

EXPLORING THE LEARNING DIFFICULTIES IN ENGLISH READING SKILLS FACED BY THE STUDENTS OF THE SECONDARY LEVEL AT THE PUBLIC SCHOOLS IN SHAHEED BENAZIR ABAD

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ABSTRACT

This study intends to investigate the learning challenges in English reading skills faced by the students of secondary level at government funded schools in Shaheed Benazir Abad. The examination was completed to perceive and to arrange the challenges faced by students reading. 20 schools out of 25 Government Secondary schools of Talkua Nawabshah were chosen as a specimen. From the chosen schools, 150 (12%) students out of 1250 students of review ninth and tenth were chosen randomly for the purpose of this study. Six research questions were intended to meet expected outcomes. The exploration apparatus of the investigation was poll and twenty five items were given to students. These items were composed on five point Likert scale and the information was examined by SPSS, version twentieth. Results demonstrated that students face different reading challenges, for example, they face reading troubles in the regard of pronunciation, fluency, proficiency, phonemic and unpleasant home environment. It was discovered that students face these troubles due to lack of teachers interest. They have poor techniques and poor methods of teaching reading. On the basis of results, recommendations were made to overcome these difficulties immediately.

Keywords: language learning, reading skills, pronunciation, reading efficiency, reading fluency, phonemic, pleasant home environment.

INTRODUCTION

The second decade of the 21st century has seen an extension of research in English learners' second/remote dialect learning. Generally later past, resources on assessment of adolescents' were genuinely compelled. With the introduction of English as a compulsory subject for young learners it is also considered fundamental guideline throughout the world (European Commission, 2012). Ediger (2001) young English learning has transformed into a centralization of a broad number of concentrates far and wide. It is right now circumstance that young students, i.e. kids developed 7 to 11; start to learn English as a remote or second tongue without a doubt the beginning stage of their formal direction, to be particular at 6 years of age or 7. (; Enever and Moon, 2009). This example of cutting down the season of starting outside lingo headed toward the closure of the twentieth century, and has now spread to all parts of the world.

European Commission (2012) discussed that the issue of learner's execution at schools has been winning since present day instruction was presented. Numerous nations understood that countless are without great execution, all developments in training are bound to disappointment. There is a wide disappointment with current circumstance of tutoring in numerous nations guardians are reprimand to instructors for the poor execution of the youngsters. It happens on the grounds that dominant part of the guardians includes their kids in plant and other residential undertakings. Students are overburden with these assignments

and they have no self-enthusiasm to think about. . Correspondingly this audit investigated the diverse learning English troubles by learners of government funded schools of talkua Nawabshah District Shaheed Benazir Abad. The critical purposes behind scrutinizing English perusing troubles were asked by the students. The main issue of reading was asked by the students, which affected on their getting reading fluency.

Reading difficulties must be instructed to the students in their prior stage and genuine endeavors to be taken for enhancing their reading abilities. O' Donnell and Wood, (2004) explored that to those inquiries concerning the logic of dialect, for example, regardless of whether words can speak to involvement, have been bantered since Georgia's and Plato in Ancient Greece. Jacobson (1960) pointed out that regular dialects are talked or marked, however any dialect can be encoded into optional media using sound-related, visual, or material boosts – for instance, in shrieking, marked, or Braille. This is on the grounds that human dialect is methodology autonomous. Partly upon philosophical points of view with respect to the meaning of dialect and significance, when used as a general idea, "dialect" may suggest to the psychological capacity to learn and use frameworks of complex correspondence, or to portray the arrangement of standards that makes up these frameworks, or the arrangement of expressions that can be delivered from those creed.

Buhler (2000) discussed that all dialects depend on the procedure of beneficial interaction to relate signs to specific implications. Oral, manual and material dialects contain a phonological framework that represents how images are used to shape successions known as words or morphemes, and a syntactic framework that administers how words and morphemes are consolidated to shape expressions and articulations. Urquhart and Weir (1998) research pointed out that the reading procedure requires consistent practice, improvement, and refinement. What's more, reading requires innovativeness and basic examination. Since reading is such an unpredictable procedure, it can't be controlled or confined maybe a couple translations.

Haque(2006) discussed that there is no solid laws in reading, but instead permits readers an escape to create their own particular items reflectively. This advances profound investigation of writings amid elucidation. Learners use an assortment of perusing methodologies to help with interpreting (to make an interpretation of images into sounds or visual portrayals of discourse) and perception. Learners may use setting pieces of information to distinguish the significance of obscure words.

RESEARCH QUESTIONS

1. To explore the learning difficulties in reading correct pronunciation by the students at the secondary level.
2. To understand the learning difficulties reading fluency by the students of secondary level.
3. To explore the learning difficulties in phonemic.
4. To analyze the effect of physical home environment on learners during enhancement of reading skills.

RESEARCH QUESTIONS

1. Which kind of learning difficulties in reading correct pronunciation by the students at the secondary level?
2. What kind of reading difficulties in reading fluency by the students of secondary level?
3. How phonemic is difficult for the students of secondary level during learning reading skills?

