An-Najah National University
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The Reading Difficulties in English and How to Deal with them as Perceived by Teachers and Students in Nablus District

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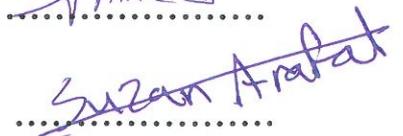This thesis was defended successfully on 9/10/2013 and approved by:

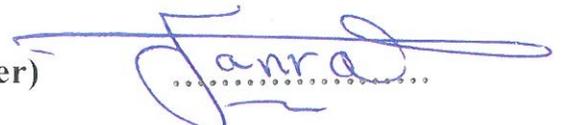| Defense Committee Members	Signature
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Dr. Mohammed Farrah (External Examiner)	....

Dedication

First, my heartfelt thanks to Allah, the Almighty, for giving me the energy to complete this thesis, for being my inspiration along the way.

To my husband who encouraged me to complete this thesis. I thank him for his loving support and encouragement, without his total support, this thesis wouldn't have been possible.

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<u>**إقرار**</u>

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:
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**The Reading Difficulties in English and
How to Deal with them as Perceived by
Teachers and Students in Nablus District**

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**صعوبات القراءة في اللغة الانجليزية وكيفية التعامل معها
كما يراها المعلمون والطلاب**

اقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء مـــا تمـــت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.
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<u>Declaration</u>

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name:	....	اسم الطالب:
Signature:	....	التوقيع:
Date:	....	التاريخ:

Table of Contents

List of Tables

**The Reading Difficulties in English and
How to Deal with Them as Perceived by
Teachers and Students in Nablus District
By
Alaa' Yaseen
Supervised by
Dr. Ahmed Awad**

Abstract

This study aims at figuring out the most reading difficulties in English and how to deal with them for the tenth graders in Nablus district as perceived by teachers of English and students as well. The study examines the effect of teachers' variables (gender, qualification, and years of experience), and the effect of the student's variable (gender) on having reading difficulties in English and how to deal with them. In order to achieve the study objectives, the researcher developed a two different data collection instruments: two questionnaires and an interview. First, a questionnaire developed in English for the teachers and another one developed in English translated into Arabic language for the students. Second, study also used an interview as a second data method for the teachers. The interview was held by the researcher herself. It consisted of (7) questions. The researcher conducted this study on the tenth grade students who are learning English as a foreign language and their teachers of English in Nablus District by using a stratified random sample. The whole population consisted of (4904) students, (2004) males and (2900) females, also (94) teachers, (31) males and (64) females. The sample consisted of (10%) of the whole population. The results of the study

showed that reading difficulties faced by students in learning English resulting from students' reading behaviors were high. In addition, the content (textbook), teaching aids and teaching methods had a significant effect on the reading difficulties. In the light of the findings of the study, the researcher recommended holding training courses for the teachers to provide them with sufficient experience to teach their students the reading skill in the right way.

Chapter One

Introduction

- **Introduction**

- **Causes of Reading Difficulty**

- **Difficulties with Reading**

- **Decoding Difficulties**

- **Comprehension Difficulties**

- **Retention Difficulties**

- **Suggested Remedies for Reading Difficulties**

- **Statement of the Problem**

- **Purpose of the Study**

- **Questions of the Study**

- **Significance of the study**

- **Limitations of the Study**

- **Definition of Terms**

- **Summary**

Chapter One

Introduction

Introduction:

Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired consistently. The habit of reading also helps readers to discover new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers and makes us sensitive to global issues (Van, 2009).

"Of all the skills students learn, reading is arguably one of the most important learning skill. Today, especially in the developed world, it is considered a fundamental skill required for success. Unfortunately, for many children with reading difficulties, learning to read is one of the most frustrating activities they will ever face. All too often, the barriers they face overshadow their desire to read, without proper guidance, they never overcome them." (Smith, 1994, p.26)

Students can tell how their teachers teach reading. In their talk about reading, many of them explained that some school teachers ask the whole

class to repeat after them, then one by one to sound out words. Sometimes they read for the class and then ask students one-by-one to read loudly. Sometimes they focus on every single word, how it is pronounced, and what it means. They are the authority that interrupts to give immediate correction. For many of them, student/student interaction is always looked at as a noise, confusion, and disturbance to them and to the other students' understanding. Just read fast with correct pronunciation, and you are a good reader. Based on this, one should conclude that there is a misunderstanding of what reading is and what the reading process is all about. Accordingly, students will find reading English a very complicated skill, and therefore, they will have many problems with it. Poor readers realize this fact only when they encounter big reading assignments when they enter a university (Younis, 2005).

In fact, the presence of reading difficulty cases in schools constitutes a serious problem at all levels of the academic ladder. Perhaps the need for remedial work, once it is present, constitutes such a pressing problem, it usually tends to receive more attention than preventing measures. It is not uncommon to find school administrators pointing with pride to their remedial programs while at the same time, little emphasis is placed upon avoidance of reading difficulty before it occurs (Al-Kilani and Maqutash, 2002).

Each year, thousands of students begin to receive some instructions in reading as they join school. Although most of those students learn to

read with relative ease, nearly 10% have significant difficulty acquiring proficient reading skills as a result of their reading problems (Schroeder, 2005).

"Reading difficulties nearly occur on a continuum, meaning that there is a great number of students who experience reading difficulties. There are those students who are diagnosed with a learning difficulty. Also there is an even larger group of students, who do not have diagnoses, but who need good reading assistance. Many students make effort and struggle with reading. A study estimated that about 10 million student have difficulties in reading. The good news is that 90 to 95 percent of reading impaired student can overcome their difficulties if they receive good and suitable remediation at early ages." (Kibby and Hynd, 2001, p.123)

Reading difficulty is a subtle and difficult condition to describe. This is true since there are no two cases which are exactly alike so that they do form a distinct group in the educational scene. Not all students who cannot read well are disabled readers. Just some of them are. On the other hand, some of the students who are seemingly progressing fairly well are in reality reading difficulty cases (Al-Khuli, 2000).

Reading difficulty has many characteristics such as: difficulties in single word reading, initial difficulties decoding or sounding out words, difficulties reading sight words, insufficient phonological processing; the understanding that sentences are comprised of words, words are made up of

syllables and syllables are made up of individual sounds or phonemes, expressive or receptive language difficulties and difficulties with comprehension. The processing difficulties may also be revealed in spelling and writing. Written expression disability and mathematics difficulty are commonly found in combination with a *reading difficulty* (Paris, 2005).

Proficient reading skill is leading to success. If students are not good readers, they are in danger for behavioral, social, academic and emotional difficulties. English teachers can help their students to get rid of failure in reading (reading difficulty) by intervening early and providing intensive and extensive instruction. Most teachers would love to help students make a daily habit of reading across a wide variety of texts. Moreover, good readers tend to be intrinsically motivated to read, and the amount of time they spend reading is highly correlated with their reading proficiency and overall academic success across all subject areas. Students who are less motivated to read, and who spend less time practicing their reading skills, often experience frustrating academic difficulties. Motivation to read independently appears to be a key component of reading success and should be a goal of reading instruction. Teachers are not just responsible for providing instruction in the mechanics of text and reading, they also carry responsibility for instilling in all students a desire to read independently from a variety of sources (Gersten and Geva, 2003).

The reading difficulties are not the result of generalized developmental delay or sensory impairment, therefore, a student with a reading difficulty shows difficulties in reading skills that are unexpected in

relation to cognitive ability, intervention, quantity and quality of instruction, and age (Lundberg and Hoien, 2001).

There is no simple method teachers can use to encourage students to read more. Threats of failure or retention are as ineffective as extrinsic rewards (like points) in that they manufacture compliance rather than result in engagement. Instead, teachers may want to foster motivation through a variety of more subtle behaviors, such as modeling reading, creating print-rich environments, encouraging word play, helping students set clear and specific goals, providing effective feedback on their efforts, and teaching self-regulation strategies (Rasinski, 2001).

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

Many reading difficulties can be forestalled. Others can be corrected in their initial stages by the classroom English teachers at a time when correction is really easy. The prevention implies, at least, three kinds of

emphasis on instruction: (a) a thorough going reading readiness program in preparing the student for initial reading and for reading at successive higher levels; (b) prober adjustment of instruction to individual differences; and (c) systematic developmental programs at all levels (Lesley, 2003).

