

Introduction

Academic performance depicts the learning outcomes of students. Reading and writing are two important basic skills for all school-based learning. Reading and writing ability has its social importance not only in literacy but also in socio – economic growth. (CE.Snow, MS.Burns, P. Griffin, 1998). It is accepted that reading skill as an important skill that child should grasp at elementary level. ((Lyon G. , 1996); (K.E. Stankovic , G.R. Nathan , M.Vala-Rossi, 1986))

Students with below basic reading proficiency are two times at risk of being dropped out from school than who have basic reading ability (Education, July 2003). Therefore, the area of reading skills is very important for academic performance. There should be effective reading instruction for struggling readers. Researchers during past few decades have been trying to discover most effective reading instruction. They have succeeded in identifying several components of reading for effective reading instructions.

In India, many children facing such difficulties at schools do not have their problems identified until they start to perform very poor or fail in examination or even after dropout from the education process. Some children are labeled as lazy learners whereas some are called as slow learner or late developer since their academic performances are very poor. But no such initiatives are not taken to find the cause or the reality behind such problem. Children with difficulties in reading should be diagnosed as early as possible and should be assessed their reading ability.

Secondary level students are at a transition to secondary level from primary level. In the present study, researcher has tried to consider reading problem of secondary level students of rural co-ed schools in Howrah district. The purposes of the study were to

design a reading intervention for students with reading difficulties in order to improve their reading skills. The other purpose was to find if there is any effect of intervention on their academic performance. The result of the study will be helpful for planning future intervention to address reading problem and it also help those students with reading difficulties as an assistance to improve reading skills.

Statement of the problem

Research indicates that 37% of grade – 4 cannot read at basic reading level whereas only 55% of grade – 4 learners could read fluently (Martens et. al, 2006). Hence there is a complete trend of existence of students with reading difficulties.

In state West Bengal, mother language of the state is majorly Bengali. Here English is taught as a second language. In primary level, ESL (English as second language) learners can hardly identify English alphabets or word decoding. Though some have developed reading fluency, the major part of students fails to achieve at least basic level of reading. Secondary students of grade – 6 may face several difficulties due to transition of primary school system to secondary. Students with reading difficulties of grade – 6 face trouble in basic reading but within the time frame they should learn the board textbook. Since they could not read fluently, the comprehension of the text material is not possible for them. As a result, they fail in exam and labelled as slow learner or late developer etc. All these situations affect their interest in learning in school and they drop out. To get over the situation, there might be some initiative of remedial attempt, may be in the form of intervention or any other instructions. The problem was felt. Researcher had tried to design a reading intervention to improve their ability to read at least at basic level. Hence an effort was made to identify the problem in the study entitled “*An Intervention Program for Reading Difficulties of Secondary Level Students*”.

Rationale of the study

Children with reading difficulties are found in all classrooms no matter what they are learning in urban or rural areas. Around 10 million children have reading difficulties at ‘learn to read’ stage, 10 – 15 % of them dropped out from school in India. According to global literature, about 1 % children are born with language disability and up to 17 % may have language disturbance of various levels (P.Karanath, J.(Eds).Rozario, 2003).

There is numerous research work abroad regarding reading problems of students both in elementary level and secondary level. But India is still far behind as compared to other countries in terms of exploring the nature of reading trouble, diagnosing the problem and appropriating intervention. Only some such studies were researched on reading difficulties of regional language like Kannada.

In India, among 180 million school children approximately 20 million children have specific learning disabilities (P.Manjula, G.Saraswathi, P.Padakannaya, 2009). But the classroom teachers, educational administrators, as well as parents are unaware about the problem. Instead, these children are promoted from one grade to the next grade under malpractice of government’s ‘no detention’ policy. Such children fail to proceed through the school system. As a result, they become school dropouts. So, it is very needed that the problem of reading difficulties should be diagnosed at early age. Children whose problems are identified early be treated carefully with additional reading instructions. (Royer, 2004). If they are provided with necessary remedial teaching and support, it is possible for them to successfully complete educational and employment requirements. In such cases individualized intervention can really help. Intervention programs are the key

for minimizing the learning difficulties in majority of school going children (Rapp, B., & Glucroft, B, 2009).

There are a smaller number of studies that conducted on reading difficulties of those students who used to read English as their second language in rural Indian school. Hence, a need was observed to study, considering rural co-ed secondary schools of district Howrah of West Bengal entitled “*An Intervention Program for Reading Difficulties of Secondary Level Students*” and an effort was made to raise an awareness to identify such difficulties of students in secondary level and how to prevent them.

