Chapter One

Introduction

This chapter provides the theoretical framework of the study. It includes the statement of the study problem, the study questions, the hypotheses of the study, objectives of the study, the significance of the study, the limits of the study and the research methodology.

1.1. Context of the Study Problem:

Reading is an essential process in learning languages. A considerable number of researchers such as: Alderson, J.C. (1984), Bruch, W. (1991) and Badrawi, N. (1994) agree that reading is the main route to the command of languages.

Pupils in the First Circle (Grades 1, 2 and 3) are expected to face a lot of problems in reading skills. The pupil who faces early reading problems (ERPs) often continues to face problems in later stages of education. According to Carrell, P. (1983) and Bright and Macgregor, (1970) a child's success in school and throughout his/her life depends largely on the ability to read.

If there is one skill that needs more concern than others it will be reading skill, because the rest of skills depend on it. The pupils who have problems in reading skills, particularly in English language, are likely to

have problems in the other skills. So, reading skills should be developed in this early stage of education. According to Alderson, (1984) and Carrell, (1983) the focus on developing reading ability in the early stage of education in learning a foreign language (FL), particularly English language, increases motivation of the pupils to learn more about it and prevents many problems that might hinder their learning of English language.

Many young children experience some kind of early problems in learning to read. For many children, reading problems can be identified in kindergarten or in the First Circle (Grades 1, 2 or 3) and can be prevented or substantially reduced. Moreover, Panel, (2003) made a research on early reading problems (ERPs); he found out that children who continue to experience problems in Grade 3 seldom catch up in later grades. These children are at risk of failing school and dropping out, and they may have limited career opportunities in adulthood.

Although there are some similarities between English and Arabic languages, there are many differences between them. These differences lead to problems in early reading in English language among the pupils at Sudanese Basic Level Schools, particularly the pupils in the First Circle (Grades 1, 2 and 3).

Pupils at Basic Level Schools in Karary Locality have a lot of problems in learning English language, but here in this study the researcher is going to investigate some of the most important problems facing pupils in

the First Circle (Grades 1, 2 and 3), which are the early reading problems (ERPs).

The focus on early reading problems (ERPs) in this critical stage is because of their importance in reading outcomes. The study will cover this issue thoroughly making use of the relevant textbooks in the field and of the results of the data that will be collected. This study eventually will suggest some ways to enhance and promote the successful early reading strategies, as well as remedies for unsuccessful methods.

1.2. The Statement of the Study Problem:

Despite the importance of early identification of early reading problems (ERPs) in English language this phenomenon spreads among the pupils at Sudanese Basic Level Schools particularly in the First Circle. Most of the pupils in this stage find problems in reading English texts. The pupils who study English language as a foreign language (FL) are expected to face problems in developing reading skills. These problems might hinder reading ability among them. Poor reading skills lead to low level in overall academic achievement. So, the first circle seems to be a critical developmental period for this skill.

The statement of the study problem is that most of the pupils at Sudanese Basic Level Schools, particularly in the First Circle, have a lot of problems in early reading in English. Although, these problems differ from one to another, they result together in low level of reading ability among the pupils in this stage. Therefore, this study will investigate some early

problems in reading in English faced by Sudanese Basic Level Schools' pupils. Also, it will investigate the causes behind these problems in this important stage of education and will hopefully provide some possible useful solutions and recommendations for these problems.

1.3. The Study Questions:

In this study the following questions are raised:

1 – What are the early reading problems faced by pupils in the First Circle (Grades 1, 2 and 3) in Karary locality?

2 – Why do most of the First Circle's pupils, in Karary locality, face problems in reading English texts?

3 – To what extent do the pupils who have problems in reading Arabic texts have also problems in reading English texts?

4 – To what extent does the First Circle's syllabus cope sufficiently with these early reading problems?

1.4. The Study Hypotheses:

In this study the following hypotheses are postulated:

1 – The differences between the pupils' first language, which is Arabic language; and English language in the directionality of reading and grammar rules are among some of the main causes of early reading problems in English language.

2 – Most of the pupils in the First Circle (Grades 1, 2 and 3), in Karary locality, face problems in reading English texts because the selected texts aren't sufficient to develop their reading skills.

3 – The pupils who have problems in reading Arabic texts are likely to have problems in reading English texts.

4 – The First Circle's syllabus doesn't cope sufficiently with these early reading problems.

1.5. Objectives of the Study:

This study sets out to:

– identify the early reading problems in English language facing by the First Circle' pupils (Grades 1, 2 and 3) in Sudanese Basic Level.

– ascertain factors responsible for early reading problems in the First Circle in Basic Level.

– find out teachers' perceptions and explanations of early reading problems and the strategies adopted by them in order to address these problems.

– find out some possible ways to develop reading in this important and crucial stage of education.

1.6. The Significance of the Study:

The significance of this study springs from the fact that it will investigate an important teaching problem which the prevalence of early reading problems (ERPs) in English language in the First Circle (Grades 1, 2

and 3) at Sudanese Basic Level Schools. This study will be significant for the pupils in this stage because it will probably discover the problematic areas of early reading among them, as well as the reasons behind these problems.

This study is expected to help English language supervisors and teachers of the First Circle in drawing their attention to some of the main factors that affect pupils' achievement in reading comprehension.

It is also significant for English language syllabus designers and English teaching materials writers in drawing their attention to the types of texts to be included in the textbooks, which suit the ability of the pupils, in this stage, to read quickly and with understanding.

1.7. The Limits of the Study:

The First Circle is the most important and crucial stage in Sudanese Basic Level of education. Therefore, the researcher prefers to do this study in these important classes of the First Circle in Basic Level, which are (Grades 1, 2 and 3). These grades are regarded as the nucleus for developing reading ability whether in Arabic or English language.

This study will be done in Karary Locality, Omdurman for pupils of the 3rd grade at two different Basic Level Schools (boys and girls) to investigate some of early reading problems (ERPs) among the pupils in this grade. These schools are British Educational Schools and Abdelmarouf Ali Educational Schools.

1.8. The Research Methodology:

In this study descriptive and analytical statistical methods will be adopted, as well as two tests (one is written and the other is oral) were conducted for pupils of the 3rd grade at Basic Level Schools to assess their reading comprehension and to discover some problematic areas of early reading problems. Moreover, a classroom observation checklist will be used to describe and explain more problematic areas of early reading problems encountered by the pupils in the First Circle (Grades 1, 2, and 3) in Sudanese Basic Level.

In addition to that, a questionnaire for English supervisors and teachers of the First Circle will be designed and conducted to discover additional problematic areas as well to find out the reasons behind these early reading problems (ERPs).

It's worth mentioning that validity and reliability of the research tools will be confirmed before these tools are applied.

Summary of the chapter:

In this introductory chapter the theoretical framework of the study was presented. It contains the statement of the study problem, the study questions, the hypotheses of the study, objectives of the study, the significance of the study, the limits of the study and the research methodology.

Chapter Two

Literature Review

This chapter reviews some literature that is relevant to this study and it sheds light on current issues related to early reading problems (ERPs).

This chapter is divided into two parts. The first part attempts to provide the theoretical framework of the research related to early reading problems (ERPs). It consists of a brief definition of the word reading, purposes of early reading, importance of reading in early stages, theories of reading in early stages, some of early reading strategies, importance of reading in English language, some similarities and differences between English and Arabic languages, the nature of ERPs, who face ERPs, some factors lead to ERPs, some problems face the First Circle's pupils while reading in English, a child's reading skills, preparation children for literacy, phonemic awareness, the relationship between the letters and sounds, importance of vocabulary for reading, speed reading, how to train the pupils on speed reading, early identification and intervention , characteristics of successful intervention and who are teaching in the First Circle. The second part deals with studies that investigated the literature relate to early reading problems (ERPs).

2.1.1 Definition of Reading:

Reading is not a hobby as some people think. It's a skill which feeds the mind with information. Everyone has this skill so; it's not as acquisition

skills. It is differ from them, but at the same time it is difficult to develop because it requires much effort and continuity.

Although it is more important for readers of all ages in all languages to have knowledge about how letters and sounds relate, reading in English language is much more complex process. It is complex because EL has 26 letters but 44 different sounds (phonemes).

Reading is a complex cognitive process. It is more than decoding individual words. Letters and words are, of course, required for understanding a text. These words: Understanding, knowledge and comprehension are often used to describe what the reader wants to achieve through the act of reading. Ruth Schoenbach et al. (1999, p. 17) defines reading as:

"Reading is not a straightforward process of lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences."

Sometimes reading is a *receptive* skill through it the reader receives information. But the complex process of reading also requires the skill of speaking, so that the reader can pronounce the words that he/she reads. In this case, reading is also a *productive* skill. Therefore, during reading process the reader is both receiving information and transmitting it even only to him or herself. So, reading is a complex process that requires ability to read the text and at the same time ability to understand what is in it. Thus,

reading without understanding the meaning is not really reading. According to Marie Clay (1991) and Patricia L. Scharer (2012) reading is a message – getting process through which the reader should read and understand the message that the text carries.

For children, reading isn't a simple process as some people think. It begins with identification of the letters and their sounds then learning how to make sense of words and sentences, and finally understanding the meaning of the text that they read. Patricia L. Scharer (2012, p.3) says *"Children need to know that it's their job to figure out unknown words based on what they know about letters, sounds, words, language, and texts."*

To sum up, reading is the process of looking at a series of written symbols and getting meaning from them. It starts with many steps which form at the end what is called Reading. When the reader reads, he/she uses his/her eyes to receive written symbols (letters) and he/she uses his/her brain to convert them into words and sentences with full of meaning. So, reading is a complex interaction process between the text and the reader.

2.1.2 Purposes of Reading:

The purpose of reading is determined according to the needs of everyone. Therefore, purposes of reading vary from one person or group to another. Here are some purposes of reading:

The first purpose of reading is reading for following the news. This type of reading is not specialized. The purpose of reading here is to know what happens in both internal and external worlds through the daily newspapers and magazines.

The second one is reading for enjoyment and entertainment. This type of reading is full of freedom of choosing the article that will be read. It is the most common types of reading. Reading for entertainment doesn't restrict to certain category of people, but for all. So, children love reading magazines while adults prefer novels and short stories.

This type of reading also includes reading accompany with films. That is by reading the translation of films. The purpose of this reading is to amuse oneself by watching an article on the television or cinema accompanied by translation so as to increase the deep understanding of that presented article.

Some people think that reading for enjoyment and entertainment just for these specific purposes, whereas it has many benefits as well, for example, it's a psychological and nervous treatment.

The third purpose is reading for vocational development. Reading here connects with the requirements of the career and self – development to achieve progress in it. In vocational reading the person needs to read the books or references which present scientific instructions in his/her specialization so as to be professional. Many kinds of reading insert in it, for example; reading for academic achievement or class reading. It restricts for only students from early education at Basic Level Schools to the University. Through reading, in this type, the pupil or a student acquires information that helps him/her in the field of his/her studying, such as, curriculums or researches which are required from him/her. There is also reading for criticism and comparison. The reader here is regarded as the critic. From his/her point of view he/she judges on the written article and determines its purpose. He/she also has to discriminate between the truth and

point of view to evaluate that article efficiently. Moreover, reading can be for creativity. It's reading that encourages the person to create and develop his/her creative skills. This can be achieved through reading different articles, such as: stories, poetry and different books in different fields. Variety in reading has an effective role in creation of creative reader as well as continuous encouragement. All that might help in developing his/her experience which appears in a form of creations.

The fourth purpose of reading is reading for increasing knowledge. This type of reading has many objectives, such as: deep reading which needs much intellectual efforts. The person turns to it whether he/she is young, at Basic Level Schools, or an adult at the University in his/her field of studying, for example: medicine, engineering, management … etc. The purpose of reading here is that everyone is looking for information or scientific knowledge in his/her different field. Anther objective is reading for familiarity. This type of reading spreads in a wide range. It depends on the easiest way to find the information. Some people turn to this type of reading because they find difficulties in reading books or deep reading. Therefore, the purpose of reading here is to increase the general knowledge and familiarity. Further objective is for culture. It's a comprehensive reading for all different types of reading to enrich the mind of the reader and to perform his/her culture in the different fields. It doesn't connect with certain purpose, but for comprehensive knowledge in all the fields. So, the purpose of this type of reading is that the reader looks for information in all the fields to be cultured.

2.1.3 Importance of Reading in Early Stages:

Reading is regarded an important skill even in all languages, because it can be entertaining and educational. It opens up new worlds and it enriches individual culture.

Learning to read in childhood is more important and easier than to read in adulthood. Children who experience problems in learning to read often remain poor readers in later years. Torgeson, J. (2004: p. 86) mentions:

"Children who fall seriously behind in the growth of critical early reading skills (ERSs) have fewer opportunities to practice reading. This evidence suggests that these lots of opportunities make it extremely difficult for children who remain poor readers during the first three years of elementary school to ever acquire average levels of reading fluency."

Therefore, the pupils who experience early reading problems (ERPs) often continue to experience failure in later grades and later in life. In a report about: Preventing Reading Problems in Young Children, Catherine Snow (1998) says *"The majority of reading problems faced by today's adolescents and adults could have been avoided or resolved in the early years of childhood."* So, concerning with reading in the First Circle (Grades 1, 2 and 3) is the main key and first step to solve all problems of reading in both child and adulthoods.

A strong relation between reading in early stages and academic success has been found. In other words, the pupil who is a good reader is

more likely to do well in school and pass exams than the pupil who is a weak reader. Therefore, pupils who have successfully learned to read at Basic Level School have mastered three skills: They understand that letters of the alphabet represent word sounds, they are able to read for meaning, and they read fluently. Any disruption in these components can throw off a child's development, and could lead to problems that ultimately will reduce the chances that the child will finish high school or get a job. So, children should be encouraging to read in an effective way which is essential for academic achievement in this important stage.

2.1.4 Theories of Reading in Early Stages:

There are many theories of reading acquisition in early stages of education. These theories focus on how children develop their reading skill while reading in English language. Perfetti (1998, p.10) says *"The child in these theories is described as moving from a non-reading stage through successive stages of reading skill."* The most important and famous of these theories are:

2.1. 4.1Causal's Theory:

Although some causes of early reading problems (ERPs) among children have a genetic origin and environmental factors, the same factors lead to develop some children's cognitive level. So, it's very important to understand the cognitive difficulties that underpin reading problems in early stages, regardless of whether their origin is genetic or environmental. It is essential to state clearly the Causal theory at basic level schools that forms the basis of any given educational intervention for children in this stage. Any

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intervention for children who have ERPs to improve their educational skills should 'make sense' in terms how children typically learn a reading skill, and to identify the nature of the obstacles that may impede learning to read in some children in this early stage of education.

According to this theory, genetic and environmental differences among children lead to individual differences at the cognitive level in the ability to manipulate phonemes and in knowledge sounds of the letters. These two skills, according to the theory, are direct causes of variations in how well children learn to read (learn to decode print). It follows that directly the interventions will train children for identifying the sounds of the letters and phoneme manipulation skills should help children who are struggling to master decoding skills.

2.1.4.2 Gough's Theory:

Gough and his colleagues (Gough & Hillingers, 1980; Gough & Juel, 1991; Gough & Walsh, 1991) have described two stages of reading. They are: an early visual association stage and a second stage of decoding- based learning. In the first stage the child hasn't got any knowledge of decoding. He/she just uses any conceivable source of information in order to discriminate one word from another. In doing this, the child builds up a visually accessible lexicon. Gough names the first stage as "Selective association". The second stage of teaching reading is what Gough called "prior context" or decoding. In that, words are learned and understood in the context of sentences. He found that the primary memory holds so much data. Gough (1972, p. 669) claims that *"In the primary memory, the meaning from*

a sentence is more easily retrieved from the memory than lists of words from the place where sentences go when they are understood."

