study. General guidelines with regards to ethics were applied. Students taking part in the study were informed by their English language teachers about the survey to be done in their regular English class on a particular date, and the students were asked for permission. On the day of the survey, the researcher always began the survey by informing students in their mother tongue, i.e. Amharic about the general aim of the study and how the data would be used, stressing that their English language teacher would not have any insight into their scores and that the scores would in no way affect their success in English as a school subject.

The students were then offered a possibility to withdraw from the survey before its beginning. No child chose to withdraw; rather most of them were looking forward to doing a survey. At the end of the survey most children showed thumbs up as a sign of their enjoyment in doing the survey. It was obvious both to the researcher and the English language teacher present in the classroom during the survey that children had not felt threatened or uneasy while doing the tasks and answering questions. The data from the whole sample was collected within one week. In this case, primary information gathered from Ethio National School grade three learners and teacher respondents is kept until the reasonable period of time. Confidential files and issues regarding employees' personal data, policies and strategies of the organization and other highly classified information that need to be kept confidential are given value and kept confidential.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction on Data Presentation

4.1.1. Introduction

This chapter deals with the analysis and presentation of the quantitative data collected through questionnaire. All the questionnaires distributed, 198 were collected which makes the response rate 100% of the questionnaires the returned questionnaires were usable because they were filled properly. The questionnaires were organized, tabularized, analyzed and interpreted.

4.1.2. Demography of the Study

Table 5: Demography of the Study

	Students						Teachers					
	8-9	10-11	Female	Male	A-C	E-I	20-30	31-40	Above 41	Diploma	BA	MA
Age	101	91					2	4	-			
Sex			96	96			F(2)	M(2)				
Section					22	21						
Qualification										1	5	-

As table 5 shows, 192 of students, 6 of teachers. This indicates that the female student's representation and male participation was equal for students but male teachers were high representation than female teachers. Therefore, the size of involvement is at balance number when compared to population sex index for students. Concerning their age, most of

students were at appropriate school age level. Regarding teacher’s education status, 5 were first degree holders and 1 diploma holders. But, most of them are with the English subject teachers.

4.2. Descriptive statics shown the student reading difficulties

4.2.1. Factor attributed to phonological awareness

Table 6: Statistics on Factor attributed to phonological awareness

Item	N	Min Score	Max score	Mean	SD
1. Lacking fluency (i.e. not reading at the right speed or with expression)	192	2.00	5.00	3.5066	1.06725
2. Lack of pronouncing new words & respecting punctuation	192	1.00	5.00	3.9671	1.12419
3. Lack of reading at appropriate speed (reading too slowly or too fast)	192	1.00	3.00	2.0066	.82588
4. Articulation problems (making sounds)	192	1.00	5.00	2.5724	.92502
5. Matching letters to sounds accurately	192	1.00	5.00	2.2303	.84156
6. Recognizing and pronouncing certain consonants	192	1.00	5.00	3.4211	1.13071
7. Substituting words (saying another word instead the one in the text)	192	1.00	5.00	2.8224	1.32276
8. Omitting words (not saying the word in the text)	192	1.00	5.00	3.5066	1.28154
9. Reversing syllables (changing the order of syllables in a word)	192	2.00	5.00	3.7697	.98647
10. Repeating words or parts of sentences	192	1.00	5.00	2.7434	1.54618
11. Recognizing and pronouncing certain vowels	192	1.00	5.00	2.7566	1.37623

12. Recognizing known words fast (sight reading)	192	1.00	5.00	3.9342	1.11979
13. Inserting words (adding a word that is not in the text)	192	1.00	5.00	2.3553	1.31425
Grand mean	192			23.452	4.7812

***Mean Difference =1.00 - 2.50 = Low,

2.51 - 3.50 = Medium and

3.51 - 5.00 = High

***Source from field survey data, 2018

Level of English reading difficulties

➤ **Students' With High Reading Difficulty**

Table 6: Regarding to Descriptive Item Statistics on the Factor attributed to phonological awareness in grade three students indicated to the item; lacking fluency (i.e. not reading at the right speed or with expression) shown in average mean difference of 3.5066 depicted in ordinary deviations authentic intervals of 1.06725, lack of pronouncing new words & respecting punctuation shown in average mean difference of 3.9671 depicted in ordinary deviations authentic intervals of 1.12419, omitting words (not saying the word in the text) shown in average mean difference of 3.5066 depicted in ordinary deviations authentic intervals of 1.28156, reversing syllables (changing the order of syllables in a word) shown in average mean difference of 3.7697 it depicted in ordinary deviations authentic intervals of .98647, recognizing known words fast (sight reading) shown in average mean difference of 3.9342 depicted in ordinary deviations authentic intervals of 1.11979.

➤ **Students' With Medium Reading Difficulty**

Regarding to Descriptive Item Statistics on the Factor attributed to phonological awareness in grade three students indicated to the item: Articulation problems (making sounds) shown

in average mean difference of 2.5724 depicted in ordinary deviations authentic intervals of .92502, recognizing and pronouncing certain consonants shown in average mean difference of 3.4211 depicted in ordinary deviations authentic intervals of 1.13071, substituting words (saying another word instead the one in the text shown in average mean difference of 2.8224 depicted in ordinary deviations authentic intervals of 1.32276, recognizing and pronouncing certain vowels shown in average mean difference of 2.7566 depicted in ordinary deviations authentic intervals of 1.37623, repeating words or parts of sentences shown in average mean difference of 2.7434 depicted in ordinary deviations authentic intervals of 1.54618.

