



College of Education and Behavioral Studies

Department of Special Needs Education

By: Beza Hailu

Advisor: Yirgashewa Bekele (PhD)

August, 2021

Addis Ababa, Ethiopia

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

**Academic Experience of Students with Reading Difficulties and the Perception of
Their Teachers about Performance at Lideta Selam Primary School**

By: Beza Hailu

**Thesis submitted to the department of Special Needs Education in Partial
Fulfillment of the Requirements for the Masters of Arts (MA) Degree in
Special Needs Education**

Advisor: Yirgashewa Bekele (Phd)

August, 2021

Addis Ababa, Ethiopia

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

**Academic Experience of Students with Reading Difficulties and the
Perception of Their Teachers about Their Performance at Lideta Selam
Primary School**

By: Beza Hailu

Approved By Board of Examiner;

1, Advisor

Signature

Date

2, Internal Examiner

Signature

Date

3, External Examiner

Signature

Date

Acknowledgement

First of all I would like to express my deepest gratitude to my Almighty God, who guide and support me in all aspects of my life. And then I would like to thank my family for support and encouragement. Next my thanks go to school principal, teachers and students where I collected the data for the willingness and support. And finally I thank all my friends who help me through prayers thank you so much all many blessings for everything you did for me!

TABLE OF CONTENTS

Contents	Pages
Acknowledgement	ii
TABLE OF CONTENTS	iii
ABSTRACT	Error! Bookmark not defined.
Chapter One.....	1
Introduction	1
1.1. Background of the study	1
1.2. Statement of the Problem	2
1.3. Purpose of the Study	4
1.4. Research question	4
1.5. Objectives of the study	5
1.5.1 General objective of the study	5
1.5.2 Specific objective of the study	5
1.6 Significance of the study	5
1.7. Scope of the study	5
1.8. Limitation of the Study	6
1.9 Organization of the study	6
1.10. Operational Definition.....	6
Review of the Related Literature	8
2.1. Definition of Reading.....	8
2.2. Definition of Reading Difficulty	9
2.3. Causes of Reading Difficulties.....	10
2.3.1, Ineffective Teaching Methods.....	10
2.3.2, Language Experience	11
2.3.3, Poor Language Stimulation before School.....	11

2.3.4, Children readiness and Maturity.....	11
2.3.5, Lack of Exposure to Book and Reading Materials.....	12
2.3.6, Lack of Motivation.....	12
2.3.7, Children’ s Family Background.....	12
2.3.8, Educational Factors	12
2.3.9, Personality Factors	13
2.3.10, Learning Styles.....	13
2.4. Characteristics and Limitation Areas of Reading Difficulties.....	13
2.5. Teaching Methods and Strategies for Reading.....	14
2.6. Phonological Awareness	14
2.7. Morphological Awareness.....	15
2.8. Reading Comprehension	15
2.9. Interactive Model	15
2.10. Critical Elements in Reading Instruction.....	15
2.11. Strategy for Reading Comprehension	15
2.12. Language Cues and Conventions	16
2.13. Pragmatic cueing system	16
2.14. Textual cueing system	16
2.15. Syntactic cueing system	16
2.16.Semantic cueing system	16
2.17. Geographic cueing system.....	17
2.18. Phonics	17
2.19. Vocabulary Development and the Semantic Cueing System	18
2.20. Sentence Patterns and the Syntactical Cueing System	18
2.21. Fluency can be targeted through:	19
2.22. Reading Models.....	20
2.22.1. The Bottom-up Model (Text-based Model).....	20
2.22.2. The Top-down Model	20

2.22.3. Interactive Model.....	21
3.7 Data collection procedure	28
Finally after permission of teachers and students awarded them why I came to their school and the material is used to collect data and fix time and start working with them.	28
3.8. Method of Data Analysis.....	28
3.9. Ethical Consideration.....	29
Chapter Four	32
Presentation and Discussion of Findings	32
4.1 Introduction	32
4.1.1 Data presentation on theme one: Teachers knowledge about reading difficulties	32
4.1.2. Data presentation on theme two: teachers' knowledge about causes of reading difficulties	33
4.1.3. Presentation on theme three: Teachers competence in identification of students with reading difficulties.....	35
4.1.4 Theme four: Teaching Method Teachers Use to Teach Reading	36
4.1.5 Theme five: Teachers Support.....	38
4.1.6 Students Effort to Overcome the Difficulty	39
4.1.7 Parents Involvement in the Teaching Learning Process.....	40
4.1.8 Assessment Method.....	41
4.2. Experience of Student in Reading Learning.....	42
Chapter Five	46
Discussion, Conclusion and Recommendations.....	46
5.1 Introduction	46
5.2 Discussion	46
5.4 Recommendations.....	48
References	50
Appendices	53

Abstract

This study aimed to investigate the experience of the students with reading difficulties and to understand the perception of the teachers about the students' performance and achievement during teaching learning process. The study focused on experience of students in learning process, whether the students get proper support or not, understanding of the teachers about reading difficulties and finally giving awareness to the teachers who are teaching language at Lideta Selam Primary School. This study employed qualitative research approach and tried to answer the research question. In addition data was collected using semi structured interviews, document observation and document analyses. And also purposive thematic analysis was used to organize and interpret the data. Research result has shown that students are experiencing neglecting in the class, left behind; do not get proper support, do not measure according to their limitations. And there is a big problem in assigning teachers in the school because instead of assigning a language-trained teacher, they have assigned any certified teacher in the foundation of class. For these reasons, the students did not get effective teaching methodologies and proper support to student with reading difficulties to achieve in reading.

Key words experience, reading difficulties, perception, and performance

Chapter One

Introduction

1.1. Background of the study

For most people living in today's modern world, reading is an everyday ordinary task. It is one of the most important skills that learners acquire at school which is the foundation of all further learning. Unlike the ability to speak, reading is not inborn. It is a learning process. In addition a day to a day life requires reading (Morris, 2005).

Reading is technical process that's why we read letter by letter and word by word. It is an automatic information process to decode each word and comprehend it to build understanding of the sentences through the combination of individual meanings. So it is a linguistic process that we are engaged users of language (Davenport, 2000).

Studies have shown that phonological and reading comprehension teaching methods that are responsive to reading skills have the potential to meet the individual needs of children with reading difficulties. Further, it is suggested that use of adapted teaching methods for the needs of the child allows children with reading difficulties to experience academic achievement in reading (Snowling, 2006). Therefore, teachers should identify well students with reading difficulties and they should adjust their teaching methods according to these students need to make them successful through reading.

"Reading develops the mind. The mind must have opportunities to practice." Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their skills. Reading is a contributor to listening and communication. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it (Davis, 2014).

According to (Bronwen, 2005) reading is a corner stone for a learner's success in school and everyday life. Therefore, the teachers need to make considerable adjustment in terms of delivery content and classroom organization (Magombo, 2015). For it is essentiality learning tool, the learner should properly master; otherwise will be handicap of their potential for

success in learning process (Johnson, Bohiman, Pretorius, 2002). It is the role of teachers to insure that individual learning needs of children with reading difficulties are met. It is also the duty of teachers in regular school to ensure that children are not excluded from learning, are not neglected and not forgotten (Stakes, 2000).

According to the National Assessment of Educational Progress (2016), thirty-six percent of fourth grade and thirty-four percent of eight grade students perform at or above the proficient level in National Assessment of Educational Progress reading. Children in the United States are falling behind in mastering the art of reading. As reported by Keck (2009) President Barack Obama once stated that the relative decline of America education is untenable for our economy, unsustainable for our democracy, and unacceptable for our children, and we cannot afford to let it continue.

To sum up, educational research has focused on the problems which affect the outcome of teaching learning process. As my teaching experience in elementary school, I have observed challenges within students and with teachers as well. That's why I attempted to investigate the students with reading difficulties experience and teachers' perception about the students' academic performance and their achievements. Because, the knowledge and the attitude of teachers could either positively or negatively influence the students' performance (Gina, 2017).

1.2. Statement of the Problem

Learning to read is not a natural process like other age-related accomplishment, but it is a extensive process that takes several years and requires watchful education and learner's persistence. Reading is a basic skill for all academic subjects and failure in school can be traced back to insufficient reading skills (Johns, 2009). According to Shanker & Cockrum (2009) all learns should be taught, and should practice, reading at an appropriate level of difficulty so that can experience frequent success and that, learners are expected to read material that is much too difficult for them and from these experience they learn only frustration instead of learning how to read successfully. For these reason if the students have limitations on reading, and also their teachers do not understand them, the problem will continue instead of decreasing.

According to researchers at Yale University, by the end of third grade, a student should have reading proficiency to succeed in upper grade. During the early grades (k-3), children learn the building blocks of reading including phonological and phonemic awareness, sight words, letter of alphabet, and basic vocabulary. Fourth grade and above students use those concepts in order to read to learn. According to researchers at Yale University, students who have difficulties in reading in third grade will continue to struggle in reading in high school (Casey, 2010).

At Lideta Selam Primary School there are students who have reading difficulties. They are just sitting in the class with less learning competency. So they are not learning according to their class level. Even there are students do not identify letters which is not expected in their grade level. How they get in to that grade without any improvement is amazing. So their learning experience and the teachers' perception about them are the main issue to this study.

Parents and teachers may not give proper attention to the children who have a problem in reading. They just label them as slow learner or who doesn't give attention to their lesson. But instead of that they should know how to help them, what their specific problem is (Gina Kemp 2017).

As far as reading difficulty of children at Lideta Selam primary school is concerned it is much associated with some factors that greatly contribute to this difficulty, like children's less motivation of reading their subject matter, lack of consequent and serious follow up from the side of their parents as well as older siblings; some children parents are not educated besides, their older siblings are not skilled enough to assist their younger children and most often children are engaged with daily chores activities at home and do not have ample time to read their subject matter as well as improve their reading skill and the last but not the least is teachers inappropriate method of imparting knowledge to the children in class that does not meet their specific reading need (Dudula,2013).