In the well organized instructional program, there will be a natural emphasis upon avoidanceof reading difficulty. In fact, what motivates students to spend a lot of time reading are the same things that motivate people everywhere to engage in certain behaviors: They see a real-world value in the behavior, it provides pleasure, it is a means to a worthy end, or all three. Extrinsic controls may give the illusion of increased reading motivation, but it is fleeting at best. To be successful readers, students must develop a desire to spend their own time outside of school reading an hour or two a day. That kind of desire cannot be developed through any one simple program or approach. Instead, teachers need to invite children into the world of literacy (Lipman, 2000).

From the previous studies, it can be found that reading is the most important learning skill. However, unfortunately, there are many students who have serious difficulty with reading. Therefore, reading difficulty is a demanding condition that must be solved and taken into consideration.

Causes of Reading Difficulty:

There are many educational factors that caused reading difficulty, which may and often do contribute as parts of a complex pattern of causes.

These may include immaturity in various aspects of reading readiness, associated sometimes with low socioeconomic status, emotional instability, physical deficiencies and social pressures at home or at school as well as other factors. There seldom is a single factor that causes reading difficulty, but one factor may be relatively more important than others (Pigada and Schmitt, 2009).

Most difficult cases are created and not inherent. Reading difficulties are sometimes the result of unrecognized, predisposing conditions within the child, but for the most part, they are caused by elements of the child's environment at home, at play and in school. Without appropriate guidance or proper instruction given at the right time, the student will fail to acquire the skills needed to develop normal reading ability (Hosp and Reschly, 2003).

Reading difficulties vary from minor to very serve. When minor difficulties occur and are not recognized and promptly corrected, their deleterious effects become cumulative and frequently result in a severe difficulty (Hosp and Reschly, 2003).

The causes of reading difficulty are multiple and tend to be complex. In the more difficult cases, there usually be a pattern of interacting factors operating, each factor contributing its part to the difficulty and each impeding future growth (Scarborogh, 2001).

Difficulties with Reading:

In fact, many parents want to know where and why the reading process breaks down. Although problems may occur in any area and there are many difficulties with reading, decoding, comprehension, retention are the roots of reading problems in the view of many experts.

Decoding Difficulties:

Decoding is the process by which a word is broken into individual phonemes and recognized based on those phonemes. For example, proficient decoders separate the sounds "buh," "aah" and "guh" in the word "bag." A student who has reading difficulty especially (decoding difficulty), may not differentiate these phonemes. "Buh," "aah" and "guh" might be meaningless to them in relation to the word "bag" on the page. There are many signs of decoding difficulty for example; reading without expression, confusion between letters and the sounds they represent, slow oral reading rate (reading word-by-word), ignoring punctuation while reading and trouble sounding out words and recognizing words out of context (Klinger, 2011).

Comprehension Difficulties:

Comprehension depends on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so

exhausting, they have no resources left for understanding. Comprehension difficulties have many signs, for instance; inability to connect ideas in a passage, lack of concentration during reading, confusion about the meaning of words and sentences, omission of, or glossing over detail and difficulty distinguishing significant information from minor details (Haager, 2003).

Retention Difficulties:

Retention requires both decoding and comprehending what is written. It depends on high level cognitive skills, including memory and the ability to group and retrieve related ideas. Students are expected to retain more and more of what they read as they become in higher levels. From low levels, reading to learn is basic in classroom, by high school it is an important task. Difficulty connecting what is read to prior knowledge is one of retention difficulty signs. Moreover, there is the difficulty in applying content of a text to personal experience and trouble remembering or summarizing what is read (David, 2007).

Suggested Remedies for Reading Difficulties:

Many studies on the language basis of reading difficulties have suggestions for remediation so that students with reading difficulty can benefit from remediation directed toward the language problems that underlie reading disabilities.

Reading difficulty can be solved by dividing the material or skills into small units. After the reader has responded to each unit, he refers to the answer to see if he is correct. The material may be workbooks, textbooks or worksheets. After each response, the student checks his answer. Thus, the readers are given a chance to correct their errors as soon as they make them(Torgesen and Mathis, 2010).

The teachers of English should take in consideration the language experience of the student. Some of his points are:

- Students' oral expression is based on their sensitivity to environment.

- Many activities, experiences and devices cultivate a student's communication skills.

- All experiences which a child can express in oral language are raw materials from which reading develops (Issa, 2006).

The best results in remedial instruction attained by utilizing a combination of approaches usually have a basic reading series as its core. The remedial plan should include any one or any combination of approaches that is suggested by results of the diagnosis. When used as a framework, the basic reader should present a well-balanced program rather than an extreme approach. In selecting the basic reading series, these features should be considered emphasis on reading for meaning rather than

isolated drill, natural sentence structure rather than mere repetition, interesting content and a well-planned sequence of skill development with meaning clues and checks (Hogan and Fay, 2003).

The solution for reading difficulty must be realistic for the time it requires. That is, in considering suitable methods of adjusting to individual differences in reading, the time it requires becomes very important. The time that can be devoted to basic instruction in reading, for example, is limited. At all levels of instruction, other learning is taking place during the school day, and the efficient use of time in all of the school activities is serious work. Reading is no exception. Those methods of adjustment, then, that make undue demands either on the English teachers' instructional time or the class's working time must be rejected. A English teachers must organize the class in the most efficient way (Al-Kilani and Maqutash, 2002).

Making a classification system which is based on the (Simple View of Reading) may help in directing initial intervention efforts. That is, poor readers (who have problems in reading) can be divided into individuals with difficulties in word recognition and/or language comprehension. Accordingly, one subgroup of poor readers, typically referred to as *dyslexic,* has poor word recognition abilities (also often have problems in phonological processing), but at least adequate language comprehension. Another subgroup has poor word recognition abilities and poor language comprehension. The Simple View also suggested the possibility of a third

subgroup. This subgroup, referred to as *hyperlexic,* has adequate word recognition, but poor language comprehension. Thus, all three subgroups have reading comprehension problems but for different reasons (Catts and Kamhi, 1999).

The relationship between the student's reading and other language advancement as reading is integrated with the teaching of other language skills. The trend is in development advances from listening and speaking to writing and reading then with more mature abilities and skills to total language development (Dickson, 2009).

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

Statement of the Problem:

From the researcher's experience as a teacher, it can be found that many Arab students who learn English suffer from reading and find it difficult. This is because of the problems associated with learning a foreign language such as: misuse of tone, punctuation marks and other reading difficulties.

In dealing with these problems the researcher focused on reading difficulties that are faced by the 10th grade students and their teachers of English trying to find some remedies and recommendations for the future generation.

Purpose of the Study:

The aim of the study is to pinpoint the reading difficulties that face Arab students studying EFL and to find some remedies for these difficulties. To accomplish this aim, the researcher conducted this study and applied it to the teachers of English and their 10th graders in Nablus District.

Questions of the Study:

This study attempts to answer these questions:

- What are the difficulties in reading that face the 10th graders as perceived by students in Nablus District?

- What are the proposed remedies for the reading difficulties in English as perceived by the 10th grade students in Nablus District?

- What are the difficulties in reading that faced the 10th graders as perceived by English teachers in Nablus District?

- What are the proposed remedies for the reading difficulties as perceived by teachers of English in Nablus District?

- Are there any significant differences in reading difficulties, as perceived by 10th grade students in Nablus District due to gender?

- Are there any significant differences in reading difficulties, as perceived by teachers of English in Nablus District due to gender?

- Are there any significant differences in reading difficulties, as perceived by teachers of English in Nablus District due to experience?

- Are there any significant differences in reading difficulties, as perceived by teachers of English in Nablus District due to qualification?

Significance of the study:

The importance of the study arising from the importance of finding remedies for reading problems because most of the students and the teachers of English complain about reading difficulties such as comprehension difficulties, coding, decoding among other difficulties. The researcher believes that the results of this study will be beneficial to teachers as well as students who learn English as foreign language.

Limitations of the Study:

The researcher classified the limitations of the study into four: locative, temporal, human and topical limitations.

1.   Locative limitation: The study covered all the governmental secondary schools in Nablus District.

2.   Temporal limitation: The researcher carried out this study in the scholastic year 2012/2013.

3.   Human limitation: The sample was stratified and random consisted of all the male and female teachers of English for the tenth grade and their students.

4.   Topical limitation: The study was conducted to examine the reading difficulties as perceived by the English teachers of English and their 10th grade students in Nablus District.

Definition of Terms:

-   Reading Difficulty:

A type of learning disability that specifically impairs a learner's ability to read. These learners typically read at levels significantly lower than expected despite having normal intelligence. Although the disorder varies from person to person, common characteristics among learners with reading difficulty are difficulty with spelling, phonological processing (the manipulation of sounds), or rapid visual-verbal responding (Commeyrars and Inyega, 2007).