➤ **Students' With Low Reading Difficulty**

Lack of reading at appropriate speed (reading too slowly or too fast) shown in average mean difference of 2.0066 depicted in ordinary deviations authentic intervals of .82588, matching letters to sounds accurately shown in average mean difference of 2.2303 depicted in ordinary deviations authentic intervals of .84156, inserting words (adding a word that is not in the text) shown in average mean difference of 2.3553 depicted in ordinary deviations authentic intervals of 1.31425.

Discussion

There are students with high English reading difficulties in Ethio National School on phonological Awareness. Although students considered themselves as successful readers, they couldn't show awareness of reading difficulties and described their own difficulties related to reading in English. Mostly, lack of pronouncing new words & respecting punctuation, reversing syllables (changing the order of syllables in a word) recognizing known words fast (sight reading) and omitting words (not saying the word in the text) reading difficulties which are very high. Articulation problems (making sounds), recognizing and pronouncing certain consonants, substituting words (saying another word instead the one in the text), recognizing and pronouncing certain vowels, repeating words or parts of sentences are medium difficulties. Lack of reading at appropriate speed (reading

too slowly or too fast), matching letters to sounds accurately, and inserting words (adding a word that is not in the text) are difficulties which are low.

(Armbruster et al., 2003) through phonics awareness, children understand how different letters make different sounds and also learn the rules that guide these sounds. And students can improve fluency, punctuation and pronunciation. Understanding the relationships that exist between letters, sounds, and words allows children to automatically and accurately decode new words.

4.2.2. Factor attributed to difference between L1 and L2

Table 7: Descriptive Statistics on Factor attributed to difference between L1 and L2

Item	N	Min score	Max score	Mean	SD
1) Self-reported reading difficulties	192	1.00	5.00	3.6947	1.12855
2) Inability to pronounce new words due to influence my indigenous language	192	1.00	5.00	3.9408	.81569
3) Inability to pronounce some known words	192	2.00	5.00	3.9079	.60193
4) Inability to pronounce some English sounds	192	1.00	5.00	3.7763	1.20263
5) Inability to continue reading a text if I don't understand it	192	1.00	5.00	3.8211	1.15390
6) Due to some unfamiliar words in it which is affected by my vernacular language	192	3.00	5.00	4.2961	.52537
7) Inability to understand what I have read because I read too slowly	192	1.00	5.00	2.5921	1.20350
Grand mean	192			28.7839	5.71935

*****Mean Difference =1.00 - 2.50 = Low,
2.51-3.50 = Medium and
3.51-5.00= High
***Source from field survey data, 2018**

Difference between L1 and L2

➤ Students with High L1 and L2 difference

From Table 7, result regarding to Descriptive Statistics on Factor attributed to difference between L1 and L2; Self-reported reading difficulties shown in average mean difference of 3.6947 by depicting in ordinary deviations authentic intervals of 1.12855, inability to pronounce new words due to influence my indigenous language shown in average mean difference of 3.9408 by depicting in ordinary deviations authentic intervals of .81569, it inability to pronounce some known words which is shown in average mean difference of 3.9079 by depicting in ordinary deviations authentic intervals of .60193, it is inability to pronounce some English sounds shown in average mean difference of 3.7763 by depicting in ordinary deviations authentic intervals of 1.20263, inability to continue reading a text if I don't understand it shown in average mean difference of 3.8211 by depicting in ordinary deviations authentic intervals of 1.15390, due to some unfamiliar words in it which is affected by my vernacular language shown in average mean difference of 4.2961 by depicting in ordinary deviations authentic intervals of .52537.

➤ Students with Low L1 and L2 difference

Result regarding to Descriptive Statistics on Factor attributed to difference between L1 and L2; inability to understand what I have read because I read too slowly shown in low mean difference of 2.5921 by depicting in ordinary deviations authentic intervals of 1.20350.

Discussion

The overall student problem towards of Factor attributed to difference between L1 and L2 showed very high. Halsted, (1994) supported the findings of Klingele, when he identified in his study some social factors like L1 and L2 of language of pupils and teachers played a vital role in skill development.

The respondents' result indicated their awareness about similarities and differences between L1 and L2 reading. In L2 there will be more descriptions and interesting words and some books are more difficult, so I read a bit more slowly, to pay attention to every word and to create an image with all details; I do not skip the words that I don't know, but ask my parents or my sister to help me with the meanings. We have borrowed some words from English, cannot understand in a foreign language and get interested in a topic. On the other hand, several respondents were sure L1 reading skill hindered the development of their L2 reading due items 1-6. Reading in Amharic seems to hinder my reading in English. The reason is the fact that in our language one letter is always one sound, while in English two letters can make one sound. The reading rules are different a word is written in the way we pronounce it; while when we read in English, a word is written differently from the way it is pronounced.

4.2.3 Descriptive Statistics on Factor attributed to teacher, students and methodology

Table 8: Descriptive Statistics on Factor attributed to teacher, students and methodology

Item	N	Min Score	Max Score	Mean	SD
1) Inability to understand what has been learning in class	192	1.00	5.00	2.3289	.90456
2) Inability to understand what has been read due to limited knowledge of vocabulary	192	1.00	5.00	3.8842	1.18165
3) Inability to teachers guiding word context clues	192	1.00	5.00	3.9750	1.31629
4) Inability to make educated guesses about the information that will follow in the text	192	1.00	5.00	2.9474	1.50843
5) Inability to understand what has been read due to limited knowledge of grammar structures	192	1.00	5.00	2.9408	1.30832
6) Inability to integrate knowledge of the world with the text information	192	1.00	5.00	2.7566	1.41420
7) Inability to understand what I have read during reading in front of teachers	192	1.00	5.00	2.7039	1.01537
8) Inability to make book inferences based on elements not stated in the text	192	1.00	5.00	3.7171	1.05741
Valid N (list wise) Grand mean	192			22.34981 2	3.98120