According to Gough most children learn to read before the 3rd grade. Although some children learn to read words, they have problems in understanding them. Gough (1972 p. 681) notes "solving the decoding problems does not automatically make a child a reader."

Gough's theory describes reading process as a sequential mental process. This theory focuses on how children learn to read efficiently, so Gough concentrates on the second type which is decoding. Children, according to, Gough begin by translating letters into speech sounds, and then they collect these sounds together to individual words. After that, they link the words to form a sentence, and thus reading go on.

To sum up, Gough's theory regards one of the important theories of reading that can be used in the First circle (Grades 1, 2 and 3) to improve early reading in English.

2.1.4.3 Ehri's Theory:

Ehri's theory is one of the theories that concern with reading process on children when they learn English language. This theory focuses on learning children the names and sounds of the letters.

Ehri's theory (1980, 1991) is another alternative model that leads the child through the acquisition of reading process. In this account, there is no truly visual stage as there is in Gough's theory. According to Ehri (1991)

"Children use the names of the sounds of the letters as cues to words." So, this theory will be beneficial at the first step of teaching English language in other words in kindergarten or first class.

2.1.4.4 Perfetti's Theory:

Charles A. Perfetti's theory focuses on the cognitive science of language and reading processes. It includes lower and higher level processes and the nature of reading ability on children.

In (1998 p.11-12) he defines learning to read by: *"learning to read is the acquisition of increasing numbers of orthographically addressable words (quantity acquisition) and the alteration of individual representations along quality dimensions."* According to him, there are two quality dimensions. The first one is *specificity*, which is an increase in number of specific letters in a representation. The second one is *redundancy*, which is the increasing establishment of redundant phonemic representations.

What is important in establishing these sub-lexical connections are that the first dimensions must be concern with phonemic awareness then increasing decoding knowledge. Thus phonological representations become existence in both the lexical and phonemic levels. So, through this process individual words are pronounced correctly.

To sum up, according to Perfetti's theory, increasing specificity and redundancy on children help them in reading words easily, which in turn make them read a sentence or a text in a good way.

2.1.4.5 Piaget's Theory:

Cognitive child development (CCD) is Jean Piaget's theory. Through a series of stages, Piaget proposed four stages of CCD. But here in this study the only first three will be summarized. They are:

The sensorimotor stage is the first of the four stages in CCD, which extends from birth to the acquisition of language. In this stage, infants progressively construct knowledge and understanding of the world by coordinating experiences (such as vision and hearing) and physical interactions with objects (such as grasping, sucking, and stepping).

Piaget's second stage is the pre-operational stage. It starts when the child begins to learn to speak at age two and until the age of seven. According to Piaget by the end of the second year, a qualitatively new kind of psychological function occurs. The child in this stage is able to form stable concepts as well as magical beliefs.

The Concrete Operational Stage is the third stage of Piaget's theory of cognitive child development. This stage, which follows the pre-operational stage, occurs between the ages of 7 and 11 years. It is characterized by the appropriate use of logic. During this stage, the child's thought processes become more mature. They start solving problems in a more logical fashion. Here, hypothetical thinking is not developed yet in the child, and children can only solve problems that apply to concrete events or objects.

To sum up, the most important stages that relevant to this study, which concern with early reading, are the second and the third stages. They are Pre-operational Stage and Concrete Operational Stage.

2.1.5 Early Reading Strategies (ERSs):

Many young children experience some kinds of problems in learning to read. For many children, reading problems can be identified in Kindergarten or Grade 1 and can be prevented or substantially reduced, but often they do not. Therefore, children who continue to experience early reading problems (ERPs) in the First Circle certainly in the 3rd grade seldom catch up in later grades. These children are at risk of failing at school might have limited career opportunities in adulthood. So, it is important to have the conditions, early interventions and resources that enable teachers in early grades to face the challenges of ensuring that all children learn to read.

ERSs for children can help them become prepared for academic challenges they will face or already face. Being a proficient reader in the early years of school is enormously important. Many things that children learn depend on being able to read efficiently. Good readers use different strategies naturally, but not everybody is familiar with the ways that work best for them individually. There are many strategies can be incorporated by both parents and teachers alike. Here are some ERSs that can help children become better readers:

Visualization which means children forms a mental picture of someone or something. Giving children, in the First Circle particularly Grade1, images or drawing pictures on the board or blackboard with verbally explanation make them link easily between the pictures and the words. This is one of the best ways of understanding the meaning of the words in early stage of education. Many children think visually while others have

difficulty, but by practicing it will be easy. So this method can be helpful for both types of kids.

The second strategy is summation or summarization which means to give brief information about what has been read. Asking children to retell the text or the story that they read or hear increase their abilities to read or listen and understand by using their own words. Summarization allows them to differentiate between the main thoughts and details. Therefore, after finishing each text or story teacher should ask the pupils to retell what they have just read to develop their reading effectively. So, summation is very important for pupils in the First Circle to develop their reading skill.

The third one is prediction that means expecting what will happen next. Teaching pupils in the First Circle to predict what will happen next in a text or story help in developing both their reading and understanding abilities. Because children in this stage should read and listen with more concentration for any word is said or read. This method helps in encourage active reading and helps them stay engaged with the text. It can also give signal for misunderstanding of the text that needs revision. So, prediction is an effective method in improving early reading.

Asking questions is the fourth strategy. Learning children come up with questions about the text, steer them away from the questions about minor details and have them focus on questions about the meaning or morals. This helps them develop their reading and understanding abilities.

The last one is finding connections. Most of the First Circle's syllabus contains stories and morels; therefore, finding connections make the pupils

link between a characters in the text and themselves or someone else they know. They connect some similarities between the character they make and the character in the text. This will help them understand the text from a new perspective and encourages deeper thought.

So, early reading strategies are important for young children who have problems with different aspects of reading. Whether they have problems in remembering what was read, have a hard time sounding out words or just want to be ahead of the pack, early reading strategies are necessary component to tackle or do that.

2.1.6 Importance of Early Reading in English Language:

Among the four language skills, reading is possibly the most extensively and intensively studied by experts in the field of language teaching. As a result, language educators can choose the appropriate of wide variety of teaching methods and techniques for students learning to read in their second language (L2) or foreign language (FL).

Reading is a part of a language, and the language is a mean of communication. Therefore, learning of any language, even if it's our first language (L1); depends largely on early reading. But for learning a foreign language as a second language, in this case English language (EL), early reading is an essential skill. Learning to read in English is a sequential process; each new skill builds on the mastery of the previous learned skills. Early on, for example, English language learners (ELLs) learn to break down words into their most basic sounds (phonemes) in a process called

"decoding". Later, they begin to comprehend the meaning of words, sentences and, ultimately, getting entire meaning of the text.

If there is just one skill that needs to spent time on to help a pupil succeeds in school and life, it would be reading. Chall, (2000) says

> *"Recently, the failure of many children to develop early reading skills that lead to academic and social success has led to national concern. Poor reading skills lead to lower overall academic achievement and first grade seems to be a critical developmental period."*

So, it could be concluded that English language learners (ELLs), or pupils whom primary language is other than English and are learning English as a foreign language, often experience particular challenges in developing reading skills in the early grades".

2.1.7 Importance of Teaching EL in Early Stages:

Early reading problems (ERPs) in English spread widely among the pupils at Sudanese Basic Level Schools particularly in the First Circle (Grades 1, 2 and 3). Most of the pupils in the First Circle their reading are below grade level. The importance of early reading in English comes from that poor readers in early grades are very likely to remain poor readers through high grades. Thus early reading strategies (ERSs) don't appear effectively or as corrective tool for struggling readers. So, focusing on ERSs to identify the strength and weak cognitive skills is very effective in tackling early reading problems in early stages.

For children who are learning English as a second language (L2) or foreign language (FL), reading is the most crucial skill to master due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they could not discuss orally or in writing with equivalent accuracy. So, this condition will undoubtedly enhance their motivation to learn. Second, reading necessitates every minimum requirement. It is different from speaking which requires opportunities to interact with other one, or from writing which needs a lot of guidance and time to practice. Therefore, reading necessitates only a text and motivation. Third, reading is a service skill. After learning how to read effectively, students will be able to learn effectively by reading.

There is a research that has been done by Rashad Ibrahim about learning EL for children in early age. The research's findings proved that learning EL for children in early age will make them more success in the coming stages of education than those who study EL late. It will also develop their understanding ability. Moreover, it will enable them from understanding their first language well. Ladevie (1990) and Petrovic (1997), agree that the best age for learning a foreign language is the early age between (4 - 8) years, which is regarded the age of the First Circle (Grades 1,2 and 3), because children regard as a white page or an empty cup we can fill it with what we want. Also, in this age the ability of acquiring a new language is so high.

Early reading has additional important benefits that can help the pupils in the First Circle (Grades 1, 2 and 3) learn English language well and more

completely, such as: The constant repetition of words and patterns in reading helps them learn and remember vocabulary and grammar structures, Reading helps them become familiar with the rhythm of English, so over time it will start to feel natural and they will notice when a sentence or phrase doesn't seem right and good reading skills can improve their other language skills because sometimes they need to learn to read before they can write.

To sum up, after realizing how crucial early reading is for children who are learning English as L2, it's so importance to develop their reading ability. To achieve that, reading lessons should be improved by implementing the best method and techniques provided by theories of early reading.

2.1.8 Some Differences between English and Arabic Languages that are Likely to Affect Reading in English:

There are some similarities and differences between English and Arabic languages. The main differences are: Arabic script runs from right to left. There are 28 letters and 28 sounds (phonemes). Each letter has three forms according to whether its position in the word is initial, medial or terminal. There are no capital letters. Several letters in Arabic script have the same form, for example: (ب) and are differentiated by position and number of dots, for example; ب ( ) , ت ( ) , ث ( ) , ت ( ) and ب ( ). The sentence in Arabic language can be start with a noun or verb while in English only start with noun. The subject in Arabic can be singular, for example: (*thahaba eltilmeeth ila elmadrasa*), dual (*thahaba eltilmeethan ila*

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elmadrasa) or plural (*thahaba <u>eltalameeth</u> ila elmadrasa*). However, English script runs from left to right. There are 26 letters but they represent 44 different sounds (phonemes) – 26 consonants and 18 vowels. Each letter has two forms, an upper and a lower case version. The capital form may indicate the beginning of a sentence or may have a semantic role, for example; to indicate a proper name. The sentence in EL usually starts with a subject which can be noun (**Mohammed** is a teacher.), pronoun (**He** is a doctor) or a phrase (**The brave man** is given a present). Also it can be singular (**She** is a nurse) or plural (**They** are students). If the pupils learn the script system and pronunciation rules of EL, words may be easily decoded from written to spoken form.

In Arabic language there is only one present tense, which is an action happens "now", and there are certain letters that should be used at the beginning of the verb. These letters are included in the word: (أنيت) (*anayto*), for example: (*ithhab, nathhab, yathhab and tathhab*), while in EL there are four present tenses which are: the present simple, the present continuous, the present perfect and the present perfect continuous.

In Arabic language also there is only one past tense, which is an action happened in the past. The verb in this tense has what we called in Arabic: (الفتحة) (*alfatha*), which is found above the last letter of the verb. Whereas, in EL there are four past tenses which are: the past simple, the past continuous, the past perfect and the past perfect continuous.

In addition to that, a pupil can read much more fluently and easily, in Arabic, if he/she is able to verbalize what he sees. When reading in English this can be difficult for two reasons: Firstly, unlike Arabic, English does not have a consistent pronunciation system. There are some English letters have more than one sound, which causes problems in reading, for example, the letter C in the word *city* is pronounced /s/ whereas, in the word *cat* is pronounced /k/. Secondly, Arabic words are seldom longer than six or seven letters. In comparison, some composite English words must seem to go on for a long, for example recognizably, which causes early reading problems (ERPs) to the pupils in the First Circle.

In English prefixes to some words can be added to change them into negative, for example, (*regular = irregular, possible = impossible*), while in Arabic they use certain words to change the verb into negative, such as: (*lam*) and (*ma*) for example; (lam yati Ahmed.) (Ahmed doesn't come). Also, they can add suffixes, in English, to change the word from noun into adjective or adverb (*magic = magical and magically*), or to change it from verb into noun or adjective (*present = presentation and presentable*), whereas in Arabic they don't.

Another difference between them is that although auxiliaries are sometimes used, changes in voice (as in passive), tense and person in Arabic are usually expressed by changes in the verb itself through affixes and vowel changes, e.g. *(yakoloMohammed)* (Mohammed eats). Because of using of auxiliaries and pronouns, English may need four words to express what one word in Arabic is, for example: *It has been used* (أستعملت) (*ostomilat*).

These differences between the two languages lead to difficulties in early reading in English language among the pupils at Basic level schools, particularly the pupils in the First Circle (Grades 1, 2 and 3).

2.1.9 The Nature of Early Reading Problems (ERPs):

The bases of reading are the same for all children. All readers, regardless of their age or gender, need to develop their reading competence in order to become successful readers. Reading is a difficult process. The brain must be doing several things at once in order to make sense out of the written word. Many things can go wrong when a pupil is learning to read. Pupils who have problems with early reading are likely to have problems with life. Stanovich, (1986: p. 178) Points out that *"Pupils who experience early reading problems often continue to experience failure in later grades and later in life."* Therefore, children who experience early reading problems are no exception. Their basic foundations for reading must be developed, and they require the same types of learning experiences to do so.

Pupils with early reading problems (ERPs) lack many of the basic components of reading. Learning to read is a sequential process. Each new skill builds on the mastery of previously learned skills. Each step in this process relates to one of the three components of reading: decoding, comprehension and retention. Thereby, ERPs represent a breakdown somewhere in the process of reading. A breakdown might be in decoding, comprehension or retention. Any breakdown affects the child's reading ability. Although, problems of ERPs may occur in any area – decoding,

comprehension or retention– the root of the most early reading problems, in view of many experts, is decoding.

Most young children with ERPs have problems in developing their reading ability. For those children, identifying the sounds of the letters takes a lot of effort, their reading rate is slow, and their word identification on the contextual texts is hesitant and weak. All that because most of their cognitive or mental effort is spent trying to identify words, therefore, their comprehension suffers. So, the main prevention and early intervention strategies for these children are effective preparation for literacy and effective classroom instructions.

2.1.10 Who Face Early Reading Problems (ERPs)?

Early reading problems are inability to read a word, sentence or text loudly or silently, or inability to understand that. Dr. Fathi Elzayat, (2007: p.53) claims that:

> *"Early reading problems are disorders, shortage or problems in growth connect with nerves which lead to problems in reading and understanding what is written, although the availability of little intelligence and circumstances of learning".*

According to him, those who face ERPs are often normal people. They don't have organic or psychological diseases. Also, they haven't got defect in their parts of the bodies that connected with pronunciation. So, most of those who run into ERPs do not need different instruction from other children. They may need more focused, intense, and individual application.

Any special services they receive should be integrated into high-quality classroom instructions.

2.1.11 Some Factors Which Lead to ERPs:

There are some factors that lead to ERPs among the pupils in the First Circle, such as: some pupils suffer from bodily and healthily factors, for example; problems of audition and vision, genetic factors, some problems connected with the brain, unsettling in one place and some infections or injuries lead to reading difficulties.