Generally; it is important for educators to find the best teaching strategies to meet the needs of the students who are not proficient in reading. Administrators and educators must research the best strategies to meet the needs of the straggling readers in order to direct them in the way of success (Casey, 2010).Therefore these are problems I need to focus on in my study.

1.3 Purpose of the Study

Children come to school five days in a week with many different challenges and struggles to grow academically. There are students who come to school with various problems at home as a result their ability have greatly been affected. For instance, this includes parents who work long hour; parents who have health problems which hinders their contribution in the child's specific needs and even parents who are not capable in reading. The problem happens when students fall behind as a result they would have hard times of reading and comprehension. Besides, reading could affect other subject matters as well. For the above stated reasons, the study aimed at investigating the experience of the students with reading difficulties has met challenges at school throughout the teaching and learning processes (Leigh, 2012). To fill the gap using the students spare time in the school for making the students active participant in their difficulties and achieve the goal they need to be.

In addition the study incorporates finding out, teachers' perceptions about students with difficulties of reading performance and achievement in the teaching and learning process. For instance, the method teachers' use in the process of teaching includes identification techniques of those students; supporting and assessing them as per their needs. Furthermore, it has been shown that there has to be a solution to assist and address those children in need of help in reading.

The result from this study should offer recommendations how teachers' methodology; their assessment techniques and the overall understanding of reading difficulties brings either positive or negative impact on the students' performance and their achievement as well.

1.4. Research question

1. Are the students with reading difficulties identified by their teachers?
2. How do their teachers support them?
3. Do the students with reading difficulties get special support by their teachers or by their parents?
4. How their teachers assess them?
5. What are the students with reading difficulties felt when they are learning reading?

6. What are the methodologies of the teachers use to teach those students with reading difficulties as well as the students without reading difficulties?

1.5. Objectives of the study

The study contains specific and general objectives.

1.5.1 General objective of the study

General objective of the study is to understand educational experience of students with reading difficulty and the perception of the teachers.

1.5.2 Specific objective of the study

1. Identifying the students with reading difficulties experience in the learning process.
2. Evaluating the teachers understanding about their students special needs.
3. Identifying weather the students with reading difficulties get proper support or not.
4. Giving awareness to the teachers about reading difficulties

1.6 Significance of the study

The finding of the study was to find out the challenges of students with reading difficulties at Lideta Selam Primary School, when they pass through teaching learning process and why they don' t grasp the lesson they learn and the support they receive from their according to their need. It can help the school manager to provide proper tools and support. It also gives insight to the teachers about their students and may illuminate their unintentional negative thinking.

The result would be benefit for the students to work cooperatively with their teachers instead of hiding themselves to have proper instructions and guidance. And help them to understand their role to improve their reading skill.

1.7. Scope of the study

This study focuses on students with reading difficulties and their language teachers at Lideta Selam Primary School from grade 1– 8 on 16 students and 10 teachers who are teaching language. The school is found in Addis Ababa city administration at Lideta Sub-City.

1.8. Limitation of the Study

The limitation of this study is the discrepancy between the information, that the students give, from interview and observed document. The students don't give factual information, not all information are not real but some of them.

1.9 Organization of the study

This study organizes into five chapters. The first chapter begins with an introductory part of the research, background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope and limitation of the study. Second chapter is reviewing related literatures, theories and concepts that are related with the study conducted in this thesis. The third chapter deals with methods and methodology of the study including research design, sampling procedures, data collection method and analysis. The fourth chapter is data presentation, organization and analysis of the study. The last chapter, chapter five is about discussion of the findings, conclusions and recommendation of the study.

1.10. Operational Definition

Reading Difficulties - It is a problem in letter identification, word recognition, and understanding of ideas, reading speed, and fluency (Kemp, 2017). In addition; the difficulties rely on students' readiness and on teaching methods that meet individual's learning needs (Westwood, 2008).

Students with reading difficulties – According to Oxford dictionary meaning students are person who is leaning at school, university or college. In this study students are children between grades 1- 8 at Lideta Selam Primary School. When it is combined students with reading difficulties, students with divers need of reading process, experience reading difficulties, those who are not read at the expected level for their chronological age, and those who most of the time fall behind their peers in terms of reading requirements (Dudula, 2013).

Teaching Methods – These are procedures, styles or ways in which teachers have selected to facilitate the teaching-learning process (Weeks, 1988).

Perception – a judgment or interpretative ability based on knowledge and insight gained through a teachers senses, an observation or awareness of some condition, event or concept (Yun, 1997).

These were measured by interviews, observations and document review using thematic data analysis. The targeted groups are students with reading difficulties and language teachers.

Chapter Two

Review of the Related Literature

The purpose of this study was to investigate successful recognition of reading skills early, achievement and receive quality reading instruction and learn according to scientific ways, that means recognize letters, words that made of speech sounds (phonics that refer printed letters with their sounds), comprehension, and reading fluency. And also, the research was tried to find out successful teaching strategies, the effective teaching strategies or teaching methodologies, teachers attitude towards learning and academic performances.

Theories help to see how the students with reading difficulties learn; the challenges they face; teaching methodologies; intervention and assessment techniques should be employed by teachers. According to Gunning (2007) reading is important for learning as it gives learners independent access to vast world of information as well as fulfillment and enjoyment.

According to World Conference on Education for All in Jomtien in 1990 every child in every country should have the chance to obtain at least primary education for equality learning to occur; reading and reading achievement are amongst the basic requirement (Wagner, 2011). Yet in some schools this remains an ambition.

This chapter is contained four main areas which are related to this study. The first is definition of reading (general principles of reading) and then the definitions of reading difficulties. Under this identifications of students with reading difficulties are included. Third area is teaching reading with its sub division. Finally how the teachers support, give intervention and assess their students with reading difficulties.

2.1. Definition of Reading

Reading is the meaningful explanation of written or printed spoken symbols. It is a complex process in which the recognition and understanding of written symbols (Torigan, 2008).

And according to Alyousef (2005) reading can be seen as a communicating process between a reader and a text which leads to reading fluency. Therefore if reading is an interactive and complex process between reader and writer material, it has its own element that impact the readers reading skill.

Reading is a process of identifying written words and establishes meaning, and also it is a process of recognizing and understanding written words (Westwood, Common-Sense Methods for Children with Special Educational Needs, 2011). After we see the general definition of reading let's see the definition this study focused.

Reading is activities consisting of cognitive, psycholinguistic and social and where it is complex cognitive processes require visual, auditory and motor skill 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).

According to psycholinguistic theory reading is global and all the skills are implemented simultaneously to make sense of the written text. Reading is comprehension driven, with the reader bringing prior knowledge to the text, as the learners make prediction and question the text. Meaning is most important and forms a foundation for reading.

2.2. Definition of Reading Difficulty

Reading difficulty is an individual's failure to acquire rapid, context-free word identification skills Lovett, Steinbach & Fritjers (2000). And according to Shaywitz (2004) it characterized as an expected obstacle in reading for children who process the intelligence, motivation and education necessary for developing accurate and fluent reading.

Reading difficulty is a difficulty of letter and words recognition, understanding words and ideas, reading speed and fluency, and general vocabulary skills (Kemp, 2017). On the other hand Westwood (2008) has said that the process to learn relies on the child's readiness and teaching methods that meet individuals learning need and strengths of a child. The evidence he suggested that reading difficulty at a time will not have permanent learning barriers. They can be avoided. Therefore reading difficulties and dyslexia may appear to be similar when we look at how they affect.

For instance children with reading difficulties may fail to succeed in recognition words, decoding words, comprehension and spellings (Saskatchewan, 2004). Similarly dyslexia also interferes with decoding, reading fluency and reading comprehension (Reid, 2009). But the cause of the dyslexia and reading difficulty are not the same. Children with dyslexia

experience neurological challenges. As disabilities dyslexia will never be cured (Saskatchewan, 2004).

That's why teachers need to understand that reading difficulties are not the same as dyslexia. Reading difficulties are learning difficulties with no attachment to any disability. And also can be correct through suitable teaching methods and suitable teaching support (Saskatchewan, 2004).

In addition according to Spear (2009) students who have on three common patterns of poor reading such as specific word reading difficulties, specific reading comprehension difficulties, and mixed reading difficulties.

The purpose of definition or understanding of the limitation areas of the students help to the teachers how can use assessment for identifying students who straggling reads, the level they are, to differentiate classroom instruction, planning intervention, to modify the curriculum according to the needs of the students, and to know the strength and weakness of the reading curriculum, to identify which kinds of reading difficulties are common in the school and etc...Thus knowing all these help to eliminate or reduce the challenges because there are diverse group of students in needy differently.

2.3. Causes of Reading Difficulties

It is necessary for teachers to understand why children fail to reading. Because several factor that children experience challenges. Therefore different causes of reading difficulties are described in this section.

2.3.1, Ineffective Teaching Methods

Teachers need to teach children clearly how to use letter sound in order to understand and pronounce correctly words which they are not familiar with (Westwood, 2008). And also they should use effective teaching methods to teach reading. Otherwise teachers may lead children to failure to read (Wilson, 2007).It is pointless to label children as children with reading difficulties. Instead of blame or label, need to be shifted to teachers for using inappropriate and unsuitable teaching methods that are not relevant for the need of these children. Sometimes teachers misunderstood their roles about developing their own learning programs that is planned to address the learner need. For these reason learners may not

acquire reading proficiency. Thus most teachers can feel frustration because they do not know what is expected, do not know how to teach reading (Dudula, 2013).

Many labels are used to describe reading difficulties dyslexia, disable readers, and struggling readers. Although labels may be useful in some situation like to give additional support, they have not proven helpful in identifying specific learning strengths and needs, nor do they typically indicate exactly what types of support and instruction and intervention (Karen K, et al 2019).

2.3.2, Language Experience

Another factor leading the children to reading difficulties is language experience that they have from their family. For instance, the difference between their mother language, which are using in their family and the medium of communication during lesson and written in book (Magombo, 2015).

