



An Investigation into some English Reading Problems Faced by Grade 7th Pupils at Basic Schools

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ABSTRACT:

Despite the importance of early identification to discover reading problems in English language at basic schools this phenomenon spreads widely among the pupils at Sudanese basic level schools particularly among grade 7th pupils. Most of the pupils in this grade find difficulties in reading and understanding English texts. Therefore, this study was conducted to investigate some of reading problems in English language encountered by the pupils of grade 7. To investigate that, two tests (written and oral) were conducted for those pupils in grade 7 at basic level schools. Furthermore, a questionnaire for English supervisors and teachers of grade 7 was designed as well as a classroom observation checklist. Different statistical methods were used to analyze the data of the study. The most important findings are: Most of grade 7th pupils have problems in reading and understanding English texts, they have problems in reading English texts because of shortage of vocabulary, most of English teachers of this grade in Karary Locality are unqualified, the syllabus of grade 7 does not cope sufficiently with early reading problems, and the pupils of this grade find difficulties in reading in English because of using Arabic language very much during English lessons.

Keywords: early reading problems (ERPs), basic level schools, reading and understanding English texts, shortage of vocabulary, grade 7th pupils, early reading skills.

Introduction:

The Study Problem:

The statement of the study problem claims that most of the pupils at Sudanese basic level schools, particularly those who in grade 7, have a lot of problems in reading and understanding English texts. Although, these problems differ from one to another, they result together in the low level of reading skills among the pupils in this grade. Therefore, this study investigates some of reading problems in English faced by Sudanese basic level schools' pupils particularly pupils of grade 7.

Aims of the Study:

This study aimed to identify:

- Some of reading problems encountered by grade 7th pupils in English language.
- Whether the 7th grade syllabus copes sufficiently with developing early reading strategies or not.
- Whether the teachers of grade 7 apply early reading strategies in English lessons or not.

Literature Review:

What is Reading:

Reading is not a hobby as some people think. It's a skill which feeds the mind with information. Everyone has this skill so; it's not an acquisition skill. It differs from them, but at the same time it is difficult to be developed because it requires much effort and continuity.

Reading is a complex cognitive process. It is more than decoding individual words. Letters and words are, of course, required for understanding a text. These words: Understanding, knowledge and comprehension are often used to describe what the reader wants to achieve through the act of reading.

Ruth Schoenbach et al. (1999, p. 17) defines reading as:

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

The Nature of Early Reading Problems (ERPs):

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

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

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

Some Factors Lead to Early Reading Problems:

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

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

Furthermore, other factors relevant to the family, such as: family trouble, absence of observation from the parents, bad treatment, negative up-bringing and unconcern with children's reading at home. All these factors are obstacle to develop early reading among children.

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

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

There are some similarities and differences between English and Arabic languages. Some of the main differences are: Arabic script runs from right to left. There are 28 letters and 28 sounds (phonemes). Each letter has three forms according to whether its position in the word is initial, medial or terminal. There are no capital letters. Several letters in Arabic script have the same form and are differentiated by position and number of dots. The sentence in Arabic language can be start with a noun or verb. The subject in Arabic can be singular, for example: (*thahabaeltilmeethilaelmadrasa*), dual (*thahabaeltilmeethanilaelmadrasa*) or plural (*thahabaeltalameethilaelmadrasa*). However, English script runs from left to right. There are 26 letters but they result in 44 different sounds (phonemes) – 26 consonants and 18 vowels. Each letter has two forms, an upper and a lower case version. The capital form may indicate the beginning of a sentence or may have a semantic role, for example, to indicate a proper name. The sentence in EL usually starts with a subject which can be noun (**Mohammed** is a teacher.), pronoun (**He** is a doctor) or a phrase (**The brave man** is given a present). Also it can be singular (**She** is a nurse) or plural (**They** are students). If the pupils learn the script system and pronunciation rules of EL, words may be easily decoded from written to spoken form. But if not, they will mix between their mothers' language and EL, which results in ERPs.