There are also psychological factors. Here are some of psychological factors which lead to problems in early reading: Confusions in attention, weakness in recognition and perception, psychological stress, feeling of uncomfortable to the teacher and difficulty in adaptation with the school.

Other factors relevant to the family, such as: family trouble, absence of observation from the parents, bad treatment, negative up-bringing and unconcern with children's reading at home.

The final factors that lead to problems in early reading in the First Circle are due to school, such as: maltreatment of the teacher to the pupil, differentiate between the pupils, following unsuitable methods of teaching, unqualified teacher, discouragement of the pupil to the subject and uncomfortable classrooms.

2.1.12 Early Reading Skills:

Early reading skills are skills that enable the child to read a written text with independence, understanding and fluency. Independence here means the ability to use the child's skills without any helping from others. Here are some of reading skills that should be taught for children in the First Circle (Grades 1, 2 and 3):

The first skill is decoding. Decoding is the process through which a word is broken into individual phonemes and recognized based on those phonemes. It's enable the child to change the written symbols into understanding language, which is known as the skill of decoding words.

At Basic Level Schools, particularly in the First Circle, children should recognize that letters represent the sounds of spoken words. As children master each letter of the alphabet, they map these letters to the sounds they represent, a process that enables them to begin to decipher the whole words. By breaking up words into their component sounds (phonemes), and sequencing the individual phonemes in their proper order, children can sound out words. For example, the word "bag" is made up of three phonemes, / b /, / æ / and / g /. Children who decode easily hear these three sounds, not because the ear hears them one after another, but because the brain automatically separates them. With time and practice, decoding becomes automatic for the normally progressing reader especially in early grades.

The skills of decoding and discovering new words are:

- Seeing all the written letters.
- Joining these letters in words.
- Identification of the syllables of the words.
- Identification of vowel letters in each word.
- Identification of the correct pronunciation of the new words.
- Identification of the correct meaning of each word.

Below are some signs of decoding problems such as:

- Trouble sounding out words.
- Difficulty in recognizing words out of context.
- Confusion between letters and the sounds they represent.
- Slow oral reading rate (reading word-by-word).
- Reading without expression.
- Ignoring punctuation while reading.

Understanding skill or comprehension skill is the second skill that helps the child to predict the coming words or sentence quickly. Comprehension relies on mastery of decoding. So, pupils who has problems in decoding will find it difficult to understand and remember what has been read.

Reading requires understanding the written text. Therefore, it's so important to develop some skills that enable children in the First Circle to understand what they read. So, using these skills, as main tools, during reading have effective role in understanding process. Understanding process depends on the following:

- The knowledge that the child gains from the text he/she reads.
- The previous information about the text.
- The information that the text carries.
- Using the text to help the children to identify the new words, their correct pronunciation and meanings.

There are some signs of comprehension problems among the pupils in the First Circle which include:

- Confusion about the meaning of words and sentences.
- Inability to connect ideas in a passage.
- Difficulty to over the detail.
- Difficulty in distinguishing significant information from minor details.
- Lack of concentration while reading.

Kilani, (2001) claims that: *"A learner is expected to read with less comprehension if he/she doesn't possess adequate cultural background knowledge".* So, training the pupils in the First Circle on comprehensive reading is very essential to avoid early reading problems.

The third and most important skill in reading is retention, or remembering what is read. Doing so relies heavily on the other two skills decoding and comprehension. It is further aided by a reader's ability to organize and summarize the content of what they read and connect it to what they already know. Reading retention enables children to keep information in their long-term memories which is difficult to be forgotten. So, through this process children can remember all the information that gains from a text

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easily when they need them in the future, which is very important for academic achievement.

According to Snow et al. (1998: p. 124),

> *"Adequate progress in learning to read in English (or any alphabetic language) beyond the initial level depends on sufficient practice to achieve fluency, or automaticity, with different texts. As pupils progress through grade levels, they are expected to retain more and more of what they read".*

Here are some signs of retention's problems:

- Trouble remembering.
- Difficulty in summarizing what is read.
- Difficulty in connecting what is read to prior knowledge.
- Difficulty in applying content of a text to personal experiences.

The last skill in early reading is reading fluency. It's the ability to read or talk easily and with expressive way. Reading fluency has many skills, such as: Identification of the letters of the words quickly, seeing the sentence as one word, reading each sentence with one breath and using prediction's skill while reading.

2.1.13 Preparation Children for Literacy:

Some children enter school with such knowledge and attitudes already well developed, but many do not. Developing appropriate preschool

programs are very important to improve children's ability to learn to read, especially children from at-risk groups. Kindergarten prepares children for literacy. Also it is strongly related to children's success when learning to read. A major step in preventing early reading problems is to ensure that an effective Kindergarten reading program is available to all children in Sudan. Such a program provides opportunities for children to listen to stories, poems, and non-fiction materials for enjoyment and information. Also, responding to a variety of materials that are read aloud to them, retell stories in simple words, and demonstrate awareness of written materials and language patterns are very effective in developing reading skill in this important stage.

Number of researches consistently point to the importance of beginning children formal reading instruction with the skill and that will enable them to learn to read successfully. By the time children begin formal reading instruction, they should have a good understanding of the forms and formats of books and be able to identify and read the letters of the alphabet. They should have basic phonemic awareness, be interested in reading and encourage them to see themselves as successful learners by reading excellence.

2.1.14 Phonemic Awareness:

Children need to learn that the words they say are made up of sounds. This understanding is called phonemic awareness. A research has confirmed that phonemic awareness is a crucial foundation for word identification. Phonemic awareness helps children learn to read; and without it children

suffer and continue to have reading problems. It also shows that phonemic awareness can be taught and that the teacher's role in the development of phonemic awareness is essential for most children.

Children who have phonemic awareness are able to identify and manipulate the individual sounds in oral language. They demonstrate this when they pronounce a word, for example, they recognize that the spoken word "ship" consists of three distinct sounds (phonemes): /ʃ/, /i/ and /p/. In learning a foreign language, here is English language, children may encounter speech sounds that do not exist in their home language, and so they may need more time to develop phonemic awareness in that language.

In order for children to develop their phonemic awareness, teachers need to engage them in playing with and manipulating the sounds of the letters in the language. This can be accomplished through songs, rhymes, and activities that require children to blend individual sounds together to form words in their heads, and by breaking words they hear into their constituent sounds. Blending and segmentation of speech sounds in oral language provide an essential foundation for early reading. So, phonemic awareness prepares children for decoding and encoding the sounds of the language in a written text.

2.1.15 The Relationships between the Letters and Sounds:

Building on the foundation of phonemic awareness and concepts about print is that children are ready to understand that there is a way to connect the sounds they hear with the print on the page in order to make meaning. In

English writing system, one letter may not necessarily represent one single sound, and so it is important that children receive systematic and explicit instructions about correspondences between the speech sounds and individual letters and groups of letters.

Pronunciation instructions teach children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. A research has shown that systematic and explicit pronunciation instructions are the most effective ways to develop children's ability to identify words in print.

2.1.16 Importance of Vocabulary for Reading:

Children need a broad vocabulary of words that they understand and can use correctly to label their knowledge and experiences. The large amount of a child's vocabulary provides the foundation for successful comprehension. Oral vocabulary refers to words that are used in speaking or recognized in listening. Reading vocabulary refers to words that are recognized or used in print.

Vocabulary development involves coming to understand unfamiliar words and being able to use them appropriately. It is a huge challenge for children to read words that are not already part of their oral vocabulary. To develop their vocabulary, teachers need to model how to use a variety of strategies in order to understand what words mean. Good teaching includes selecting material for reading aloud that will expand children's oral vocabulary, and providing opportunities for children to see and use new

reading vocabulary in different contexts. A recent research on vocabulary instruction indicates that children learn most of their vocabulary indirectly by engaging daily in oral language, listening to adults read to them, and reading on their own. The research also shows that some vocabulary must be taught directly. This can be done by introducing specific words before reading, providing opportunities for active engagement with new words and repeating exposure to the vocabulary in many contexts.

Even children who have a very extensive oral vocabulary may have problems in reading words in a print because they have a small reading vocabulary. The reading vocabulary is determined mainly by how many times a child has seen those words in the print. Children who read a lot have a large vocabulary of words they recognize immediately on sight; while those children who do little reading have a limited sight vocabulary. To increase their sight vocabularies so they can recognize a large proportion of the words in the print, teachers need to focus their instruction and practice on the most commonly used words in the language.

2.1.17 The Speed Reading:

Speed reading is any of several techniques used to improve one's ability to read quickly. In other words it is an intensive process in which the eye quickly moves to understand what is in the text in a short time.

Reading speed requires a long time to reach high levels. Children in early stages of education can learn to read faster than adults. According to Carver (1990), *"Children's reading speed increases throughout the school*

years, on average, from grade 2". So, the speed reading to young children, in the First Circle (Grades 1, 2 and 3) is a recommended way to instill language and expression, and to promote comprehension of texts.

2.1.18 How to Train the Pupils on Speed Reading:

Here are some guides that might help the pupils in the First Circle to read fast:

- Don't stop a long on words while reading.
- Do regular exercises on reading to be routine in their daily life, because much exercises lead to fluency in reading. So, as the pupil becomes professional in reading he/she has to practice reading routinely. Therefore, repetition is the main cause for proficiency.
- Concentration on reading and avoid reading in noisy places. This way prevents committing mistakes during reading and helps in understanding. So, if concentration is less, the speed of reading will be less.
- Stop moving their head while reading, because it causes stress and boring.
- Regression, which is return back to the previous word/s, should be avoided. This method doesn't help the pupils to acquire skill of speed reading.
- Avoiding spelling because this way needs much time which makes reading process very slow. If the pupil follows this method he/she might face difficulties in reading later.

2.1.19 Early Identification and Intervention:

Some researchers classified children who are experiencing early reading problems as "at-risk" or "high-risk" groups. In schools where there are a demonstrated high proportion of children who are at risk of early reading problems, qualified staff and material resources must be available both in the classroom and through support programs. It is important for teachers to realize that, with effective instruction, all children can learn to read. It is the school's responsibility to provide for each child the appropriate level of support to reach his/her potential in reading. There must be clear continuity between regular classroom instruction and any interventions provided by the teachers or the schools. Interventions should not differ in kind from effective regular classroom instruction, but should differ in frequency, intensity, and focus. So, efforts in the schools should first focus on supporting the improvement of existing instructional practices, then on implementing additional interventions.

Even with effective classroom instruction, some children will need additional supports or interventions. However, teachers should consider supplemental interventions only when effective and adapted instruction has failed to resolve a child's reading problems. Effective intervention requires that teachers recognize as early as possible those children who are experiencing reading problems and provide for supplementary instruction when necessary. If adequate screening and assessment procedures are in place, early intervention may begin even before formal instruction in reading. Therefore, interventions that are begun when children are very young have a much better chance of success than interventions are begun

later. While interventions begin at Grade 3 are much less likely to succeed than early interventions. It is essential to identify reading problems by Grade 1 and to put appropriate supplemental interventions in place immediately. By Grade 1, all schools should have in place for children a process that allows for the timely implementation of instruction following diagnostic assessment. Once a teacher recognizes that a child is experiencing reading problems, the teacher and the child must have access to diagnostic assessment services, specialized interventions, and appropriate instruction. The intensity or duration of the interventions should be based on comprehensive diagnostic assessment. There should be continuity between regular classroom instructions and interventions, and a high degree of cooperation among qualified staff who are teaching the same children. The staff should spend the vast majority of their time planning for and delivering instructions directly to children. In this way, reading problems can be tackled before they become late and before repeated failures affect children's motivation and compound their problems in learning to read.

So, Early Identification of reading problems and effective classroom instruction in early grades are the key for creating strong, competent readers and preventing reading problems. It will also enable all children to become fluent readers.

2.1.20 Some Characteristics of Successful Interventions:

No one intervention works for all children with early reading problems. However, interventions that succeed for many children have several characteristics in common. Typically they involve more instructional time for children, but extra time is not enough. Other characteristics include: Considerable attention to the materials used with focus on interesting and enjoyable texts at appropriate reading levels and appropriate activities e.g., word study, reading and rereading.

Successful interventions are strongly linked with regular classroom instructions. They are supported by sound research, reflect an understanding of effective reading instructions, and are culturally and linguistically appropriate for the individual child. It is critical that interventions be measured against these criteria, and that their effectiveness in helping children with early reading problems wil be carefully assessed and monitored.

2.1.21 Teachers of the First Circle:

All teachers at Sudanese Basic Level Schools particularly in the First Circle (Grades 1, 2 and 3) need to be well qualified and have opportunities for ongoing professional learning. Teaching reading to young children requires a highly specialized teacher of knowledge and expertise. The same knowledge and expertise that a teacher uses to help a child who is progressing well in reading will help a child who has problems in it. Teachers who are equipped with the broad repertoire of assessment and instructional strategies described earlier are well positioned to identify

children with early reading problems. They also focus their instruction on individual children's needs, and identify and plan for children whose reading problems are severe enough to require specific instruction and support.

Effective classroom practices which support early identification and intervention might be encouraged professional development must be available for teachers from Kindergarten to Grade 3 and beyond, with a focus on:

- Maintaining high expectations for children with early reading problems.

- Understanding the nature of early reading problems and the impact on achievement.

- Understanding and applying interventions and other modifications.

- Helping children to capitalize on early gains.

So, qualified teachers with effective early identification and intervention will help prevent and significantly decrease early reading problems for many young children and improve their prospects for school success. However, even exemplary early intervention practices, which have been done by the qualified teachers, will not guarantee that severe reading problems are overcome. So, some children will continue to need additional reading instruction and supports to succeed in the later school grades.

Conclusion:

In this part of the second chapter the researcher provided a theoretical framework, reviewed the literature relevant to early reading problems as well as previous insights and findings that are related to problems of early reading encountered by the pupils in at Basic Level schools particularly in the First Circle (Grades 1, 2 and 3).

2.2 Review of Previous Related Studies:

In this part, that contains the second part of literature review, the researcher presents a review of previous related studies.

The title of the first study was: Problems of the Reading Skills at the Basic Level. The study was conducted by Hayat Abdul-Bagi for M.Ed thesis, at El-Gazira University, 2008.

The study aimed at training students to read efficiently and quickly enough to get the meaning from a written material. It also aimed at motivating teachers of English language to expose their students to read and understand while reading.

The study came out of the following findings:

- The majority of respondents agreed that both visual aids and phonic drills make meaning clear and comprehensible.

- The majority of teachers agreed that mispronunciation occurs in loud reading.

This study is quite different from the current study. This study focused mainly on pronunciation of the new words, while the current study focuses on early reading problems. Therefore, pronunciation is a part of the current study. There is also another difference between them in that this study concentrated on Basic level in general; while the current study concentrates on the First circle (Grades 1, 2 and 3). So, there are clear differences between the two studies.

The second study was entitled: Effect of Reading as a Receptive Skill in Enhancing Sudanese EFL Secondary School Students' Oral Communication. It was a PhD thesis. The study has been conducted by Abdulmahmoud Ali Alzubeir at Sudan University of Science and Technology, 2015.

The study aimed at investigating the effect of reading on oral communication among the students at Sudanese secondary schools. It also investigated at reasons behind this problem.

The main findings of this study are:

- The secondary school English language syllabus is not enriched with sufficient reading lessons that reinforce students' oral communication.

- The syllabus doesn't provide the students with vocabulary which help them meet their everyday language.

- Teachers of English language don't encourage their students to read so as to correct their pronunciation mistakes.

- The syllabus lay out is not attraction in a way that students find a real interest in reading continuously.