***Mean Difference 1.00 - 2.50 = Low,

2.51-3.50 = Medium and

3.51-5.00= High

***Source from field survey data, 2018

➤ **Students Reading difficulties perceived by English teaches which are high**

Table:8 result Descriptive Statistics on Factor attributed to teacher, student and methodology: they inability to understand what has been read due to limited knowledge of vocabulary which is shown in average mean difference of 3.8842 by depicting in ordinary deviations authentic intervals of 1.18165, inability to teachers guiding word context clues which is shown in average mean difference of 3.9750 by depicting in ordinary deviations authentic intervals of 1.31629, , and it finally depictions of the inability to make book inferences based on elements not stated in the text which is shown in average mean difference of 3.7171 by depicting in ordinary deviations authentic intervals of 1.05741.

➤ **Students Reading difficulties perceived by English teaches which are medium**

Table:8 result Descriptive Statistics on Factor attributed to teacher, student and methodology: inability to make educated guesses about the information that will follow in the text which is shown in average mean difference of 2.9474 by depicting in ordinary deviations authentic intervals of 1.50843, , inability to understand what has been read due to limited knowledge of grammar structures which is shown in average mean difference of 2.9408 by depicting in ordinary deviations authentic intervals of 1.30832, , it inability to integrate knowledge of the world with the text information which is shown in average mean difference of 2.7566 by depicting in ordinary deviations authentic intervals of 1.41420, , it inability to understand what I have read during reading in front of teachers which is shown in average mean difference of 2.7039 by depicting in ordinary deviations authentic intervals of 1.01537.

➤ **Students Reading difficulties perceived by English teaches which are low**

Table:8 result Descriptive Statistics on Factor attributed to teacher, student and methodology: inability to understand what has been learning in class which is shown in average mean difference of 2.3289 by depicting in ordinary deviations authentic intervals of .90456.

Discussion

The study shows regarding to Descriptive Statistics on Factor attributed to teacher, student and methodology inability to understand what has been read due to limited knowledge of vocabulary, inability to teachers guiding word context clues, it inability to make educated guesses about the information that was followed in the text and it finally inability to make book inferences based on elements not stated in the text is the highest factor that contributed to student reading difficulties.

Bell (2001) stated that teachers of English can promote reading through positive effect by creating suitable atmosphere in each classroom. Positive teachers are realistic, competing to help their students and always making the best to them. Also, Maggi (2004) noticed that the role of the English teachers himself is important and can have a positive or negative influence upon progress in learning to read. Pupils are fortunate indeed if their English teachers are so able, well-trained and sympathetic. This maintains good pupil-English teacher's relationships and is able to achieve a proper balance in developing skills and abilities in the reading program.

Riyad (2006) argued that students with deficits in vocabulary, grammar, and text processing will most certainly have difficulties extracting meaning from printed text, so you cannot say that the teaching aids help readers to get rid of the reading difficulties.

Issa (2006) reported that the different teaching methods in reading that any English teachers use during the lesson may be better described as a co-requisite to learning to read.

Aqeel (2007) aimed at studying the different effects of the two methods (teaching or training) in teaching English as a Foreign Language on classroom interaction for students, and their achievement in reading. He noted that one of the most important reasons for reading difficulties is the low level of reading from the first stage of the pupil and the lack of attention to develop this skill.

Al Khaseefan (2000) noticed that there are teachers of English who did not use different methods and approaches which help the students to identify the difficult words in silent reading, and also did not use methods of teaching which help students organizing what they read. That is the teacher plays an important role in the reading difficulties.

Abdel Aziz (2005) suggested motivating and encouraging teachers to take training courses in how to teach reading skill. He also showed that student' trends towards learning English are weak and a lot of them hate learning English, besides ignoring the activities outside the classroom.

Reading strategies

4.2.4. Self-reported reading strategies

Item	N	Min Score	Max Score	Mean	SD
1) I ask a classmate or the teacher for help	192	1.00	5.00	3.3289	1.16105
2) I try to remember a similar word and then read it	192	1.00	5.00	3.8421	1.12235
3) I read letter by letter	192	1.00	5.00	2.6711	1.42716
4) I skip that word and go on reading	192	1.00	5.00	3.2368	1.23812
5) I try to guess the meaning by rereading the whole sentence	192	1.00	5.00	3.6711	1.00183
6) I try to remember what it means by reading it several times.	192	1.00	5.00	3.6776	.85041
7) I skip that word and read on.	192	1.00	4.00	2.5658	.85095
8) I think how much I have understood the text and read on.	192	1.00	5.00	2.7632	1.56424
9) I think about what will happen next in the text and read on.	192	1.00	5.00	2.8158	1.40208
Valid N (list wise) Grand mean	192			19.3198 4	3.1110

****Mean Difference =1.00 - 2.50 = Low,**

2.51-3.50 = Medium and

3.51-5.00= High

*****Source from field survey data, 2018**

➤ **Students Reading Strategy which are high**

From above Table 9, result regarding to Descriptive Statistics Self-reported reading strategies: student asked about remember a similar word and then read it class which is shown in average mean difference of 3.8421 depicting in ordinary deviations authentic intervals of 1.12235, student asked about try to guess the meaning by rereading the whole sentence class which is shown in average mean difference of 3.6711 depicting in ordinary deviations authentic intervals of 1.00183, student asked about try to remember what it means by reading it several times class which is shown in average mean difference of 3.6776 depicting in ordinary deviations authentic intervals of .85041.