Reading:

The process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Smith 1994).

"An individual's total inter-relationship with symbolic information. Think of the learner as interacting with the environment, taking in information, integrating it, using it. The learner is transforming the input, ordering and reordering, creating coherence." (Manis, Lindsey, and Bailey 2004, P.41)

- **Decoding:**

The process of recognizing words by sounding out each letter so that they blend together into the word. The ability to do this quickly and effortlessly, and to simultaneously understand the meaning of the word, is the result of automaticity (Droop 2003).

- **Comprehension**

"The process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension entails three elements:

The reader who is doing the comprehending

The text that is to be comprehended

The activity in which comprehension is a part." (Birsh and Judith 2005, P.53).

Retention:

"Is simply the act of retaining something, for instance data. It means storing a modicum of information in one's memory for future reference. For example, 'The brilliant pupil outshone all the others with his superior retention power."(Wimmer 2010, p. 16).

Summary:

Chapter one dealt with the theoretical background of the study, the reading difficulties in English and how to deal with them. Then, the researcher introduced the statement of the problem, the limitations of the study, the significance of the study, purposes, and questions of the study. She also supplied a list of definitions of terms related to the subject.

Chapter Two

Review of Related Literature

- **Introduction**

- **Factors that Cause Difficulty in Reading**

  1- Factors Attributed to Phonological Awareness

  2- Factors Attributed to Differences between L1 and L2

  3- Factors Attributed to Teachers, Students and Methodology

- **Summary**

Chapter Two

Review of Related Literature

Introduction:

For the sake of simplification and clarity, the researcher arranged this chapter topically; according to related topics to this study. These topics contain local and global studies that deal with reading difficulties, and the different suggested remedies for these problems. In regard to the major factors that cause difficulty in reading, the researcher subclassifies them into three factors: phonological awareness, differences between L1 and L2 and factors attributed to teachers, students and methodology.

The second classification followed by the researcher in this chapter which is about the remedies for reading problems is arranged chronologically.

Factors that Cause Difficulty in Reading:

1- Factors Attributed to Phonological Awareness:

Many educationalists and researchers tried to explain the idea of reading difficulties by linking it with phonological awareness. For example, Beck and McKeown (2009**)** stated that it does not matter if the student has a conscious knowledge of the speech sounds in words since a spoken language does not require this. With little attention given to sounds, speech is produced and understood automatically. However, phonological

awareness is the conscious awareness of the sounds of language. It is the ability to reflect on the sounds in words separately from the meaning of words. Whereas Savage, Pillay and Melidona (2008) noted that English is known to be forward irregular and backward irregular for both reading and spelling. Thus, phonological decoding skills remain a big hindrance for reading and spelling in English language.

Puolakanaho et al. (2008) noted that studies conducted in orthographically regular languages, such as Italian, Greek and Finnish have shown that students who study reading skill can move the emphasis from decoding accuracy towards decoding fluency during their first and second school years in such language environments. In contrast, in more irregular languages such as Danish and English, children's accuracy differs in the accuracy phase of reading, with the eventual phase taking place much later. They also reported that recent longitudinal studies indicated that letter knowledge, phonological awareness, short-term memory and rapid serial naming speed are the best predictors of future reading achievement.

In a study done by Ziegler and Goswani (2005) they stated that phonological awareness across all languages is needed for the development of reading. However, languages differ and vary in the consistency with which phonology is represented in orthography.

Moreover, Paris (2005) revealed that many studies on assessment and instruction indicated that there are significant predictors of later

reading achievement such as phonemic awareness, oral reading fluency and alphabet knowledge. Unfortunately, there has been less emphasis on vocabulary and comprehension to date perhaps because of the difficulty in assessing and teaching these skills to children who are beginning to read. But Liow and Lau (2006) observed that phonemic knowledge may not be used for reading and spelling by bilingual English speaking children elsewhere, although it is used for reading and spelling by kindergarten (pre-schools) in North America. This suggests that the influence of a student's home language on English literacy development is not unitary, and cross-linguistic transfer could have negative as well as positive consequence.

Finally, Manis, Lindsey and Bailey (2004), found that a cognitive factor like phonemic awareness may be considered a significant factor that lead to reading difficulties in L2 learners, however, the kindergartners' L1 phonemic awareness predicted English letter-word identification in the second grade.

2- Factors Attributed to Differences between L1 and L2:

In fact, when talking about reading problems of Arab EFL students, researchers used to attribute these problems to differences between L1 and L2. For instance, Foorman and Torgesen (2001) blamed both L1 and L2, but not the students or their EFL English teachers. For example, insufficient comprehension, slow reading, inability to locate main ideas, total dependence on the print to get the meaning, insufficient linguistic

competence, etc, are all not necessarily to be attributed to differences between L1 and L2. However, Gottardo (2002) supported the idea that oral vocabulary in L1 and/or L2 helps in causing reading difficulties.

Whereas Terepocki, Kruk, and Willows (2002) stated that it is assumed that phonological differences between L1 and L2 may be some of the reasons that make reading difficult**.**

3- Factors Attributed to Teachers, Students and Methodology:

3.a-Teachers

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

Moreover, Younis (2005) stressed the effect of English teachers' method of teaching upon his students. An English teacher personality, especially when he has a negative attitude toward a particular pupil, may

cause or intensify the emotional stress associated with his failure in reading.

3.b- Students

Alison (2001) noted that the student who is considered disabled because he is not as effective in reading as it could be expected of him. The most obvious example of this classification is the child who has low verbal intelligence. Dunn (2009) revealed that each student must be able to sense that his proficiency in reading is increasing and that the enterprise is worth his effort. He added that if all the skills and abilities necessary for growth toward reading maturity are to be acquired, the learner must be motivated and energetic; one who works smoothly at his own level of accomplishment and is also a comfortable learner.

Also Gay (2011) showed that reading problem develops because one or more factors in a student himself or his environment, or both, prevent him from reaching his learning capacity. This difficulty may occur at any stage of a child's school career from first grade up through high levels.

Whereas Catts and Hogan (2003) stated that reading was seen as something done with one's eyes, and thus, a deficit in visual perception, was the major factor that caused difficulty in reading. Beyond the "common sense" appeal of this view, the frequent reports of reversal errors in poor readers have reinforced a visual-based explanation of reading disabilities.

3.c- Methodology

Donnell and Wood (1999) stated three categories of factors that affect comprehension. First of all, (the reader), reader's interest/motivation, fluency and metacognition); second, (the text) for example; organization, concept density, and style; third (readability) for instance, length of sentences and difficulty of vocabulary. If the students do not have the above categories of knowledge, and the English teachers are unaware of these factors, then, there will be reading difficulty and comprehension difficulty.

In a study done by Andrade (2011), he demonstrated the need of proficient reading in the tenth grade. He found that general reading comprehension was significantly related to achievement in each of the content subject except mathematics, also, to a considerable degree, reading content subjects is related proficiency in the basal reading program.

In contrast, Shamaila (2005) stated that the detection and correction of reading difficulties should be an essential part of individualize instruction in reading. But Abo Ghrarh (1999) stated that reading difficulty is due largely to educational factors. However, any administrative policy which prevents sufficient individualization of instruction, including emphasis upon reading readiness, will prevent effective progress in reading.

In addition, many studies offer the best evidence of the impact of teaching aids on reading. For example, Abdel Aziz (2005) showed that

some of reading difficulties may be belonging to the teaching aids such as (tape assisted reading, flash cards, posters …..etc), he added that these teaching aids play a causal role in reading difficulties especially if the language is a foreign one. In contrast, Riyad (2006) argued that students with deficits in vocabulary, grammar, and text processing will most certainly have difficulties extracting meaning from printed text, so you cannot say that the teaching aids help readers to get rid of the reading difficulties.

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

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

Al-Shareef (2000) conducted a study to observe the role of the teacher and the textbook in reading difficulty. The study concluded that English language curriculum for the secondary stage focuses on reading skills moderately and this curriculum doesn't have a lot of activities and exercises which improve the reading skills. Moreover, the average time for

practicing the reading skill is not enough so students may not practice the reading skill as well as other skills.

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

Khankar (2001) conducted a study which aimed to identify the most important problems of the English curriculum for secondary school for girls as perceived by the teachers. He emphasized the importance of using English outside the classroom. Moreover, Khankar showed that teachers should give students the opportunity to practice the skill of reading through various activities.

