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Diagnosing the difficulties in learning reading for fourth-grade elementary students

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Abstract :

The current study aimed to identify the steps in diagnosing reading difficulties among a sample of fourth-grade students and reveal various aspects of reading challenges. The field study took place at the Al Abdi Mouhamed Elementary School in Khemis Miliana, Ain Defla Province, Algeria, with a sample of 17 students. . Diagnostic tools included Fathi Al-Zayat's Reading Difficulty Diagnostic Scale (2007), John Raven's Intelligence Test (1998), and the Overt Reading Test by Sharfouh Al-Bashir (2006).

Results indicated that reading difficulties are prevalent among fourth-grade students at a rate of 23.61%. The most common reading difficulties were identified as addition, followed by deletion

Keywords: difficulties in learning Reading ; diagnosis.

1-INTRODUCTION

Primary education is of great importance as it is the first educational stage that largely determines the student's success in subsequent educational stages. At this stage, the student acquires various essential skills and behavioral habits necessary for their development as a learned individual. They also develop their mental abilities and capacities, and acquire many life attitudes and orientations. In this stage, students also learn the fundamental skills that enable them to gain knowledge, such as reading, writing, and arithmetic. However, many educational systems face a set of problems that require attention and intervention, as they impact the academic performance of students. (Al-Akhdar Jaghoubi, 2018, p. 5).

Among the problems faced by many children or students are learning difficulties, which concern educators, researchers, and parents alike. It is considered one of the challenges and obstacles that hinder the educational process for students when their performance levels in skills and tasks are below the normal or expected average. In the field of special education literature, it is now well-known that there is a significant difference in some of the curricula and course materials prescribed in terms of personality traits, behavioral characteristics, comprehension abilities, and readiness to learn. Children with learning difficulties are ordinary in their interactions, behaviors, and conduct, and their intelligence quotient typically ranges between 75-90 on individual intelligence scales (Sulaiman, 2007, p. 64).

Difficulties in learning Reading are among the most prominent challenges faced by students with learning difficulties, posing a significant obstacle to academic success that affects performance in all other subjects (Al-Anizat, 2006, p. 7) .

Difficulty in learning Reading to read constitutes one of the fundamental and crucial aspects of academic learning difficulties, if not the primary and most important aspect.

Reading learning difficulties constitute one of the fundamental and important aspects of academic learning difficulties, if not the primary and most crucial one.

The problem of difficulties in learning reading is a hidden one, as those who suffer from it are normal, with an average intelligence level, and neither the teacher nor the parents

notice any abnormal signs that require special treatment. As a result, teachers often label these students as lazy or stupid, leading to repeated failure and poor academic achievement. If not diagnosed, this can ultimately lead to school dropout.

This study aims to uncover the key steps in diagnosing overt reading learning difficulties. Through this research paper, we seek to answer the following questions:

- What is the prevalence of overt reading learning difficulties among third and fourth-grade primary students?
- What are the most common manifestations of overt reading learning difficulties among fourth-grade primary students?

2- Study Hypotheses:

- Difficulties in learning reading are not prevalent among fourth-grade primary students.
- The most common type of reading difficulty among fourth-grade primary students is addition.

3- Importance of the Study:

- The study's significance lies in the accurate diagnosis of overt difficulties in learning reading, as it is a sensitive topic that many students nationwide and globally struggle with, particularly during the primary stage, which is a critical period in a student's academic journey.
- Furthermore, the importance of reading in enhancing academic achievement across all subjects is emphasized.
- Additionally, the study aims to shed light on a sample of students who struggle with difficulties in learning reading.

4- Study Objectives:

The current study aims to achieve the following objectives:

- Identify appropriate diagnostic methods and tools for individuals with overt difficulties in learning reading.
- Recognize the most common learning difficulties among fourth-grade primary students.
- Enrich the scientific and applied aspects by understanding the most prevalent and challenging academic learning difficulty, facilitating early and effective diagnosis, and subsequently enabling the development of suitable educational and training programs to support this group.