➤ **Students Reading Strategy which are Medium**

From above Table 9, result regarding to Descriptive Statistics Self-reported reading strategies: I ask a classmate or the teacher for help class which is shown in average mean difference of 3.3289 depicting in ordinary deviations authentic intervals of 1.16105, student asked about read letter by letter class which is shown in average mean difference of 2.6711 depicting in ordinary deviations authentic intervals of 1.42716, student asked about skip that word and go on reading class which is shown in average mean difference of 3.2368 depicting in ordinary deviations authentic intervals of 1.23812, student asked about skip that word and read on class which is shown in average mean difference of 2.5658 depicting in ordinary deviations authentic intervals of .85095, student asked about think how much I have understood the text and read on class which is shown in average mean difference of 2.7632 depicting in ordinary deviations authentic intervals of 1.56424, student asked about think what will happen next in the text and read on class which is shown in average mean difference of 2.8158 depicting in ordinary deviations authentic intervals of 1.40208.

Discussion

Overall result regarding to Descriptive Statistics Self-reported reading strategies indicated that relative modern intentions to low strategy. The learners who achieved low scores in the reading task, self-reported a larger number of strategies, but still had not managed to achieve success in reading difficulty. For these results, learners using a larger number of strategies had not contributed to better reading, nor had it yielded satisfactory reading test results. This confirms the studies that indicated that it is not the number of reading strategies, but their appropriateness to the task demands and to the learners learning strengths, that enhances reading.

Some earlier studies that reported learners' use of few reading strategies (Gong et al., 2011) the current study does not support previous research in this area reporting that skilled readers used more strategies (Griva, 2014) or the studies claiming that metacognitive awareness of strategy use develops at an early age (Chamot & El-Dinary, 1999). The present study findings can be compared to some previous studies of learner reading strategies self-reported through a questionnaire: Horvatić (2013) reported a negative but not significant correlation between success in reading and independent strategies self-reported by children through questionnaires; the author concluded that either children were not aware of their strategy use or found it difficult to evaluate their strategy use, also argued by Rubin et al., (2007). As argued by Grabe and Stoller (2011) although these results widen our knowledge of learners' awareness and probable use of reading strategies, more research is needed to uncover correlation between reading outcomes and strategy use.

4.3. Teachers responds towards student reading difficulties

Table 9: Teachers responds towards student reading difficulties

		%	Sig
1. Have you ever had any training? Like (seminars or workshops) to teach reading to children learners?	Yes	-	0.000
	No	100%	
2. What materials do you use in teaching reading?	a) course book	100%	0.000
	b) audio recordings	-	

➤ Teachers responds towards student reading difficulties

Regarding to any training teacher talk like (seminars or workshops) to teach reading to children learners stated that have not training indicated in 100%. Regarding to materials teacher use in teaching reading, course book prefer by teachers at 100% in significance of (P=0.000).

Table 10: The level of English reading difficulty in ENS

3. How good are your students at reading aloud?	1) very poor	2%	0.00
	2)poor	10%	
	3) fair	67%	
	4) good	12%	
	5) very good	8%	

4. Are there students with reading difficulties in your class?	Yes	88.08%	0.00
	No	11.02%	

➤ **The level of English reading difficulties in Ethio National School**

Table 11: Regarding to how good are the students at reading aloud; very poor indicated by 2%, poor indicated by 10%, indicated by fair 67%, good indicated by 12%, very good indicated by 8%, are there students with reading difficulties in your class 88.08% of the respondent's teacher are stated that yes and the rest of 11.02% of respondents are stated not good by the students at reading aloud in significance of (P=0.000).

Table 11: Reading difficulties experienced by students

5. If YES, what oral reading difficulties do they experience?	a) articulation problems (making sounds)	15%	0.000
	b) matching letters to sounds accurately	-	
	c) recognizing and pronouncing certain consonants	27%	
	d) recognizing and pronouncing certain vowels	45.55	
	e) recognizing known words fast (sight reading)	23.4	
	f) substituting words (saying another word instead the one in the text)	50.9	
	g) omitting words (not saying the word in the text)	89.4%	
	h) inserting words (adding a weird that is not in the text)	-	

	i) repeating words or parts of sentences		0.000
	j) respecting punctuation		
	k) lacking fluency (i.e. not reading at the right speed or with expression)		

➤ **Reading difficulties experienced by students**

Regarding to what oral reading difficulties they experience by student as perceived by teacher articulation problems (making sounds) 15% of teacher stated that matching letters to sounds accurately problem, 27% of teacher stated that recognizing and pronouncing certain consonants, 45.55 % of teacher stated that recognizing and pronouncing certain vowels, 23.4% of teacher stated that recognizing known words fast (sight reading), 50.9% of teacher stated that substituting words (saying another word instead the one in the text) and 89.4% of teacher stated that omitting words (not saying the word in the text)in significance of (P=0.000).

Table 12: The proposed remedies for reading difficulties as perceived by English teacher

6. How do you help them to improve their oral reading skills?	a) by developing their phonological awareness (i.e. letter-to-sound correspondence, understanding rhyme, analogy, and minimal-pairs)	12.0%	
	b) by developing their orthographic processing skill (i.e. choice of letters, distinguishing homophones)	10.0%	

	c) by modeling, pronunciation and reading rate (i.e. showing them how to pronounce words and read at the right speed)	23.0%	0.000
	d) by using choral/responsive reading (you read, all learners repeat after you)	2.0%	
	e) by having them practice reading in pairs	53.02%	

➤ **The proposed remedies for reading difficulties as perceived by teacher**

Regarding to the perceived teachers' help to improve their oral reading skills to student, 12.0% by developing their phonological awareness (i.e. letter- to-sound correspondence, understanding rhyme, analogy, and minimal-pairs), 10.0% of teacher stated that by developing their orthographic processing skill (i.e. choice of letters, distinguishing homophones)in significance of (P=0.000).