The researcher in this study focused on oral reading at Sudanese secondary schools, whereas the present study focuses on early reading problems among the pupils at Sudanese Basic level schools particularly in the First circle. Therefore, this study differs totally from the present study.

The third one was entitled: Investigating Strategies for Improving University Students' Reading Efficiency in English. It was a PhD thesis. The thesis was conducted by Majid Atallah Abed at Sudan University of Science and Technology in 2008.

This study aimed at investigating strategies for improving university students' reading comprehension efficiency at the department of English language at El-Quds University. It also examined the appropriateness of textbooks' implementation of reading comprehension strategies, the appropriateness of students' implementation of reading strategies, and the adequacy of teachers' employment of reading comprehension strategies.

The subject of this study involved all the male and female students of second, third and fourth years majoring in E.L. department at Al-Quds University and all E.L. staff at the department of E.L.at Al-Quds University.

The findings of the study showed that the textbooks of reading comprehension courses used at the department of E.L. at Al-Quds University contains appropriate reading strategies for improving University students' reading efficiency. The results also revealed that students' implementation of reading strategies are appropriate for improving their reading comprehension efficiency. The results also indicated that the E.L. teachers at the department of E.L. at Al-Quds University employ reading strategies adequately.

This study differs from the researcher's study in that this study focused on using reading strategies for improving reading comprehension at the university students at Al-Quds University, while the researcher's study focuses on problems of early reading at Sudanese Basic level schools. So, there is no relation between the two studies.

The title of the fourth study was: Reading Difficulties. This study has been conducted by Wilkins Rate for PhD in 2002 at University of Cambridge.

In this study the researcher investigated the effect of individually prescribed colored overlays on the rate of reading.

Subjects of the study were 33 children and adults who: had consulted a specific learning difficulties clinic; had received treatment to normalize any conventional optometric and orthoptic anomalies; and subsequently reported symptomatic relief from colored filters. These subjects carried out the reading test, which assesses visual rather than linguistic factors.

The most important result of this study is that individually prescribed colored filters can improve reading performance for reasons that cannot be solely attributed to conventional optometric factors or to placebo effects.

The researcher in this study focused on certain category from both children and adults who have the same health problems, but the researcher in the present study focuses on children in the First circle particularly who have early reading problems.

The fifth study was entitled: Regularity Effects and the Phonological Deficit Model of Reading Disabilities. It was a PhD thesis that has been conducted by Metsala Stanovich at the University of York in 1998.

This study aimed at how children with dyslexia develop their reading skills. It also concerned with the evidence in support of the phonological deficit hypothesis of dyslexia.

The researcher has done two experimental studies. They result in that the phonological deficits of dyslexic children and adults cannot be explained in terms of impairments in low-level auditory mechanisms, but reflect higher-level language weaknesses.

The findings of this study suggest that the variation seen in reading processes can be accounted for by differences in the severity of individual children's phonological deficits, modified by compensatory factors including visual memory, perceptual speed and print exposure. They also show that children at genetic risk who go on to be dyslexic come to the task of reading

with poorly specified phonological representations in the context of a more general delay in oral language development.

The difference between this study and the current study is that this study only concerned with dyslexic children and adults, whereas the current study concerns with children how face early reading problems.

The title of the sixth study was: Reading Acquisition in Pupils with Visual Impairments in Mainstream Education. The study has been conducted by Kerstin Fellenius at Stockholm University in 1999.

This thesis is based on five empirical studies of pupils with visual impairments, their reading ability and processes of reading acquisition within the framework of mainstream education in comprehensive schools.

The aim of the thesis is to increase understanding and knowledge of reading acquisition in pupils with visual impairments in mainstream education. A further aim is to find factors, which influence reading acquisition in them, as well as environmental and perspective factors.

The studies have revealed a heterogeneous group of readers with visual impairments bearing in mind functional visual ability, reading media and reading ability. As a result of these studies, it was possible to divide the readers into three groups with regard to reading performance. About one quarter of the population was average or high achievers, another quarter extremely low achievers, and the largest group, about half of the population, consisted of readers who were able to read but demonstrated difficulties in other ways. The results also shown that in most cases, additional

impairments, intellectual impairment or language problems caused low achievement. Furthermore, there were uncertain readers, readers with low reading rate but good comprehension, readers with less stamina and readers who did not use their reading ability except for schoolwork.

The most important findings are that the pupils with visual impairments read less compared with their sighted peers, a large group of readers with visual impairments need an adapted reading program in order to stimulate reading from the start and to use their potential ability, competence in the school and home environment is necessary for compensating lack of training and preventing the visual impairment being the reason for reading difficulties and reading disabilities due to biological factors were significant for a smaller group.

The researcher suggests that increased knowledge and effective environmental measures could reduce a reading handicap caused by a visual impairment for a larger group of children and young people.

This study differs from the current study in that this study focused on pupils with visual impairment, while the current study concerns with all pupils who have early reading problems.

The seventh study was under the title: Literacy and Comprehension in School-aged Children: Studies on Autism and other Developmental Disabilities. It was a PhD thesis. The thesis has been conducted by Jakob Asberg at the University Of Gothenburg. 2009.

The thesis consisted of five studies and addresses literacy and comprehension skills in children with autism spectrum disorders (ASD) and attention disorders (AD).

The findings indicated that children with (AD) such difficulties often co-occurred with word decoding and spelling difficulties, whereas, word decoding skills were more variable for students with (ASD). There was also initial indication that the discourse comprehension skills in (ASD) were amenable of positive change through educational intervention in collaboration with school staff.

The researcher in this study concentrated on children with autism spectrum disorders (ASD) and attention disorders (AD), whereas, the researcher in the present study concentrates on all children encountered by problems in early reading particularly in the First Circle.

The title of the eightth thesis was: Relevance of Concepts, Validity of Measurements, and Cognitive Functions. The thesis has been done by Jan Alm at Uppsala University in 2004.

The thesis investigated a) different aspects of validity of cognitive and achievement instruments often used in diagnostic assessment of dyslexia, b) different cognitive profiles for adults with dyslexia, and c) the relationship between cognitive and achievement measures.

The most important findings of this thesis are:
- Children and adults with dyslexia have problems in reading skills.

- Some factors appeared to measure decoding, visual speed, reading comprehension, reading fluency, and phonological ability.

- Visual Speed tended to correlate significantly with nonverbal scores and Reading Comprehension with verbal scores.

- Phonological Ability factor did not correlate significantly with any verbal or nonverbal global score.

- Decoding (technical reading skill) showed no significant relationship to any variable studied.

The researcher suggested that the instrument seems to be of questionable value in screening or diagnostic assessment of dyslexia.

The difference between this thesis and the current thesis is that this study concerned with children with dyslexia, whereas, the current study concerns with children encountered by early reading problems.

The ninth study was entitled: Training Students in Reading Strategies. The study has been conducted by Dalil Ahmed Eidam for PhD in 2014 at Sudan University of Science and Technology.

The objectives of this study are: To determine whether using reading strategies training will result in a better reading performance, to investigate how reading strategies knowledge can affect students' response in a reading class and to identify strategies and techniques that might help the students to read and comprehend English language in a better way.

The study also tried to answer the following questions:

-To what extent will there be a significant difference between the pre–test and post–test results of the students who have received reading strategies training?

- To what extent does reading strategies training affect the students' response in a reading class?

- To what extent are there adequate strategies that can be used to combat students' reading problems in an effective manner?

The most important findings are: Reading strategies improve students' comprehension of reading texts, Reading strategies activate and enable students to respond in a better manner, and students prefer to be taught by using reading strategies and techniques.

There are many differences between this study and the current study, such as: this study focused on reading strategies training and its effect on university student' response to improve their reading comprehension, whereas, the current study focuses on early reading problems encountered by the First Circle's pupils.

The tenth study was under the title: Evidence-based Practices: Reading Comprehension Instruction and Teacher Self-efficacy. It was a DEdPsy (Doctorate in Professional Education Child and Adolescent Psychology) thesis. This thesis has been conducted by Huiling Diona Zheng at the University of London in 2014.

The aims of this study were three-fold. Firstly, to explore the extent that U.K. teachers used evidence-based practices when teaching reading comprehension (RC). Secondly, to investigate teacher confidence levels in using them. Lastly, to examine the relationship between teacher self-efficacy and the extent they used evidence-based RC industrial practices.

The results indicated that some evidence-based practices were incorporated in RC instruction and teachers generally felt confident about their implementation. However, the range of evidence-based practices used, but it was limited and not always practices with the strongest evidence base. A positive relationship between teacher self-efficacy and the extent that teachers incorporated evidence-based RC instructional practices was observed, although this relationship appeared complex.

The important findings from this exploratory study contributed towards the existing gap in research on implementation of evidence-based teaching practice for RC in U.K. schools.

This was the last study. It was entitled: Pronunciation Problems of Sudanese Learners of English. The study was presented by Sanaa Izzaldin Hassan at Sudan University of Science and Technology "SUST",2012.

The aims of the study were to:

- Identify the errors pronunciation among the English learners at "SUST", their major reasons and find the suitable solution.

- Find an experimental evidence of pronunciation problems by Sudanese learners of English.

- Suggest a method of pronunciation which important to Sudanese learners of English.

The most important findings were:

- The results of the questionnaire showed that Sudanese learners of English language have problems in pronouncing /p/, /b/, /θ/, /ð/, /tʃ/ and /ʃ/.

- Many of the Sudanese learners of English mispronounce vowel letters, because each vowel letter has more than one way pronunciation.

- Many of the Sudanese learners of English confuse the different pronunciations of each of the vowels.

Conclusion of Part Two Previous Related Studies:

In the second part of this chapter some review of previous related studies were presented. All of them are related to the current study, but at the same time they are different from it. The main difference is that they talked about reading whether at the universities or secondary schools, while the current study concentrated on problems of early reading in English encountered by Sudanese Basic Level schools' pupils particularly in the First Circle (Grades 1, 2 and 3).

Summary of the chapter:

The researcher, in this chapter, reviewed different viewpoints of different writers and experts who are deeply concerned with importance of early reading (ER) in early stages of education. The importance of it comes from that any breakdown or lack of ER in the First Circle (Grades1, 2 and 3) results in early reading problems (ERPs), which in turn affect the coming stages negatively.

This chapter was divided into two parts. The first one talked about reading process in ER in English language in the First Circle. It also, investigated some ERPs encountered by the pupils in this stage. Moreover, in this part the researcher shed the light on some differences between English and Arabic languages which affect reading in English, the nature of ERPs, who face ERPs, some factors lead to ERPs, some problems face the First Circle's pupils while reading in English, the effect of early intervention and who teach English language in the First Circle.

The second part concentrated on reviewing some of the previous studies which are relevant to ERPs.

Therefore, what distinguishes this study from the previous ones is that, the previous studies that have been reviewed mainly concentrated on the role of reading in developing students' comprehensive reading and on finding causes for deterioration of English language at secondary schools and Universities. Moreover, they gave small circle to talk about early reading problems (ERPs) at Basic Level schools particularly the First Circle.

According to this research, the First Circle is the most important stage of education and reading skill is the most influential skill in this stage. Therefore, the First Circle is regarded as the most fertility stage for teaching a foreign language. Although, English language has been taught as a foreign language at Sudanese Basic and secondary level schools as well as the Universities, the First Circle, according to some experts, is the best stage to be taught in it. Thus, focusing on ER in English language in the First Circle achieves many benefits in ER in English as well as avoiding many problems results in any breakdown in it.

So, to achieve success in early reading in English language, the study tries to highlight the importance of early reading in the First Circle (Grades 1, 2 and 3) to reach to fluency while reading in English and to tackle any problems might hinder reading process in this crucial stage before it becomes worse or out of control in the coming stages.

Chapter Three

The Research Methodology

This chapter will provide a full description of the research methodology adopted as well as the research tools employed by the researcher to conduct this study. Moreover, it's worth mentioning that validity and reliability of the research tools will be confirmed before these tools are applied.

3.1 The Study Methodology:

The study adopted a mixed-methods approach such as: descriptive and analytical statistical methods. These methods allowed the research tools to complement each other. In addition to that, two tests and a questionnaire were designed as well as the classroom observation checklist. All these research tools were conducted to address the research questions and objectives.

3.2 The Study Population and Sample:

The study population was the 3rd grade pupils at Sudanese Basic Level Schools. This experiment was conducted at two Basic Level Schools in Karary locality in Omdurman. They were British Educational Schools (Elthowra branch) and Abdelmarouf Ali Educational Schools in Elmanara. A total of 194 pupils from grade 3 in these two schools were participated in

this study. Those pupils were divided into seven classes, four for boys and three for girls. There were four classes in British Educational Schools, two for boys and the others for girls. The total number of the pupils in these four classes was 117 pupils (61 boys and 56 girls). As for Abdelmarouf Ali Educational Schools there were three classes two for boys and one for girls. The total number in these three classes was 77 pupils (46 boys and 31 girls). So the total number of all the pupils who participated in this study from the two schools was 194 pupils.

All the pupils of the two schools shared the following characteristics:

- All the pupils started studying English language as a second language from kindergarten.

- All the pupils speak Arabic language.

- Their ages were between (7 – 9).

- All of them were Sudanese.

- They came from different states.

- All grade 3 pupils (boys and girls) from both schools took part in this study.

- All their teachers of English were Sudanese.

Although there were some similarities between the pupils of both schools, there was a difference between the two schools. It is that each school teaches a different syllabus. British Educational Schools teach a British syllabus called (Time for English 2), while Abdelmarouf Ali

Educational Schools teach the syllabus of the Sudanese Ministry of Education which is SPINE series (Pupils' Book1).

Some of the First Circle's English teachers (males and females) also participated in this study as well as many supervisors. All of them were Sudanese. Some of them teach in those two schools, whereas the others were in different Basic Level Schools in Omdurman.

3.3 The Research Tools:

The data for the present study were obtained and collected by three tools. Firstly, two tests for the 3rd grade pupils were designed. One was a written test and the other was an oral test. These two tests were designed to investigate the pupils' abilities in reading comprehension as well as to know problematic areas of early reading. The second tool was an English teachers' questionnaire. The study used this questionnaire to investigate problems of early reading in English encountered by the pupils in the First Circle particularly in the 3rd grade, also to find out the reasons behind these problems. The third tool was used for collecting data was the classroom observation checklist. The purpose of this tool was to focus on the pupils' reaction during the lessons were done by their teachers, also to investigate additional early reading problems faced by the pupils in this grade.

3.3.1 The Tests:

The two tests were the first tool used to collect data of the study. These two tests were constructed; validated and piloted to investigate early reading

problems encountered by the 3rd grade pupils at Basic level schools. Moreover, they were designed according to grade 3 textbook, but there were additional sentences took from other texts in the same syllabus of this grade.

The first test was a written test. It was designed to measure the pupils' reading comprehension. It consisted of four questions. The first question was completing sentences with only one word from the text. There were 5 sentences with 5 marks. The second question was writing (T) for true and (F) for false. There were 5 statements with 5 marks. The third question was matching (A) with (B). There were 5 items with 5 marks. The last question was (Wh) questions. There were 5 questions with 5 marks. So, the total marks of this test were 20 marks. (See appendix 1)

The second test was an oral test. The aim of the oral test was to investigate some of other early reading problems such as: reading words with silent letters, slow reading, tracing with their fingers and pronunciation of words in addition to problems of the letters' sounds. (See appendix 2)

The two tests were conducted to a total of 194 pupils. All of the participants were from the 3rd grade pupils at Basic Level Schools. They were chosen from two different Basic Schools. 117 pupils belonged to British Educational Schools, they were 61 boys and 56 girls, and 77 pupils belonged to Abdelamrouf Ali Educational Schools. They were 46 boys and 31 girls.