Research Questions

The research question of the study is:

1. Does the reading intervention program improve reading skills of students with reading difficulties of secondary level?
2. Does the reading intervention program have sustainable effect on students with reading difficulties of secondary level?
3. Does the reading intervention program impact on academic achievement of the students with reading difficulties of secondary level?

Objectives

The objectives of the study are as follows:

- ⊖ To know the effect of reading intervention program on students with reading difficulties in improving their reading skills
- ⊖ To know the effect of intervention sustained in the students with reading difficulties
- ⊖ To find out the impact of reading intervention program on academic performance of students with reading difficulties

Limitations and Delimitations

≡ Limitations

Creswell (2002) explained that limitations are potential weaknesses of a study (J.W.Creswell, 2002). There are several limitations that affected the results of the study.

These are:

- ⊖ *Threat to external validity* due to small sample size can be considered as a limitation of the study. Small sample size cannot generalize to all grade 6 students with reading difficulties. Though a small sample size of 5 or fewer students makes maximum effect in an intervention (D.Bryan,J.Wexler,D.Reed, S.Vaughn, 2012). Again, in the study the sample was taken with convenience, not randomly. Though it is preferable that sample be chosen randomly but convenience sampling is most feasible in this study and hence it is used.
- ⊖ Second limitation was the *period of intervention*. It was a 7-week program consisting of two different phases and an interval. Within the duration of time, all the assessments – pre, post – test, academic performance test at midpoint were

performed. A longer research period might result better than a shorter intervention aiming towards improving reading fluency.

⊖ Third limitation was *inability to control outside reading fluency input*. It is almost impossible to control reading input that participants get outside the intervention class during the research period. Though researcher had tried to monitor the treatment group keenly to avoid the said effect.

⊖ Again, during the reading intervention program participants were mostly indulged with the program. Hence their regular classes where teaching with board curriculum was bit hampered and their academic performance was affected. Also, for Control group, since there were give no intervention program, they could attend regular classes and get results in their academic performance.

≡ **Delimitations**

Creswell (2002) indicated that delimitations are such factors which are narrowing the scope of a study (J.W.Creswell, 2002).

The delimitations of the study can be listed as –

⊖ The study was restricted to Bengali medium rural co-Ed secondary schools at Howrah district of West Bengal.

⊖ The study concentrated on intervention instruction on fluency of reading English Language only.

⊖ The study was delimited to grade 6 students (age group 10 -12 years). All the participant are ESL learners.

Operational Definitions

- **Reading Intervention program:**

Reading Intervention is a supplementary program to address identified or anticipated problems in reading (J.L.Irvin, J.Meltzer , M.J.Mickler , M.Philips , N.Dean, 2009). That is, it is a systematic aimed instruction based on student’s reading needs. Interventions are a systematic well – compiled instructional strategies and techniques based on evidence or research.

- **Students with Reading difficulties:**

Student who are facing difficulties in reading are said to be student with reading difficulties. Such difficulties may be due to some neurological reasons or natural processing reasons. Student with reading difficulties usually face difficulty in letters sounds, word recognitions or in phonic skills etc. In explanation of such difficulties, it suggested, “The term ‘Difficulties’ do not appear to have organic origins or to be directly linked to socio-economic, cultural or linguistic factors.” (OECD, 2005)

- **Oral Reading Index (ORI):**

The Oral Reading Index (ORI) is a combination score of students’ Fluency and Comprehension scaled scores. It measures oral reading fluency in GORT – 5 scale of assessment.

- **ESL- ‘English as a Second Language’ learners:**

ESL learners are those learners whose native language is not English. They used to learn English as their second language. For example, in the present research, participants are chosen from Bengali medium rural co-Ed secondary school under West Bengal board in Howrah. These participants' native language is Bengali and hence they are considered as ESL learners.

Methodology of the study

Population and Sample of the study

Students of class – VI of rural co-ed Bengali medium secondary school under state board having reading difficulty of Howrah (West Bengal, India) were regarded as the population of the present study. The age group of the participants was 10.9 -11.6 years.

≡ Sample

a) Locale of the study:

The locale of the study was chosen district Howrah of West Bengal (India). It is a small district of West Bengal consists of two subdivisions – Uluberia and Howrah. There are 11 blocks in Uluberia of which Bagnan block was selected by convenience sampling.