2.3.3, Poor Language Stimulation before School

Some children are enrolled in school which they have with vocabulary deficiency. Additionally, they may enroll in school with too little prerequisite knowledge suitable to understand a language (Saskatchewan, 2004).

2.3.4, Children readiness and Maturity

The readiness of the child involves in the maturity of social development, emotional development and intellectual development of the child (Saskatchewan, 2004). Therefore teachers hasten the children' s readiness using pre- reading experience such as playing with sand and others (Wilson, 2007).

And maturity level is biologically controlled. So it cannot be harried by extra factor (Wilson, 2007). Therefore teachers should understand the maturity level of the child. If learners are forced to read prematurely or beyond their readiness to begin reading process, they can develop negative attitude (that is, fear, anxiety and low self-esteem) towards reading (Lemer & Johns, 2009).

2.3.5, Lack of Exposure to Book and Reading Materials

Children's acquaintance to books and other reading resources in their home is one of the major signs for the success of individuals (Myere, 2008). Exposing for books and other reading materials in early childhood development of the child supports literacy and language awareness and also prepare the child to be ready to reading when they start school (Magombo, 2015).

2.3.6, Lack of Motivation

When the children frequently fail to read, they develop demoralize and frustrate in school. This also contributes to loss the interest and the motivation to learn reading (Wilson, 2010). So to avoid this, the teachers need to reinforce, motivate and give positive feedback in the process of reading (Wodlord, 2010). Further according to Sadker & Sadker (2010) in Dudula (2013) Learners bring different level of motivation to learn and intensity level of motivation which is critical determinant of learning. These determinants include their values, attitudes, emotions, ability of toleration and overcome frustration and the willingness of defeat or fight the challenges (Sadker & Sadker, 2010) in (Dudula, 2013).

2.3.7, Children's Family Background

Children from families with a lower socio- economy status have difficulties with reading (Westwood, 2008). Studies show that opportunities for these children to learn reduced through a number of factors. This is why the attainment gap in literacy is very wide when we compare children from lower socio-economic family and those from higher-economic family (Wilson, 2007).

2.3.8, Educational Factors

Parents' educational level influences learners' reading level. Educational level, such as experience to written materials, chances to involve in reading activities, worth of timely reading training and opportunities for suitable instruction, are recognized as some of the causes that influence reading (Vaughn, S., Linan- thompson, S. Kouzekunani, K.Bryant, D.P.,Dickson, S.,& Blozis, S.A., 2003). According to Geske (2008) a learner whose parents are educated is exposed books at home sees parents themselves reading and also becomes

motivated to read. A child receives guidance and support from them, unlike learners whose parents are not well educated.

2.3.9, Personality Factors

According to Vaughn, Bos & Schumm (2003) in Dudula (2013) personalit factors like motivation and persistence, sense of personal competence, ability to work in groups, willingness to ask for help and perceive values of reading can affect learners` reading ability. Learners with higher self-esteem have higher inartistic motivation and better academic performance (Patil, M. Saraswathi, G. & Padakannaya, P., 2009).

2.3.10, Learning Styles

Students have preferred learning styles, for example visual learners, auditory learners, and tactile learners. The teachers need teach them according to those preferred styles that make the children increase performance including reading skills (Sadker & Sadker, 2005).

Generally as studies indicate that educators should know the causes of reading difficulties, because it is so important to reduce and eliminate the problem of students with reading difficulties. Further it help teacher to give proper intervention suitable teaching support.

2.4. Characteristics and Limitation Areas of Reading Difficulties

Children with reading difficulties have poor reading skill. For instance, they fail to realize that words of letter sounds and syllables (Reid, 2009).

The children with reading difficulties fail to read at the grade level they are. Usually, they perform below average in reading (Integra, 2009). And also these children straggle with reading activities such as reading aloud and word pronunciation (Reid, 2003).

In the early elementary years warning sighs may include difficulty with:

- recognizing and naming letters;
- developing a store of sight words;
- demonstrating of sound-letter relationship; and
- coordination (Lyon, 1997).

2.5. Teaching Methods and Strategies for Reading

As it is discussed above in reading definition, reading is a process of identifying the connection between text and its meaning and recognizing and understanding letters and symbols to express opinion and ideas (Westwood, 2011). Children with reading difficulties struggles with this process.

Children who read effectively can understand, remember and summarize content of the text. In addition, these children can discuss and analyze the content to show understanding what they read. Further they have the ability to write (Saskatchewa, 2004 in Magambo, 2015). On the contrary children with reading difficulties fail to read effectively. For this reason, it requires teachers who understand major elements of the teaching method for reading to teach students.

Major elements of the teaching method and strategies for reading (it helps to write as well) including teaching words meaning such as phonological awareness, phonics, sentence structures, text structure, comprehension and reading fluency (Saskatchewan, 2010).

Reading education has grown throughout the years to meet the needs of the students. In the classroom, through assessment, reading activities, and class assignments, a teacher may notice a student may struggle with reading. A student may find difficulties with phonemic awareness and knowledge of letter/sounds, vocabulary, fluency and expressing phrasing of their oral reading, comprehension, and motivation (Leipzig, 2015)

2.6. Phonological Awareness

Phonological awareness is described as teaching children to read begins with a single letter sound to make the word understood. In addition, it is a teaching approach which assists children to learn that word can be spilt in to segments.

Phonological awareness involves teaching of different functions of sound in words. For instance, it involves splitting of words into syllables, and then splitting of syllables into sounds (Reid, 2009). A phonemic can be described as a tiny part of a sound in a word. A collection of these tiny parts form words and each part has a meaning. Therefore, teaching phonemic awareness can help children to understand that both spoken and written words a composed of tiny parts of sound (Wilson, 2007).

2.7. Morphological Awareness

Morphemes are smallest and meaningful grammatical elements of a language (Reid, 2009). Teaching of morphemes may help children to realize that every morpheme in a word has a meaning (Filippini, 2012). For instance, the word unhappy can change its meaning if drop the morpheme un-. Additionally children can understand a morpheme in a word may result to change the meaning of that particular word.

2.8. Reading Comprehension

Reading comprehension means the art of understanding a written text. Comprehension strategies are a core strategy when teaching reading (Pressley, 2000). Comprehension strategies include the following; ability to understand a text, summarizing a text, ability to formulate questions and ability to make predictions from a text and the ability to clarify some points from a text. Therefore, teaching of these comprehension strategies requires teachers to clearly describe and to explain to students how and when they can use such strategies. Further, teachers need to demonstrate and practice with students how to use them (Saskatchewan, 2004).

2.9. Interactive Model

The interactive model emphasizes sound recognition, sound- symbol associate and reading comprehension (Norton, 2007).

2.10. Critical Elements in Reading Instruction

It is significant for teachers to recognize the critical features of reading education. Students who have reading difficulty will want serious direct coaching. The critical elements of reading instruction include:

2.11. Strategy for Reading Comprehension

Comprehension strategies are the centerpiece of the literacy curriculum (Pressley, 2000). Reading understanding refers to the assimilating of written text. Skillful readers involved in a deliberate problem- solving process to comprehend. This process has a before, during, and after component. Most reader who is explicitly trained reading comprehension skills and

approaches likely to learn, progress, and use them instinctively (Collins Block, & Pressley, 2001).

2.12. Language Cues and Conventions

Language is the foundation for reading. Consequently, attention needs to be paid to the elements of the language cueing systems and the critical role they play in reading. The cueing systems are the elements of oral and written language, including:

- sounds;
- the collection of words;
- word order patterns; and
- the large units and patterns that form text.

These systems communicate and intended meaning. The conventions are the expected form or manner that these cues should take, including the:

- spelling of words;
- punctuation of sentences; and
- Format of text such as paragraph.

Cueing Systems

2.13. Pragmatic cueing system

- building on prior knowledge and experiences
- takes into consideration the social and cultural aspects of language (e.g., context, audience, and purpose)

2.14. Textual cueing system

- help us organize ideas in different text structures

2.15. Syntactic cueing system

- help us organize words into meaningful sentence patterns (word order)

2.16. Semantic cueing system

- help us consider word meanings (denotation and connotation) and functions

2.17. Geographic cueing system

- help us attend to letters-sound relationship in words (their pronunciation and spelling)

Phonological Awareness and the Graphophonic Cueing System

Students develop an awareness of how language works and an understanding that oral language is made up of many parts.

Communication is made up of sentences, sentences are made up of words, and words are comprised of syllables and sounds. Typically, emerging readers refine their awareness of the phonological components, and eventually understand how the graphophonic system works.

Initially, children play with words by creating new words and by exploring and creation language patterns. By singing songs, chanting rhymes, playing with words, and listening to adults read word-play books, children develop their phonemic awareness. Typically, there is a natural continuum to this skill development but for children with reading difficulties this is not always the case. For some children, teachers have to provide small group instruction that is more explicit, systematic, intensive, and supportive than is usually provided in the classroom.

Beginning readers develop their concept of letters and the alphabet. The recognition and naming of letters is foundation to using the graphophonic cueing system. By notice letters in environmental print, singing, and recognizing their own name, students begin to explore and understand this relationship. Students who do not develop this understanding will require explicit and direct instruction in phonics (Torgesen, Wagner, Rashotte, Alexander, & Conway, 1997). This begins the understanding of the connection of phonemes to letters.

2.18. Phonics

Phonics teaching is a means to an end; not the end in itself. Phonics is not meant to be the major section within a reading program; rather it is one of the essential that students see the significance of phonics. Phonics instruction should begin with a foundational understanding of phonemic awareness and letters of the alphabet. The instruction should be linked to literature rather than to decontextualized activities with no relevance.

Most students eventually develop sound-letter relationships that help them decode and spell words. Effective phonics instruction focuses student` attention on noticing the letter-sound patterns. By embedding phonics instruction in the total language arts program and by using teachable moments, teachers can assist most students to develop an understanding of graphophonic cueing system.

2.19. Vocabulary Development and the Semantic Cueing System

In reading process, students need to understand the words and that allow them to comprehend what they are reading and that strategies that they need to figure out the meaning. Vocabulary cannot be left to chance; it has to developed and extended and taught.