5- The concepts of the study:

5-1-Definition of the term "Diagnosis":

Mehrenz (1975) defined diagnosis as "the process by which judgments are made about aspects of behavior and the extent to which they conform to its specific criteria."

Hawal et al. (1979) consider diagnosis as a form of assessment, borrowed from medical sciences, and particularly used in the field of special education for the purpose of judgment on behavior. (Atallah, 2009, p. 20)

5-2-Definition of Difficulties in Overt Reading:

5-2-1 Reading: Reading is characterized as a holistic activity. Although reading can

sometimes be defined based on specific skills such as letter recognition, word identification, and understanding vocabulary meanings, achieving each of these sub-skills one after the other does not constitute reading itself. Effective reading only occurs when a complete integration of these skills is achieved. (Radi Ahmed 2015, page 372)

5-2-2 Reading Difficulties: These difficulties refer to the failure to achieve the intended goals of reading, which includes difficulties in understanding the text or perceiving the relationships between meanings and ideas, or expressing them, or slow pronunciation, or defective pronunciation or incorrect pronunciation of words.

5-2-3 Reading difficulties include:

Difficulty in reading letters, especially those with similar shapes such as (س ش ص ض)

Difficulty in reading aloud during reading, which appears in the deletion, addition, or replacement of some letters or words.

Reading difficulties that appear in deleting the beginnings or endings of lines.

Reading difficulties that appear in difficulty in adhering to punctuation marks or the beginnings or endings of a sentence or paragraph.

Reading difficulties that appear in difficulty in pronouncing some letters or words or hesitating in pronouncing them.

(Al-Saeedi, 2009, p 24)

Reading difficulties that manifest in behavioral aspects such as attention deficits during reading, excessive movement during reading, or reading habits like moving the head or hands.

Silent reading difficulties that appear in the form of difficulty understanding the ideas and meanings implied in the reading material or answering questions related to the reading topic.

(Al-Saeedi, 2009, page, 25)

6-Characteristics of individuals with overt reading difficulties include:

- Omitting words or parts of words, such as reading "سافرت بالطائرة" (I traveled by plane)" as "سافر بالطائرة" (I traveled by plane)".
- Adding words not in the original text, such as reading "سافرت بالطائر" (I traveled by plane)" as "(I traveled by plane to america)أمريكا".
- Substituting words with similar meanings, such as reading "high" instead of "العالية" or "Student" instead of "التلاميذ" or "Elevated" instead of "المرتفعة".
- Repeating words unnecessarily, such as reading " (The mother washed the clothes) " as "غسلت...غسلت الأم الثياب" (Washed ...The mother washed the clothes)".
- Reversing letters and syllables, a common error in reading difficulties, where the student reads words or syllables in reverse, as if seeing them in a mirror, such as reading "برد" (cold) as "درب" (trail).
- Difficulty differentiating between visually similar letters and those with different pronunciations, such as (ع, غ) or (ح, خ) or (ز, س).

- Difficulty distinguishing vowel sounds, such as reading "(The Fava beans) فول" as "فيل" (elephant)"
- Difficulty tracking their place in reading and increased confusion when transitioning from the end of one line to the beginning of the next.
- Reading sentences quickly and unclearly.
- Reading sentences slowly, word-by-word (Abeer Abdel Halim, 2017, p.98).

7-Diagnosing difficulties in learning overt reading:

Before discussing how to diagnose reading difficulties, it is important to first understand the concept and significance of diagnosis, as follows:

7-1-The concept of diagnosis encompasses more than one meaning:

- a) Identifying the nature of an abnormality, disorder, deviation, or illness by studying the various symptoms, whether observable or by examining the origin of the disorder.
 - b) Classifying an individual based on a deviation or illness.
 - c) Classifying a student based on the facts related to their academic development .
- (Shaqeer Mahmoud, 2005, p. 19)

8-Diagnostic Criteria:

8-1Criterion of Variability or Discrepancy:

A learner with learning difficulties exhibits variations in one or both of the following criteria:

- Clear discrepancies in attention, discrimination, language, visual ability, memory, and understanding the relationship between actual performance and expected performance.
- Discrepancies between general or specific mental growth and academic achievement.