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

Al-Ageel (2006) showed that the most important reasons for reading difficulty among students are the weak foundation from the first stages of school, the lack of interest by parents to the develop the reading skill for their children, the lack of cooperation between the parents and the school. Also he indicated that one of the most important reasons for the reading

difficulty among pupils is the lacking of school libraries. Moreover, Al-Zouhairi (2008) indicated that students, teachers teaching methods are the most important causes of reading difficulty.

As has been noted earlier, it can be found that some of these studies agreed on the effect of phonological awareness on reading, others didn't agree on this but on the differences between L1 and L2, and the latest one shed lights on the educational factors (teachers, students, methodology) which affect reading skill.

Summary:

Through reviewing of related literature, the researcher agrees that there is no one cause for all difficulty, the possible causes of reading difficulty are numerous. A single factor seldom causes reading difficulty. In all but the mildest cases, the difficulty is due to a composite of related conditions. That is reading difficulty is due to multiple causes.

Chapter Three

Research Design and Methodology

- **Introduction**

- **Methodology**

- **Research Questions**

- **Population of the Study**

- Sample of the study

- **Validity of the Questionnaire**

- **Validity of the Interview**

- **Reliability of the Questionnaire**

- **Study Design**

- **Variables of the Study**

- **Data Analysis**

- **Statistical Analysis**

- **Ethical Issues**

- **Summary**

Chapter Three

Research Design and Methodology

Introduction:

This chapter was devoted to specify the steps and the methodology taken in carrying out the research endeavour. The researcher presents research design, study population and sample, instrument validity and reliability, data collection procedures, and the statistical analysis.

Methodology

Descriptive statistical analysis was used to achieve the main purpose of the study and to answer the research questions

Research Questions:

Population of the Study:

The population of this study consisted of all the secondary English language teachers and their 10th grade students in the public schools in Nablus District, for the scholastic year 2012/ 2013. The total number of the secondary English language teachers in this district was 94 members; 31 of them were males and 64 were females. Moreover, the total number of the 10th grade students was 4904 members; 2004 of them were males and 2900 were females.

Sample of the study:

The sample of the study which consisted of 43 males and females teachers in the public schools in Nablus District and 447 male and female of 10th grade students were chosen as a stratified random sample from the whole population. The sample represented (10%) of the whole population in secondary public schools in Nablus District. The questionnaire was distributed to and collected from all English language public secondary school teachers of English and their 10th grade students. The data in the entire questionnaire was analyzed using the SPSS.

The sample was distributed according to independent variables of respondents, gender, qualification and experience.

A-   Respondents

Table (1): Distribution of the Sample Due to Respondents

Respondents	Frequency	Percent
Teachers of English	43	8.8
10th Grade Students	447	91.2
Total	490	100.0

As seen from the above table, the study frequencies are: (43) for the teachers and (447) which means that the teacher composed 8.8% of the total of the study sample, while students were 91.2%.

B-   Gender variable

Table (2): Distribution of the Sample Due to Gender

Respondents	Gender	Frequency	Percent
English teachers	male	20	46.5
	female	23	53.5
	Total	43	100.0
10th grade English students	male	285	63.8
	female	162	36.2
	Total	447	100.0

As seen from the above table, the study frequencies for the teachers are: (20) for the males that is 46.5% and (23) for the females which means 53.5%. Whereas the study frequencies for the students are (285) for the males which means 63.8% and (162) for the females which means 36.2%.

C-   Qualification variable

Table (3): Distribution of the Sample Due to Qualification (as Perceived by Teachers)

Qualification	Frequency	Percent
Diploma	8	18.6
B.A.	32	74.4
M.A.	3	7.0
Total	43	100.0

As seen from the above table, the frequencies are: (8) for the diploma, (32) for the B.A. and (3) for the M.A. While the total (43) for all frequencies.

D-   Years of Experience variable

Table (4): Distribution of the Sample Due to Years of Experience (as Perceived by Teachers)

Years of Experience	Frequency	Percent
Less than 5 years	9	20.9
5-10 years	14	32.6
More than 10 years	20	46.5
Total	43	100.0

As seen from the above table, less than 5 years take 20.9%, 5-10 years take 32.6% and more than 10 years take 46.5%, while the total frequencies were 43.

Instrumentation:

The teachers' perspective towards the reading difficulties in English and how to deal with them were investigated through two different data collection methods: a questionnaire and interviews. Whereas, the students' perspective towards the reading difficulties in English and how to deal with them were investigated through one data collection method: a questionnaire.

First, the researcher distributed a questionnaire of 26 items, the items from (1) to (11) were given to the 10th grade students and the items from (12) to (26) were given to the teachers. (See Appendix pp. 80-84)

Data were collected via questionnaire developed in English (for the teachers) and English translated into Arabic language (for the students) of

respondents (Arabic) that consist of the questionnaires are organized into five parts:

- The first part of the questionnaire included a description and the importance of the study; moreover, this part assured the confidentiality of the information.

- The second part collected demographic information including (gender, qualification, and years of experience)

- The third part is the scale that measure the reading difficulties in English and how to deal with them as perceived by English teachers and students in Nablus district.

Second, the current study also used interviews as a second data method. See appendix (d) page (85). The qualitative analysis method was used to analyze (14) EFL teachers' responses to the interview questions.

The interviews were held by the researcher herself. It consisted of (7) questions. It was conducted after reviewing related literature and considering a jury in the field of TEFL suggestions. (14) Interviewees were selected randomly,(4) males and (10) females, and every interview lasted for 15 minutes. They were given freedom to answer the questions.

Validity of the Questionnaire:

The questionnaire was developed by the researcher after reading the relevant literature.

To ensure that the content of the questionnaire is valid, the questionnaire was handed to a jury of five professional doctors in the field of TEFL at An-Najah National University and at Arab American University - Jenin. The specialists were asked to evaluate the appropriateness of the questionnaire to the whole purpose of the study.

They accepted the terms of the questionnaire in general but suggested some modifications in the vocabulary. For example, they suggested using "related to" instead of "because of", "district" instead of "governorate"; they also suggested other modifications related to the items of the questionnaire for example, they suggested using (lacking of diversity) instead of (lacking of different reading strategies), (I feel shame during practice reading) instead of (I feel afraid of students laugh).they also deleted (lacking of self-confidence) from the questionnaire that distributed to the students. Moreover, proofread the manuscript for mistakes in the mechanics of writing.

Validity of the Interview:

In terms of the second study tool (interview) validity, the researcher consulted jury in TEFL field and made some modifications and development. Such as, firstly, reducing the number of questions to 7 instead of 14. Secondly, changing the last question to be an open ended question as follow: How does using a lot of (L1) affect (L2) reading skills?

Reliability of the Questionnaire:

Reliability analysis allows studying the properties of measurement scales and the items that make them up. The Reliability Analysis procedure calculates a number of commonly used measures of scale reliability and also provides information about the relationships between individual items in the scale; Cronbach Alpha reached 0.82 which is considered to be suitable for the purpose of this study.

Study Design:

This research is a quantitative design utilizing a survey method. This study method involves the use of a self-administered questionnaire designed to gather specific data via a self-reporting system. The framework is based on the reading difficulties and how to deal with them as perceived by teachers of English and 10th grade students in Nablus district. The questionnaires allowed for confidentiality in an effort to encourage more honest responses. A descriptive cross-sectional design was adapted for the current study. Cross sectional designs provide information about a situation that exists at a particular time. It employs a descriptive and inferential design. The primary goal is to provide a complete description as possible, while the cross sectional obtained on individuals at a fixed event during life.

Variables of the Study:

1.   Dependent variables: The reading difficulties in English and how to deal with them as perceived by teachers and students in Nablus District.

2.   Independent variables: Socio demographic data that include:

-   Gender: gender variables include two levels (males, females). (For teachers and students).

-   Qualification: qualification variables include three levels (Diploma, B.A and M.A).). (For teachers only).

-   Experience: experience variable includes three levels(less than 5 years, 5-10 years and more than 10 years). (For teachers only).

Data Analysis:

In order to analyze the data, the researcher used statistical techniques the Statistical Packages for Social Science (SPSS), means, standard deviations and percentages.

For data analysis, the researcher used the following percentages:

-    80 - 100% is very high degree of response.

-    70-79.9% is high degree of response.

-    60 - 69.9 % is moderate degree of response.

- 50 - 59.9 % is low degree of response.

- Less than 50 % is very low degree of response.

Statistical Analysis:

Statistical Package for Social Science (SPSS) version 17 was used for data analysis. Various statistical processes were used including means; frequencies, one way ANOVA test, and (T) test were used to determine variation significance. A (P-value) of less than or equal to (0.05) was used to test the significance of the study hypothesis.