For some our students, developing and expanding their vocabulary level is a complex process that requires multiple exposure to words and their meanings. They must be taught to use various words-learning strategies as they approach new words in their reading and in their environment. Effective vocabulary instruction occurs when:

- students are provided multiple exposure to words in a variety of contexts;
- words are taught in the context of a selection or unit;
- teachers help students active prior knowledge when learning new words;
- relationship are drawn between new words and known words and concepts;
- students are taught to use context clue and reference resource such as dictionary to enhance their word knowledge; and
- students are encouraged to interact with the words so they are able to process them deeply.

2.20. Sentence Patterns and the Syntactical Cueing System

In addition to vocabulary, students need to know that words are arranged in a certain order in sentences to give them meaning. As student mature; they understand the range of syntactical patterns are realize the punctuation contributes to meaning. Effective syntactical instruction occurs when:

- students are taught to use punctuation and to recognize its function how it change the meaning of sentences;

- students are taught to recognize how the order in a sentence determines meaning; and
- students practice using word order and punctuation in their own writing.

Reading fluency

Reading fluency refers to the ability to quickly and accurately read text with appropriate expression. Fluent readers do not have to sound out or decode each word. Fluent readers have good vocabulary and good word identification skills; they make connections between the text and their prior knowledge.

2.21. Fluency can be targeted through:

- repeated readings;
- shared readings;
- echo readings;
- guided readings;
- self-identification reading errors; and
- visualization.

Fluency can be taught through oral reading, and opportunities for feedback as the child read. Shaywitz does caution that the feedback must be constructive and oral reading must be a positive experience.

We have learned that for 90 to 95 percent of poor readers, prevention and early intervention provided by well-trained teachers can increase reading skills to average reader level (Tankersley, 2003). These intervention programs must combine instruction in:

- reading comprehension strategies;
- the language cueing systems including phonemic awareness, phonics, syntax, text, and pragmatics; and
- fluency development (Saskatchewan, 2000).

However, there is also evidence to suggest that if we delay intervention until nine years of age, approximately 75 percent of the children continue to have difficulties learning to read throughout high school (Tankersley, 1998).

Successful intervention requires that teachers understand the reading processes and instruction, think diagnostically, and use this information on an ongoing basis to inform instructions. Struggling readers need multi-level, flexible, small-group instruction balanced with whole class instruction in which the teacher model and explicitly teachers reading strategies. One size instruction does not fit all children (Saskatchewan, 2000).

2.22. Reading Models

There are models researchers identified that influence the readers and the way which is been taught as well by the teachers. These models help the teachers to give information about the text to their students and also help to grasp the message and can attach the readers from former experience or previous knowledge. According to Landsberg, Kruger & Nel (2005) there are three models, they identified. Let' s look them as follows:

2.22.1. The Bottom-up Model (Text-based Model)

This model is also known as the part-to-whole approach. The teacher begins teaching with the sound of letters and progress upward from the single letters to the combination of letters that form the word, and the departure is to teach letter-sound relations and say the words. The rules of in this model is wording patterns and sounding out words more important than understanding because they assume that if the readers are able to carry out the process successfully understanding what they read comes automatically. And more this model focuses on information from the text rather than their experience or previous knowledge (Norton, 2007).

This form of reading is abstract for the reason that it starts from letter-symbol connections. Therefore teachers use meanings of the letters, second pronounce letters and words, then after blending words to build meaning and finally reading materials comprehend (Landsberg Kruger & Nel, 2005).

2.22.2. The Top-down Model

According to Joubert et al (2008) this model also known as the meaning-giving-theory; in this model Readers knowledge and expectation of language as well as their former experience help them to comprehend the text. Therefore the readers knowledge, culture and experience to interpretation the materials triggers the readers mind during reading. So in this

model pre-knowledge of the reader influence their understanding of the text being read. Learners see the words as a whole and learn to recognize them on sight. Thus the teachers employ language experience approach. So the teachers should know post experience, expectation and language perception, next select aspects of print, thirdly understand the meaning and finally if it is possible teach the readers sounds of the letters and how to pronounce the words.

2.22.3. Interactive Model

This approach is a combination of several methods of reading instruction (Norton, 2007 and Sethosa, 2000). They state that reading is simultaneously text driven and concept driven (i.e., reader analysis of letters and words as the same time they comprehend the content of reading materials). This approach is balanced approach for it combine top-down and bottom-up model. For this reason the interactive model becomes popular because it combined the two models to make the teaching of reading and comprehension successful. Therefore teachers should use this model for the proficiency of teaching reading.

In theoretical lens, there is not one specific area where a student who have struggle with reading. In Supporting Struggling Reader, the author Barbara Walker identified four factors that can contribute to the rise of a struggling reader.

The first factor identified by Walker (2000) is:

Difficulty Linking Sources of Information

A struggling reading will show deficiencies in reading skills. Knowledge of sight words and sound blending are just some of the skills that could be lacking. Linking information is difficult for struggling reader. Struggling readers sometimes rely on only what they know to figure out a piece of text.

The second factor is:

Difficulty Elaborating Content and Strategy Knowledge

Stragglng readers are often given texts that are strenuous to read and understand. A stragglng reader will try to decode the text by using only the words they know. When this happens, the gap between what struggling readers know and what they are asked to read is

great they cannot coordinate how they are reading or elaborate on their understanding. Struggling reader will not fully make sense of the text using the knowledge they already has (Walker, 2002).

The third factor is:

Difficulty Monitoring Meaning

Most of the time, the struggling readers will answer, `` I don' t know. `` Because these students have little experience constructing meaning, they passively read words without actively questioning their understanding. Struggling readers rarely correct their mistakes and find difficulties in revising predictions about the text (Walker, 2002).

The fourth factor is:

Difficulty Interpreting the Situational Context

They think to themselves, I will not try, because if I try fail again, I admitting I am dumb. Thus they begin to have attitude. Then they preserve themselves trying to answer for the sake of sense of self- worth and to eliminate the possibility of being dumb. If by chance, a struggling reader does find success, they have the opinion that the teacher made the assessment easier, or the teacher feels sorry for them. When students have this attitude, the motivation for reading is decreased.

Interventions for Struggling Readers

1. Embrace Complexity. The teachers may have to decompose the skill. the logic is to break down a complex, usually multistage performance into its component parts, teach each part to some level of mastery, and after each part has been mastered, to reassemble them into a comprehensive routine (Cheek & Orlic,2013).
2. Foster Proactive Reading Instruction. In order to foster proactive reading instruction, teachers must differentiate instruction, provide re-teaching, and adapt the text.

Differentiate instruction is providing content materials that match the students reading level. And offer easy text.

Re-teaching is teaching again the students who don't master the skills. And

Adapting the text is simplifying vocabulary and sentences. The teacher can chunk the text that is separating a text into sections with lines or boxes make the text seem less daunting. Similarly, inserting guiding questions in each section helps students focus better than a large set of questions placed at the end of the reading (McCormick & Segal, 2016).

3. Increase Motivation, Engagement, and Comprehension are creating lessons that provide choice and purposes for reading (tasks should be based on their ability). Collaboration must be present, because the students should be cooperated on how to monitor themselves. Therefore the students engage in what they are learn to read. Otherwise they will not read (Macid & Kimber, 2013).

There are techniques that should be implemented in order to engage straggling readers. These are giving opportunity to choose what they want read. Students can choose magazines, nonfiction articles, comic books, recipe books, and graphic novels (Leipzig, 2015). And another technique is providing literature on reading level. Students feel more confident, when they get the vocabulary, language, and in their text they are engaging.

Providing independent reading time: There should be set times throughout the week that are designated for independent reading time. This technique gives opportunity to read independently. The readers can choose the material to be read, time, and place. Students reading achievement has been showed through their success in school and the amount of independent reading they read (Cullinan, 2000).

Vocabulary instruction: It should be a center of the literature which is being read in class. This includes writing them in sentences, acting them out, drawing picture represent the words, and identifying closely related words. Because, vocabulary is a major key to comprehend a text (Laflamme, 1997). And comprehension strategies assist students in recalling facts, generating questions, and summarizing, among other comprehension-related skills.

Chapter Three

Methodology

3.1. Introduction

The study engaged in an exploring the experience of Lideta Selam Primary students with reading difficulties, what they are facing, how they interact with their teachers as well as their classmates, can they ask if they don't understand the lesson, and how are they in the class are they active or passive...etc. through teaching learning process. And also the perception of their teachers about their performance in order to reduce the limitation of the students reading abilities, the method the teachers use to teach identification of letters, phonemes, reading comprehension process and the assessment method the teachers use specially to those students with reading difficulties according to their ability.

This study used a qualitative research for the study because the intention of the study was as mentioned in the previous paragraph, investigating the experience of the students with reading difficulties and the perception of teacher about their performance the students have. For these reason, the qualitative research method is employed. Because qualitative approach seek to comprehend a given research problem or topic from the viewpoint of the local population it involves. Qualitative research methods are also effective in recognizing intangible factors, such as social norms, socio-economic status, gender role, ethnicity and religion. (Qualitative Research Method: A Data Collector's Field Guide, 2020)

Further qualitative research method in general inspects people's words and action in description or expressive ways, more closely displaying the condition as experienced by the participants (Creswell, 2008). In this study semi-structured interview, classroom observation, and written document review was used as data collection tools.

3.2. Research Design

Case study design in qualitative approach was applied to conduct this study. Because depending on the purpose or the goal of the study case study design was preferable. In case study, particular individuals, program or incident is studied in-depth as examination of a circumscribed system based on broad data collection. The researcher in case study emphasis on event and also activity engaged individuals rather than a group (Creswell, 2008). So the study was employed to investigate the experience of students with reading difficulties and the perception of teachers in-depth at Lideta selam Primary School. Further case study is enabled the researcher by finding out truthful information to succeed the research goals and objectives.