Below are two tables. Table one (3.1) shows distribution of the pupils according to schools, while table two (3.2) explains distribution of the pupils according to sex.

School	Frequency	Percent
British Educational Schools	117	60.3 %
Abdelmarouf Educational Schools	77	39.7 %
Total	194	100%

Table (3.1) shows distribution of the pupils according to schools.

British Educational Schools have greater number of pupils than Abdelmarouf Educational Schools because they are international schools and teach a British syllabus called (Time for English) While Abdelmarouf Educational Schools teach Spine series.

Sex	Frequency	Percent
Boys	107	55.2 %
Girls	87	44.8 %
Total	194	100%

Table (3.2) explains distribution of the pupils according to sex.

3.3.2 English Supervisors &Teachers' Questionnaire:

The questionnaire was the second tool used to support data of the study. The aim of this questionnaire was to find out views of the First Circle's English supervisors and teachers about early reading problems faced by pupils in this stage as well as to discover problematic areas of these problems. It also aimed to find the reasons behind these problems.

The total samples of the questionnaire were 45 samples from different Basic Level Schools in Omdurman and Karary localities. All of them were English supervisors and teachers of the First Circle's pupils. They were 7 supervisors and 38 teachers.

Below are two tables. Table one (3.3) shows distribution of English supervisors and teachers according to the job, while table two (3.4) explains distribution of them according to sex.

Job	Frequency	Percent
Supervisors	7	15.6 %
Teachers	38	84.4 %
Total	45	100 %

Table (3.3) shows distribution of English supervisors and teachers according to the job.

The researcher found that all the schools, in Karary locality, which start teaching English language from the First Circle (Grades 1, 2 and 3) have no English supervisors. According to an official from Karary locality

there are no English supervisors for teachers of the First Circle. So, only international schools appointed English supervisors for First Circle.

Sex	Frequency	Percent
Male	14	31.1 %
Female	31	68.9 %
Total	45	100 %

Table (3.4) explains distribution of English supervisors and teachers according to sex.

For the difference of male and female in number, it was found that most of English language staff at Sudanese Basic Level Schools was females. Many supervisors claimed that this is one of the causes of the low level of English language at Basic Level.

The questionnaire consisted of two parts. The first part contained personal information about the participants, and the second one contained 25 statements for measuring English supervisors and teachers' points of views about problems of early reading among the First Circle's pupils particularly the 3rd grade pupils. Likert 5 point scale was used to show responses of the participants. The 5 points were provided on this scale were as follow: (See appendix 3)

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3.3.3 The Classroom Observation Checklist:

The classroom Observation Checklist was the third tool used for collecting data of the study. The researcher was English teacher at different Basic Level Schools in Omdurman particularly in the First Circle (Grades 1, 2 and 3) and observed that majority of the pupils have problems in early reading in English. Although that, the researcher attended many lessons with the 3rd grade teachers of the two schools have been used as sample for this study. This classroom observation checklist was conducted to see whether the pupils of the First Circle still have problems in early reading or have been solved.

The classroom observation checklist consisted of 9 points with 5 options ranging from (All) to (few). (See appendix 4). It was designed to observe the pupils' responses during the lessons as well as to find early reading problems encountered by them. Moreover, it was conducted to see whether the teachers use early reading strategies or not and how the pupils apply that.

3.4 Validity and Reliability of the Research Tools:

3.4.1 Validity and Reliability of the Tests:

The two tests used to be the first tool to collect data of the study. They are believed to have content validity as they aimed at assessing the pupils' achievement in early reading. The tasks required from the tests were comparable to those in grade 3 syllabus and practiced in the class.

Furthermore, the tests were validated by a group of five experience English language teachers to check and evaluate them. (See appendix 5). Those experience teachers suggested some valuable points about the tests. They also recommended with removing two questions, because they thought those two questions will be difficult to the 3rd grade pupils. All the suggestions and recommendations of the jury were taken into consideration by the researcher in the last versions of the tests.

For reliability of the tests the researcher used the test-retest method to make sure that the two tests are reliable in terms of objectives and that they are in line with the aims of the study as well as to measure what the study is for. The test-retest method is designed for estimating tests' reliability. This method involves administrating the test to a group of the same sample before the final test. The researcher selected randomly one class of the 3rd grade pupils to do the test-retests (written and oral) before the main tests. They were 22 boys.

To test the reliability and validity of test that applied to the pupils, 10 answer sheets were randomly selected, then the degrees of the pupils were recorded for each of the two dimensions of the test and manipulated using the features of Statistical Packages for Social Studies (SPSS), through Pearson Coefficient Factor Test (for the validity of the test) and Alpha Cronbach's (for the reliability of the test). The following tables illustrate the results of this procedure.

Table (3.5) Results of the Written Test-retest:

Written Questions	Total
Q1	0.71
Q2	0.68
Q3	0.81
Q4	0.87

Table (3.6) Results of the Written Test-retest:

Oral Questions	Total
Q1	0.67
Q2	0.57
Q3	0.75
Q4	0.70
Q5	0.30

As shown in Tables (3.5) and (3.6), all the values of Pearson Coefficient Factor between degrees of pupils in totals of the dimensions were positive and greater than 0.20, which indicate good validity for all dimensions of the test-retest and for answer the questions of the current study.

Table (3.7): Measuring the Reliability and Internal Validity of Tests:

Dimensions	Cronbach's Alpha based On Standardized items	Pearson Coefficient Factor (Internal validity)
Written test	0.84	0.91
Oral test	0.92	0.96

As it was evident from the data above the items of each dimension of the tests was attained high level of reliability and internal validity. Accordingly, it is valid to answer the questions of the current study.

3.4.2 Validity and Reliability of the Questionnaire:

The questionnaire of this study was validated by the same jury whom validated the two tests. They accepted that the items were appropriate to measure the purpose of the study. Although that, they made some remarks concerning with many items. The researcher responded to their suggestions and made the required modifications.

In statistic, reliability is the consistency of a set of measurements often used to describe a test. For reliability of the questionnaire, the questionnaire was distributed to 15 English supervisors and teachers of the First Circle (Grades 1, 2 and 3). They were randomly selected, and their answers manipulated by using the features of Statistical Packages for Social Studies (SPSS), through Pearson Coefficient Factor Test (for the validity of the questionnaire) and Alpha Cronbach's (for the reliability of the questionnaire). The following table illustrates the results of this procedure.

Table (3.8) Measuring Reliability and Internal validity of the questionnaire:

Dimensions of the questionnaire	Cronbach's Alpha based On Standardized items	Pearson Coefficient Factor (Internal validity)
1. Importance of Grade 3	0.84	0.92
2. Problematic areas	0.82	0.91
3. The role of the syllabus	0.80	0.89
4.The role of the teacher and family	0.87	0.94

As it can be seen from the table above, the items of each dimension of the questionnaire attained high level of reliability and internal validity. According to that, it is valid to answer the questions of the current study.

3.5 Pilot Study:

Prior to the administration of the two tests, the pilot study can reveal that whether the selected text and the questions are suitable to assess problems of early reading or not. The two tests were pilot – tested a week before the main one. The researcher selected randomly one class from the 3rd grade pupils to do the piloting tests (written and oral). 22 boys participated in the pilot study.

As for the questionnaire, a piloting questionnaire was given to a number of English supervisors and teachers of the First Circle (Grades 1, 2 and 3). They were chosen in a random way from different Basic Level Schools. They were 15 samples. The samples have quite enough experience in teaching the First Circle's pupils. The aim of the pilot questionnaire was to examine the clarity of the statements and hypotheses of the study.

The pilot study was conducted to:

- Give more validity to the study.

- Measure the time required for each test.

- Decide if the two tests were clear to the pupils.

- Assess whether the tests are on line with purpose of the study or otherwise.

3.6 Procedures of the Study:

The researcher here mentions detailed explanations for all the procedures were executed to collect the data through three main tools. They were two tests (written and oral), English supervisors and teachers' questionnaire as well as the classroom observation checklist. These detailed explanations support reliability of the study.

3.6.1 The Tests:

The researcher was English teacher at these two schools have been used as sample for this study. Letters were written to the heads of both schools to take permission to do the two tests. These schools were selected because of good relations with heads and staff of both schools.

After receiving the agreement from both schools, the work was started immediately. Teachers of the 3rd grade in both schools were separately met and the purpose of the two tests was explained. They were four teachers (3

female and 1 male). There were 2 females at British Educational Schools while in Abdelmarouf Educational Schools there were 1male and 1 female. They welcomed the program. Then all teachers received a copy from the two tests (written and oral) to prepare their pupils for that. Giving the pupils at least two lessons as revision before the main tests was a suggestion that was given to the teachers. All the teachers promised to revise the lessons that the tests cover them. Two of teachers said that 2 lessens are quite enough to prepare their pupils for the two tests while the others preferred 3 lessons. The quite enough time for preparing all the pupils to the two tests was given to them.

On Sunday July 24 - 2016 the written test was done with the 3rd grade pupils at Abdelmarouf Educational Schools. It was started with the girls. Their numbers were 31 girls. The test took only one lesson. After their teacher handed them the paper of the test, some points about the test and importance of answering all the questions personally were explained. Then their teacher followed her method in dealing with the tests. Firstly she read the text twice after that she moved through the questions one by one till all the pupils answered all the questions. During the test, some pupils who missed or didn't understand some questions were helped.

On the following day the written test was done with the boys of the same school and followed the same method in answering the questions of the test. The teacher of the boys was a male. Also the test lasted one lesson. The pupils were 46 and they were divided into two classes, so the test was done at the same time for the two classes with the help of other English teacher. After that, the oral test was done with girls of the same school,

because they already had an appointment to do so. The oral test was done by the researcher with no help from their teacher. All the 3rd grade girls were participated in the oral test without fear or stress. It was done one by one.

The same way was followed to do the oral test with the boys of the same school. The test was done on Tuesday July 26 - 2016. With this test all the 3rd grade pupils in the first school which was Abdelmarouf Educational Schools participated in the two tests. They took only three days to do them. The total number of the participants was 77 pupils.

On Wednesday July 27 - 2016 the researcher transformed to British Educational Schools to do the two tests. It was started with the boys. They were 61 pupils whom divided into two classes (Grade 3 A and B). It was begun with the written test. The same method that executed with the boys of the first school was followed. The test also took only one lesson. On the next day the written test was done with the girls of the same schools with the same way. They were 56 girls in two classes (Grade 3 A and B).

As for the oral test, it was started with the girls. It was on Sunday July 31 - 2016 in the second lesson. The same procedures of the oral test in the first schools were followed. Then the researcher returned back to the boys' school of British Educational Schools to do the oral test. It was on Monday August 1 - 2016. All the pupils in this school took place in the two tests. They were 117 pupils. So, the two tests lasted four days in the second school.

To sum up, the two tests have been done in both schools which they were British Educational Schools and Abdelmarouf Educational Schools in

an excellent way. The tests took seven days in both schools. And the most important thing is that all the 3rd grade pupils (boys and girls) in both schools took place in the two tests. The total number of all the samples was 194 pupils. (107 boys and 87 girls)

3.6.2 The Questionnaire:

After the suggestions and recommendations of the jury and the supervisor's advices are applied in the last version of the questionnaire, the permission from the supervisor to distribute the questionnaire was given. It was started at once in distributing the questionnaire for the participants of the study. The participants in this questionnaire were English supervisors and teachers of the First Circle (Grades 1, 2 and 3). All the supervisors and teachers have experience in teaching the First Circle's pupils for many years. The number of the participants was 45 samples. Every teacher received his/ her copy in his/her hand. Some of them filled the questionnaire immediately, whereas the others needed many days. Although the late of some teachers, all the copies were received from the participants. So, distribution of this questionnaire took 15 days.

3.6.2 The Classroom Observation Checklist:

The classroom observation checklist was conducted by the researcher to investigate the pupils' responses towards early reading strategies as well as to identify other problems in early reading. Many lessons were attended with the 3rd grade teachers in the same schools were selected to be the

sample of the study. This happened after taking permission from the administrators of the schools and teachers.

The classroom observation checklist was designed by using checklist to note down some observations. The checklist covered 9 items related to the statement and hypotheses of the study. (See appendix 4).

Summary of the Chapter:

In this chapter, the researcher described the methodology, tools of the study and the procedures were used for conducting his research.

The chapter gave a full description of the population and the selected sample of the study. It also described the research tools which consisted of two tests (written and oral) for the 3rd grade pupils and a questionnaire for English supervisors and teachers of the First Circle (grades 1, 2 and 3) as well as the classroom observation checklist. Moreover, it described validity and reliability of these tools.

Chapter Four

Data Analysis, Results and Discussion

Introduction:

In this chapter, the data of the study were analyzed and the results obtained from the analysis were tabulated and discussed. The tools used to collect data of the study were: two tests for pupils of the third grade at Sudanese Basic Level Schools as well as a questionnaire for English supervisors and teachers of the First Circle (Grades 1, 2 and 3). In addition to that the classroom observation checklist was used to provide data for the study with more information.

To evaluate the data of the study, different techniques were used in the analysis. These techniques were: Statistical Package for Social Studies (SPSS), Alpha Cornbach and Pearson Coefficient Factor.

4.1 Results of the Tests:

The two tests were the first tool used to collect data of the study. These two tests were constructed; validated and piloted to investigate early reading problems encountered by the 3rd grade pupils at Sudanese Basic Level Schools. Moreover, they were designed to investigate the pupils' abilities in reading comprehension as well as to know problematic areas of early reading.

The first test was a written test. It was designed to measure the pupils' reading comprehension. It consisted of four questions. Each question contained 5 questions with 5 marks. So, the total marks of this test were 20 marks.

The second test was an oral test. The aim of the oral test was to investigate some of other early reading problems such as: reading words with silent letters, slow reading, tracing with their fingers and pronunciation of words in addition to problems of the letters' sounds.

Table (4-1) The T-test Results of the Written Test.

	School	N	Mean	Std. Deviation	T value	P value
Q1	A.elmarouf schools	77	4.18	0.97	-0.144	0.175
	British schools	117	4.21	1.18		
Q2	A.elmarouf schools	77	3.27	1.26	-5.002	0.022
	British schools	117	4.12	1.08		
Q3	A.elmarouf schools	77	3.12	1.65	-2.384	0.040
	British schools	117	3.64	1.39		
Q4	A.elmarouf schools	77	2.17	1.70	-4.147	0.02
	British schools	117	3.19	1.66		
Total	A.elmarouf schools	77	12.74	4.10	-3.926	0.03
	British schools	117	15.15	4.25		

As can be seen from Table (4-1), the T-test results showed that there were significant differences between the means degrees of the pupils in the

test dimensions (Q2, Q3, Q4 and total of the dimensions). It was found that the means of the second question were (3.27) for A.elmarouf schools, (4.12) for British schools and the difference was (0.85). The standard deviations were (1.26) and (1.08). As for the third question the means were (3.12) and (3.64). The difference was (0. 52) whereas; the standard deviations were (1.65) and (1.39). For the fourth question the means were (2.17) and (3.19), the difference was (1.02) and the standard deviations were (1.70) and (1.66). The total dimensions of the test indicated that the means were (12.74) and (15.15); the difference was (2.41) while the standard deviations were (4.10) and (4.25). On the other hand no significant differences found between the two groups of the pupils in one dimension of the test which was question one. It was found that the means of the first question were (4.18) for A.elmarouf schools and (4.21) for British schools, the difference was (0.03) while the standard deviations were (0.97) and (1.18).