Ethical Issues:

Letters of agreement and permission from (Institution Research Board IRB) from An Najah National University was taken and permission letters sent to PME to seek their participation in this study. In addition, 10th grade English students and teachers of English were informed about the purpose of the study before conducting the interview and were told that their participation will be voluntary. Furthermore, explanation about the aim of the study done by the researcher, the consent form was prepared on the first page of questionnaire and the participant allowed reading the consent before they answer the questions. The participants were informed that their information is for the research purposes and will be kept secret and there is no need to give their names. Furthermore the participants were informed that their participation will be optional.

Summary:

This chapter dealt with the methodology and design of the study. Moreover, the researcher presented the population distribution and the sample in accordance with the study variables (respondent, gender, qualification, and years of experience). Additionally, the researcher tested the validity and reliability of the instrument used. Finally, the chapter displayed the procedures followed in conducting the study.

Chapter Four

Results

- **Introduction**

- **Results Related to the First Question**

- **Results Related to the Second Question**

- **Results Related to the Third Question**

- **Results Related to the Fourth Question**

- **Results Related to the Fifth Question**

- **Results Related to the Sixth Question**

- **Results Related to the Seventh Question**

- **Results Related to the Eighth Question**

Chapter Four
Results

Introduction:

The purpose of this chapter is to report the reading difficulties in English and how to deal with them as perceived by English teachers and students in Nablus District. Moreover, this chapter will also analyze the difficulties in reading that faced 10th graders as perceived by English teachers and students in Nablus District and the role of the study variables (gender, years of experience, and qualifications) on the reading difficulties in English and how to deal with them as perceived by English teachers and students in Nablus District.

Results Related to the First Question:

This part aims at answering the following question:

What are the difficulties in reading that faced the 10th graders as perceived by students in Nablus District?

To answer this question, descriptive analysis prepossess were computed (mean, standard deviation, and percentages) for each item and their respective domain and total score.

(100%-80 %) very high degree of response.

(70-79.9%) is high degree of response.

(60 - 69.9 %) is moderate degree of response.

(50 - 59.9 %) is low degree of response.

(Less than 50 %) is very low degree of response.

A-   Reading Difficulties due to Students' Reading Behaviors:

Table (5): Mean, Standard Deviation, and Percentages of Each Item, and Total Score of Reading Difficulties Faced by Students Learning English due to Students' Reading Behaviors.

No	Items	M *	SD	Percent	Degree
1.	Students show the Inability to distinguish sounds.	2.0	0.0	100.0	Very high
2.	Students Read texts in an Intermittent way.	1.7	0.5	83.6	Very high
3.	Students Feel shame during the practice of reading.	1.7	0.5	82.9	Very high
4.	Students show the Inability to pronounce the letters.	1.7	0.5	83.6	Very high
5.	Students tend to Forget the forms of words that have already been learned.	2.0	0.0	100.0	Very high
6.	Students tend to Ignore reading English at home.	1.7	0.5	82.9	Very high
7.	Students Lack self-motivation	2.0	0.0	100.0	Very high
8.	Students show the Inability to correct the errors.	2.0	0.0	100.0	Very high
9.	Students tend to Stutter in the pronunciation of words.	2.0	0.0	100.0	Very high
10.	Students Have little knowledge of English vocabulary.	1.7	0.5	83.6	Very high
11.	Students tend to Write the pronunciation of the English word in Arabic.	1.7	0.5	82.7	Very high
	Total score of the difficulties due to Students' Reading Behaviors	1.83	0.15	91.5	Very high

- Maximum point of response (2) points.

Results in table (5) indicate that reading difficulties faced by students in learning English resulting from students' reading behaviors was very high from the perspectives of 10th grade students of English in all items where the percentages of response on these items were between 82.7%-100%.

This indicates that the lacking of self-motivation, inability to correct the errors, stuttering in the pronunciation of words, having little knowledge of English vocabulary, writing the pronunciation of the English word in Arabic all play a significant role in reading difficulties.

For the total score of the reading difficulties due to Students' Reading Behaviors, the degree was very high where the percentage of response was 91.5%.

Results Related to the Second Question:

What are the proposed remedies for the reading difficulties in English as perceived by the 10th grade students in Nablus District?

To answer this question, descriptive analysis prepossess were computed (mean, standard deviation, and percentages) for each item and their respective total score.

Table (6): Mean, Standard Deviation, and Percentages of Each Item, and Total Score of the proposed remedies for the reading difficulties as perceived by 10th grade students in Nablus District.

No	Items	M *	SD	Percent	Degree
12.	Teachers should pronounce words clearly.	1.9	0.0	95.0	Very high
13.	Students Read texts repeatedly.	1.6	0.5	80.0	Very high
14.	Students read texts loudly to overcome shame during reading.	1.7	0.5	85.0	Very high
15.	Teachers should write words on the board to overcome Students Forgetting the forms of words.	1.83	0.0	91.5	Very high
16.	Teachers should give students assignments that involve reading English at home.	1.85	0.5	92.5	Very high
17.	Teachers should improve Students self-motivation	1.94	0.0	97.0	Very high
18.	Teachers should increase Students English vocabulary.	1.84	0.5	92.0	Very high
	Total score	1.78	0.12	89.0	Very high

Results in table (6) indicate that remedies for reading difficulties as perceived by students in learning English indicate that teachers should improve Students self-motivation. The second highest item scored related to Teachers should pronounce words clearly .to make the students distinguish between the sounds.

For the total score of the remedies for the reading difficulties as perceived by 10th grade students, the degree was very high where the percentage of response was 97.0%.

Results Related to the Third Question:

What are the difficulties in reading that faced the 10th graders as perceived by teachers of English in Nablus District?

To answer this question, descriptive analysis prepossess were computed (mean, standard deviation, and percentages) for each item and their respective domain and total score.

Reading Difficulties due to Content:

Table (7): Mean, Standard Deviation, and Percentages of Each Item, and Total Score of Reading Difficulties Faced by Students Learning English in Content as Perceived by Teachers of English in Nablus District

No	Items	M *	SD	Percent	Degree
1.	Containing some mysterious words.	1.5	0.5	75.0	Moderate
2.	Lacking of consistency between words and pictures.	1.7	0.5	85.0	Very high
3.	Not having a lot of pictures.	1.6	0.5	80.0	Very high
4.	Mismatching between the vocabulary and the level of the student.	1.8	0.4	90.0	Very high
5.	Unattractive topics	1.8	0.4	90.0	Very high
6.	Having little exercises about reading.	2.0	0.4	100.0	Very high
	Total score of the difficulties due to content	1.7	0.17	85.0	Very high

Maximum point of response (2) points.

Results in table (7) indicate that item number (1) was moderate , while the factor of Reading Difficulties belonging to the content has a very

high effect on reading difficulties from the perception of English teachers on items (2, 3, 4, 5, 6) where the percentages of response on these items were between 80.0% -100%.

Also, for the total score of the reading difficulties due to content, the degree was very high where the percentage of response was 85%.

b- Reading Difficulties due to the Teaching Aids:

Table (8): Mean, Standard Deviation, and Percentages of Each Item, and Total Score of Reading Difficulties Faced by Students Learning English in the Teaching Aids as Perceived by Teachers of English in Nablus District.

No	Order	Items	M*	SD	%	
1.	1	Limited availability.	1.65	0.48	82.5	Very high
2.	2	Unclear audio tapes.	1.47	0.50	73.5	Moderate
3.	3	Ignoring the activities outside the classroom.	1.51	0.51	75.5	Moderate
4.	4	Irregular reading programs.	1.67	0.47	83.5	Very high
5.	5	Lacking of private labs.	1.47	0.50	73.5	Moderate
		Total score of the difficulties due to Teaching Aids	1.55	0.098	77.5	Moderate

Maximum point of response (2) points.

Results in table (8) indicate that the total score on teaching aids have a very high degree of effect on reading difficulties from the perception of English teachers (M=1.55, SD=0.09, 77.5%).)

Items (1, 4) indicate that limited availability and irregular reading programs received a very high degree of response. This demonstrates that designing teaching aids and using them plays an important role in reading difficulties.

A- Reading Difficulties due to the Teaching Methods:

Table (9): Mean, Standard Deviation, and Percentages of Each Item, and Total Score of Reading Difficulties Faced by Students Learning English in theTeaching Methods as Perceived by Teachers of English in Nablus District.