District	Subdivisions	Selected Subdivision	Blocks	Selected block
Howrah	1.Howrah Sadar	Convenience selection ↓ Uluberia	Amta	Convenient – purposive selection ↓ Bagnan
			Bagnan	
			Bally	
			Domjur	
			Howrah Municipal Corporation	

	2. Uluberia		Jagatballavpur	
			Panchla	
			Sankrail	
			Shyampur	
			Udaynarayanpur	
			Uluberia	

b) Selection of Schools:

The sample of the study was selected by multistage sampling technique. The Bagnan block was chosen by researcher through convenience sampling since the schools of Bagnan block was easily accessible to and within the proximity of place of the researcher. Also, factors like socio economic status, level of living, literacy of various areas of Bagnan block are not much diversified. So, the block was selected purposively as well.

The researcher personally visited the office of additional district inspector (ADI) to get the data regarding rural co-ed schools in Bagnan block. The researcher requested ADI sir to grant permission to conduct the study. He approved the request and directed the researcher to ask for permission from the concerning school authority. The researcher obtained the data of rural co-ed school under Bagnan block. There are 24 rural co-ed secondary Bengali medium schools in Bagnan block. Researcher selected Bagnan – II block by lottery method.

Researcher visited Cluster Resource Centre (CRC) of Bagnan – II and collected the information about rural co-ed secondary Bengali medium schools under the block and its location. There are 12 such schools in this selected area. The researcher visited these schools personally to check the feasibility of the research. Among these schools two

schools was selected as per convenience and purposively. The schools were selected considering the following features:

- ⊖ they must have no external intervention by any non-government agency or others.
- ⊖ location of these schools is not so far and not so close to keep acting social factors as constant throughout the study and to avoid interaction with participants.
- ⊖ the schools should not have any external support.

The researcher visited the schools as per data provided by Cluster Resource Centre of Bagnan - II. Purposive sampling technique has been used to select the schools as per the above criteria. Researcher has met to the head of the institutions and request for conducting research in their school. Some of them disallowed the request whereas three of them showed interest in the research. Two schools were selected among them. The list of the schools is given below:

Sl. No.	Schools	Remark	Code
1	Antila Anchal H.P Vidyapith		
2	Asharia Iswaripur High School		
3	Bagnan Ananda Niketan Vidyamandir		
4	Baidyanathpur High School	Selected	School – 2
5	Kantapur A.M Institution		
6	Mugkalyan High School		
7	Chak Kamala Bharti Sikshaniketan (H.S)		
8	Hallyan High School		
9	Bantul Mahakali High School	Selected	School – 1

10	BenapurChandanapara High School		
11	Rupasgori High School		
12	Santoshpur Sri Gouranga Vidyapith		

c) Selection of participants:

There are number of students of class – VI in selected rural Co-ed secondary schools under WBBSE board. There are two sections of class – VI in each school.

Schools	Number of students in Class - VI		
	Section - A	Section - B	Total
<i>School – 1</i>	56	49	105
<i>School – 2</i>	51	43	94
Total			199

There are 199 students comprised of boy and girl students of class – VI of sections – A and B of selected schools. With prior permission of head of the institution the research settings were set up. Those students of both schools were explained about the study and asked for consent of participation in initial screening. Among them 174 students were agreed to participate in initial screening. Concerned English teachers were the first to identify those students with reading problem in class – VI of their school. Previous academic record of those students was also taken under consideration. For initial screening, reading scanner by *National Educational Psychological Service, Ireland* was used. Administering the tool, 101 students were found with reading difficulties. The following tables shows the screening process:

Sl.	Identification measure	School – 1	School – 2
1	Students availability	105	94
2	Informed Consent form for initial screening(students) -Agreed	92	82
3	Teachers observation and previous records	76	63
4	Reading Scanner (<i>National Educational Psychological Service, Ireland</i>)	39	43
5	Informed consent form to participate in research (Parents and Students) – Agreed	37	39
6	Size of the group (effect by mortality) (discontinued in the research process)	37	34

Ethical Considerations

There are many ethical factors to consider for conducting study in rural set-up. It is very important to assure all the participants are comfortable with the area that is being measured. It should be assured to the participants and their parents that the testing is not culturally biased, the data will be kept fully confidential and the data is informative and beneficial for society for future use. Also, participants' level of clear understanding about the study, willingness to participate in the study should be taken into consideration.