8-2Criterion of Exclusion:

This criterion excludes other disabilities such as intellectual, auditory, visual, and motor impairments.

8-3The Special Education Criterion:

This criterion indicates that children with difficulties in learning reading are unable to learn through the traditional method and require specialized approaches that are tailored to their difficulties.

In addition to the previous criteria, Al-Saeed (2003) adds the following two criteria for diagnosing individuals with difficulties in learning reading.

8-4Criterion of Maturation:

Refers to the lack of regularity in the growth of functions and mental processes responsible for performance, such as language, attention, memory, and understanding relationships.

8-5Criterion of Neurological Indicators:

In this criterion, reading difficulties are identified based on the functional disorder of the cerebral hemispheres in the brain. Robert refers to some methods used in

diagnosis, such as tests of processes used to identify reading difficulties, and the biological assumption that suggests differences between individuals with reading difficulties and typical individuals (Ziad Kamel, 2013, pp. 175-176).

9-The Importance of Diagnosis:

"Vogler and colleagues emphasize the importance of diagnosing dyslexia by stating that early identification of individuals at risk for dyslexia is a crucial initial step towards reducing the harm that can result from academic failure attributed to unidentified or undiscovered reading difficulties."

(Nasra Abdel Madjeed, 1995, pp. 36-37)

10-Diagnosing difficulties in learning oral reading:

10-1 The first steps of diagnosis begin in the classroom through the teacher's observation of the student's reading, which draws the teacher's attention due to its repeated occurrence, usually during daily reading lessons. If the student stands still while reading a word without saying anything, this means that they have not been able to develop a strategy that enables them to recognize letter shapes and sounds, or they are unable to link letter sounds together to form words and then sentences. Such children often focus on interpreting symbols without transitioning to the intended meaning of these words and sentences, making their reading unproductive and not achieving the goals of reading. Several patterns of reading errors may appear in the child, such as omitting some letters or words, adding some letters and words, substitution, repetition, letter reversal, rapid reading, slow reading, and lack of comprehension, which the teacher can observe during the classroom.

10-2 In the second stage of diagnosis, using standardized and non-standardized tests that take various forms and shapes, the teacher applies them and then records the errors made by the student during reading. Among these tests are oral reading tests and silent reading tests..

(Oussama Mouhamed 2015,page 143)

11-Means of diagnosing reading learning difficulties:

***11-1 Daily observation:** Observation is one of the effective means in the process of diagnosing difficulties in learning reading, which can provide the teacher with information and reflect the student's behavior in dealing with reading texts. The teacher's observations are essential in the process of diagnosing reading difficulties.

***11-2 Oral discussion:** It is used as a means of evaluating the student's level and identifying their difficulties in reading, by discussing the student in what they read.

(Salem ,2011,page 69,70)

***11-3 School records:** A record is allocated for each student in the school, showing their achievement scores in different school subjects, in addition to a special record for each student suffering from learning difficulties according to the type of difficulty, kept by the school.

***11-4Case study:** This means is based on an in-depth individual case study, in order to diagnose the reading difficulties experienced by the student. The case study is one of the most accurate and comprehensive means of diagnosing difficulties in learning reading among elementary school students, as it provides the examiner with diverse information about the student and their family, their school status, school behavior, and various abilities, in addition to medical and psychological examination, using all diagnostic tools to collect data and information.

***11-5Tests:**

11-5-1Tests: Fatehy El-Zayat defines them as individual tests that provide deeper insights into the strengths and weaknesses in reading for students.

Diagnostic tests are a type of test that is not easy for teachers to prepare because a diagnostic test means a test that provides us with reasons for a student's lower level compared to their peers in the class. There are two types of tests used in diagnosing reading difficulties, which are:

11-5-2Non-standar dized (estimative) tests: These are regular tests aimed at collecting more information and studying some aspects of reading that do not have standardized tests available. Such tests are useful for delving into understanding difficulties in learning reading, giving them more attention and study, which contributes to developing appropriate treatment plans and programs. The teacher can design such tests.