3.3. Research Site

The research was conducted in Addis Ababa City Administration. The selected school is found in Lideta Sub-city in Woreda 1. There are four schools in this woreda. The three of them are government school, remain one is private school. Lideta Selam School Primary School was the school that the study conducted. There are about 425 students, 40 teachers, and 25 administrative staffs. The reasons the school was chosen because of there are some indicators that found students who are learning in the school have reading difficulties. Therefore the problem should be identified through study. The study should be conducted to get real solution.

3.4. Targeted Population of the Study

The targeted population of the study was student with reading difficulties and language teachers from 1st – 8th grade at Lideta Selam Primary School. The total population of the study was 16 students with reading difficulties and 10 language teachers who are teaching at Lideta Selam Primary School. They all are selected deliberately to obtain relevant information in order to gain main target of this research.

Demographics of Teachers Participants

Age	20- 30	30 – 40	Above 41	Diploma	BA	MA
	1	6	3			
Sex	Male	Female				
	6	4				
Qualification				3	6	1

Demographics of Student with Reading Difficulty Participants

Grade	1	2	3	4	5	6	7	8
Age	9	8	11	12	15	17	19	19
No of student	2	2	2	2	2	2	2	2

3.5. Sampling Techniques and Size

According to Creswell (2008) purposeful sampling, participants, and site are purposefully selected by the researcher in order to learn or understand the central phenomenon. In addition to this qualitative research is used non-probability sampling for the sake of selection of research group of participant and for the relevant information to achieve research question. And more the sample size depends on the objectives of the study (De Vos, 2003). For this reason the study implemented purposive sampling techniques that help to achieve study objectives and to answer the research question.

3.6 Instrument of Data Collection

Qualitative research method attempts to collect, integrate, and present data from a variety of source of evidence. According to complexity of the setting and the diversity of its participant are warranted to use interview, observation, and inspection of documents. Therefore this

research employed the three data collection tools. Such as semi-structured interview, classroom observation, and written document evaluation.

3.6.1 Interview

Semi- structured interviews are used by researchers to gain a detailed picture of participations` beliefs, perceptions, or account about particular topic (De Vos, 2003). This method of data collection allows a two- way communication between the respondent and the interviewer. It also allow respondent to express themselves freely, and create a fairly free atmosphere where information can be given or received freely (Creswell, 2012).

Other advantage of using semi-structured interviews is allowing the interview to ask supplementary questions or sometimes leave out some questions and depending on the situation (Creswell, 2012).

The interview is used as first hand data collection instrument to find out teachers awarenees of reading difficulties, methods they use to teach reading, how the teachers support who needs additional attaintion and students experience through learning reading in the class.

3.6.2 Observation

Observation is a systematic way of watching and listening to a phenomenon at it takes place. And according to Creswell (2008) observation is a process of gathering firsthand information. Observation would serve as the best approach if a research is interested in behavior rather than perceptions of respondent or when the subjects are so involved in it that they are unable to provide objective information about it. There are two types of observation. These are direct and indirect observation. A researcher in direct observation can play as active participant without the observed knowledge. On the other hand in indirect observation, participation of the researcher is like passive observer he/ she doesn' t involve directly. Observation is commonly used in education as a tool to support understanding and development (Angi, 2003). The weak side of observation can be focus distraction. So to avoid this distraction the researcher should have well organized recording tools like audiotape, notebook to write what happened in the research site, and check list to focus on that is needed for the research ...(Creswell, 2008). In the contrary the researcher can change his/her roles to involve as direct or indirect observer through observation process. Therefore,

in this research the researcher attempted to use notebook and checklist to record the information. The researcher was passive observer without involvement. Therefore this firsthand data collection tools was focused on the interaction of the teachers with their students with reading difficulties in the class and the students' participation while they are learning to read.

3.6.3 Document Observation

Document review is a way of collecting data by reviewing existing documents. The documents may be internal to a program or organization or may be external. This tool is used as secondary data collection tool. It was focused on the teachers result report, some personals files (profiles the students found with teacher and the documented file teachers used to assess students with reading difficulties), and students exercise book. The check list is found at appendix.

3.7 Data collection procedure

Data collection procedure is started with requesting letter from Addis Ababa University administration. And go to targeted school to get permission. Then introducing self to school principal, the principal introduced the teachers who are teaching language. Then they gave students with reading difficulties and documents which contains their assessment result. Arrange the teachers and students free time to interview, observe classroom and documents.

Finally after permission of teachers and students awarded them why I came to their school and the material is used to collect data and fix time and start working with them.

3.8. Method of Data Analysis

Data analysis is central credible or convictive in qualitative research (Maguire & Delahunt, 2017). In study, data must be organized and analyzed in order to provide answer for the research question (Silveman, 2005). In addition to that, according to Caulfield (2019), the researcher must be examining the data closely to identify common themes- topics, ideas, and patterns of meanings that come up repeatedly. For this reason the study choose to use thematic analysis. Thematic analysis is the process of identifying patterns or theme within qualitative data (Maguire & Delahunt, 2017). Further qualitative data analysis is the process

of the explanation of the data through categories, themes, and regularities based on the views of the respondents (Cohen et al, 2007). According to Braun and Clarke in Caulfield (2019), there are six steps to identify thematic analysis:

Step one Familiarization – it is getting through overview of all data that is collected from respondents. It involves transcribing audio, reading through the text and taking initial notes to get familiar with it.

Step two Coding – It is highlighting section of our text- Usually, phrases or sentences that come up with shorthand labels to describe their contents. We have highlighted various phrases in different colors. After we have been through the text, we collect all the data in the group identified by code.

Step three Generating themes – It means combining several codes into single theme.

Step four Review themes – what is done in this step is making sure that the themes are useful and accurate representatives of the data.

Step five Defining and naming themes – It is time to name and define each theme, and it involves formulating exactly what we mean by each theme and figuring out how it helps us understand the data.

Step six Writing up – It is the last step writing up a thematic analysis requires an introduction to establish our research question, aim, and approach. Therefore to use thematic analysis I go through the above stages and finally eight themes have identified for the research findings. Therefore this study data was attempted to follow the procedures that is mentioned above.

3.9. Ethical Consideration

Ethical considerations should be respected in the study. For this reason, the respondent of this research awarded of the purpose and intention of the study insuring their willingness to participate in the study fully.

First I showed the letter I get from university and ask the principal to permit me to conduct my study in his school. Then after, the principal send me to vice principal who concerned about teaching learning process. The vice principal introduced me language teachers. After

that I showed them a written and signed letter. We discussed with respondent about the confidentiality and assurance of information before we inter to get in to interview and observation.

Next language teachers gave me name list of students with reading difficulties. The teacher introduced me when I inter in to the class to observation. Before I start observation I introduce why I go to the class and what I am doing to make them comfortable.

Finally I informed the material I use like audio recorder. I encourage them to express their ideas, thought and fillings freely because the finding of the research would make change.

3.10. Conclusion

This chapter has contained research approach, and design with description what and why is been chosen. Then the size of population, the data collection techniques which are semi-structured interviews, classroom observation, and document study. And finally the data analysis method this study was implemented was mentioned according to theories that qualitative research design followed.

Chapter Four

Presentation and Discussion of Findings

4.1 Introduction

In this chapter the findings obtained through semi-structured interviews, document and classroom observations. The explanation of the research findings is presented in the form of themes that come from data analysis collected from respondents.

This study has eight themes which is a combination of similar information. Therefore the following themes would be presented. The themes are teachers' knowledge about reading difficulties, teachers' knowledge about students with reading difficulties and their background, teachers' identification methods they use to identify students with reading difficulties, teaching methods they apply to present reading lesson, teachers support, and intervention techniques to reading problem, students' effort to improve their reading difficulties, parents or guardians' involvement to work with teachers.

4.1.1 Data presentation on theme one: Teachers knowledge about reading difficulties

Theme one has a summary of data with information connected to research question one of this research study. In this study, research question one seeks to investigate the understanding of teachers about reading difficulties, research question is saying that: What is reading difficulties to you?

A summary of data from respondents with information connected to theme one in this research study is as follows:

Respondent 1:

I think reading difficulties are not able to identify letters, some of them may identify letters but do not make meaning as a word, understanding problems that they read, a problem of distinguishing of letters with their sounds. In addition to that the student's don't have interest to learn.

Respondent 2:

Reading difficulty is inability to identifying letters and their shapes, omission of letters or words when they are reading, difficulty of rapid reading.

Respondent 3:

It is inability of comprehending words, phrases or sentences. Not able to read fluently.

Respondent 4:

Reading difficulty is to me a difficulty of identifying letters, sound of letters, a difficulty of understanding of what they read, and fluency problem.

Respondent 5:

A problem identification of letters their sounds, combining letters to make word, a fluency problem, understanding problems are reading difficulties.

Discussion on teachers' knowledge about reading difficulties

All of the teachers understand what reading difficulties are. As the teacher explained, reading difficulty is a difficulty of letters and word recognition, understanding words and ideas, reading speed and fluency, and general vocabulary skills (Kemp, 2017).

4.1.2. Data presentation on theme two: teachers' knowledge about causes of reading difficulties

This theme has a summary of data with information connected to research question three. In this, research question seek to investigate whether teacher understand the causes of reading difficulties.

Respondent 1

I think mostly the causes are inappropriate teaching method, insufficient ability to teach reading. And in addition to that, students lack interest to read.

Respondent 2

The causes of reading problem may be laziness of the student, lack of interest, labor burden in their home specially girls and they more attention to play than learning.

Respondent 3

There might be problem in their brain, teaching problem most of the students do not have foundation how to read, less effort to study reading, having uneducated family, and they give more attention to their social life than their school work.

Respondent 4

Causes to female students might be the work they have done in their home for this reason they may not have time to study. But for male students lack of interest or laziness is the cause. Most students do not get support from their family this also another cause.

Respondent 5

Some of the cause might be lack of interest, they have duty at home or other place to help their family because of this they don't give attention to study and attend class.