4. How physical home environment effect on learners during enhancement of reading skills

RESEARCH DESIGN

Cardwell, Clark, and Meldrum, (2004) pointed out that a populace is a gathering of individuals to whom the specialist has an intrigue and he wishes to draw comes about. There are 25 optional schools and aggregate 1250 understudies. Keeping in view populace of study is 150 learners of Talkua Nawabshah District Shaheed Benazir Abad who participated in this study. Testing is the way toward choosing units from a populace of intrigue so that by contemplating them one may decently sum up the outcomes back to the populace from which they were drawn (Williams, 2006). This is an enormous populace so scientist chose talkua Nawabshah as an objective populace, which was 150 secondary level learners Selection of the 20 Schools were finished by using basic random sampling strategy out of 25 optional schools. One hundred and fifty 50 (7.5 %) from each school learners were chosen. Leedy and Ormrod, (2010) pointed out that, each of the students had an equivalent shot of taking an interest in the examination. The instruments used as a part of this examination was a five likert Scale(Renesis-1932) a psychometric scale to quantify individuals states of mind and sentiments in an unexpected way. It running from(1=strongly agree,2=agree 3= Undecided, 4=strongly agree, 5= disagree) for the secondary level students with a specific end goal to get observation from them about English reading challenges, their discernment and adequacy were analyzed. The researcher went to different secondary schools of talkua Nawabshah region Shaheed Benazir Abad for gathering the information from Secondary level students and through surveys to know the English reading difficulties and analyze these troubles in the prior stage for the learners’ better learning and comprehension. This investigation manages the quantitative approach. The information was gathered through questionnaire of the optional level student talkua Nawabshah District Shaheed Benazir Abad. Likert scale poll of 5 indicates were used gather the information. The information was analyzed by SPSS.

RESEARCH ANALYSIS

Analysis of related items of research question no 1, 2, 3, 4 which were 1 to 17 items the analysis is as under

Table 1. Analysis Research Question No 1,2,3,4

Items	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1 ,2,3,4	109.4%	125.4%	43.4%	58.6%	68.1%
5.6.7.8	100.6%	139.4%	53.3%	50.7%	57.4%
9,10,11,12	86.%	101.4%	66.8%	72.1%	72%
13,14,15,16,17	100.7	121.4%	54.8%	89%	47.3%
Total Percentage	23.3%	28.6%	12.8%	15.9%	14.4%

The above table and item no one to seventeen demonstrates the 23.3 0% perceptions of the students strongly agree with the statements,.28.6% perception of the students agreed,12.8% perceptions considered undecided and 15.9% perceptions of students remained strongly disagree , while 14.4.% perceptions of the students disagreed with the statements. It was explored from the above given table that majority of the students are agreed that they are facing various reading difficulties like pronunciation, fluency and phonemic, teachers and

parents do not support to the learners and they do not provide them good atmosphere for the study to root out their reading difficulties perpetually .

FINDINGS

The finding of the study are discussed in following:

- 1) It was demonstrated that learners have enthusiastic for reading yet instructors' did not give chance them for reading in the class to remedy their pronunciation.
- 2) It was investigated that Students were agreed that there is no particular strategy for showing reading right pronunciation. Students faced reading pronunciation troubles because of poor vocabulary and bombastic material, that reading material did not match the students of secondary level.
- 3) It was pointed that teachers were unaware regarding English reading fluency.
- 4) It was pointed out from gathered information that teachers do not teach important exercises to the students. Likewise an abundant number of students was agreed that the learners of government school have poor reading fluency in English.
- 5) A large number of the students were agreed that ambiguity of the accents create difficulty in enhancing reading fluency.
- 6) It was demonstrated that significant number of the students were agreed that educators don't have knowledge how to teach the phonemic subsequently learners yet facing the phonemic difficulties in English reading. Similarly students have no anxious to think about phonemic.
- 7) It was investigated that a small number of the students were agreed that good and healthy environment of the home effect on reading of students positively.
- 8) Results demonstrated that in government schools significant number of teachers did not have proper reading abilities; even they didn't know how to teach reading skills and they have no proper knowledge regarding their relevant subjects.

CONCLUSION

The study was conducted to explore the learning difficulties in English reading faced by secondary level students at public school in Shaheed Benazir Abad. The data was collected and analyzed through scientific method and results were drawn which showed that students faced multiple difficulties in reading English text. It was explored that students face difficulties like ,pronunciation, reading frustration, reading efficiency, reading fluency and phonemic. Unfortunately our students did not have reading habits because they were not provided proper environment at their homes. It was found that most of the parents did not take interest in their children's education consequently there was no check and balance. Teaching method was one of other difficulties in teaching of English reading skills. It was explored that teachers did not have adequate knowledge regarding language teaching methods, techniques, and other strategies. Language teaching demands active learning while it was found in research that students were not involved in teaching reading skills. Positive reinforcement is important for learning process; it was found in the end teachers do not have eager to overcome reading difficulties of the students

RECOMMENDATION

Emerging from the discoveries of the examination, the accompanying suggestions are made:

1. All schools should have satisfactory English reading materials to address dialect students' issues. The schools should liberally give the fundamental dialect materials, for instance, recently designed syllabus and supplementary perusing books.
2. Teachers must make practice in word pronunciation and attempt to upgrade pronunciation of the learners.
3. Teachers must know how to teach English reading difficulties to the learners of the class and they should know how to build up the reading efficiency of those students who have poor reading skills.
4. Teacher must talk about a few mediations that are particular to reading. Phonological mindfulness ought to be given to the student's properly.
5. Teacher should aware the students regarding letters and letter sound relationship.
6. Parents should help their kids to overcome their reading difficulties.
7. Parents should create good and healthy environment for the study of their children at home.

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