11-5-3Standardized tests: Standardized tests are characterized by objectivity, validity, and reliability, and are considered the most accurate and best tools in determining the strengths and weaknesses in the basic reading skills of students. Standardized tests include detailed instructions on how to apply them, and when analyzing their results, caution and adherence to accuracy and objectivity must be observed. Sandra 1999 referred to two types of standardized tests that are directly concerned with students' reading difficulties:

- **Survey tests:** These tests are designed to determine the reading levels of students.

- **Diagnostic tests:** These tests are used to analyze the weaknesses and strengths in the reading skills of students, as well as in the strategies for learning these skills. Among these standardized tests are:

11-5-4 Intelligence tests: Intelligence tests are among the most widespread and widely used types of tests, as they preceded other tests in appearance. The intelligence test estimates the general mental level of the examinee, and there are many intelligence tests, including individual, group, verbal, and non-verbal.

(Salem, 2011, pp. 73-74)

***And among the most famous and common intelligence tests are:** the Stanford-Bineeh Intelligence Scale, the Pictorial Intelligence Test by Ahmed Zaki Saleh, the Elementary Intelligence Test, the Secondary Intelligence Test by Ismail Al-Qabbani, Raven's Progressive Matrices, and others.

11-5-4 Achievement Tests:

Standardized achievement tests are among the most common tests used to identify students who struggle with reading difficulties. With this type of test, students' performance can be compared to that of a normative group, allowing for the identification of strengths and weaknesses in general schooling and specifically in reading skills.

Diagnosing difficulties in learning reading in students, especially at the elementary level, through tests is an essential component of the teaching and learning process. Therefore, teachers should be familiar with the various types of diagnostic tests, capable of preparing, conducting, and extracting results from them. The preparation of these tests should follow the following steps: (setting the test's goal, preparing test items to verify the test's validity and reliability, making necessary modifications, piloting the test, administering the test, scoring the test, data entry, interpreting and discussing the results). (Salem, 2011, page 75,76)

9-Method and tools:

9-1Research Methodology: The researcher used the descriptive approach in this study, as it is suitable for the purposes of the current study.

9-2Study community:

The study population consists of fourth-grade students at Al-Abdi Mohammed School in Khemis Miliana, Ain Defla Province. The following table illustrates the characteristics of the study population.

The table number (1) illustrates the characteristics of the study community.

School	The educational level is fourth-grade primary	Number of Studrnts
Al-Abdi Mohammed	Students in section One	41
	Students in section Two	31
The total sum		72

9-3StudySample:

The sample was purposively selected because this type of sampling is suitable for achieving the current study's objectives. The final study sample consisted of 17 students diagnosed with reading difficulties. The following table illustrates this:

Table number (2) illustrates the Distribution of Study Sample

The fourth-grade primary section	Number of students	Their percentage of the study community
The first section	7	17.07
The second section	10	32.25
The total number	17	23.61

9-4StudyInstruments:

9-4-1Interview:

The interview was the first step in the survey study, conducted with teachers, students, and their parents for initial diagnosis and collecting information relevant to the study. For example, information about their educational background, especially their proficiency in Arabic language and reading aloud, was gathered. Additionally, to apply the exclusion criterion, students with disabilities such as visual, auditory, or mental impairments, as well as those experiencing economic, social, or emotional deprivation, were excluded. The interview questions with teachers were structured as follows:

- Are you familiar with the concept of learning difficulties and its types?
- Do you have students who experience such difficulties?
- Do you notice any other problems accompanying students with reading difficulties?
- What kinds of errors do students with reading difficulties make during reading sessions?
- The interview questions with students were structured as follows:
- What are your parents' occupations? Is your living space spacious or cramped, and do you own it or rent it?
- Do you have a car? Do you live alone with your parents and siblings, or do you live with your grandparents?
- Are both your parents alive? Are there problems between the parents ?
- Do you feel that your parents favor your siblings over you ! Do your parents give you responsibilities that interfere with your studies?When do you review your lessons?
- Do you love school?
- Who helps you with your studies at home? Do you like your teacher? How do you spend your free time?