In other way, 23.0% of teacher stated that by modeling pronunciation and reading rate (i.e. showing them how to pronounce words and read at the right speed), 2.0% of teacher stated that by using choral/responsive reading (they intend to read, all learners repeat after teachers) and 53.02% of teacher stated that by having them practice reading in pairs significance of (P=0.000).

Table 13: Students at reading comprehension

7. Based on your experience, how good are your students at reading comprehension?	a) very poor	13.5	0.000
	b) poor	26%	
	c) fair	44%	
	d) good	10%	
	e) very good	6.5%	

➤ **Reading comprehension**

Regarding to how good students at reading comprehension 13.5% of teacher stated that indicated very poor, 26% of teacher stated that it poor, 44% of teacher stated that it fair 10%, good and 6.5% of teacher stated that very good. The results indicated that the learners had employed different comprehension processes and used different types of strategies depending on the difficulty, extending our knowledge of lower-level and higher-level comprehension processes (Grabe & Stoller, 2011).

Discussion

Al-Ageel (2006) showed that the most important reasons for reading difficulty among students are the weak foundation from the first stages of school, the lack of interest by parents to the develop the reading skill for their children, the lack of cooperation between the parents and the school. Also he indicated that one of the most important reasons for the reading difficulty among pupils is the lacking of school libraries. Moreover, Al-Zouhairi (2008) indicated that students, teachers teaching methods are the most important causes of reading difficulty.

The finding stated that identified teacher's expertise or experience, teaching status and methodology make learning effective and lasting gave another three classifications or reading difficulties: (a) lack of word attack skills. It showed simple lack of word analysis skills when reading orally from context. Fluency errors with stops and repetitions in significance of ($P=0.000$).

It some word-by-word reading when recognition errors accumulated, with substitution and refusal; (b) extreme tension associated with reading. A tendency to stop after a mistake and continues without correcting. These are stops after a mistake and make multiple repetitions of the parts of the sentences they felt sure of. There is nervousness and the rapid deterioration of the error ratio when committing mistakes; (c) lack of motivation for reading. They are the reluctant readers, careless readers and active avoiders. A reluctant reader reads very little; a careless reader is a very poor reader who does not seem to care whether he improves or not. They are likely to become self-directed avoiders, if pressed to improve their reading in the absence of improved motivation to learn to read. An active avoider does not want to try what he knows.

The teachers in the study provided valuable information about a number of contextual and individual factors affecting the development of early reading in the Ethio National School context. The information obtained through the Teacher's Questionnaire and reports further supported the data related to the learners' attitudes to reading in English and to different aspects of L2 reading. The learners' oral reading skill was assessed by the teachers with a lower grade than the learners' comprehension skill, indicating that there was a room for improvement of the learners' L2 comprehension through the development of their language knowledge and comprehension strategies.

With respect to the learners' reading difficulties, the teachers reported a range of pronunciation and comprehension difficulties, some of them correlating with the learner self-reported reading difficulties in the Reading Difficulties Questionnaire.

A noticeable disagreement is evident between the learners' need for improving oral reading skills and strengthening their phonological strategies in the beginning stages of learning to read in English, and the practices self-reported by the teachers and observed by the students.

Since teachers and their instructional techniques have been recognized as significant contextual factors that may be crucial for early language development (Mihaljević & Djigunović, 2013) and reading achievement of beginning readers, it can be concluded that phonics approach might be one of the instructional techniques needed by the learners to strengthen their word tackling strategies, improvement of word recognition, and development of reading fluency (Grabe, 2002; Saville-Troike, 2006). The teachers' failure to recognize the importance of developing the learner' phonological skills unexpected, considering the teachers' reports on having on average between 1 and 10 learners with reading difficulties in a class. A possible reason for this failure may be the teachers' limited knowledge on teaching reading to learners, or over-reliance on the whole-word reading approach.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

5.1.1 Summary of Major Finding

Learning to read is an essential part of basic education. Reading, after all, is an important gateway to the other disciplines. It has been said that reading is the primary avenue to knowledge (Montgomery, 2007). It is the cornerstone of education and the foundation of lifelong learning. It unlocks the unknown and carries the reader to new discoveries and learning. It equips the person with varieties of knowledge which he can use in his daily living. A person who loves to read understands any phenomenon easily.

According to MoE (2013) if students were not reading English at early grade three, they would be in trouble, where, s/he did not able to read independently in the next grades: fall behind his/her class meets and not able to understand what the teacher write on the blackboard and not able to write essays and reports.

The overall objective of the study is to assess students' English reading difficulty in Ethio National School located in Akaki- Kality Sub City, Addis Ababa. This study employed quantitative approaches for data collection and analyzes. The research design was a descriptive survey design. Data from questionnaires compiled, edited and coded according to the themes of the study. Data was presented in the form of statement using descriptive statistics used to summarize data by using Statistical Package for the Social Sciences, (SPSS) version 20 software. Statistics including mean, frequency and standard deviation were used to analyze the data among the different groups.

The target populations of the studies are grade three students (371) and teachers of English language (6). The sample of the study included 6 teachers of English (purposive sampling) and 192 students (simple random sampling) from grade three nine classes.