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

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

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

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

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

These differences between the two languages lead to difficulties in early reading in English language among the pupils at Basic Level Schools, particularly the pupils in grade 7.

Early Reading Skills:

Early reading skills are skills that enable the child to read a written text with independence, understanding and fluency. Independence here means the ability to use the child's skills without any helping from others. Here are some of reading skills that should be taught to children at Basic Schools, particularly the pupils of grade 7:

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

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

The skills of decoding and discovering new words are:

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

Below are some signs of decoding problems such as:

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

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

Reading requires understanding the written text. Therefore, it's so important to develop some skills that enable children in the 7th grade to understand what they read. So, using these skills, as main tools, during reading have effective role in understanding process. Understanding process depends on the following:

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

There are some signs of comprehension problems which include:

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

Kilani, (2001) claims that: "*A learner is expected to read with less comprehension if he/she doesn't possess adequate cultural background knowledge*". So, training the pupils in grade 7 on comprehensive reading is very essential to avoid early reading problems.

The third and most important skill in reading is retention, or remembering what is read. Doing so relies heavily on the other two skills decoding and comprehension. It is further aided by a reader's ability to organize and summarize the content of what they read and connect it to what they already

know. Reading retention enables children to keep information in their long-term memories which is difficult to be forgotten. So, through this process children can remember all the information that gains from a text easily when they need them in the future, which is very important for academic achievement.

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

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

Here are some signs of retention's problems:

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

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

Phonemic Awareness:

Children need to learn that the words they say are made up of sounds. This understanding is called phonemic awareness. A research has confirmed that phonemic awareness is a crucial foundation for word identification. Phonemic awareness helps children learn to read; and without it children suffer and continue to have reading problems. It also shows that phonemic awareness can be taught and that the teacher's role in the development of phonemic awareness is essential for most children.

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

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

The Relationships between the Letters and Sounds:

Building on the foundation of phonemic awareness and concepts about print is that children are ready to understand that there is a way to connect the sounds they hear with the print on the page in order to make meaning. In English writing system, one letter may not necessarily represent one single sound, and so it is important that children receive systematic and explicit instructions about correspondences between the speech sounds and individual letters and groups of letters.

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

Importance of Vocabulary for Reading:

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

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

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

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

How to Train the Pupils on Speed Reading:

Here are some guides that might help the pupils in grade 7 to read fast:

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

The Research Methodology:

The Research Tools:

The data of this study were obtained and collected by three instruments. The first one was two tests for grade 7th pupils. One was a written test and the other was an oral test. These two tests were designed to investigate the pupils' abilities in reading comprehension as well as to find out some problematic areas of early reading. The second tool was a questionnaire. It was designed for English supervisors and teachers at Basic Schools. The aim of this questionnaire was to find out views of English supervisors and teachers about early reading problems faced by pupils in grade 7, furthermore, to discover some problematic areas of these problems. It also aimed to find the reasons behind these problems. The third tool was used for data collection was the classroom observation checklist. The purpose of this tool was to focus on the pupils' reaction during the lessons were done by their teachers, also to investigate additional early reading problems faced by the pupils in this grade.

The Study Population and Sample:

The study population was the 7th grade pupils at Sudanese Basic Level Schools. This experiment was conducted at two Basic Level Schools in Karary locality in Omdurman. One of these schools is for boys and the other is for girls. A total number of 111 pupils from grade 7 in these two schools participated in this study. Those pupils were divided into two classes, one for boys and the other for girls. The total number of the boys was 53 while the girls were 58. So the total number of all the pupils who participated in this study from the two schools was 111 pupils.

Some of grade 7th English teachers (males and females) also participated in this study as well as many supervisors. All of them were Sudanese. Some of them teach in those two schools, whereas the others were from different Basic Level Schools in Omdurman.