No	Order	Items	M*	SD	%	
3.	1	Lacking of diversity.	2.00	0.00	100.0	Very high
1.	2	School building does not help the English teachers to use modern teaching party.	1.81	0.39	90.5	Very high
2.	3	Not taking into account individual differences.	1.65	0.48	82.5	Very high
4.	4	Lacking of opportunity for the student to practice the skill of reading through various activities.	1.65	0.48	82.5	Very high
		Total score of the difficulties due to the Teaching Methods	1.77	0.166	88.5	Very high

Maximum point of response (2) points.

Results in table (9) indicate that reading difficulties due to teaching methods has a very high effect on reading difficulties from the perception of English teachers (M=1.77, SD=0. 16, 88.5%). Items (1,2) indicate that School building does not help the English teachers to use modern teaching party, and lacking of diversity received a very high degree of response.

Total Scores of the Reading Difficulties:

Table (10): Mean, Standard Deviation, and Percentages of Each Item, and Total Score of Reading Difficulties Faced by Students Learning English.

No	Order	Domain	M*	No	%	
1.	3	Total score of the difficulties due to Teaching Aids	1.55	0.09	77.5	Moderate
2.	2	Total score of the difficulties due to content	1.70	0.17	85.0	Very high
3.	4	Total score of the difficulties due to the Teaching Methods	1.77	0.16	88.5	Very high
4.	1	Total score of the difficulties due to Students' Reading Behaviors	1.83	0.15	91.5	Very high

The above table indicates that Total score of the difficulties due to Students' Reading Behaviors was in the first rank; the degree was very high where the percentage of response was 91.5%.

Total score of the difficulties due to students' reading behaviors came in the second place for the importance in reading difficulties. For the total score of the reading difficulties due to the Teaching Methods, the degree was very high where the percentage of response was 88.5%.

Also the total score of the difficulties due to the difficulties due to content came in the third place where the percentage of response was 85.0%., This demonstrates that designing teaching content and using them plays an important role in reading difficulties.

And finally, the total score of the difficulties due to the difficulties due to Teaching Aids came in the last place; this indicates that reading

difficulties belonging to teaching methods has a moderate effect on reading difficulties from the perception of English teachers 77.5.

Results Related to the Fourth Question:

What are the proposed remedies for the reading difficulties as perceived by teachers of English in Nablus District?

In order to answer this question, an interview was used, which was of great benefit to shed light on the EFL teachers' perspectives of remedies for the reading difficulty.

(14) EFL teachers out of (43), were chosen randomly to answer interviews' questions, four of them are male. Table (11) illustrates the frequencies of the EFL teachers' positive and negative responses:

Table (11): The Frequencies of Interviews Responses

Statement number	Statement	Yes	No
1	Does considering students' language experience help in solving reading problems?	14	_
2	Does using a combination of approaches help in solving reading problems?	12	2
3	Does ignoring students' error affect their reading skill?	12	2
4	Does ignoring preparation for lessons affect reading skills?	14	_
5	Does teaching skills in isolation affect reading skills?	11	3
6	Do you think that phonemic awareness is one of the elements of reading success?	10	4

As table (11) illustrates, all the EFL teachers agreed on the importance of taking in consideration the students' language experience which helps in solving reading problems. In response to question 2: 2 out of 10 teachers don't believe in using a combination of approaches to solve the reading problems, while the majority of teachers believe in using a combination of approaches to solve the reading problems.

In terms of question 3 which got positive responses from 12 teachers out of 14, the researcher due this response to the teachers' belief of the importance of correcting students errors during the lessons because (as they believe) ignoring the students errors will increase the reading problems.

In addition, in question 4, all the EFL teachers agreed on the importance of preparing for the lessons since it will help the teachers to avoid reading difficulty. In response to question 5, 11 out of 3 teachers agreed that skills taught, practiced, and tested in isolation are not used as consistently or effectively as skills taught when students are actually reading.

In terms of question 6, 10 out of 4 teachers agreed that phonemic awareness is one of the critical skills for reading success. Moreover the EFL teachers believed that it is important to realize that while phonemic awareness training provides an essential foundational element of reading

success, phonemic awareness alone does NOT insure that the students will learn to read proficiently.

The researcher asked the interviewees an open ended question as follow: How does using a lot of (L1) in the instruction stage affect (L2) reading skills?

The EFL teachers' responses are illustrated on that using L1 (the students' first language) in the instructions stage should be a last resort, as listening to (or reading, or speaking while guessing) instructions is one of the main real uses of the target language for students who rarely use English outside the classroom. Translating English instructions should especially be avoided, because then students get the idea that English is something you ignore until L1 comes along. There might, however, be times when you would have to abandon the activity just because you couldn't explain it just in English. Choosing something that is easier to understand may often be the right response but if you can't think of an alternative that is nearly as useful, some sensible use of L1 might be better than giving up on the activity. Ways of stopping the whole instructions stage becoming L1 include: pre-teaching key phrases with L1 translations then giving the instructions in English; explaining the game it is based on in L1 and then explaining the TEFL variation in English; and providing a list of useful classroom instructions vocabulary with translations for them to study at home before the lesson with the tricky instructions.

Results Related to the Fifth Question:

Are there any significant differences in reading difficulties, as perceived by 10th grade students in Nablus District due to gender?

An independent-sample t-test was computed. There was no significant difference in the scores for males and females on(reading behavior due to content. However, there were significant differences in the scores of teachers and students in the domains of teaching aid, teaching methods and total degree.

There are no statistically significant differences in the means that at p value = 0.05) in in reading difficulties (Reading behavior) as perceived by 10th grade students in Nablus District due to gender. An independent-sample t-test was computed. There was no significant difference in the scores for males and females on reading behavior and content.

Table (12): An Independent-Samples T-Test was Conducted to Compare in Reading Difficulties as Perceived by English and 10th Grade Students in Nablus District due to (Females and Males).

Respondents	gender	N	M	SD	t	df	Sig. (2-tailed)
Students	Reading behavior	male	1.522	0.0388	-0.53	445	0.596
		female	1.524	0.0392			

The above table shows that there are no differences that are statistically significant on level (0.05) in reading difficulties(Reading behavior) as perceived by English 10th grade students (male and female) in Nablus District, in the reading behavior.

Results related to the Sixth Question:

Are there any significant differences in reading difficulties, as perceived by teachers of English in Nablus District due to gender?

An independent-sample t-test was computed. Moreover, there were no significant differences in the scores of males and females on in Reading Difficulties (Content ,teaching aid, teaching methods and total degree).

Table (13): An Independent-Samples T-Test was Conducted to Compare in Reading Difficulties as Perceived by Teachers of English and 10th Grade Students in Nablus District due to (Females and Males) Teachers and(Females and Males) Students.

Respondents		gender	N	M	SD	t	df	Sig. (2-tailed)
teacher	Content	male	20	1.509	0.0597	-0.174	41.00	0.862
		female	23	1.512	0.0702			
	Teaching aid	male	20	1.444	0.0721	-0.601	41.00	0.550
		female	23	1.459	0.0841			
	Teaching methods	male	20	1.514	0.1495	1.399	41.00	0.169
		female	23	1.447	0.1629			
	Total Score	male	20	1.4891	0.05095	0.838	41.00	0.406
		female	23	1.4727	0.07320			

The above table shows that there are no differences that are statistically significant on level (0.05) in reading difficulties as perceived by teachers of English (male and female) in Nablus District, in the domains content, teaching aid, teaching methods and total degree.

Results Related to the Seventh Question:

Are there any significant differences in reading difficulties, as perceived by teachers of English in Nablus District due to experience?

A One-way ANOVA between subjects was conducted to compare in reading difficulties (Content ,teaching aid, teaching methods and total degree). as perceived by teachers of English in Nablus District, due to qualifications

Table (14): A One-Way ANOVA Between Items of Reading Difficulties as Perceived by Teachers of English in Nablus District due to Qualifications.

Reading difficulties		Sum of Squares	Df	MS	F	Sig.
Content	Between Groups	0.018	2	0.009	2.230	0.121
	Within Groups	0.159	40	0.004		
	Total	0.176	42			
Teaching aid	Between Groups	0.034	2	0.017	3.047	0.059
	Within Groups	0.223	40	0.006		
	Total	0.257	42			
Teaching methods	Between Groups	0.068	2	0.034	1.384	0.262
	Within Groups	0.988	40	0.025		
	Total	1.056	42			
Total Score	Between Groups	0.014	2	0.007	1.817	0.176
	Within Groups	0.156	40	0.004		
	Total	0.170	42			

It is obvious from table (12) that there are no differences in means between diploma, bachelor and master degree holders. There were no significant differences of means of responses on reading difficulties as perceived by teachers of English in Nablus District, due to qualifications on the domains of content, teaching aid, teaching methods and total degree since the p>.05 level for the three conditions .