5.1.1.1. Factor attributed to phonological awareness

Findings regarding to Descriptive Item Statistics on the Factor attributed to phonological awareness in grade three students indicated to the item; lacking fluency (i.e. not reading at the right speed or with expression) shown in average mean difference of 3.5066 depicted in ordinary deviations authentic intervals of 1.06725, lack of pronouncing new words & respecting punctuation shown in average mean difference of 3.9671 depicted in ordinary deviations authentic intervals of 1.12419, omitting words (not saying the word in the text) shown in average mean difference of 3.5066 depicted in ordinary deviations authentic intervals of 1.28156, reversing syllables (changing the order of syllables in a word) shown in average mean difference of 3.7697 it depicted in ordinary deviations authentic intervals of .98647, recognizing known words fast (sight reading) shown in average mean difference of 3.9342 depicted in ordinary deviations authentic intervals of 1.11979.

Findings regarding to Descriptive Item Statistics on the Factor attributed to phonological awareness in grade three students indicated to the item: Articulation problems (making sounds) shown in average mean difference of 2.5724 depicted in ordinary deviations authentic intervals of .92502, recognizing and pronouncing certain consonants shown in average mean difference of 3.4211 depicted in ordinary deviations authentic intervals of 1.13071, substituting words (saying another word instead the one in the text shown in average mean difference of 2.8224 depicted in ordinary deviations authentic intervals of 1.32276, recognizing and pronouncing certain vowels shown in average mean difference of 2.7566 depicted in ordinary deviations authentic intervals of 1.37623, repeating words or parts of sentences shown in average mean difference of 2.7434 depicted in ordinary deviations authentic intervals of 1.54618.

Findings regarding to Descriptive Item Statistics on the Factor attributed to phonological awareness in grade three students indicated to the item: lack of reading at appropriate speed (reading too slowly or too fast) shown in average mean difference of 2.0066 depicted in ordinary deviations authentic intervals of .82588, matching letters to sounds accurately shown in average mean difference of 2.2303 depicted in ordinary deviations authentic intervals of .84156, inserting words (adding a word that is not in the text) shown in average mean difference of 2.3553 depicted in ordinary deviations authentic intervals of 1.31425.

Mostly, lack of pronouncing new words and respecting punctuation, reversing syllables (changing the order of syllables in a word) recognizing known words fast (sight reading) and omitting words (not saying the word in the text) reading difficulties which are very high. Articulation problems (making sounds), recognizing and pronouncing certain consonants, substituting words (saying another word instead the one in the text), recognizing and pronouncing certain vowels, repeating words or parts of sentences are medium difficulties. Lack of reading at appropriate speed (reading too slowly or too fast), matching letters to sounds accurately, and inserting words (adding a word that is not in the text) are difficulties which are low.

5.1.1.2 Factor attributed to difference between L1 and L2

Findings regarding to Descriptive Statistics on Factor attributed to difference between L1 and L2; Self-reported reading difficulties shown in average mean difference of 3.6947 by depicting in ordinary deviations authentic intervals of 1.12855, inability to pronounce new words due to influence my indigenous language shown in average mean difference of 3.9408 by depicting in ordinary deviations authentic intervals of .81569, it inability to pronounce some known words which is shown in average mean difference of 3.9079 by depicting in ordinary deviations authentic intervals of .60193, it is inability to pronounce some English sounds shown in average mean difference of 3.7763 by depicting in ordinary deviations authentic intervals of 1.20263, inability to continue reading a text if I don't understand it shown in average mean difference of 3.8211 by depicting in ordinary deviations authentic intervals of 1.15390, due to some unfamiliar words in it which is

affected by my vernacular language shown in average mean difference of 4.2961 by depicting in ordinary deviations authentic intervals of .52537.

Result regarding to Descriptive Statistics on Factor attributed to difference between L1 and L2; inability to understand what I have read because I read too slowly shown in low mean difference of 2.5921 by depicting in ordinary deviations authentic intervals of 1.20350.

5.1.1.3 Factors attributed to teacher, student and methodology

Result Descriptive Statistics on Factor attributed to teacher, student and methodology: they inability to understand what has been read due to limited knowledge of vocabulary which is shown in average mean difference of 3.8842 by depicting in ordinary deviations authentic intervals of 1.18165, inability to teachers guiding word context clues which is shown in average mean difference of 3.9750 by depicting in ordinary deviations authentic intervals of 1.31629, and it finally depictions of the inability to make book inferences based on elements not stated in the text which is shown in average mean difference of 3.7171 by depicting in ordinary deviations authentic intervals of 1.05741.

Result Descriptive Statistics on Factor attributed to teacher, student and methodology: inability to make educated guesses about the information that will follow in the text which is shown in average mean difference of 2.9474 by depicting in ordinary deviations authentic intervals of 1.50843, , inability to understand what has been read due to limited knowledge of grammar structures which is shown in average mean difference of 2.9408 by depicting in ordinary deviations authentic intervals of 1.30832, it inability to integrate knowledge of the world with the text information which is shown in average mean difference of 2.7566 by depicting in ordinary deviations authentic intervals of 1.41420, it inability to understand what I have read during reading in front of teachers which is shown in average mean difference of 2.7039 by depicting in ordinary deviations authentic intervals of 1.01537.

Result Descriptive Statistics on Factor attributed to teacher, student and methodology: inability to understand what has been learning in class which is shown in average mean difference of 2.3289 by depicting in ordinary deviations authentic intervals of .90456.

5.1.1.4 Self-reported reading strategies

Result regarding to Descriptive Statistics Self-reported reading strategies: student asked about remember a similar word and then read it class which is shown in average mean difference of 3.8421 depicting in ordinary deviations authentic intervals of 1.12235, student asked about try to guess the meaning by rereading the whole sentence class which is shown in average mean difference of 3.6711 depicting in ordinary deviations authentic intervals of 1.00183, student asked about try to remember what it means by reading it several times class which is shown in average mean difference of 3.6776 depicting in ordinary deviations authentic intervals of .85041.