Pilot Study:

Prior to the administration of the two tests, the pilot study can reveal that whether the selected text and the questions are suitable to assess problems of early reading among grade 7th pupils or not. The two tests were pilot – tested a week before the main one. The researcher selected randomly some pupils from grade 7 to do the piloting tests (written and oral). 20 boys participated in the pilot study. The results of the analysis showed that the two pilot tests were in line with objectives of the study.

As for the questionnaire, a piloting questionnaire was given to a number of English supervisors and teachers at Basic Level Schools. They were chosen in a random way from different schools. They were 16 samples. The samples have got quite enough experience in teaching English language for grade 7th pupils. The aim of the pilot questionnaire was to examine the clarity of the statements and objectives of the study.

The pilot study was conducted to:

- Give more validity to the study.
- Measure the time required for each test.

- Decide if the two tests were clear to the pupils.
- Assess whether the tests and questionnaire are in line with purpose of the study or otherwise.

Data Analysis, Results and Discussion:

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

The two tests were conducted to evaluate reading comprehension among the pupils of grade 7 at Basic Level Schools, furthermore, to investigate some problematic areas of early reading in English.

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

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

The T-test Results of the Written Test.

	School	N	Mean	Std. Deviation	T value	P value
Q1	boys	53	4.18	0.97	-0.144	0.175
	girls	58	4.21	1.18		
Q2	boys	53	3.27	1.26	-5.002	0.022
	girls	58	4.12	1.08		
Q3	boys	53	3.12	1.65	-2.384	0.040
	girls	58	3.64	1.39		
Q4	boys	53	2.17	1.70	-4.147	0.02
	girls	58	3.19	1.66		
Total	boys	53	12.74	4.10	-3.926	0.03
	girls	58	15.15	4.25		

As can be seen from the table above, the T-test results showed that there were significant differences between the means degrees of the pupils in the test dimensions (Q2, Q3, Q4 and total of the dimensions). It was found that the means of the second question were (3.27) for boys whereas, (4.12) for girls and the difference was (0.85). The standard deviations were (1.26) and (1.08). As for the third question the means were (3.12) and (3.64). The difference was (0.52) whereas; the standard deviations were (1.65) and (1.39). For the fourth question the means were (2.17) and (3.19), the difference was (1.02) and the standard deviations were (1.70) and (1.66). The total dimensions of the test indicated that the means were (12.74) and (15.15); the difference was (2.41) while the standard deviations were (4.10) and (4.25). On the other hand no significant differences found between the two groups of the pupils in one dimension of the test which was question one. It was found that the means of the first question were (4.18) for boys and (4.21) for girls, the difference was (0.03) while the standard deviations were (0.97) and (1.18).

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

The T-test Results of the Oral Test:

	School	N	Mean	Std. Deviation	T value	P value
Q1.	boys	53	0.83	0.99	-2.896	0.04
	girls	58	1.25	0.97		
Q2.	boys	53	0.68	0.95	-3.153	0.006
	girls	58	1.13	1.00		
Q3.	boys	53	0.42	0.82	-4.962	0.000
	girls	58	1.09	1.00		
Q4.	boys	53	0.16	0.54	-8.977	0.000
	girls	58	1.25	0.97		
Q5.	boys	53	1.53	0.85	0.223	0.654
	girls	58	1.50	0.87		
Total	boys	53	3.61	2.72	-6.792	0.030
	girls	58	6.22	2.56		

As can be seen from the table above, the T-test results showed that there were significant differences between the means degrees of the pupils in the test dimensions (Q1, Q2, Q3, Q4 and total of the dimensions). It was found that the means of the first question were (0.83) for the boys and (1.25) for the girls, the difference was (0.42) while the standard deviations were (0.99) and (0.97). It was found that the means of the second question were (0.68) for the boys, (1.13) for the girls and the difference was (0.45). The standard deviations were (0.95) and (1.00). As for the third question the means were (0.42) for the boys and (1.09) for the girls, the difference was (0.67) whereas, the standard deviations were (0.82) and (1.00). For the fourth question the means were (0.16) for the boys and (1.25) for the girls, the difference was (1.09) and the standard deviations were (0.54) and (0.97). The total dimensions of the test indicated that the means were (3.61) for the boys and (6.22) for the girls, the difference was (2.61) while the standard deviations were (2.72) and (4.56). On the other hand no significant differences found between the two groups of the pupils in the fifth dimension of the test. It was found that the means of the fifth question were (1.53) for the boys and (1.50) for the girls, the difference was (0.03) while the standard deviations were (0.85) and (0.87).