Results Related to the Eighth Question:

Are there any significant differences in reading difficulties, as perceived by teachers of English in Nablus District due to experience ?

There are no statistically significant differences in means that at p value = 0.05) in in reading difficulties (Content ,teaching aid, teaching methods and total degree) as perceived by teachers of English in Nablus District due to years of experience.

A One-way ANOVA between subjects was conducted to compare the in reading difficulties as perceived by teachers of English in Nablus District, due to years of experience on domains of reading behavior, content, teaching aid, teaching methods and total degree.

Table (15): A One-Way ANOVA between items of Reading Difficulties as Perceived by Teachers of English in Nablus District due to Years of Experience.

		Sum of Squares	Df	MS	F	Sig.
Content	Between Groups	0.000	2	0.000	0.022	0.978
	Within Groups	0.256	40	0.006		
	Total	0.257	42			
Teaching Aids	Between Groups	0.070	2	0.035	1.412	0.255
	Within Groups	0.987	40	0.025		
	Total	1.056	42			
Teaching Methods	Between Groups	0.018	2	0.009	2.368	0.107
	Within Groups	0.152	40	0.004		
	Total	0.170	42			
Total Score	Between Groups	0.016	2	0.008	1.927	0.159
	Within Groups	0.161	40	0.004		
	Total	0.176	42			

The above table shows that since the p>.05 level for variable of years of experience, results show that there was no significant differences of means of responses on in reading difficulties as perceived by English teachers in Nablus District due to years of experience.

Hence, we accept the hypothesis that there were no significant differences of means of responses on in reading difficulties as perceived by teachers of English in Nablus District due to years of experience.

Chapter Five

Discussion of Results, Conclusion and Recommendations

- **Introduction**

- **Discussion of the Results of the First Question**

- **Discussion of the Results of the Second Question**

- **Discussion of the Results of the Third Question**

- **Discussion of the Results of the Fourth Question**

- **Discussion of the Results of the Fifth Question**

- **Discussion of the Results of the Sixth Question**

- **Conclusion**

- **Recommendations**

Chapter Five

Discussion of Results, Conclusion and Recommendations

Introduction:

Discussion of results will be presented as follows:

The first part discusses results related to the study question. The second part discusses the results of the study hypothesis and the role of the variables of (gender, experience, qualification) in reading difficulties as perceived by teachers of English and 10th grade English students in Nablus District.

First: Discussion of the Results of the first Question:

What are the reading difficulties that faced 10th grade Students in English as perceived by students in Nablus District?

After analyzing the data, the means and percentages of each item, and total score of each domain (reading difficulty) were used. Tables 5 show a summary and total score of perspective.

For the total score of the reading difficulties that faced 10th grade students as perceived by students in English in Nablus District due to due to students' reading behaviors, the degree was very high where the percentage of response was 89.00%.

The researcher thinks that this result is due to teachers themselves or their methods of teaching reading during the lesson, for example, paying little attention to students' weakness in reading, giving inadequate concern in making coherence between reading skill and other language skills, giving little opportunity for the student to practice reading and giving little opportunity for the student to practice reading. All these things will affect the students reading behavior especially their self motivation.

This result is attributed to the idea that students' trends towards learning English is weak and a lot of them hate learning English, besides ignoring the activities outside the classroom (Abdel Aziz, 2005).

This goes in the line with Gay (2011) observation that showed that reading problem develops because one or more factors in a student himself or his environment or both prevent him from reaching his learning capacity.

Dunn (2007) revealed that each student must be able to sense that his proficiency in reading is increasing and that the enterprise is worth his effort. Aqeel (2007) noted that one of the most important reasons for reading difficulties is the low level of reading from the first stage of the pupil and the lack of attention to develop this skill.

Moreover, Al-Zouhairi (2008) clarified that the student is one of the reasons for the low level of achievement in English language.

Second: Discussion of the Results of the Third Question:

For the total score of the reading difficulties that faced 10th grade Students as perceived by teachers of English in Nablus District due to the teaching methods came in the third place where the percentage of response was 86.50%. This demonstrates that designing teaching aids and using them plays an important role in reading difficulties.

The researcher attributes this result to the lack of modern teaching methods and some of them are inappropriate to the characteristics of the students, also some teachers are using Arabic during the lesson.

A related study is Al-Kilani and Maqutash (2002) which observed that the solution must be realistic for the time it requires. That is, in considering suitable methods of adjusting to individual differences in reading, the time it requires become very important.

This goes in the line with Al-Khaseefan (2000) study which noted that a high percentage of teachers did not use good teaching methods that guides students to identify the difficult words and organize what they read by summarizing and remembering the reading passage in both loud reading and silent reading.

Finally, total score of the reading difficulties that faced 10th grade students as perceived by teachers of English and students in Nablus District due to teaching aids came in the first place. This indicates that reading

difficulties due to teaching methods has a very high effect on reading difficulties from the perception of 10th grade students and teachers of English.

The researcher attributes this result to the fact that teaching aids rarely exist in many schools, and the used aids do not give the student an adequate opportunity to participate and interact.

This is in harmony with Al-Ageel (2006) who showed that one of the most important reasons for the reading difficulty among pupils is the lacking of private labs in their schools.

This agreed also with Khankar study in (2002) showed that there are lack of using the teaching aids in schools like educational films and other aids.

Third: Discussion of the Results of the Fifth Question:

Are there any significant differences in the reading difficulties as perceived by 10th grade students in Nablus District due to gender?

After analyzing the data, it was found that there are no statistically significant differences in means that at (p value = 0.05) in reading difficulties(reading behavior) as perceived by 10th grade students in Nablus District due to gender.

Moreover, there are differences that are statistically significant in reading difficulties as perceived by 10th grade English students (females

and males) in Nablus District, in the domains: teaching aid and teaching methods in favor of females.

Fourth: Discussion of the Results of the Sixth Question:

The study results show that there are no differences that are statistically significant on level (0.05) in reading difficulties as perceived by teachers of English (female and male) in Nablus District, in the domains content, teaching aid, teaching methods and total degree.

Fifth: Discussion of the Results of the Seventh Question:

Are there any significant differences in the reading difficulties as perceived by English teachers and 10th grade students in Nablus District due to qualifications?

After data analysis, it was found that there are no statistically significant differences in means that at (p value = 0.05) in reading difficulties as perceived by English teachers in Nablus District due to qualifications.

It is obvious from the study results that there are no differences in means between diploma, bachelor and master degree holders.

There are no significant differences of means of responses on in reading difficulties as perceived by teachers of English in Nablus District due to qualifications on the domains of content, teaching aid, teaching methods, and total degree, since the p>.05 level for the three conditions

Sixth: Discussion of the Results of the Eighth Question:

After data analysis, it was found that there are no statistically significant differences in means that at p value = 0.05) in reading difficulties as perceived by English teachers in Nablus District due to years of experience.

The study results showed that since the p>.05 level for variable of years of experience, results showed that there were no significant differences of means of responses in reading difficulties as perceived by English teachers in Nablus District due to years of experience. Hence, we accept the hypothesis that there were no significant differences of means of responses in reading difficulties as perceived by English teachers in Nablus District due to years of experience.

Conclusion:

Findings of the study clarified that reading difficulty is due largely to educational factors and there is no single cause for reading difficulty, the difficulty is due to a composite of related conditions. However, the results show differences in percentages and means for the different variables.

The researcher mentioned different ways that can be effective remedies for reading difficulty. Most of these ways can be created by the teacher of English and the student in the learning process.

Recommendations:

Based on the findings of this study, the following recommendations are proposed:

- Training courses for the teachers to implement effective modern teaching strategies to promote the reading skill by them such as group communication, narration, storytelling, Self questioning, Activating Background Knowledge.

- Enriching and reinforcing the English language curricula with different types of reading that include group communication, narration, storytelling, Self questioning, Activating Background Knowledge.

- Supplying secondary schools with English language laboratories and learning center, for accomplishing the different reading tasks from native sources.

- Research should be conducted to determine the most appropriate teaching methods to revoke the reading problems.

- Further research should be conducted to study the reading difficulties in English from the perspective of the students and their parents.

- The Ministry of Education should support teachers with all materials, aids, sources they may need to avoid reading difficulty.

- Including useful websites for the teachers and the students, such as:

http://www.helpguide.org/mental/learning_disabilities.htm#problems.

http://www.ncrel.org/ sdrs/areas/isbe/titlepg.htm

http://www.ncrel.org/sdrs/areas/31abs.htm

http://www.readingmatrix. com/articles/bell/

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<u>Appendix A</u>

The letter sent to a panel of committee of PhD holders in the field of English language teaching.