The interview questions with parents were structured as follows:

- Does your child enjoy studying and going to school? Have you noticed any learning difficulties in your child's academic path? What are your child's favorite subjects? Which subjects does your child dislike and try to avoid studying?
- Who helps your child with homework? Does your child have any health problems?
- Does your child have siblings, and what is their relationship?
- Does the family face economic, social, or familial problems?
- Does your child cause any trouble either with classmates at school or with siblings at home?
- How is your child's relationship with their teacher?

9-4-2 Observation:

Observation was relied upon as a very important tool in the diagnostic process, by monitoring behavior as it occurs, collecting necessary data and information for the study, and documenting it to obtain the most accurate details and thereby identify errors made during reading and determine their type.

9-4-3 Application of Tests and Scales:

9-4-3 Diagnostic Assessment Scale for Reading Difficulties (Fathi El-Zayat, 2007):

* Application and Correction:

*Psychometric Properties of the Test: The

The scale was used in several Algerian studies, including a study by (Merbah Ahmed Taki Eddine, 2015), which yielded the following results:

The self-validity score obtained using the T-test was = 0.96. For discriminatory validity (extreme group comparison), the calculated (t) value was 7.42, and the tabulated value was 2.84 at a significance level of 0.01 with 20 degrees of freedom. Since the calculated (t) value is greater than the tabulated (t) value, the scale demonstrates a high degree of validity.

The self-validity score was 96. Regarding discriminatory validity (extreme group comparison), using the T-test, the calculated T value was 7.42, and the tabulated T value was -2.84 at a significance level of 0.01 with 20 degrees of freedom. This indicates a high degree of validity.

*Test Reliability:

(Merbah Taki Eddine, 2015) applied the scale to a sample of 33 students aged between 10 and 12 years in the city of Laghouat. After processing the results using SPSS, the following results were obtained:

The Cronbach's alpha coefficient at the 0.01 significance level was 0.91, indicating a high and statistically significant level of reliability.

9-4-4 John Raven's Colored Progressive Matrices (1998):

*John Raven's Intelligence Test:

*Psychometric Properties of the Test in the Current Study:

The test was administered to a sample of 30 fourth-grade students, and the results were as follows:

*Test Validity:

Discriminative Validity: We compared the means of the sample individuals representing 27% of the highest scores and 27% of the lowest scores on Raven's Colored Intelligence Test to assess the test's ability to discriminate between different levels among the sample individuals. The results were as follows :

Table 3: Significance of Differences between the Means of the Two Extreme Groups of Sample Individuals (Raven's Colored Intelligence Test)

The sample	The high group 8		The low group 8		The value "t"	The level of significance
The test	μ	σ	μ	σ		
The Raven's colored progressive matrices intelligence test	20,74	1,81	11,37	1,29	39,02-	0,01

From Table 3, it is evident that the calculated "t" value is statistically significant at the 0.01 level, indicating that the scale has the ability to distinguish between the two extreme groups, which is indicative of its validity.

***Scale Stability in the Current Study:**

***Cronbakh's Alpha Coefficient:**

The Cronbakh's alpha coefficient was calculated for Raven's Colored Intelligence Test, and its value was found to be 0.81, which is considered good for assessing the stability of individuals' scores on the test.

Cornbakh's Alpha Formula, at the significance level of 0.01 equals 0.91, which is a high and statistically significant coefficient, indicating a high degree of reliability.

9-4-5 Test of overt reading done by Cherfouh el Bachir:

This test was developed and administered by the researcher "Sharafouh Al-Bashir" to identify students with reading difficulties. The researcher provided a text for the student to overt reading, and each student's reading was recorded and transcribed later. The purpose of this test is to identify students with difficulties in learnin Reading and to determine the errors they make during oral reading, such as omissions, substitutions, additions, and repetitions, which indicate their low proficiency levels.

Psychometric properties of the test:

After the researcher presented the text to a group of ten teachers for evaluation in terms of phrasing, content, and age-appropriateness, the agreement percentages were as follows: 92.5% for phrasing, after calculating the agreement percentage for each paragraph; 95% for content; and 87.5% for age-appropriateness.