The researcher obtained an approval from the additional district inspector of schools to perform research in Uluberia and he suggested some valuable suggestions regarding the locale of study, other factors what may act crucial for the study. The research was subject to approve to conduct the research work by director of Cluster Resource Centre (CRC). For that researcher visited personally to the director and submit via email the research

proposal clearly mentioned about research methodology, informed consent of participants, screening tools, tool for measuring reading skills, and statement of approval from the head of the institutions to conduct the research in their school. Researchers got approval to conduct the study from CRC of Bagnan – II block. The participants in this study were asked to sign informed consent form after explaining about the research procedures and ensuring their data privacy protection (Appendix – 4(c)). Before including the participants, parents of the participants were also asked to sign their informed consent form to allow their child to participate in the study (Appendix – 5 (b)). Also, the entire research work was done in the school with proper approval from the head of the institution to conduct the research in their school campus. (Appendix- 1(a) & 1 (b))

Treatment and Threats control

The study was conducted on students of class – VI of selected rural co-ed Bengali medium secondary schools under state board in Bagnan – II block. The study was quasi experimental in nature. One group was set as experimental group and another group was formed as control group. Treatment i.e. reading intervention program was given to the experimental group. No treatment be made for control group. After completion of intervention, changes in dependent variable was measured and compared with that of the control group’s measurement.

The distribution of the students in the two groups in terms of gender and disabilities was relatively equal; The experimental group had 15 girls and 23 boys, while the control group had 13 girls and 20 boys.

Description	Experimental group	Control group
N	37	34
Mean age	11 y 1m	10y 11m

Age range	10y 7m – 11y 6m	10y 7m – 11y 4m
Genderratio [male–M/female–F/ other - O]	M – 22 / F – 15	M – 20 / F – 14
Habitat	Village (under same demographical location)	Village (under same demographical location)
Religion [Hindu – H / Islam – I]	H – {M – 8, F – 9} I – {M- 14, F - 6}	H – {M – 9, F – 8} I – {M- 11, F –6}

Minimization of the *Hawthorne Effect*:

The Hawthorne effect is the concept that that “subjects’ knowledge that they are in an experiment modifies their behaviour from what it would have been without the knowledge” (J.G.Adair, 1984). That is, in this study, participant’s knowledge of being part of the experiment could potentially yield artificial improvement (e.g. by listening other’s response) and as a result, the desired result due to intervention could not be measures. The researcher in this study had tried to minimize the *Hawthorne effect* in the following way.

The researcher subdivided the participants into two groups randomly (Exp – A & Exp – B). The instructions of intervention were created different for these groups. While Exp – A was given instructions for enhancing phonic awareness, word recognition, Exp – B received instructions for enhancing basic letter sounds. Then the instructions interchanged with each other and applied to these groups. In second phase of intervention, same assessments were administered at same time and together to the participants in experimental group. Thus, improvement could be viewed not as an artificial increase in

scores due to an awareness of being observed, rather as desired result influenced by treatment.

Intervention

From the initial reading screening, it was clear that the students were having reading difficulties. After administering the pre-test using GORT – 5, the following observations were made. These were:

- ✓ Almost all identified students with reading difficulties were capable to recognise letters in words.
- ✓ They were facing difficulties in reading sight words.
- ✓ They were facing difficulties in letter sounds.
- ✓ They miscue words with other alike words

Considering all such observations, intervention program was designed. Intervention was scheduled after 5th period four days in a week. Friday had schools' own schedule whereas Saturday's school time was till 2pm. Though due to time constraints school authority where experimental group was framed, allowed to utilize Friday and Saturday on phase – 1 and for assessments. Each class were 60 min duration with break 10 min. English textbooks, story book (as prescribed by state board) were used in the intervention program. Also, materials like charts of letter sounds, audio-video clip was used in the classes. The intervention program consists three major parts:

1. Development of basic letters sound skills:

In this part of intervention, researcher tried to focus on basic letter sounds skill. To teach them about letter sound, researcher used audio-visual clip to make the learning more interesting. It was also taught about consonant – vowel, consonant – consonant, double letter sound and long stress letters sound in word. During that part of program,

participants were asked to read the passage undermarked word from their textbook as directed by the researcher.

2. Reading skills:

This part consists of various reading passage from textbook according to direction of researcher. Time of reading were being considered. To practice of reading of various passage accurately was the main objectives of this part of program. After some classes they are grouped for peer learning with proper monitoring. In peer learning, three passages were given to reading accurately and fluently. After that some question regarding the passages were asked. Score were given by the researcher for each peer group. This technique motivates them to learn reading skills. To improve reading skills, it was directed to read the passages leaving the unknown word. Researcher marked these words and explained about its letter sound. In this way, participants went through the intervention process.