Result regarding to Descriptive Statistics Self-reported reading strategies: I ask a classmate or the teacher for help class which is shown in average mean difference of 3.3289 depicting in ordinary deviations authentic intervals of 1.16105, student asked about read letter by letter class which is shown in average mean difference of 2.6711 depicting in ordinary deviations authentic intervals of 1.42716, student asked about skip that word and go on reading class which is shown in average mean difference of 3.2368 depicting in ordinary deviations authentic intervals of 1.23812, student asked about skip that word and read on class which is shown in average mean difference of 2.5658 depicting in ordinary deviations authentic intervals of .85095, student asked about think how much I have understood the text and read on class which is shown in average mean difference of 2.7632 depicting in ordinary deviations authentic intervals of 1.56424, student asked about think what will happen next in the text and read on class which is shown in average mean difference of 2.8158 depicting in ordinary deviations authentic intervals of 1.40208.

Instead, teachers may want to foster motivation through a variety of more subtle behaviors, such as modeling reading, creating print-rich environments, encouraging word play, helping students set clear and specific goals, providing effective feedback on their efforts, and teaching self-regulation strategies (Rasinski, 2001).

Any student with a reading difficulty faces a complicated cycle of difficulty: he can't read so he does not like to read. When reading is difficult and unsatisfying, a student will avoid it. Over time his comprehension skills decline and he becomes a poor speller and writer. What probably began as a problem with word recognition becomes a general weakness with both written and spoken language. Effective instruction can stop and repair the learning gap and can impart the skills an older reader missed in the earlier grades. It is possible for a student to catch up completely in one or two years (Tromp, 2009).

To sum up effective remedial instructions done by good English teachers of reading, they must be familiar with the principles and practices underlying sound reading instruction. Above all, teachers of English must be versatile in adapting materials and techniques to the specific needs of a particular case and they must apply them with patience, understanding and sympathy. Successful remedial work can be achieved only when there is good rapport between pupils and teachers of English.

5.1.1.5. Teachers responds towards student reading difficulties

Regarding to any training teacher talk like (seminars or workshops) to teach reading to children learners stated that have not training indicated in 100%. Regarding to materials teacher use in teaching reading, course book prefer by teachers at 100% in significance of (P=0.000).

Regarding to how good are the students at reading aloud; very poor indicated by 2%, poor indicated by 10%, indicated by fair 67%, good indicated by 12%, very good indicated by 8%, are there students with reading difficulties in your class 88.08% of the respondent's

teacher are stated that yes and the rest of 11.02% of respondents are stated not good by the students at reading aloud in significance of ($P=0.000$).

Regarding to what oral reading difficulties they experience by student as perceived by teacher articulation problems (making sounds) 15% of teacher stated that matching letters to sounds accurately problem, 27% of teacher stated that recognizing and pronouncing certain consonants, 45.55 % of teacher stated that recognizing and pronouncing certain vowels, 23.4% of teacher stated that recognizing known words fast (sight reading), 50.9% of teacher stated that substituting words (saying another word instead the one in the text) and 89.4% of teacher stated that omitting words (not saying the word in the text)in significance of ($P=0.000$).

Regarding to the perceived teachers' help to improve their oral reading skills to student, 12.0% by developing their phonological awareness (i.e. letter- to-sound correspondence, understanding rhyme, analogy, and minimal-pairs), 10.0% of teacher stated that by developing their orthographic processing skill (i.e. choice of letters, distinguishing homophones)in significance of ($P=0.000$).

In other way, 23.0% of teacher stated that by modeling pronunciation and reading rate (i.e. showing them how to pronounce words and read at the right speed), 2.0% of teacher stated that by using choral/responsive reading (they intend to read, all learners repeat after teachers) and 53.02% of teacher stated that by having them practice reading in pairs significance of ($P=0.000$).

Regarding to how good students at reading comprehension 13.5% of teacher stated that indicated very poor, 26% of teacher stated that it poor, 44% of teacher stated that it fair 10%, good and 6.5% of teacher stated that very good. The results indicated that the learners had employed different comprehension processes and used different types of strategies depending on the difficulty, extending our knowledge of lower-level and higher-level comprehension processes (Grabe & Stoller, 2011).

5.2. Conclusions

Based on the finding the following conclusions will be made:

- Lack of pronouncing new words & respecting punctuation, reversing syllables (changing the order of syllables in a word) recognizing known words fast (sight reading) and omitting words (not saying the word in the text) reading difficulties which are very high.
- In other hand, students' problem towards of factor attributed to difference between L1 and L2 showed very high.
- On the other hand, regarding to Factor attributed to teacher, student and methodology are the highest factors that contributed to student reading difficulties.
- Result regarding to Descriptive Statistics Self-reported reading strategies indicated that relative modern intentions to low strategy on grand of 19.31984.
- With respect to reading strategies, studies have mostly focused on distinguishing between successful and less successful readers, providing indirect clues of the strategies that might be useful for poor readers. However, future studies should focus on reading strategy instruction and interventions on reading outcomes.
- Findings of the study clarified that reading difficulty is due largely to educational factors and there is no single cause for reading difficulty, the difficulty is due to a composite of related conditions. However, the results show differences in mean and SD for the different variables. The researcher mentioned different ways that can be effective remedies for reading difficulty. Most of these ways can be created by the teacher of English, the student and also the methods in the learning process.