***Validity of the scale:**

The results obtained:

Discriminative Validity (paired comparison): After applying a t-test, the calculated t-value was 8.25, and the tabulated t-value was 2.84 at a significance level of 0.01 with degrees of freedom = 20. Since the calculated t-value is greater than the tabulated t-value, the test demonstrates a high degree of validity.

Test Stability:

The researcher calculated the test stability t This test was developed and administered by the researcher "Sharafouh Al-Bashir" to identify students with reading difficulties. The researcher provided a text for the student to read aloud, and each student's reading was recorded and transcribed later. The purpose of this test is to identify students with reading difficulties and to determine the errors they make during oral reading, such as omissions, substitutions, additions, and repetitions, which indicate their low proficiency levels. hrough retesting, where the test was administered twice with a two-week interval to the sample individuals, and the correlation coefficient between the first and second administrations was 0.58. The positive correlation coefficient at a significance level of 0.01 indicates that the test has demonstrated an acceptable level of stability, thus making it reliable.

9-4-6 Statistical Methods Used:

The current study relied on frequencies and percentages.

9-4-7 Study Results and Discussion:

9-4-8 Presentation, Analysis, Discussion, and Interpretation of Results in Light of the First Hypothesis, which states that reading difficulties are not prevalent among fourth-grade students:

To verify the first hypothesis, several measures were applied, the results of which are presented below:

***Firstly**, the results of the Diagnostic Assessment Scale for Reading Difficulties by Fathi El-Zayat:

After careful observation of the students and their initial reading diagnosis, the sample for the scale application was selected. The scale was distributed to fourth-grade teacher

Secondly, allowing them sufficient time to respond to the scale by observing the students during reading and teaching. After receiving and correcting the scales

according to the scoring key provided by the scale developer, the scores were compared with the raw score. Consequently, we identified students experiencing reading difficulties. It was revealed that out of the sample, 24 students were experiencing reading difficulties, where scores ranging from 0 to 22 indicate normal, 22 to 40 indicate mild difficulties, 41 to 60 indicate moderate difficulties, and 61 and above indicate severe difficulties. Normal students were excluded from the sample.

the exclusion criterion was applied, where students with auditory, visual, motor impairments, psychological disorders, or familial and economic deprivation were excluded. Consequently, 20 students remained in the sample, suffering from reading difficulties, before applying Raven's Intelligence Test.

Thirdly, Results of the Intelligence Test:

Raven's Colored Progressive Matrices test was administered to the sample individuals experiencing reading difficulties to determine their intelligence level. This was done to exclude cases with below-average intelligence levels because, as previously explained in the definitions of reading difficulties, individuals with below-average intelligence levels are not considered as having reading difficulties.

After applying the test to the sample individuals, totaling 20 students, the following results were obtained:

Three students from the sample had a low intelligence level scoring below 80 points. Consequently, they were excluded from the sample, leaving 17 students representing the total sample.

After using the exclusion criterion, the distribution of the sample is as shown in the following table:

Table 4: Distribution of the Sample after Applying the Exclusion Criterion

The fourth-grade primary section	Number of students	Their percentage of the study community
The first section	7	17.07%
The second section	10	32.25%
The total number	17	23.61%

It is evident from the data in Table (4) that 9 students were excluded, leaving 17 students who have reading difficulties as members of the sample.

Therefore, the study sample consists of students who meet the following criteria:

- Absence of sensory impairments such as auditory, visual, or motor impairments.
- Absence of chronic diseases, mental disorders, or intellectual disabilities.
- Ages ranging between 8 and 11 years old.
- Enrolled in the fourth grade of primary school.
- Includes both male and female students.

The percentage of students with reading difficulties represents 23.61% of the total number of students. Thus, the first hypothesis was not confirmed, as 23.61% of fourth-grade students at Al-Abdi Muhammad School are experiencing reading difficulties.

Table 5: Distribution of Sample Individuals with Reading Difficulties According to the Severity of Difficulties.