3. Assessing skills and academic performance:

Before commencing the program, Gray Oral Reading Test (5th Ed.) (GORT – 5) was administered. Response sheet made a sense of their reading skills. During the intervention program an academic test as per board syllabus (i.e. syllabus of 1st summative Evaluation) were administered to get academic score during mod-point of intervention. After completion of the intervention, participants were assessed reading skill with the same test. To test the objective – 3, the GORT – 5 was administered again after completion of entire intervention to get sustained score of both groups. Finally, the score of their academic performance in English in 1st summative exam was collected

Timeline of the research

Preparatory Module	Reading Intervention module					Sustained Test
	Pre – test	Phase -1	Mid-point	Phase - 2	Post test	
January,2019	February – March 13 / March 14 – April, 2019					May first week
Approval copy of both schools attained						
Parent's & Participant's informed consent form attained & Students data collection & concerned teachers' Administer of Initial screening & students 'previous academic performance data collection						
Pre- test was administered for Participants in both experimental & Control group						
Exp – A, Exp – B created & Basic reading task (from their textbook)						
Mid- point assessment was conducted, & break was given						
Exp – A: Basic letter sounds Exp – B: Phonic awareness, word recognition						
Pre- test was administered for Participants in both experimental & Control group						
Same test as in post-test was administer after 24 days to collect sustained scores						

Tools

The following tools was used in the study:

1. Initial Reading Test (Tool – 1): Reading Scanner by **National Educational Psychological Service, Ireland.**

2. Test for English Reading Skills (Tool – 2): **Gray Oral Reading Test, 5th Ed. (GORT – 5)**

3. Academic scores in English:

i) Previous academic scores will be collected from the school record before intervention.

ii) During intervention a test was administered for academic score (Tool – 3): the tool was constructed by English teacher according to the English board syllabus)

iii) After intervention academic score of 1st summative evaluation of English was considered

Data Analysis

The data in this study were of two kinds. First is, students ORI scores and second is students' academic scores. ORI scores were obtained in pre-test, post-test and test for sustained effect using GORT – 5 assessment. Students' academic score in English were collected three times – before commencing the intervention program (i.e the previous data), during intervention (i.e at the mid-point of intervention) and after completion of intervention (1st summative exam data). All the academic scores data were converted to percentage scales. Data analysis was done in two stages - firstly, descriptive analysis of data was done in order to get a basic information and trend of the data. Secondly, testing of hypotheses was done using inferential statistics techniques.

For answering the research question – 1, two stages of testing of hypothesis was made – within groups (experimental and Control) using their pre-test and post test scores and between groups (experimental and Control) using mean difference scores. For within

groups testing, paired sample t test statistic was used, and independent sample t test statistic was used for between group testing.

For answering the research question – 2, post – test scores of experimental and Control groups were compared with their sustained scores using paired sample t test.

For answering the research question – 3, before intervention, during intervention and after intervention academic score of experimental group were compared with these of Control group using ‘Two – way ANOVA’.

Findings and Discussions

Findings in a nutshell

Research questions	Result	Remark
<i>Research question – 1 (Effect of intervention)</i>	The effect of reading intervention was highly significant on experimental group. The effect was not significant for the Control group. Also, on Control of the mean difference of two groups, it shows that there is significantly high effect of reading intervention program on experimental group than Control group.	Reading intervention program positively effective in order to gain reading fluency to the students with reading difficulties who participated in the program.

<p style="text-align: center;"><i>Research question – 2</i> (Sustained effect)</p>	<p>The sustained effect of reading intervention was highly significant on experimental group. That effect was not so significant for the Control group. Though the changes in mean score were found for Control group. The changes that occurred may be due to impact of other variable on Control group.</p>	<p>The reading intervention program succeeded to create sustained effect on experimental group, i.e. on those students with reading difficulties who were gone through the program.</p>
<p style="text-align: center;"><i>Research question – 3</i> (Effect on academic performance)</p>	<p>Intervention program effect positively on academic performance of students with reading difficulties. Changes in mean score of experimental group in before intervention, during intervention, after intervention exams were found whereas that of Control group was not much.</p>	<p>Intervention program helps those students with reading difficulties go experimental group to improve their academic performance. Though little improvement was also found for the students with reading difficulties in Control group but that was not because of the intervention program.</p>

Discussions

Research question – 1: Does the reading intervention program improve reading skills of students with reading difficulties of secondary level?