After the analysis the results of these two tests showed that pupils of the 7th grade suffer from problems in early reading in English. It was also found that majority of them have problems in reading English texts. Moreover, some pupils find difficulties in decoding the words into phonemes. Their ability to break the words into individual phonemes is very weak. In addition to that, some of them confuse between the sounds of vowel letters. The pupils in this group have problem in reading words that contain more than one vowel letter. Other category of pupils in this grade finds it difficult to differentiate between the names and sounds of English letters. This problem leads to mispronunciation of the words. So, pupils who have this problem find difficulty in differentiate between the names and sounds of the letters, in pronunciation of English words and their vocabulary is very poor. Others have problems with silent letters, so they find difficulties in pronunciation of words that contain silent letters. Although these problems differ from one group to another, they results in the low level of reading English texts among the pupils in this important grade at Basic Schools.

The second tool was the questionnaire which was conducted to investigate the reasons behind early reading problems encountered by those pupils and to discover more problematic areas of early reading in English. After the analysis of the questionnaire the results indicated that there were many reasons behind early reading problems face pupils of grade 7. Some of these problems caused by using Arabic language very much during English lessons whether by the teachers or the pupils. Another cause of these problems was relevant to the syllabus of grade 7. Due to the fact that more than 82% of the participants agreed that the pupils in this grade have problems in early reading in English, because the syllabus doesn't cope sufficiently with early reading problems. Moreover, the teachers in grade 7 became one of the causes of early reading problems because of unqualified or using Arabic language very much during English lessons. This proved by that 75% of the participants agreed that most of problems of early reading in English in grade 7 cause by unqualified teachers. Finally the family has also an effective role in these problems. It was found that 80% of the participants indicated that most of the families don't encourage their pupils in this grade to concern with English language particularly developing their reading skills.

The classroom observation checklist was the third tool used for collecting data of the study. It was designed to observe the pupils' responses during the lessons as well as to discover more problematic areas encountered by them. Moreover, it was conducted to see whether the teachers use early reading strategies or not and how do the pupils apply that. The results showed that the pupils of the 7th grade have problems in reading English texts because of shortage of vocabulary. They also have problems in pronunciation of the letters don't exist in Arabic language, for example: /p/, /g/, /tʃ/ and /v/. Furthermore, some of them don't differentiate between /p/ and /b/, /g/ and /dʒ/, /tʃ/ and /ʃ/ and /v/ and /f/. Majority of them don't know how to pronounce /ð/ and /θ/, but they change them into /s/ and /z/ which change the meaning totally, for example: (think) is pronounced (sink) and (that) is pronounced (zat).

Conclusions:

The main findings achieved from the results were:

1. The level of reading English texts in the 7th grade was below the level.
2. Pupils of the 7th grade have problems in reading English texts because of shortage of vocabulary.
3. Pupils in this grade find difficulties in reading in English because of using Arabic language very much during English lessons whether by the teachers or the pupils.
4. Majority of the pupils in the 7th grade do not know the sounds of the letters.
5. Most of them have problems in reading words with silent letters.
6. Pupils in this grade have problems in reading in English, because the selected texts are not sufficient to develop their reading skills.
7. Most of English teachers in this grade are unqualified.
8. The syllabus of grade 7 does not cope sufficiently with early reading problems.
9. Pupils of the 7th grade at Sudanese Basic Level Schools suffer from incorrect pronunciation of words. This results in that they don't know the sounds of the letters.

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