Degree of difficulty	Reading difficulties mild degree	Reading difficulties Moderate degree	Reading difficulties Severe degree	The total
Number of students with difficulties	2	13	2	17
Percentages	11.76%	76.47%	11.77%	100%

Table (5) illustrates that individuals in the sample who experience reading difficulties are divided into three levels as follows:

- Level 1: Represents 11.76%, experiencing mild reading difficulties according to the diagnostic estimation scale for reading difficulties.
- Level 2: Represents 76.47%, experiencing moderate reading difficulties according to the diagnostic estimation scale for reading difficulties.
- Level 3: Represents 11.77%, experiencing severe reading difficulties according to the diagnostic estimation scale for reading difficulties.

Therefore, it is observed that the majority of individuals in the sample experience reading difficulties at a moderate level. Consequently, reading difficulties are prevalent among fourth-grade elementary students to a significant extent, estimated at 23.11% at Abdelmohamed Abdi School in Khemis Miliana, at a moderate level. Thus, the first hypothesis was not confirmed.

Presentation of Study Results in Light of the Second Hypothesis, which suggests that the most common reading difficulty among fourth-grade elementary students is addition.

The oral reading test was administered to 17 students in the sample to discover strengths and weaknesses among those with reading difficulties. Errors committed by

the sample were recorded, including deletion, addition, substitution, repetition, and difficulty distinguishing between similar letters. After analysis, the following results were obtained:

Table 6 presents the results of the oral reading test.

	The repetition	The percentage
The deletion	16	94.11%
The addition	17	100%
The replacement	11	64.70%
The repetition	12	70.58%
Weakness in distinguishing between similar letters	2	11.76%

Through Table (6), it is evident that addition errors are predominant among fourth-grade elementary students, accounting for 100% of the reading difficulties they experience. Following addition, deletion repetitions stand at 94.11%, a significant proportion. Substitution is at 64.70%, repetition at 70.58%, and difficulty distinguishing between similar letters at 11.76%. Thus, it can be inferred that the most common reading difficulties among fourth-grade elementary students are of the addition type. Therefore, the second hypothesis, which posits that the most common reading difficulty among fourth-grade elementary students is addition, is confirmed.

9-5-9 Analyzing and discussing the results in light of the first hypothesis:

The results indicate that reading difficulties are prevalent among fourth-grade elementary students, accounting for 23.61%. This is consistent with Leon's study (1995), which highlighted the widespread prevalence of reading difficulties. Similarly, Al-Waqfi (2009) affirmed that reading difficulties are among the most prevalent academic challenges, affecting 75% to 80% of all learning difficulties.

9-5-10 Analyzing and discussing the results in light of the second hypothesis:

Regarding the inquiry into the most common manifestations of reading difficulties among fourth-grade elementary students, Table 6 demonstrates the most prevalent difficulties. The results indicate that the most common manifestations are addition and deletion. This finding is supported by several studies, including Badria Al-Malla's study (1985), which revealed that the most common reading errors are related to word recognition, addition, and deletion (ranging from 89% to 99%). Additionally, Jaljal's study (1995) and others emphasized errors in oral reading, including deletion, addition, substitution, and repetition.

10-Conclusion:

Patterns of reading difficulties vary from person to person due to differences in their type and magnitude. Therefore, accurate and clear diagnosis is essential for teachers and specialists to address and remediate these difficulties. The first step in diagnosis occurs within the classroom through observation of the student's reading. Various patterns of reading errors may emerge, such as deletion, addition, substitution, repetition, letter

reversal, rapid reading, or slow word-by-word reading. Subsequent diagnostic steps involve standardized and non-standardized tests.

After discussing the results of this study based on theoretical perspectives, it concludes that reading difficulties are prevalent among fourth-grade elementary students of both genders to varying extents. They experience multiple manifestations during reading, including substitution, which is prevalent, as well as deletion, addition, repetition, poor reading quality, among others. These difficulties may be attributed to various factors related to the student, family, and school, including the teacher and curriculum. Hence, the development of training programs aimed at reducing these difficulties and continuous monitoring of this group are imperative.

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