Inferential statistical analysis showed that there is highly significant (with $p <<< 0.05$) effect of reading intervention program in improving reading skills of the

participants in experimental group. The mean scores of the participants of Control group had increased very little and constituted no significant ($p > 0.05$) changes in reading skills. For between groups testing, the result showed that value of p very less than 0.05 (i.e. $p \lll 0.05$). Therefore, the test confirms that there is significant effect of reading intervention on reading performance of students with reading difficulties of experimental group with respect to students with reading difficulties in Control group.

In this study, researcher had tried to minimize internal threat in choosing group. Also, to minimize the Hawthorne effect, the intervention instruction was subdivided into two parts for two subgroups. In each phase, one part of treatment was given to a subgroup and the other part was given to other group in the process of intervention. After commencement of second phase, the treatment exchanged.

Research question – 2: *Does the reading intervention program have sustainable effect on students with reading difficulties of secondary level?*

Data analysis revealed that the value of p is very lesser than 0.05 (i.e. $p \lll 0.05$). Thus, the test confirms that there is highly significant effect of intervention on reading performance is sustained to students with reading difficulties of experimental group. For the Control group, the test show that there are significant changes in sustained scores in Control with their post-test scores. It is obviously not because of intervention since the participants in Control group were not given instruction. This may be caused by regular class instructions in process of curriculum transaction.

Research question – 3: *Does the reading intervention program impact on academic achievement of the students with reading difficulties of secondary level?*

Academic score data reveals that there is significant improvement of academic scores was found for the participant in experimental group who were given reading

intervention. F scores are significant at 95% level of significance. Thus, the mean scores of experimental group and control groups are not same in all different exams and the mean academic scores of all different exams are not same in all different groups. Combining these two facts, researcher made conclusion that there is significant effect of reading intervention on academic performance of students with reading difficulties. Intervention program helps those students with reading difficulties go experimental group to improve their academic performance. Though little improvement was also found for the students with reading difficulties in Control group but that was not because of the intervention program.

Suggestions for Prevention of reading difficulties

In the study, researcher wish to put some recommendations can be made in addressing the reading difficulty problem. These are:

- ⊕ Since the identification of student with reading difficulties is very important, teacher should take vital role. The need of teacher awareness about reading difficulty should be considered. For awareness of teachers, short course, workshop should be organised, and teacher should take part in these programs.
- ⊕ English should be taught phonetically. It should be in a standard practice in schools for all learners with or without reading difficulties. But this practice should start at elementary level since children build their phonemic awareness and phonics in elementary level. Hence, it will be more effective if teaching instruction could be given considering these components of reading.
- ⊕ Teachers professional course for language future teacher should consists the awareness of reading difficulties of learners and the identification so that teacher can identify problem of reading difficulties as early as possible.

- ⊖ Identified learners with reading difficulties should not be discriminated. School authority should be more careful about that. For that school authority could get advice from specialist in learning difficulties.

Educational Implication of the study

Educational implications of the study can be listed as: -

- ⊖ The present study was conducted in the field of reading difficulty following then method of reading intervention program for improving oral reading fluency which is very successful in educational research conducted by national and international experts in the field. Thus, the study is expected to help the students with reading difficulties in their academic level.
- ⊖ The intervention program design consists of letter sounds skills and fluency skills. These are important skill to be nurtured of in order to improve reading skills. Hence the outcome of the study is expected to draw attention of educationist, policy maker or school level management in this regard.
- ⊖ The study can create awareness of teachers in schools in West Bengal as well as other part of the country where still many children is facing such reading problems by giving a direction about preventive measures of such problems.
- ⊖ The study is expected to be a handbook of effectiveness of reading intervention program of Bengali medium rural co-ed school who are ESL learners mostly. It might make a hope to parents of those child who are facing such reading difficulty.

Suggestions for future research

The researcher has the following suggestions for further research: -

- ⊖ A longitudinal study may be conducted in order to determine if more time be given for reading instruction, might have different result.
- ⊖ A study could be conducted by designing intervention for students with reading difficulties where they are asked to read at their own level of reading.
- ⊖ A study can also be made in different demographical areas as well as other level of learning or it could be also made in schools of different culture diversity.
- ⊖ A study may be conducted to determine the effect of reading difficulties in English in achievement in other subjects.
- ⊖ The same study can be thought in case of reading difficulties of Bengali language (native language).
- ⊖ A study can be planned to determine the relation between problem of reading difficulties and of being first generation learner.
- ⊖ Study may be taken on - Who faces reading difficulties at secondary level? a male student or female students – critical analysis approach.