Discussion on teachers' knowledge about cause of reading difficulties

Information from the data above demonstrates indicate that these teachers do not have enough knowledge about the cause but it doesn't mean that they don't have any knowledge. But one of respondent has mixed reading difficulties with learning difficulties. However they focus is on the students' lack of interest rather than teachers' methodology and understanding of how the students learn reading which means their learning style.

According to research the cause of reading difficulties is not only lack of interest. There are more causes such as ineffective teaching method, language experience, poor language stimulation before school, students readiness and maturity, phonological and morphological awareness, reading comprehension, lack of exposure to book and reading materials and lack of reading model from their family (Reid, Wilson & Saskatchewan, 2005).

According to literature, causes of reading literature relay on ineffective teaching methods used by teachers when they are teaching reading. They may label and blame them intending

to see or evaluate their teaching methodologies in reading lesson. Further at the beginning label they don't start teaching from how to identify letters sounds and to next label they don't teach the students how to pronounce unfamiliar words correctly according to their label (Wilson, 2007).

Another cause leading the children to reading difficulties is language experience they may not have good model to read in their family. More they might have different language in the family and the medium language is used in the school and the book they use to learn reading (Westwood, 2007). Children readiness and maturity might be another cause to reading difficulties. But the teachers do not understand how readiness and maturity affect reading ability (Saskatchewan, 2004).

Generally most teachers not all have less knowledge about the causes of reading difficulties as I get information from the data. Unless the teachers do not know the causes of reading difficulties the problem will not be avoidable.

4.1.3. Presentation on theme three: Teachers competence in identification of students with reading difficulties

This information connected from research question two. This question needs to know how teachers identify these students.

Respondent 1

While reading session I can identify them easily because they might just hold the book without reading might omit or substitute letters or words in addition they might be reluctant to read.

Respondent 2

There is a class prepared to students with minimum competency in the school. So I took them there and test them with representative of the class and try to identify the students with reading difficulties. And more I identify them when they are reading in the reading time.

Respondent 3

I observe them in the reading session. They don't participate in reading. I give the test whether they understand written exam. So I can identify them by observation, by their participation, and by giving test.

Respondent 4

I identify them in the class when they are reading they might be very slow; repeat the letters or words, there might be omission of letters or words. And also substitution letters with others. By these methods I can identified them.

Respondent 5

When they cannot read fluently; when they repeat letters and words. When they are given reading exercise, they don't read. Additionally, they told me that they cannot read.

Discussion on teachers' identification of students with reading difficulties

Process of identifying the students with reading difficulties are not only reading out loud. They should be identified by their comprehension between text and its meaning and recognizing and understanding letters and symbols to express opinion and ideas (Westwood, 2011). The students have to know the letter, letters sound and their relationship. And more they should comprehend the word, phrase, sentence and also paragraph they read according to their age and grade level.

4.1.4 Theme four: Teaching Method Teachers Use to Teach Reading

Respondent 1

I show them the letters and tell them a name of the letter next time I let them to know how the letters are read then the students repeat the letters several time and finally they will write the letters. For next day I prepare words that have letters they learnt in the previous day. I let them to write and read repeatedly. When I teach them words, as much as possible I bring them words with pictures.

Respondent 2

When I teach reading, I don't let them to read in front or others student. Why I do this to avoid idleness to other students. Most of the time they read silently after they read alone they

will read with their friends. And also before they start reading I pick some difficult words and tell them how the words pronounce. In addition to that I let them to guess new words according to the context. In addition to that I will let them to draw picture to the word they learn for making the word unforgettable.

Respondent 3

According to the method that the language lesson takes I usually follow two ways to teach them reading lesson. The methods are reading fluency and silent reading. So on the reading fluency session I can observe then easily while they are reading. They may repeat words, omit letters or don't pronounce properly. Thus can identify them who cannot read properly or who have reading difficulties.

Respondent 4

I often use silent reading and reading out loud. Silent reading help them to read slowly understand the message and reading out loud help them to listen when they are reading. It helps me to give them feedback. If there are new words in the passage I will let them to guess, tell them to use glossary and translate for them. I don't teach them how to read using their phonetics I just tell them how read. Respondent 5

I use short stories because the students are interested in listening tales so I give them according to their need. I let them to read silently out loud. If they don't read correctly I give them feedback immediately. I read the text first and I give them a chance to read like me. In the reading session we read the title of the story and guess that will the story. After they read the story they will present that they understand and the lesson they has gat from the story. I try my best to make the reading session interested.

Discussion on teaching method of the teacher students with reading difficulties

According to Barry, 2008 children should name the letters of the alphabet, spelled aloud the syllables and they rehearse each word the printed material. In addition alphabet method helps them to recitation and memorization to master the art of reading. Therefore teachers in the school I conduct this study; try to use such method for the lower grade and also for the students with reading difficulties. Still need students with reading difficulties extra time to master their reading abilities. One of teacher who teaches above grade 5 don't follow this

method to address their need. And the teachers use one method to teach them those students with reading difficulties.

4.1.5 Theme five: Teachers Support

Respondent 1

I attempt to support them at their break time. Even in the class let them chances to participate more than others and give more attention to those students with reading difficulties. I just try to make the lesson concrete for them.

Respondent 2

For the students who don't compete with their peers, I take them another class (MLC) and teach them the letters sound and give them some words to study like tip. And I will let them to do every day. I try to follow up to be competent for their grade level.

Respondent 3

There are students who don't even identify letters in grade 6. So what I do letting them to study letters. It is very hard in that class not identifying letters. However they should study to identify letters. If I teach them the lesson that they should learn they cannot grasp a lesson. For that reason I help them on their break time or after class. And more gave them letters card to study them.

Respondent 4

I advise them to study and to read more books in the library.

Respondent 5

I support them by giving letters chart and different kinds of book. And also I pair with their friends to help them. These students are different in their level so I prepare reading materials that help them to improve reading ability.

Discussion on teachers' support for students with reading difficulties

Reading is basic to others subject and it touches every activities of human being. Thus supporting and enabling students with reading difficulties is not helping for that time only, it is for their entire life.

For most people living in today's modern world, reading is an important everyday ordinary activity. And one of important skills that learner should demand is reading ability. It is the base skill for all further learning (Darrel, 2005 in Bella, 2013).

4.1.6 Students Effort to Overcome the Difficulty

Respondent 1

Even if I tried as much as possible I can they don't practice after we apart. They may not even do their homework I gave them to do in their home.

Respondent 2

There are different kinds of student in the class. Such as students who don't identify letters, don't know letters sound, and others may pronounce the words but don't understand what they read in the contrary there are few students who have good understanding. However most of the students don't attempt to have good understanding of reading skills they should have.

Respondent 3

Some of them have little effort but not enough. Some of them may not come when I call them to help. For example I had a student I support her. After they study I give them worksheet to study it again in their home but she go outside the class and just fill and give me back after a while. What so ever there are try their best to improve and understand what, I teach them.

Respondent 5

Because of their age they don't try to improve their reading difficulties they need always adult help. However there are very few student straggle to improve their reading ability. But still they need adults or their elders' help.

Discussion on effort to overcome the difficulties

As researches indicate that reading is identifying written text and establish meaning (Westwood, 2001). So this process relies on students' readiness and interest. The students should aware of this straggles of reading difficulties at a time will not have permanent learning barriers. They can be avoided. Therefore must encourage the students to have effort more.

4.1.7 Parents Involvement in the Teaching Learning Process

Respondent 1

I tell students to come to school with their parent but their parent's don't come. I was trying to send them again and again aurally by letter they don't even say anything. Few may come and tell me that they can't help their child because of they are not educated. So we can't work with parents collaboratively.

Respondent 2

Parents involvement is so less. I was trying to discuss with some of parents who come to school. When we discuss how they can help, they give me their responsibilities to me instead of taking. The reason they give me that I am not educated, busy, and so on. Most of the parents assume that sending to school is enough.

Respondent 3

Most of the students learn in this school are not living with their family. Thus their guardians' don't give attention for those students. Though I call them to school they don't come. The only thing they need from such students is being helped house hold cores.

Respondent 4

In government school contacting parents is so difficult. For I know that I don't communicate their parents.

Respondent 5

I try to communicate their parents but they give me back their responsibility. The reasons they give me that they are not educated and they run to find bread for their children. But there are few who try to help their children. When they work those students improve their reading ability quickly.

Discussion on Parent Involvement in Teaching Process

Parents educational level affect learners reading level. For instant those student can't get reading model at their home, aren't exposed print materials and opportunities to engage in reading activities. Early reading instruction is one of factor that influence reading (Vaughn, Bos, Schumm, 2003).

4.1.8 Assessment Method

Respondent 1

The assessment method that I follow is formal but when I give them tests will give them more time and support.

Respondent 2

I tried to see their progress and registered to myself. But I always follow the assessment method that the school gave us. I don't give a test for them separately. I assess and evaluate though old system.

Respondent 3

There are prepared questions in their text book that help me to assess their understanding. In addition to that after they read I ask them aural questions and ask them to tell me that they understand. If it is continues assessment, I may test them according to their understanding level. But on final exam they take with others without difference.

Respondent 4

I assess by giving them reading test. The main focus is their speed and how they pronounce. Then I ask questions to assess their understanding.

Respondent 5

I assess them by giving letters, words phrase, clause, and sentences according to their level to read. Further I prepare reading texts with written question then assess their understanding in every activity. And also give a presentation task to explain they read. Such kinds of task help me to assess their understanding.

Discussion on teachers' Assessment Method for students with reading difficulties

It is ridicules labeling students as student with reading difficulty. Instead the methods need to be shifted for using appropriate and suitable for the need of these students (Wilson, 2007).

4.2. Experience of Student in Reading Learning

Experiences the students with reading difficulties face are listed according to their interview. They raised different issues. The following are the theme that presented the research want to focus.