As it appeared in the table above that all the T values of the four questions were negative which means that British schools scored high marks in all the questions than A.elamrouf schools. So, the differences tended to the side of British schools.

In conclusion, the results of table (4-1) confirmed validity of the test's questions and reinforced by the scores of standard deviations.

Table (4-2) The T-test Results of the Oral Test:

	School	N	Mean	Std. Deviation	T value	P value
Q1.	A.elamrouf schools	77	0.83	0.99	-2.896	0.04
	British schools.	117	1.25	0.97		
Q2.	A.elamrouf schools	77	0.68	0.95	-3.153	0.006
	British schools.	117	1.13	1.00		
Q3.	A.elamrouf schools	77	0.42	0.82	-4.962	0.000
	British schools.	117	1.09	1.00		
Q4.	A.elamrouf schools	77	0.16	0.54	-8.977	0.000
	British schools.	117	1.25	0.97		
Q5.	A.elamrouf schools	77	1.53	0.85	0.223	0.654
	British schools.	117	1.50	0.87		
Total	A.elamrouf schools	77	3.61	2.72	-6.792	0.030
	British schools.	117	6.22	2.56		

As can be seen from Table (4-2), the T-test results showed that there were significant differences between the means degrees of the pupils in the test dimensions (Q1, Q2, Q3, Q4 and total of the dimensions). It was found that the means of the first question were (0.83) for A.elmarouf schools and (1.25) for British schools, the difference was (0.42) while the standard deviations were (0.99) and (0.97). It was found that the means of the second question were (0.68) for A.elmarouf schools, (1.13) for British schools and the difference was (0.45). The standard deviations were (0.95) and (1.00). As for the third question the means were (0.42) for A.elmarouf schools and (1.09) for British schools, the difference was (0.67) whereas, the standard deviations were (0.82) and (1.00). For the fourth question the means were

(0.16) for A.elmarouf schools and (1.25) for British schools, the difference was (1.09) and the standard deviations were (0.54) and (0.97). The total dimensions of the test indicated that the means were (3.61) for A.elmarouf schools and (6.22) for British schools, the difference was (2.61) while the standard deviations were (2.72) and (4.56). On the other hand no significant differences found between the two groups of the pupils in the fifth dimension of the test. It was found that the means of the fifth question were (1.53) for A.elmarouf schools and (1.50) for British schools, the difference was (0.03) while the standard deviations were (0.85) and (0.87).

From the above table, it can be seen that all the T values of all the questions were negative except number 5. That means that British schools scored high marks in all the questions of the oral test than A.elamrouf schools, while in question number 5 the score was semi equal. So, the differences in total tended to the side of British schools.

In conclusion, the results of table (4-2) confirmed validity of the oral test's questions and reinforced by the scores of standard deviations.

4.2 Results of the EL Supervisors and Teachers' Questionnaire:

The questionnaire was the second tool used to support data of the study. The aim of this questionnaire was to find out views of the First Circle's English supervisors and teachers about early reading problems faced by pupils in this stage as well as to know some of problematic areas of these problems. It also aimed to find the reasons behind these problems.

The total samples of the questionnaire were 45 samples from different Basic Level Schools in Omdurman and Karary localities. All of them were English supervisors and teachers of the First Circle's pupils. They were 7 supervisors and 38 teachers.

Likert 5-point scale was used to show responses of the participants. In scoring the participants' answers, five points were given to strongly agree, four points were given to agree, three points to neutral, two points to disagree and one point to strongly disagree. The questionnaire was divided into four dimensions. They are: importance of the 3rd grade for teaching English language as a foreign language, some problematic areas of early reading in English and some reasons behind these problems, the role of the syllabus in these early reading problems and the role of the teachers and family in these problems.

Table (4-3) Opinion of the Participants on Importance of the 3rd grade:

Items	SDA		D		Nut		A		SA	
	N	%	N	%	N	%	N	%	N	%
1- The First Circle (Grades 1, 2 and 3) at Basic level schools is regarded the best stage for teaching English language as a foreign language.	0	0	0	0.0	2	4.4	13	28.9	30	66.7
2 - Grade 3 in the First Circle is the best grade for developing English reading skills.	2	4.4	7	15.6	2	4.4	22	48.9	12	26.7
3 - The level of reading English texts among the pupils in grade 3 is below the level.	3	6.7	9	20.0	5	11.1	10	22.2	18	40.0
4 - Pupils in grade 3 have problems in reading English texts.	0	0.0	3	6.7	4	8.9	18	40.0	20	44.4

Table (4-3) shows the frequency and percentage of English supervisors and teachers of the First Circle (grades 1, 2 and 3) toward importance of the 3rd grade at Basic level schools for teaching English language as a foreign language.

When the participants were asked to answer item number 1, (The First Circle (Grades 1, 2 and 3) at Basic level schools is regarded the best stage for teaching English language as a foreign language.), 30 of the 45 participants responded (strongly agree) which represents (66.7 %), 13 of them responded (agree) which represents (28.9 %), whereas the 2 responded (neutral) which represents (4.4 %).

When the participants were asked to answer item number 2, (Grade 3 in the First Circle is the best grade for developing English reading skills.) 22 of the 45 participants responded (agree) which represents (48.9 %), 12 of them responded (strongly agree) which represents (26.7 %), 7 persons responded (disagree) which represented (15.6), 2 of them responded (neutral) which represents (4.4 %), while 2 of them responded (strongly disagree) which represents (4.4 %).

When the participants were asked to answer item number 3, (The level of reading English texts among the pupils in grade 3 is below the level.) 18 of the 45 participants responded (strongly agree) which represents (40.0 %), 10 of them responded (agree) which represents (22.2%), 9 persons responded (disagree) which represented (20.0), 5 of them responded (neutral) which represents (11.1 %), while 3 of them responded (strongly disagree) which represents (6.7 %).

When the participants were asked to answer item number 4, (Pupils in grade 3 have problems in reading English texts.) 20 of the 45 participants responded (strongly agree) which represents (44.4 %), 18 of them responded (agree) which represents (40.0 %), 4 of them responded (neutral) which represents (8.9 %), while 3 of them responded (disagree) which represents (6.7 %).

From the results of this dimension, it was found that 95.6 % of the total participants agreed that the First Circle (Grades 1, 2 and 3) at Basic level schools is regarded the best stage for teaching English language as a foreign language. 75.6 % of them agreed that Grade 3 in the First Circle is the best grade for developing English reading skills. 62.2 % of them agreed that the level of reading English texts among the pupils in grade 3 is below the level. 84.4 % of the participants agreed that Pupils in grade 3 have problems in reading English texts.

Although some participants from international schools answered this questionnaire around the level of their pupils, the results proved importance of the 3rd grade at Basic level schools for developing English reading skills and the pupils in this grade have problems in early reading in English.

Table (4-4).The T-test results of the First Dimension's Items:

Items	Number	Mean	Std. Deviation
1- The First Circle (Grades 1, 2 and 3) at Basic level schools is regarded the best stage for teaching English language as a foreign language.	45	4.6	0.6
2 - Grade 3 in the First Circle is the best grade for developing English reading skills.	45	3.8	1.1
3 - The level of reading English texts among the pupils in grade 3 is below the level.	45	3.7	1.4
4 - Pupils in grade 3 have problems in reading English texts.	45	4.2	0.9

Table (4-4) shows The T-test results of the first dimension's items of the questionnaire. According to Tables (4-3 and 4-4) the opinions of English supervisors and teachers of the First Circle on the first dimension (Importance of the 3rd grade for teaching English language as a foreign language) tend to be agree, for example it was found that 75.6 % of them agreed on item number 2 that grade 3 in the First Circle is the best grade for developing English reading skills which is a high percentage for this item. This is confirmed by that all the means of the answers of the participants on the four items of this dimension were higher than 3 (neutral value). The mean of item number 1 was (4.6); the mean of item number 2 was (3.8), the mean of item number 3 was (3.7) and the mean of item number 4 was (4.2). All the standard deviations' results indicated that there was no difference in the participants' response and more than 60 % of them agreed with the four items of this dimension.

Table (4-5) Opinions of the Participants on the Second Dimension:

Items	SD N	SD %	D N	D %	Nut N	Nut %	A N	A %	SA N	SA %
5- Majority of the pupils in grade 3 face Difficulties in reading in English, because of the difference between Arabic and English in directionality.	4	8.9	8	17.8	7	15.6	19	42.2	7	15.6
6 - Most of the pupils in grade3 find difficulties in reading English texts, because of the difference between Arabic and English languages in grammatical rules.	6	13.3	7	15.6	7	15.6	10	22.2	15	33.3
7 - Pupils in grade 3 have problems in early reading in English, because of using Arabic language.	2	4.4	8	17.8	4	8.9	16	35.6	15	33.3
8 - Using Arabic language during English lessons hinders the development of pupils' reading skills.	0	0.0	9	20.0	3	6.7	13	28.9	20	44.4
9 - Pupils who have problems in reading Arabic texts have also problems in reading English texts.	4	8.9	13	28.9	4	8.9	13	28.9	11	24.4
10 - Most of the pupils in grade 3 don't know the sounds of the letters.	9	20.0	6	13.3	3	6.7	5	11.1	22	48.9
11 - Nearly most of the pupils in this class find difficulties in reading vowel letters.	2	4.4	7	15.6	4	8.9	10	22.2	22	48.9
12 - Majority of the pupils in this grade have problems in reading words with silent letters.	1	2.2	2	4.4	8	17.8	12	26.7	22	48.9
13 - Most of the pupils in this class don't pay attention to punctuation marks while reading English texts.	2	4.4	5	11.1	5	11.1	17	37.8	16	35.6
14 - Majority the pupils in grade 3 trace with their fingers when they read in English.	1	2.2	8	17.8	9	20.0	11	24.4	16	35.6
15 - Pupils in grade 3 find difficulties in early reading because of lack of reading materials. (For example listening and flashcards).	5	11.1	6	13.3	8	17.8	17	37.8	9	20.0

Table (4-5) shows opinions of the participants about the second dimension (some problematic areas of early reading in English and some reasons behind these problems.)

When the participants were asked to answer item number 5, (Majority of the pupils in grade 3 face difficulties in reading in English, because of the difference between Arabic and English in directionality.) 19 of the 45 participants responded (agree) which represents (42.2 %), 8 of them responded (disagree) which represents (17.8 %), 7 of them responded (strongly agree) which represents (15.6 %), 7 of them responded (neutral) which represents (15.6 %), while 4 of them responded (strongly disagree) which represents (8.9 %).

When the participants were asked to answer item number 6, (Most of the pupils in grade3 find difficulties in reading English texts, because of the difference between Arabic and English languages in grammatical rules.) 15 of the participants responded (strongly agree) which represents (33.3 %), 10 of them responded (agree) which represents (22.2 %), 7 of them responded (neutral) which represents (15.6 %), 7 of them responded (disagree) which represents (15.6 %), while 6 of them responded (strongly disagree) which represents (13.3 %).

When the participants were asked to answer item number 7, (Pupils in grade 3 have problems in early reading in English, because of using Arabic language.) 16 of them responded (agree) which represents (35.6 %), 15 of the participants responded (strongly agree) which represents (33.3 %), 8 of them responded (disagree) which represents (17.8 %), 4 of them responded (neutral) which represents (8.9 %), while 2 of them responded (strongly disagree) which represents (4.4 %).

When the participants were asked to answer item number 8, (Using Arabic language during English lessons hinders the development of pupils' reading skills.) 20 of them responded (strongly agree) which represents (44.4%), 13 of the participants responded (agree) which represents (28.9 %), 9 of them responded (disagree) which represents (20.0 %), while 3 of them responded (neutral) which represents (6.7 %).

When the participants were asked to answer item number 9, (Pupils who have problems in reading Arabic texts have also problems in reading English texts.) 13 of them responded (agree) which represents (28.9 %), 13 of the participants responded (disagree) which represents (28.9 %), 11 of them responded (strongly agree) which represents (24.4 %), 4 of them responded (neutral) which represents (8.9 %), while 4 of them responded (strongly disagree) which represents (8.9 %).

When the participants were asked to answer item number 10, (Most of the pupils in grade 3 don't know the sounds of the letters.) 22 of them responded (strongly agree) which represents (48.9 %), 14 of the participants responded (agree) which represents (31.1 %), 6 of them responded (disagree) which represents (13.3 %), while 3 of them responded (neutral) which represents (6.7 %).

When the participants were asked to answer item number 11, (Nearly most of the pupils in this class find difficulties in reading vowel letters.) 22 of them responded (strongly agree) which represents (48.9 %), 10 of the participants responded (agree) which represents (22.2 %), 7 of them responded (disagree) which represents (15.6 %), 4 of them responded

(neutral) which represents (8.9 %), while 2 of them responded (strongly disagree) which represents (4.4 %).

When the participants were asked to answer item number 12, (Majority of the pupils in this grade have problems in reading words with silent letters.) 22 of them responded (strongly agree) which represents (48.9 %), 12 of the participants responded (agree) which represents (26.7%), 8 of them responded (neutral) which represents (17.8 %), 2 of them responded (disagree) which represents (4.4 %), while 1 of them responded (strongly disagree) which represents (2.2 %).

When the participants were asked to answer item number 13, (Most of the pupils in this class don't pay attention to punctuation marks while reading English texts.) 17 of them responded (agree) which represents (37.8%), 16 of the participants responded (strongly agree) which represents (35.6 %), 5 of them responded (neutral) which represents (11.1%), 5 of them responded (disagree) which represents (11.1 %), while 2 of them responded (strongly disagree) which represents (4.4 %).

When the participants were asked to answer item number 14, (Majority the pupils in grade 3 trace with their fingers when they read in English.) 16 of the participants responded (strongly agree) which represents (35.6 %), 11 of them responded (agree) which represents (24.4%), 9 of them responded (neutral) which represents (20.0 %), 8 of them responded (disagree) which represents (17.8 %), while 1 of them responded (strongly disagree) which represents (2.2 %).

When the participants were asked to answer item number 15, (Pupils in grade 3 find difficulties in early reading because of lack of reading materials, For example listening and flashcards).) 17 of the participants responded (agree) which represents (37.8 %), 9 of them responded (strongly agree) which represents (20.0 %), 8 of them responded (neutral) which represents (17.8 %), 6 of them responded (disagree) which represents (13.3%), while 5 of them responded (strongly disagree) which represents (11.1 %).

Table (4-6) The T-test Results of the Second Dimension:

Items	N	Mean	Std. Deviation
5 - Majority of the pupils in grade 3 face difficulties in reading in English, because of the difference between Arabic and English in directionality.	45	3.4	1.2
6 - Most of the pupils in grade3 find difficulties in reading English texts, because of the difference between Arabic and English languages in grammatical rules.	45	3.5	1.4
7 - Pupils in grade 3 have problems in early reading in English, because of using Arabic language.	45	3.8	1.2
8 - Using Arabic language during English lessons hinders the development of pupils' reading skills.	45	4.0	1.2
9 - Pupils who have problems in reading Arabic texts have also problems in reading English texts.	45	3.3	1.4
10 - Most of the pupils in grade 3 don't know the sounds of the letters.	45	3.6	1.7
11 - Nearly most of the pupils in this class find difficulties in reading vowel letters.	45	4.0	1.3
12 - Majority of the pupils in this grade have problems in reading words with silent letters.	45	4.2	1.0
13 - Most of the pupils in this class don't pay attention to punctuation marks while reading English texts.	45	3.9	1.2
14 - Majority the pupils in grade 3 trace with their fingers when they read in English.	45	3.7	1.2
15 - Pupils in grade 3 find difficulties in early reading because of lack of reading materials. (For example listening and flashcards).	45	3.4	1.3

Table (4-6) shows The T-test results of the second dimension's items of the questionnaire. According to Tables (4-5 and 4-6) the opinions of the participants on the second dimension (Some problematic areas of early reading in English and some reasons behind these problems.) tend to be agree, because all items of this dimension got the highest marks which was high percentages for all items. This is confirmed by that all the means of the answers of the participants on the eleven items of this dimension were higher than 3 (neutral value). All the standard deviations' results indicated that there was no difference in the participants' response and majority of them agreed with the all items of this dimension, so these results of standard deviations reinforce validity of the questionnaire.