The finding stated that identified by teacher's expertise or experience, teaching status and methodology make reading effective and lasting shows in opposite manner. They gave another three classifications or reading difficulties: a) lack of word attack skills, b) extreme tension associated with reading and c) lack of motivation for reading.

5.3. Recommendations

- It stated progress has been made in understanding the underlying mechanisms that contribute to reading difficulties in monolingual students. There is a need to shed more light on how reading-specific difficulties can be meaningfully discriminated from difficulties experienced when learning to speak and understand English as a second language.
- Such school teachers should have audio and practical indications center on vocabulary development the role of extensive reading in developing reading comprehension and reading fluency.
- The role of student psychological and teacher should help in developing reading skills, influence of teacher training on reading instruction, and the effects of explicit reading strategy training on reading comprehension should be convincible adequate it might have future academic moral damage.
- Research should be conducted to determine the most appropriate teaching methods to revoke the reading difficulties.
- Further research should be conducted to study the reading difficulties in English from the perspective of the students and their parents.
- The Ministry of Education should support teachers with all materials, aids, sources including useful websites for the teachers and the students they may need to avoid reading difficulty.

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APPENDIX

ADDIS ABABA UNIVERSITY

DEPARTMENTS OF SPECIAL NEED EDUCATIONS

Dear student, I am adding my M.A degree which is engaged to these questionnaires' are stated about learners' reading difficulties identified by student.

Pleas (circle as appropriate) answer which is felling about your reading difficulties identified below:

Part one: Questionnaires' for Grade three learners

1. Strongly Disagree 2. Disagree 3. I don't know 4. Agree 5. Strongly Agree

I. Factor attributed to phonological awareness	1	2	3	4	5
1. lacking fluency (i.e. not reading at the right speed or with expression)					
2. lack of pronouncing new words & respecting punctuation					
3. lack of reading at appropriate speed (reading too slowly or too fast)					
4. articulation problems (making sounds)					
5. matching letters to sounds accurately					
6. recognizing and pronouncing certain consonants					
7. substituting words (saying another word instead the one in the text)					
8. omitting words (not saying the word in the text)					
9. reversing syllables (changing the order of syllables in a word)					

10. repeating words or parts of sentences					
11. recognizing and pronouncing certain vowels					
12. recognizing known words fast (sight reading)					
13. Inserting words (adding a word that is not in the text)					
14. Factor attributed to difference between L1 and L2					
1) Self-reported reading difficulties					
2) inability to pronounce new words due to influence my indigenous language					
3) inability to pronounce some known words					
4) inability to pronounce some English sounds					
5) inability to continue reading a text if I don't understand it					
6) due to some unfamiliar words in it which is affected by my vernacular language					
7) inability to understand what I have read because I read too slowly					
I. Factor attributed to teacher, student and methodology					
1) inability to understand what I have read during reading in front of teachers					
2) inability to understand what has been learning in class					
3) inability to understand what has been read due to limited knowledge of vocabulary					
4) inability to understand what has been read due to limited knowledge of grammar structures					
5) inability to teachers guiding word context clues					

6) inability to make book inferences based on elements not stated in the text					
7) inability to make educated guesses about the information that will follow in the text					
8) inability to integrate knowledge of the world with the text information					
II. Self-reported reading strategies					
I ask a classmate or the teacher for help					
I try to remember a similar word and then read it					
I read letter by letter					
I skip that word and go on reading					
I try to guess the meaning by rereading the whole sentence					
I try to remember what it means by reading it several times.					
I skip that word and read on.					
I think how much I have understood the text and read on.					
I think about what will happen next in the text and read on.					

Part One: Teacher Questionnaire

Question	Answers
1. What is your qualification?	(circle as appropriate)
	a) Class teacher (BA) + B1 / B2 / C1 CEFR)
	b) English teacher (BA)
	c) English teacher (MA)
	d) other: _____
2. Have you ever had any training? (Seminars or workshops) to teach reading to children learners?	(circle as appropriate)
	a) YES
	b) NO
3. What materials do you use in teaching reading?	a) course book (title: b) audio recordings
4. How good are your students at reading aloud?	1) very poor
	2)poor
	3) fair
	4) good
	5) very good
5. Are there students with reading difficulties in your class?	(circle as appropriate)
	a) YES
	b) NO
	(comment: _____)

6. If YES, what oral reading difficulties do they experience?	a) articulation problems (making sounds)
	b) matching letters to sounds accurately
	c) recognizing and pronouncing certain consonants
	d) recognizing and pronouncing certain vowels (please specify the vowels:
	e) recognizing known words fast (sight reading)
	f) pronouncing new words
	g) reading at appropriate speed (reading too slowly or too fast)
	h) reversing syllables (changing the order of syllables in a word)
	i) substituting words (saying another word instead the one in the text)
	j) omitting words (not saying the word in the text)
	k) inserting words (adding a weird that is not in the text)
	l) repeating words or parts of sentences
	m) respecting punctuation
	n) lacking fluency (i.e. not reading at the right speed or with expression)

7. How do you help them improve their oral reading skills?	a) by developing their phonological awareness (i.e. letter- to-sound correspondence, understanding rhyme, analogy, and minimal-pairs)
	b) by developing their orthographic processing skill (i.e. choice of letters, distinguishing homophones)
	c) by modeling pronunciation and reading rate (i.e. showing them how to pronounce words and read at the right speed)
	d) by using choral/responsive reading (you read, all learners repeat after you)
	e) by having them practice reading in pairs
	f) (other): _____
	(circle as appropriate)
9. Based on your experience, how good are your students at reading comprehension?	a) very poor
	b) poor
	c) fair
	d) good
	e) very good