- Awareness of reading problems
- Efforts to improve
- The way you learn to read
- Helping each other
- Additional support from teacher, parent
- Emotions during reading period
- Reading Model at Home and in the Classroom

Awareness of reading difficulties

All interviewed students are aware that they have reading difficulties but do not fully say I can't read that is expected in their class level. They also say they do not have self-confidence specially at reading session. Their participation in reading is also limited and they are passive participants.

Discussion

"People who are self-aware recognize their strengths and challenges, and also understand and talk about their needs and feelings." Therefore according to Lemer & Johns 2009 if the learners are forced to read prematurely or beyond their readiness to begin reading process, they can develop negative attitude towards reading. For these reason, the students should know themselves in order to get proper support.

Efforts to Improve Reading Problems

They go home and try to read a little bit. If they can find someone to help them, they will ask for it and they will not be able to make it. Under pressure, however, there are more women than men.

Discussion

Students have different enthusiastic level and passion to learn which are so important that determine their learning or overcome the difficulties. So these determinants are their values, attitudes emotions, tolerance to overcome frustrations and willingness to defeat or battle the challenges (Sadkar & Sadkar, 2010). Therefore without their willingness nobody can do anything. If the teachers or school proved every materials that help them and accommodate the environment to learning areas, without their willingness and devoted action everything is nothing. For these reasons the students have to cooperate with their teachers and classmates as well. Personality factors like motivation and persistence, sense of personal competence, ability to work in groups, willingness to ask for help and perceive values of reading can affect learners` reading ability (Vaughn, Bos & Schumm 2003).

Family Support

Most of the time, however, their families are uneducated and financially unable to teach and do not support their children properly because they are too busy. They don` t have exemplary at home. Almost all students at home have no role model by reading. They do not have a family that makes them inspire them to read, so they do have a reading experience. As a result, they do not come to school with the experience of reading. In addition, the families of the students are not able to help their children either.

Discussion

Parents` educational level influences learners` reading level. Educational level, such as exposure to print, opportunities to engage in literacy activities, quality of early reading instruction and opportunities for appropriate instruction, are identified as some of the factors

that influence reading (Vaughn, Bos, Schumm, 2003). According to Geske & Ozola (2008) a learner whose parents are educated is exposed books at home sees parents themselves reading and also becomes motivated to read. A child receives guidance and support from them, unlike learners whose parents are not well educated. In addition to this children who have low socio economy status show difficulty of reading. Their opportunities to learn is reduced, they faced a number of factors those students from low income families (Wilson, 2007). To decrease or eliminate those obstacles, parents, teachers, school communities and students must work collaboratively.

Emotions during reading session

Students do not feel comfortable reading because they do not know how to read. And they are embarrassed to read in front of student. As a result, they do not enjoy reading sessions. They have difficulty reading and understanding, so it has affected other subjects as well.

Discussion

"Students with reading difficulties may grow more and more frustrated and discouraged while they are reading too much time without proper support. Therefore finding innovative ways to motivate students with reading difficulty students on the verge of giving up, and offering effective accommodations and assistive technology can turn reluctant readers into eager and more confident ones."

Provide them books easy to read novels because, the book may help and encourage the students to read. The books should have short sentences, short chapters and large fonts that have large gap between words. In addition to that if they don't have any ideas to choose books that make them eager to read the teachers have to know which books are interested to boys and girls. For they will read books if they get books that interest them.

All students know their reading problems such as fluency and comprehension. But they don't effort as much as they can. They try to understand, if they don't understand they left it.

Some teachers help them but they don't focus on reading skills. And don't encourage them to try their best, give them extra tasks that help them to develop their reading skills

They don't have any model who read in their home, because almost all have uneducated family. Further most of them are from low income family. Even if they need supplement books they can't get.

According to researches the issues raised by students are the main cause to straggle in reading difficulties. Ineffective teaching method is one of problem for reading skill (Wilson, 2007). According to Myere, 2008 Lack of exposure to books and reading materials is another challenge for these student with reading difficulties. And more children from family with lower socio- economy status and uneducated families have difficulties with reading

(Westwood, 2008). To sum up teachers should know proper method to teach reading skill, preferred learning style the students choose, background of their students, level of their maturity, prior knowledge, how they motivate to read and so on.

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

This is the last chapter of the study. It contains three topics as indicated on the title of the chapter. The first topic is discussion that deals with the finding of the study. The second topic is conclusion that is discovered through the study. The last but not the least is recommendation.

5.2 Discussion

According to Mantgomey (2007) reading is an important skill and essential to other disciplines. It is a corner stage of education and the foundation of lifelong time. So the data has indicated that the teachers have good understanding of reading skills but they don't apply the knowledge which is in their mind. And recognize the students' background where they come from, the burden they have, with whom the students live. However the teachers couldn't do anything to solve the reading skill problem because it is beyond their capacity. Still most of the students have these problems.

The teachers identified students with reading difficulty so far they don't support them in scientific way. They just use the oldest way. They don't start from letters name, phonics, morphemes and so on according to their level. Finding indicates that one fourth of students' don't read properly according to their grade level. Most of the students' don't comprehend the text they read. One of the teachers may use proper way of teaching method but the next grade teacher may not proceed or follow the right way to teach reading. For these reasons a few students only use the previous teacher methods to identify letters or words and meaning of written materials, but most students forget the previous way of learning.

Almost all teachers don't use continuous assessment techniques to know their change. They use summative evaluation method. And they register on their mark list paper to evaluate the students at the end of the week, month or semester.

Other major problem is lack parents involvement. They don't work collaborate. For this reason the students with reading difficulties can't get proper support from their parent or guardian. For the reason that, they (parents) are running to fulfill their children's basic need.

The household chores load also another challenge for the students as well as teachers. The guardians of the students, when allow them to live with them for the sake of advantage they get from these children. So it is a challenge to the teachers to force them to do more activities and also even to their home accomplishment.

Additional challenge is interest and motivation of the students to improve their difficulties. Because of different challenge the students face they loss interest to upgrade their learning abilities. Most of the time the school is their relaxation place and liberation place from their house hold chores and another domestic issues they face in their home. So because of all these reasons the problems that occur in the school have been the obstacle for the teaching learning problems.

5.3 Conclusion

- ❖ The teachers identified the students but their identification methods are based on by reading out loud but not their phonological awareness, phonic, sentence structure, comprehension, and reading fluency.
- ❖ All language teachers are aware how great of the problems are in the school.
- ❖ Some of the teachers try to improve but others don't care.
- ❖ Even the school principals know the issue; they focus on other paper work
- ❖ Students have understanding problems and reading fluency problems.
- ❖ There are students in the class which is not fitting to their ability level.
- ❖ Most of the students need to pass the class instead of gaining knowledge.
- ❖ The assessment technique the teachers use is relying on testing.
- ❖ Among most of the students, who have reading difficulties have more challenge English language than Amharic.

5.4 Recommendations

Studies show that two or more of the causes of reading problems at Lideta Selam School students appear. For example, when it comes to teaching style, except one teacher, other teachers do not use the phonetics awareness methods to teach reading in the first three grades, which are the foundation for reading. As a result, they do not make students to help themselves according to they learn when they get new words.

When students learn to read words, they are taught to read or repeat after teachers. They may use pictures and real objects to teach the meaning of words. However, when teachers teach sentences, phrases, paragraphs, etc., the students' ability to understand their meaning diminishes and the teachers' effort teaching to read and help the students to understand is diminished. They usually focus on finishing and covering their plans. This is due to the fact that the principals or other above them focus on whether the subject is covered or not, rather than on how well the students are doing.

On the other hand, despite the above problems, most of the students do not go home to help the problem to be solved. In addition, they may be responsible for supporting their families at their work place after school; otherwise they may have home chores. So this is another obstacle for them to go home and study and repeat that they learn at school.

Another is the lack of a continuous teaching technics. This means discontinuing the reading instruction they were learning at the previous grade level. For example, if they have learned identification of alphabets and then they learn to read simple words using the letters phonics in the first grade, then this teaching method may not continue in the next part, grade 2. As a result, the students may confused and forget the methods they had learned. They also get into trouble reading.

As a result of these and other problems, the students faced additional obstacles, when their grades increase the difficulty of reading raise and their interest in learning decreases. The teacher should therefore be aware of the nature of the reading problem, its causes, various reading instructional materials, and everything else that can be used as a reading aid. If all this is not done, the teachers should create an environment in which more help is available. In addition to the students in the classroom, the changes they exhibited after supported should be properly assessed and documented.

It is also important to pay attention to the fact that the teachers assigning to teach the language, especially those in grades 1-4, are fundamental. The principals have to change the perception that anyone can teach randomly in these classes. It would be good if the teachers assigned to these classes were language-trained and well-motivated to teach. This is because one of the main reasons for the difficulty in learning is the inadequacy of the teachers' teaching methods.

References

- Alyousef, H. S. (2005). Teaching Reading Comprehension to ESL/EFL Learners. *Language Learning Journal* 5 (1), 143-154.
- Bronwen, O. (2005). The Relationship between Reading Difficulties and Academic Performance among a Group of Foundation Phase Learners Who Have Been Identified as Experiencing difficulty with reading and referred for reading remediation. <http://hdl.handle.net/10530/238> .
- Casey, E. A. (2010, September 13). <http://www.aecf.org>. Retrieved April 20, 2016, from /resourcedoc/AECF.
- Davenport, T. (2000). *South Africa A modern History*. Johannesburg: Macmillan.
- Dudula, H. B. (2013, October). <https://uir.unisa.ac.za/handle/10500/13678>. Retrieved from UNISA Institutional Repository: <http://hdl.handle.net/10500/13678>
- Geske, A. &. (2008). Problem of Education in the 21st Century: Factors influencing reading Literacy at the Primary School Level.
- Gina, K. (2017, April). <https://www.ctdinstite.org>. Retrieved from <https://www.helpguade.org>.
- Gunning, G. T. (2007). *Creating Literacy Institution for All Students*. New York: Pearson Education.
- Leigh, H. A. (2012). The Role of Reading Identities and Reading Abilities in Students' Discussions about Text and Comprehension Strategies. *Journal of Literacy Research* 44(3), 239 - 278.