Table (4-7) Opinions of the Participants on the Role of the Syllabus:

Items	SD		D		Nut		A		SA	
	N	%	N	%	N	%	N	%	N	%
16 - Pupils in grade 3 find difficulties in Reading English texts because of shortage of their vocabulary.	3	6.7	6	13.3	3	6.7	17	37.8	16	35.6
17 - Pupils in grade 3 have problems in early reading in English, because the selected texts are above their level.	5	11.1	12	26.7	7	15.6	12	26.7	9	20.0
18 - Pupils in grade 3 find difficulties in reading English texts, because the selected texts aren't sufficient to develop their reading skills.	4	8.9	10	22.2	4	8.9	11	24.4	16	35.6
19 - Pupils in grade 3 have problems in early reading in English, because the selected texts are not interesting.	7	15.6	14	31.1	6	13.3	12	26.7	6	13.3
20 - Pupils in grade 3 have problems in early reading in English, because the syllabus doesn't cope sufficiently with early reading strategies.	4	8.9	7	15.6	6	13.3	17	37.8	11	24.4

Table (4-7) shows opinions of the participants about the third dimension (the role of the syllabus in early reading problems)

When the participants were asked to answer item number 16, (Pupils in grade 3 find difficulties in reading English texts because of shortage of their vocabulary.) 17 of the 45 participants responded (agree) which represents (37.8 %), 16 of them responded (strongly agree) which represents (35.6 %), 6 of them responded (disagree) which represents (13.3 %), 3 of them responded (neutral) which represents (6.7 %), while 3 of them responded (strongly disagree) which represents (6.7 %).

When the participants were asked to answer item number 17, (Pupils in grade 3 have problems in early reading in English, because the selected texts are above their level.) 12 of the 45 participants responded (agree) which represents (26.7 %), 12 of them responded (disagree) which represents (26.7%), 9 of them responded (strongly agree) which represents (20.0 %), 7 of them responded (neutral) which represents (15.6 %), while 5 of them responded (strongly disagree) which represents (11.1 %).

When the participants were asked to answer item number 18, (Pupils in grade 3 find difficulties in reading English texts, because the selected texts aren't sufficient to develop their reading skills.) 16 of the 45 participants responded (strongly agree) which represents (35.6 %), 11 of them responded (agree) which represents (24.4 %), 10 of them responded (disagree) which represents (22.2 %), 4 of them responded (neutral) which represents (8.9 %), while 4 of them responded (strongly disagree) which represents (8.9 %).

When the participants were asked to answer item number 19, (Pupils in grade 3 have problems in early reading in English, because the selected texts are not interesting.) 14 of the 45 participants responded (disagree) which represents (31.1 %), 12 of them responded (agree) which represents (26.7 %), 7 of them responded (strongly disagree) which represents (15.6%), 6 of them responded (strongly agree) which represents (13.3 %), while 6 of them responded (neutral) which represents (13.3 %).

When the participants were asked to answer item number 20, (Pupils in grade 3 have problems in early reading in English, because the syllabus doesn't cope sufficiently with early reading strategies.) 17 of the 45 participants responded (agree) which represents (37.8 %), 11 of them responded (strongly agree) which represents (24.4 %), 7 of them responded (disagree) which represents (15.6 %), 6 of them responded (neutral) which represents (13.3 %), while 4 of them responded (strongly disagree) which represents (8.9 %).

Table (4-8) The T-test Results of the Role of the Syllabus in Early Reading Problems:

Items	N	Mean	Std. Deviation
16 - Pupils in grade 3 find difficulties in reading English texts because of shortage of their vocabulary.	45	3.8	1.2
17 - Pupils in grade 3 have problems in early reading in English, because the selected texts are above their level.	45	3.2	1.3
18 - Pupils in grade 3 find difficulties in reading English texts, because the selected texts aren't sufficient to develop their reading skills.	45	3.6	1.4
19 - Pupils in grade 3 have problems in early reading in English, because the selected texts are not interesting.	45	2.9	1.3
20 - Pupils in grade 3 have problems in early reading in English, because the syllabus doesn't cope sufficiently with early reading strategies.	45	3.5	1.3

Table (4-8) shows The T-test results of the third dimension's items of the questionnaire. According to Tables (4-7 and 4-8) the opinions of English supervisors and teachers on the role of the First Circle's syllabus in early reading problems tend to be agree, for example 73.3 % of them agreed on the item number 16 (Pupils in grade 3 find difficulties in reading English texts because of shortage of their vocabulary). This is confirmed by that all the means of the answers of the items of this dimension were greater than 3 (neutral value) except item number 19. For this item most of the participants teach in International schools that mean they teach different syllabus, so the participants answered this item only according to their syllabus and pupils.

Table (4-9) Opinions of the Participants on the Role of the Teachers and Family:

Items	SD		D		Nu		A		SA	
	N	%	N	%	N	%	N	%	N	%
21 - Pupils in grade 3 find difficulties in early reading in English because of unqualified teachers.	2	4.4	8	17.8	4	8.9	9	20.0	22	48.9
22 - Almost most of English teachers in the First Circle use Arabic language very much during English lessons.	1	2.2	5	11.1	8	17.8	14	31.1	17	37.8
23 - English teachers in First Circle don't pay attention to teach the pupils early reading strategies.	2	4.4	8	17.8	6	13.3	12	26.7	17	37.8
24 - Some English teachers in the First Circle prefer to read the texts word-by-word which causes reading slowly to the pupils.	0	0.0	7	15.6	3	6.7	21	46.7	14	31.1
25 - Some Sudanese families don't encourage their pupils in the First Circle to read in English.	3	6.7	2	4.4	4	8.9	8	17.8	28	62.2

Table (4-9) shows opinions of the participants about the fourth dimension (the role of the Teachers and Family in early reading problems.)

When the participants were asked to answer item number 21, (Pupils in grade 3 find difficulties in early reading in English because of unqualified teachers.) 22 of the 45 participants responded (strongly agree) which represents (48.9 %), 9 of them responded (agree) which represents (20.0 %), 8 of them responded (disagree) which represents (17.8 %), 4 of them responded (neutral) which represents (8.9 %), while 2 of them responded (strongly disagree) which represents (4.4 %).

When the participants were asked to answer item number 22, (Almost most of English teachers in the First Circle use Arabic language very much during English lessons.) 17 of the 45 participants responded (strongly agree) which represents (37.8 %), 14 of them responded (agree) which represents (31.1 %), 8 of them responded (neutral) which represents (17.8 %), 5 of them responded (disagree) which represents (11.1 %), while 1 of them responded (strongly disagree) which represents (2.2 %).

When the participants were asked to answer item number 23, (English teachers in First Circle don't pay attention to teach the pupils early reading strategies.) 17 of the 45 participants responded (strongly agree) which represents (37.8 %), 12 of them responded (agree) which represents (26.7%), 8 of them responded (disagree) which represents (17.8 %), 6 of them responded (neutral) which represents (13.3 %), while 2 of them responded (strongly disagree) which represents (4.4 %).

When the participants were asked to answer item number 24, (Some English teachers in the First Circle prefer to read the texts word-by-word which causes reading slowly to the pupils.) 21 of the 45 participants responded (agree) which represents (46.7 %), 14 of them responded (strongly agree) which represents (31.1 %), 7 of them responded (disagree) which represents (15.6 %) while 3 of them responded (neutral) which represents (6.7 %).

When the participants were asked to answer item number 25, (Some Sudanese families don't encourage their pupils in the First Circle to read in English.) 28 of the 45 participants responded (strongly agree) which represents (62.2 %), 8 of them responded (agree) which represents (17.8%), 4 of them responded (neutral) which represents (8.9 %), 3 of them responded (strongly disagree) which represents (6.7 %), while 2 of them responded (disagree) which represents (4.4 %).

Table (4-10) Mean Values of the Answers on the Role of Teachers and Family:

Items	N	Mean	Std. Deviation
21 - Pupils in grade 3 find difficulties in early reading in English because of unqualified teachers.	45	3.9	1.3
22 - Almost most of English teachers in the First Circle use Arabic language very much during English lessons.	45	3.9	1.1
23 - English teachers in First Circle don't pay attention to teach the pupils early reading strategies.	45	3.8	1.3
24 - Some English teachers in the First Circle prefer to read the texts word-by-word which causes reading slowly to the pupils.	45	3.9	1.0
25 - Some Sudanese families don't encourage their pupils in the First Circle to read in English.	45	4.2	1.2

Table (4-10) shows The T-test results of the fourth dimension's items of the questionnaire. According to Tables (4-9 and 4-10) the opinions of the participants on the role of the teachers and family in early reading problems tend to be agree, for example 68.9% of them agreed on the item number 21, (Pupils in grade 3 find difficulties in early reading in English because of unqualified teachers.). Also 80 % of them agreed that the family had important role in these problems. This is confirmed by that all the means of the answers of the participants on these items were greater than 3 (neutral value). Moreover, all standard deviations were greater than (0.05) which reinforced validity of the items in this dimension.

To sum up, all the results of the four dimensions showed that pupils of the 3rd grade at Sudanese Basic Level schools suffer from early reading problems. Although these problems differ from one to another, there were many causes behind these problems. Some problems cause by the pupils themselves, others cause by the syllabus, teachers of this stage and the family.

The key problems found out from the questionnaire were: 88.4 % of the participants agreed that pupils in the 3rd grade have problems in reading English texts. The results also showed that majority of the pupils in this grade do not know the sounds of the letters. Another problem was that most of them have problems in reading words with silent letters. Furthermore, about 73.4 % of the participants agreed that pupils in the 3rd grade have problems in reading English texts because of shortage of vocabulary. Finally, the results confirmed that most of English teachers in the First Circle are unqualified.

4.3 The Classroom Observation Checklist Results:

The classroom observation checklist was the third tool used for collecting data of the study. The classroom observation checklist consisted of 9 points with 5 options ranging from (All) to (few). It was designed to observe the pupils' responses during the lessons as well as to find out other early reading problems encountered by them. Moreover, it was conducted to see whether the teachers use early reading strategies or not and how the pupils apply that.

Table (4-11) The T-test Results of the Classroom Observation Checklist:

point	Group	Class	Mean	Std. Deviation	T value	P value
1	British schools	4	4.3	1.15	2.39	0.005
	A.elamrouf schools	3	3.0	0.00		
2	British schools	4	4.3	1.15	2.80	0.091
	A.elamrouf schools	3	2.5	0.58		
3	British schools	4	4.3	0.58	0.92	0.291
	A.elamrouf schools	3	3.8	0.96		
4	British schools	4	5.0	0.00	5.92	0.050
	A.elamrouf schools	3	3.3	0.50		
5	British schools	4	1.3	0.58	0.20	0.707
	A.elamrouf schools	3	1.3	0.50		
6	British schools	4	4.7	0.58	5.98	0.005
	A.elamrouf schools	3	3.0	0.00		
7	British schools	4	4.7	0.58	3.48	0.707
	A.elamrouf schools	3	3.3	0.50		
8	British schools	4	4.0	1.00	2.54	0.576
	A.elamrouf schools	3	2.5	0.58		
9	British schools	4	3.3	1.53	1.99	0.101
	A.elamrouf schools	3	1.75	0.50		

As shown in Table (4-11) T-test results showed that there were significant differences in the means degrees of the classes of the two schools in the classroom observation checklist dimensions (points: 1, 2, 3, 4, 6, 7, 8, and 9). While the means scores of point number 5 were the same, therefore, there was no difference between the two schools in this point. All the standard deviations of these 9 points mentioned above confirmed validity of these classroom observation checklists.

From the table above it can be calculated that the results of T values indicated to positive except number 5. That means that British schools scored high marks in all the points of the classroom observation checklist than A.elamrouf schools. As for question number 5 the score was equal. So, the differences in total tended to the side of British schools.

4.4 Verification of the Study Hypotheses:

From the analysis of the tools, it was found that the first hypothesis which was: (The differences between the pupils' first language, which is Arabic language; and English language in the directionality of reading and grammar rules, are among some of the main causes of early reading problems in English language.) was confirmed by the results of questionnaire items: (5, 6, 7, and 8). So, using L1 which is Arabic language very much during English lessons is one of the main causes of early reading problems faced by pupils in the First Circle (grades 1, 2 and 3).

The frequency and percentage of items (11, 12 and 13) in the questionnaire proved and confirmed validity of the second hypothesis which

was (Most of the pupils in the First Circle (Grades 1, 2 and 3), in Karary locality, face problems in reading English texts because the selected texts aren't sufficient to develop their reading skills.). From the results of these items, it was found that the syllabus of the First Circle needs to re-design because the selected texts don't cope sufficiently to develop reading skills of the pupils in this important stage.

As for the third hypothesis which was (The pupils who have problems in reading Arabic texts are likely to have problems in reading English texts.) was confirmed by the analysis of item number 9. It was found that more than 53 % of the pupils who have problems in L1 have also problems in L2.

The final hypothesis was (The First Circle's syllabus doesn't cope sufficiently with these early reading problems.). It was confirmed and proved by the results of the two tests and the questionnaire. The results showed that pupils of the First Circle (Grades 1, 2 and 3) have really problems in early reading in English as well as they lack of early reading strategies. So, it was found that the First Circle's syllabus doesn't cope sufficiently with these early reading problems.

Summary of the Chapter:

In this chapter, two tests for pupils of the 3rd grade at Basic level schools, a questionnaire for English supervisors and teachers of the First Circle and a classroom observation checklist were statistically analyzed and discussed. Different statistical methods were used in the analysis. The results of these tools were presented in terms of the means, standard deviations and T values.

In conclusion, the main findings obtained from the results of the analysis were as follow: The two tests were conducted to evaluate reading comprehension among the 3rd grade at Basic level schools, moreover, to investigate some problematic areas of early reading in English. The results of these two tests showed that pupils of the 3rd grade suffer from problems in early reading in English. It was found that some pupils find it difficult to decode the words into phonemes. Their ability to break the words into individual phonemes is very weak. Also some of them confuse between the sounds of vowel letters. The pupils in this group have problem in reading words that contain more than one vowel letter. Other category of pupils in this circle finds it difficult to differentiate between the names and sounds of English letters. This problem leads to mispronunciation of the words. So, pupils who have this problem find difficulty in differentiate between the names and sounds of the letters, in pronunciation of English words and their vocabulary is very poor. Others have problems with silent letters, so they find difficulties in pronunciation of words that contain silent letters. Although these problems differ from one group to another, they results in low level of reading English texts among the pupils in this important stage of education.