The researcher asked for their views on the suitability of the questionnaire distributed among all English teachers in the public secondary schools in Nablus District.

Dear Doctor,

The researcher is conducting this study in order to get the Master's Degree from the Faculty of Graduate Studies, An- Najah National University. The thesis is entitled "The Reading Difficulties in English and How to Deal with Them as Perceived by Teachers and Students in Nablus District"

To ensure that the items of the questionnaire are valid, please evaluate the appropriateness of each item of the questionnaire to the whole purpose of the study, and the researcher will take your recommendations and suggestions into consideration.

Thanks for your help.

Researcher

Alaa Yaseen

Appendix B

The letter sent to all English teachers and their 10th grade students in the public secondary schools in Nablus District.

The researcher asked the teachers and the students to give their opinions about each item of the questionnaire distributed to them.

An- Najah National University

Teaching Methods Department

Faculty of Graduate Studies

Dear Teacher,

The following questionnaire has been developed to collect information for M.A. thesis en titled "The Reading Difficulties in English and How to Deal with Them as Perceived by Teachers and Students in Nablus District." This thesis is completed in partial fulfillment of the requirements of Master's Degree from the Faculty of Graduate Studies, An-Najah National University.

Please fill in the following spaces in the appropriate place where you feel it fits you.

The researcher assures you that the information will be strictly confident and will only be used for to the purpose of the study only.

Thanks for your cooperation.

Researcher

Alaa Yaseen

<u>Appendix C</u>

The questionnaire was distributed among all English teachers and their 10th grade students in the public secondary schools in Nablus District.

The questionnaire consisted of twenty six items. Teachers and students were asked to fill these items where they feel it fits them. Any further ideas and comments would be taken into consideration. The questionnaire is modified from Wimmer (2010), Pigada & Schmitt (2009**)** and David Hopkins (2008) .

Personal information

School: _____

Gender: _____

Qualifications: _____

Years of experience: ☐ **less than 5 years**   ☐**5-10 years**

                                                    ☐**more than 10 years**

Region: _____

Please fill the following spaces which will be used for research purposes only.

Thanks for your co-operation.

(For the students)

1) **Reading Difficulties Related to Students' Reading Behaviors.**

	Difficulties	Appropriate difficulty centered		Wording	
		Appropriate	Inappropriate	Clear	Unclear
1	I don't have self-motivation. لا أملك دافع ذاتي				
2	I am unable to pronounce the letters correctly. غير قادر على نطق الاحرف بشكل صحيح.				
3	I am unable to distinguish sounds. غير قادر على التمييز بين الأصوات(أصوات الحروف)				
4	I forget the forms of words that have already been learned. انسى اشكال الكلمات التي تعلتها مسبقا				
5	I am unable to correct the errors. غير قادر على تصحيح الأخطاء				
6	I read in Intermittent way. أقرأ بطريقة متقطعة				
7	I stutter in the pronunciation of words. أتلعثم في لفظ الكلمات.				
8	I have little knowledge of English vocabulary. أملك القليل من المعرفة بمفردات اللغة الانجليزية				
9	I write the pronunciation of the English word in Arabic. اكتب لفظ الكلمات الانجليزية باللغة العربية				
10	I ignore practice reading English at home. اتجاهل ممارسة قراءة اللغة الانجليزية بالمنزل				
11	I feel shame during practice reading. اشعر بالخجل عند القراءة(أمام الطلاب)				

Other difficulties you want to add:
……
....

proposed remedies for reading difficulties as perceived by students

No	Difficulties	Appropriate difficulty centered		Wording	
		Appropriate	Inappropriate	Clear	Unclear
19.	Students Read texts repeatedly.				
20.	Students read texts loudly to overcome shame during reading.				
21.	Teachers should write words on the board to overcome Students Forgetting the forms of words.				
22.	Teachers should give students assignment that involves reading English at home.				
23.	Teachers should improve Students self-motivation				
24.	Students tend to Stutter in the pronunciation of words.				
25.	Teachers should increase Students English vocabulary.				

(For the teachers)

2- Reading Difficulties Related to the content (Textbook)

	Difficulties	Appropriate difficulty centered		Wording	
		Appropriate	Inappropriate	Clear	Unclear
12	The textbook lacks the consistency between words and pictures.				
13	The textbook doesn't have enough pictures.				
14	The textbook contains some mysterious words.				
15	The textbook contains mismatching between the vocabulary and the level of the student.				
16	The textbook contains unattractive topics.				
17	The textbook has inadequate exercises about reading.				
Other difficulties you want to add: ....…….					

3-   Reading Difficulties Related to the Teaching Aids.

	Difficulties	Appropriate difficulty centered		Wording	
		Appropriate	Inappropriate	Clear	Unclear
18	Limited availability.				
19	Unclear audio tapes.				
20	Ignoring the activities outside the classroom.				
21	Irregular reading programs.				
22	Lacking of private labs.				
Other difficulties you want to add: ……………………………………………………………………………………………………					

4-   Reading Difficulties Related to the Teaching Methods.

	Difficulties	Appropriate difficulty centered		Wording	
		Appropriate	Inappropriate	Clear	Unclear
23	Lacking of diversity.				
24	School building does not help the teacher to use modern teaching methods.				
25	Ignoring individual differences.				
26	Overlooking students' reading skills through various activities				
Other difficulties you want to add: ……………………………………………………………………………………………………					

Appendix D

Interview

Statement number	Statement	Yes	No
1	Does considering students' language experience help in solving reading problems?		
2	Does using a combination of approaches help in solving reading problems?		
3	Does ignoring students' error affect their reading skill?		
4	Does ignoring preparation for lessons affect reading skills?		
5	Does teaching skills in isolation affect reading skills?		
6	Do you think that inadequate loud reading in the class affect reading skills?		

Open Question:

How does using a lot of (L1) in the instruction stage affect (L2) reading skills?

جامعة النجاح الوطنية

كلية الدراسات العليا

صعوبات القراءة في اللغة الانجليزية وكيفية التعامل معها كما يراها المعلمون والطلاب

إعداد

آلاء ياسين

إشراف

د. أحمد عوض

صعوبات القراءة في اللغة الانجليزية وكيفية التعامل معها

كما يراها المعلمون والطلاب

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إشراف

د.أحمد عوض

الملخص

هدفت هذه الدراسة إلى معرفة صعوبات القراءة في اللغة الانجليزية للصف العاشر وكيفية التعامل معها كما يراها المعلمون والطلاب. بحثت الدراسة عن أثر متغيرات المعلمين (الجنس، المؤهل العلمي، وسنوات من الخبرة.)، أثر متغير الطالب (الجنس) في وجود صعوبات في القراءة باللغة الإنجليزية وكيفية التعامل معها. لتحقيق هدف الدراسة، قامت الباحثة بتطوير أداتين لجمع المعلومات: استبانتين والمقابلة. اولا: استبانة باللغة الانجليزية (موجهة للمعلمين) ، وبالاضافة الى استبانة اخرى باللغة الانجليزية ومترجمة للغة العربية موجهة للطلاب.ثانيا: اجراء مقابلة كأداة ثانية موجهة للمعلمين.قامت الباحثة باجراء المقابلة بنفسها.وكانت مكونة من 7 اسئلة. أجرت الباحثة هذه الدراسة على طلاب الصف العاشر الذين يدرسون اللغة الانجليزية كلغة اجنبية وعلى معلميهم في منطقة نابلس باستخدام عينة عشوائية طبقية. يتألف مجتمع الدراسة من (4904) طالبا وطالبة، (2004) ذكور و (2900) إناث، بالاضافة (94) معلما ومعلمة، (31) ذكور و(64) إناث. تكونت عينة الدراسة من (10٪) من مجتمع الدراسة. و قد أظهرت النتائج أن صعوبات القراءة التي يواجهها الطلاب في تعلم اللغة الانجليزية ناتجة من سلوكيات قراءة الطلاب والتي كانت مرتفعة. وعلاوة على ذلك المحتوى (الكتاب المدرسي)، والوسائل التعليمية وطرق التدريس لها دور كبير في صعوبات القراءة.في ضوء نتائج الدراسة أوصت الباحثة بعقد دورات تدريبية للمعلمين تهدف إلى تزويدهم الخبرة الكافية لتعليم مهارة القراءة لطلابهم في الطريقة الصحيحة. وعلاوة على ذلك إثراء مناهج اللغة الانجليزية بأنواع مختلفة من القراءة.