- Magombo, F. B. (2015). Teaching Children with Reading and Writing Difficulties in Regular Schools.
- Morris, D. (2005). *The Howard Street Tutoring Manual Teaching at Risk Readers in the Primary Grades*. London: Guilford Press.
- Patil, M. Saraswathi, G. & Padakannaya, P. (2009). Self-esteem and Adjustment among Children with Writing Difficulties. 3(2), 91-95.
- Reid, G. (2009). *Dyslexia ,A Practioner`s Handbook*. Chichester: John Wiley & Sons Inc.
- Saskatchewan, L. (2006). *Teaching Students with Reading Difficulties* (Alyousef, 2005).
- Snowling, M. (2006). *Dyslexia Speech And language A Practioners Handbook*. London: Whurr Publishers Limited.
- Stakes, R. (2000). *Meeting Special Needs in Mainstream School A Practical Guide for Teachers*. London : Fulton Publishers.
- Vaughn, S., Linan- thompson, S. Kouzekunani, K. Bryant, D.P., Dickson, S., & Blozis, S.A. (2003). Reading Instruction Grouping for Students with Reading Difficulties. *Remedial and Special Education*, 24 (5), 301-315.
- W M Lovett, A K Steinbach & C J Fritjers. (2000). Remediating the Core Deficits of Developmental Reading Disabilities: A Double- Defect Perspective . *Journal of Reading Disability* 33(4), 338-359.
- Wagner, A. D. (2011). What Happened to Literacy? Historical and Conceptual Perspective on Literacy in UNESCO. *International Journal of Education* 31, 319- 323.
- Westwood, P. (2008). *What Teachers Need to Know about Reading and Writing Difficulties*. Victoria: Acer.
- Westwood, P. (2011). *Common-Sense Methods for Children with Special Educational Needs*. New York: Routledge.

Wilson. (2007). *First- Grade Students` Motivation and Achievement for Reading Writing , and Spelling Reading Psycho;ogy*. Nebraska: Routledge.

Appendices

Appendix 1

Interview Guidelines

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

This study is conducted on Academic Experience of Students with Reading Difficulties and The Perception of Their Teachers about Their Performance at Lideta Selam Primary School by Beza Hailu as a partial fulfillment for requirement of master (MA) degree in special need education from the Addis Ababa university college of education and behavioral studies. Your contribution is an essential for the success of this work and completion of my academic work the information you give for this work is confidential and implemented only for the academic purpose my application and then fullness is from the heart and in advance.

Semi-structure interview with teacher

- Prompts for research
- Completion of permission from
- Assurance of confidential
- Permission to record
- This interview should take between 15-35 minute

Back ground information

- Name of school
- Date , start and end time
- Personal details and your role
- Age and experience

Appendix II

Interview Guidelines

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Interview guide for the school teachers

- What subject do you teach?
- What grade are you teaching?
- Are there students with reading difficulties in your class?
- How did you identify them?
- What does it mean you think reading difficult is?
- How do you assess these students with reading difficulties?
- What kind of methods do you use to teach reading?
- What kind of specific difficulties did they exhibit?
- How do you support them?
- Do you communicate with their parents to improve their difficulties?

Interview guide for the students

- Which grade are you?
- How old are you?
- What are the subjects that you learn with reading?
- How do you learn reading?
- Do you think that you have a shortage of reading ability?
- What do you do to improve your reading skill?
- Are you to comprehend well what you have read?
- Do you help each other in the class?
- Do your teachers support you?
- Are there any family members who have a reading habit?
- Do you have supplementary books which help you to improve your reading skill?

Appendix III

Observation check list

Observation check list for document, teachers, and students in the selected class room and teachers.

Observation check list guide for the document observation

1. Type of observed document _____

2. Date of observation _____

3. Place of observation _____

No	Activities	Excellent	V. good	Good	Remark
1	Measurement teachers use				
2	File to score students improvement				
3	Record on their mark list the improvement				
4	Record every detail about their progress				
5	Organized check list				
6	File tests the teacher used to know the students level				
7	Classified the students according to their background, age, and capability				

Appendix I

Observation Check List Guide for the teacher in the class

1. Observed teacher _____

2. Date of observation _____

3. Grade of observation _____

No	Activities	Excellent	Very good	Good	Remark
1	Approach of the teachers				
2	Introduction of new words				
3	Introduction of new words meaning				
4	Helping approach students with reading difficulties				
5	Teaching method for reading skill				
6	Giving extra tasks they work in library				
7	The word the teacher use				
8	Movement of the teacher from desk to desk				
9	Respond of the teacher when the students ask question				
10	Using of teaching aid to clear the lesson				
11	Management of the class				

Appendix v

Observation Check List Guide for students in the class

1. Observed students _____

2. Number of students _____

3. Date of observation _____

4. Grade of observation _____

No	Activities of the student in the classroom	Excellent	Very good	Good	Remark
1	having teaching materials				
2	Follow the teacher properly				
3	Participation				
4	Ask the teacher				
5	Interaction with their teacher				
6	Interaction with their friends				
7	Deeds to finish their class work				
8	Courage to ask that they don' t understand				

Appendix VI

Reading Assessment

Letters Identification

Name _____

Age _____

Sex _____

Stage 1

a c t m s (/5)

Stage 2

g o r d n (/5)

Stage 3

i w l k b (/5)

Stage 4

e p j f h (/5)

Stage 5

u v x y z q (/6)

If 2 letters wrong independent level

If 3 or 4 letters wrong instructional level

If more than 4 letters frustration level

Word Assessment 1

Task 1

Name _____

Age _____

Sex _____

I	he	do	up
you	one	for	him
must	some	look	just
little	never	mother	three
round	down	ball	walk
bring	blue	environment	chair
sugar	next	side	tight
weight	friend	sister	shoulder
gave	day	what	that
brown	slow	dress	stir

If 5- 10 words wrong independent level

If 10- 15 words wrong instructional level

If more than 20 frustration level

Comprehension Assessment

Name _____

Age _____

Sex _____

Assessment 1

Task 1

Read it aloud and then I will ask you some question about the text.

Mother got a surprise

Aunt Hilma said, “ Shush, she’ s coming. Hurry up and hide.”

All the children took the balloons and ran into the rooms.

Fabian hides in the closet. Ruana hides under the bed.

Jimmy got under the table in the kitchen.

They held on to the balloons. Mom walked into the house.

Everyone ran to her and let the balloons fly.

“ Surprise” , they cried.

Questions:

Why did aunt Hilma tell the children to hide?

Where did Rauna hide?

What did they have with them in their hiding places?

Who got the surprise?

Comprehension Assessment 2

Task: 2

Name _____

Age _____

Sex _____

The Boy Who Is Bored

Samson kicked the sand under his bare feet. He could hear his sisters in the kitchen making supper. He has nothing to do until supper, and he felt so bored.

Just then Samson looked up at the tree in the yard. One of the old weaver nests on the tree was moving! That was odd because the weaver bird had not been there for a long time. It couldn' t be a snake that high up the tree. Just then Samson the yellow weaver sticks his beak out. He had a grass in his beak, and he flew with it to another nest and put it in. The weaver was singing a happy song as he went for another piece of grass. Then another bird, one that wasn' t quite so yellow, looked out. The weaver had a mate!

The birds didn' t mind Samson. He watched them for a long time. He wasn' t bored any more. Suddenly, he was surprised to hear, “ Samson, come for supper.”

Questions

How was Samson feeling at the beginning of the story?

What did he see in the tree?

Why was he surprised to see the birds?

Why was he no longer bored?

Appendix VII

ስም

အမည်.....

१५

Amharic Letters Identification

১৫৫

$$U \quad \Omega \quad \rho \quad \tau \quad \rho_r \quad \dot{\phi} \quad \dot{t} \quad (17)$$

২২৫ ২

$$\sigma \cdot \vec{r} \quad h \quad \omega \quad \rho \quad \Lambda \quad H \quad (17)$$

228 3

୧ ୯ ୩ ୫ ୭ ୮ ୧୦ (୭)

১৮৭ ৪

α γ η δ β ρ σ (17)

1 ወይም 2 ስህተት

በራስ የሚሻሻል

3 ቃላት ስህተት

የንባብ ችግር ጠቋሚ

4 ቃላት በላይ

የንባብ ችግር ውስጥ ያለ

Appendix VIII

Constant Diagraphs

whip shed chat quick thin (/5)

Simple Vowel Diagraphs

deep meat soon foot (/4)

Long "o" Sound

joke road blow rope slow toad (/6)

Long "a" Sound

nail lake way date paid tray (/6)

Long "i" Sound

fine pie high fry tide die sigh cry (/8)

Long "u" Sound

tune few use new (/4)

National Educational Psychological Service

Phonic Skills Check

Record Sheet

Name: _____ DOB/Age: _____

Class: _____

Completed by: _____ on: _____

updated: _____

Amharic

ባለ ሁለት ፊደል

1. መጣ እኔ ጨው ፎጣ
2. ጾም ስም ነህ ቀኝ
3. አለ ዶሮ ራስ ሌላ
4. ገባ ቆቅ የኛ ሠው
5. ኪሎ ቀዳ ዘራ ሉጫ

ባለ ሦስት ፊደል

1. ፈረስ ጨረቃ ትንሽ
2. ንጉስ ቀሚስ ዙሪያ
3. ቋንቋ ምላስ ጎበዝ
4. ሸማኔ ፓስታ ቆርጥ

ዓረፍተ ነገር

1. እኔ ተማሪ ነኝ።
2. ሳሙኤል ብዙ ዶሮ ገዛ።
3. የኛ ትምህርት ቤት ትላልቅ ክፍሎች አሉት።
4. ሁላችሁም ምግብ ከመመገባችሁ በፊትና በኋላ እጃችሁን በሳሙና እና በውሃ ታጠቡ።
5. ተማሪዎች ወደ ትምህርት ቤት ሲመጡ የመማሪያ መሳሪያዎቻቸውን ማሟላት ይኖርባቸዋል።