The second tool was the questionnaire which was conducted to investigate the reasons behind early reading problems encountered by those pupils and to discover more problematic areas of early reading in English. After the analysis the results indicated that there were many reasons behind early reading problems face pupils of the First Circle. Some of these problems caused by using Arabic language very much during English lessons whether by the teachers in this stage or the pupils. Another cause of

these problems was relevant to the syllabus of the First Circle (Grades 1, 2 and 3). Due to the fact that more than 62 % of the participants greed that Pupils in this stage have problems in early reading in English, because the syllabus doesn't cope sufficiently with early reading problems. Moreover, the teachers in First Circle became one of the causes of early reading problems because of unqualified or using Arabic language very much during English lessons. This proved by that 70 % of the participants agreed that problems of early reading in the First Circle cause by unqualified teachers. Finally the family has also an effective role in these problems. It was found that 80 % of the participants indicated that most of the families don't encourage their pupils in this important stage to read more in English.

The classroom observation checklist was conducted to discover more problematic areas. The results showed that the pupils of the First Circle have problems in reading English texts because of shortage of vocabulary. They also have problems in pronouncing the letters don't exist in Arabic language, for example: /p/, /g/, /tʃ/ and /v/, so they don't differentiate between /p/ and /b/, /g/ and /d3/, /tʃ/ and /ʃ/ and /v/ and /f/. Majority of them don't know how to pronounce /ð/ and /0/, but they change them to /s/ and /z/ which change the meaning totally, for example: (think) is pronounced (sink).

So, the main findings achieved from the results were: the First Circle is regarded the best stage for teaching English language as a foreign language, the level of reading English texts in the 3rd grade was below the level, pupils in this grade find difficulties in reading in English because of using Arabic language very much during English lessons whether by the teachers or the pupils, majority of the pupils in the 3rd grade do not know the sounds of the

letters, most of them have problems in reading words with silent letters, pupils in his grade have problems in early reading because the selected texts are not sufficient to develop their reading skills, most of English teachers in the First Circle are unqualified, the syllabus of the First Circle does not cope sufficiently with early reading problems and the family has an effective role in these early reading problems.

Chapter Five

Summary, Conclusions, Recommendations and Suggestions for Further Studies

Introduction:

This is the last chapter of the study. It contains summary of the study and conclusion which indicates the most important findings. Also this chapter includes some recommendations for English supervisors and teachers of the First Circle (Grades 1, 2 and 3) at Basic Level Schools, English syllabus designers and the family. Finally there are some suggestions for further studies.

5.1 Summary of the Study:

This study was conducted to investigate some of early reading problems in English language encountered by Sudanese Basic Level Schools' pupils particularly in the First Circle (Grades 1, 2 and 3).

This study was set out to answer the following questions:

1 – What are the early reading problems faced by pupils in the First Circle (Grades 1, 2 and 3) in Karary locality?

2 – Why do most of the First Circle's pupils, in Karary locality, face problems in reading English texts?

3 – To what extent do the pupils who have problems in reading Arabic texts have also problems in reading English texts?

4 – To what extent does the First Circle's syllabus cope sufficiently with these early reading problems?

For investigating the purposes of this study the following hypotheses were formulated from the questions above:

1 – The differences between the pupils' first language, which is Arabic language; and English language in the directionality of reading and grammar rules, are among some of the main causes of early reading problems in English language.

2 – Most of the pupils in the First Circle (Grades 1, 2 and 3), in Karary locality, face problems in reading English texts because the selected texts aren't sufficient to develop their reading skills.

3 – The pupils who have problems in reading Arabic texts are likely to have problems in reading English texts.

4 – The First Circle's syllabus doesn't cope sufficiently with these early reading problems.

To achieve the set objectives, the study adopted a mixed-methods approach such as the descriptive and analytical statistical methods. In addition to that the data of the study were obtained and collected by three

tools to examine the study hypotheses. Firstly, two tests were conducted for the 3rd grade pupils at Basic level schools. Secondly a questionnaire was used to support data of the study. It was conducted for English supervisors and teachers of the First Circle. Finally a classroom observation checklist was used for supporting data of the study.

A total number of 194 pupils from the 3rd grade at Sudanese Basic level schools participated in this study to answer the two tests. In addition to that 45 English supervisors and teachers of the First Circle completed the questionnaire. Furthermore, many lessons were attended to check the classroom observations.

Different statistical methods were used to analyze the data of the study. They were: Statistical Package for Social Studies (SPSS) and Alpha Cronbach' as well as Pearson Coefficient Factor.

The results obtained from the analysis of the tools were tabulated and discussed in the previous chapter.

5.2 Conclusions:

The study found out the main following findings:

1. The First Circle is regarded the best stage for teaching English language (EL) as a foreign language. About 95.6 % of the participants in this study agreed on the importance of this stage for teaching EL as a foreign language.

2. The 3rd grade at Basic level schools is regarded the suitable grade for developing English reading skills.

3. Majority of the pupils in the 3rd grade have problems in reading English texts.

4. The results showed that problematic areas differ from one to another, but they all hinder early reading in English.

5. The analysis of the tools proved that pupils who study Spine series (Pupil Book 1) in the First Circle are expected to find difficulties in reading English texts than those who study any British or American syllabus.

6. The results of the two tests indicated that boys have more problems in early reading in English than girls.

7. Most of the First Circle's teachers in Karary locality are unqualified.

8. The results showed that using Arabic language very much during English lessons hinders the development of English reading skills.

9. The results of the oral test and the questionnaire proved that majority of the 3rd grade pupils don't know the sounds of the English letters which leads to the low level of early reading.

10. Majority of the pupils in the 3rd grade have problems with silent letters.

11. Pupils of the 3rd grade at Basic level schools suffer from incorrect pronunciation of words. This is results in that they don't know the sounds of the letters.

12. Pupils in this stage have problems in reading English texts because of shortage of vocabulary.

5.3 Pedagogical Implications:

There are some important pedagogical implications for teaching English language as a foreign language at Basic level schools particularly in the First Circle (grades 1, 2 and 3). They are:

- Focus on teaching the pupils in this stage the common sounds of the letters so as they differentiate between the names and sounds of English letters.

- Applying early reading strategies in these grades to avoid early reading problems.

- Teachers should be aware of the pupils who face any difficulties in early reading.

- Early identification of reading problems and early interventions help in solving all problems of early reading in English encountered by the First Circle's pupils.

- Encouraging children to read in the classroom, at home or everywhere is essential. This method builds confidence in them while reading.

- Effective classroom instruction in the early grades is the key of creating strong and competent readers as well as preventing early reading problems.

5.4 Recommendations:

Based on the findings of the study many recommendations are given to English supervisors and teachers of the First Circle (Grades 1, 2 and 3) as well as English syllabus designers and families of the pupils.

5.4.1 Recommendations for the Supervisors:

- Qualified teachers should be selected for the First Circle (Grades 1, 2 and 3) to avoid early reading problems which are difficult to catch in the coming stages.
- Teachers of the First Circle (Grades 1, 2 and 3) should be supplied with effective early reading strategies for supporting reading achievement in this stage.
- Early reading strategies should be applied in these grades.
- Teachers of the First Circle should be trained on how to develop early reading skills.
- Teachers should take turns in reading aloud so as all pupils take opportunities in reading in the class.
- Teachers should give more time for pupils with early reading problems.

5.4.2 Recommendations for the Teachers:

- Teaching pupils of the First Circle (Grades 1, 2 and 3) the relationships between the letters (graphemes) and the sounds (phonemes) should be focused on.

- Pupils should be provided with vocabulary which is the basis of successful reading comprehension.

- The correct pronunciation of sounds and words should be taken in consideration.

- Encouraging the pupils to read in the classroom and have them take turns of reading aloud so as to exercise reading aloud with a classmate.

- Pupils in the class should discuss what they are reading.

- Pupils should be helped to remember and understand by having them explain, discuss, or apply information they have just read.

- The following three stages of activities should be focused on to activate and apply some of early reading strategies. (1) *Pre-reading activities,* in which the teacher gives the pupils think, write, and discuss everything they know about the topic. The objective is to make sure that the pupils have a good background for understanding the text. (2) *During-reading activities,* in which the teacher guide and monitor the interaction between the reader and the text. One important skill teachers can impart at this stage is to understand the meaning of new words, which allows pupils to compile new vocabulary and important information and details. (3)*Post-reading activities* which facilitate the chance to evaluate pupils' adequacy of interpretation. Therefore, post-reading activities focus on a wide range of questions that allow for different interpretations.

- Using reading materials that help pupils in understanding what you want to explain.

- Pupils who have problems in early reading should be provided with effective reading instructions from time to time to enable them become a successful reader.

- All pupils of the First Circle should ultimately master the same basic skills for fluency and comprehension.

- Oral language is the basis of literacy development, particularly in the early grades; therefore pupils should be supplied with oral language in order to be proficient in reading.

- Arabic language should not be used very much in the class.

5.4.3 Recommendations for English Syllabus Designers:

- The texts that are relevant to the pupils' needs, preferences, individual differences, and cultures should be selected to provide meaningful texts and help the pupils to understand the message of the text.

- Simple words should be chosen for this stage so as any pupil can read the words with no much difficulties which motivates the pupils to read more and more.

- Sufficient texts should be selected to develop their reading skills.

- The syllabus of the First Circle should cope sufficiently with early reading problems.

5.4.4 Recommendations for the Families:

- Problems of early reading with your child should be identified in the First Circle so as not to get worse in the coming stages.

- Playing word games with the pupil who has problems in early reading. Word games and puzzles are fun and also build vocabulary and word understanding in early stages.

- Giving your child (reading time) several times a week. You should drop everything and read with him/her for 20 minutes at least.

- Let your child "teach" you facts or ideas they have learned from their reading.

- Reading to the child stories above his or her reading level to stimulate and enrich language, creativity, and interest. Through this way his/her listening skills can be developed.

5.5 Some Suggestions for Further Studies:

The following are some suggestions for further studies:

1 – Further studies are required to investigate early problems encountered by the First Circle's pupils in other English skills. (Writing, Listening and Speaking)

2 – A great focus should be directed to the reasons behind these early problems in the other English skills.

3 – Extra studies on reading comprehension in the First Circle should be conducted for more assessment.

4 – Further studies are required to assess early reading strategies in the First Circle's syllabus.

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Appendix 1

Pupils' Reading Comprehension Test

Omar's Family

Read this passage then answer the questions below:

This is a family. It is a Sudanese family. It lives in Omdurman. Omar is the father. He is a doctor. He works in Khartoum hospital. Samah is the mother. She is a teacher. She works in a school.

This is Ahmed. He is the son. He is a pupil. He is very good at English. This is Amira. She is the daughter. She is a nurse. She works in a hospital.

Q1. Complete these sentences:

1 – This is a ……………………

2 – It is a ….………………………… family.

3 – It ……………………….. in Omdurman.

4 – Omar is the …………………

5 - ……………….……… is the mother.

Q2. Write {T} true or {F} false.

1 – Ahmed is the father. {   }

2 – Amira is the daughter. {   }

3 – Omar works in a school. {   }

4 – Samah is the mother. {   }

5 – Ahmed is a pupil. {   }

Q3. Match (A) with (B).

A	B
Family	doctor
Omar	Omdurman
Ahmed	English
Samah	nurse
Amira	teacher

Q4. Answer the following Questions:

1 – Who is the father? ……………………………………………….

2 – What is his job? ……………………………………………….

3 – What is Ahmed? ……………………………………………….

4 – Who is the teacher? ……………………………………………

5 – Is it Sudanese family? ……………………………………………

Best Wishes

Appendix 2

Pupils' Reading Assessment Test

This is Mohammed. He lives in Omdurman. He is a pupil. He likes writing. This is Fatima. She is a sister. She is a teacher. She works in a school. She likes listening to music.

The purpose of this oral test is to assess the following:

- Reading comprehension.
- Pronunciation of words.
- Reading words with silent letters.
- Sounds of the letters.
- Tracing with finger while reading.

Appendix 3

English Supervisors and Teachers' Questionnaire

Dear / Colleague

    The following questionnaire is prepared for the purpose of a PhD thesis. Your responses to this questionnaire are highly appreciated and absolutely confidential. Your answers only will be used for the research, therefore, answer all the items as honestly as possible.

<div align="center">Thank you</div>

<div align="right">

Abozar Yousif Elawad

Ph.D. candidate,

Sudan University of Science & Technology (SUST)

</div>

    Please mark the choice that expresses your answer with (√).

Gender: male (   )   female (   )

Supervisor   (   )   teacher (   )

1. Strongly Disagree   **2**. Disgree   **3**. Neutral

4. Agree   **5**. Strongly Agree

No	Items	5	4	3	2	1
1	The First Circle (Grades 1, 2 and 3) at Basic level schools is regarded the best stage for teaching English language as a foreign language.					
2	Grade 3 in the First Circle is the best grade for developing English reading skills.					
3	The level of reading English texts among the pupils in grade 3 is below the level.					
4	Pupils in grade 3 have problems in reading English texts.					
5	Majority of the pupils in grade 3 face difficulties in reading in English, because of the difference between Arabic and English in directionality.					
6	Most of the pupils in grade3 find difficulties in reading English texts, because of the difference between Arabic and English languages in grammatical rules.					
7	Pupils in grade 3 have problems in early reading in English, because of using Arabic language.					
8	Using Arabic language during English lessons hinders the development of pupils' reading skills.					
9	Pupils who have problems in reading Arabic texts have also problems in reading English texts.					
10	Pupils in grade 3 find difficulties in reading English texts because of shortage of their vocabulary.					
11	Pupils in grade 3 have problems in early reading in English, because the selected texts are above their level.					
12	Pupils in grade 3 find difficulties in reading English texts, because the selected texts aren't sufficient to develop their reading skills.					

13	Pupils in grade 3 have problems in early reading in English, because the selected texts are not interesting.					
14	Most of the pupils in grade 3 don't know the sounds of the letters.					
15	Nearly most of the pupils in this class find difficulties in reading vowel letters.					
16	Majority of the pupils in this grade have problems in reading words with silent letters.					
17	Most of the pupils in this class don't pay attention to punctuation marks while reading English texts.					
18	Majority the pupils in grade 3 trace with their fingers when they read in English.					
19	Pupils in grade 3 have problems in early reading in English, because the syllabus doesn't cope sufficiently with early reading problems.					
20	Pupils in grade 3 find difficulties in early reading because of lack of reading materials. (For example listening and flashcards).					
21	Pupils in grade 3 find difficulties in early reading in English because of unqualified teachers.					
22	Almost most of English teachers in the First Circle use Arabic language very much during English lessons.					
23	English teachers in First Circle don't pay attention to teach the pupils early reading strategies.					
24	Some English teachers in the First Circle prefer to read the texts word-by-word which causes reading slowly to the pupils.					
25	Some Sudanese families don't encourage their pupils in the First Circle to read in English.					

Appendix 4

The Classroom Observation Checklist

School …………………………………………. Grade …………………

Date …………………………………………. .. Time ………………….

5. All   **4**. Majority   **3.** Half

2. Some   **1**. Few

No	Items	5	4	3	2	1
1	Pupil's response when the teacher asked them about the previous lesson.					
2	Their response when they are asked about the meaning of some words from the last lesson.					
3	Their response with warming-up for a new lesson.					
4	Their response when the teacher only uses English language.					
5	Their response when the teacher uses Arabic language all the time of the lesson.					
6	When they are asked to read loudly.					
7	When they are asked to read quickly.					

| 8 | When they are asked to work in pairs or groups. | | | | | |
| 9 | Their response when the teacher uses materials to explain something. | | | | | |

Appendix 5

Names of the Jury

1 – Dr. Ayman Hamadelneil Hamdan

2 – Dr. Kirya Ahmed Mhammed

3 – Dr. Elbadri Abbas

4 – Dr. Abdarahman Abulgasim Salih

5 – Yusuf Altiraifi Ahmed