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Reading Skills Problems at Basic Level Schools in Kassala State

مشكلات مهارات القراءة في مرحلة الأساس في
ولاية كسلا

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Dedication

In the name of Allah, the most gracious,
most merciful

I dedicate this study to :
my
Parents: Hawa , Babekir,
Sisters , brothers,
Teachers , supervisors ,
my close friends
and
The following generations

Acknowledgement

I thank my God for granting me effort and patience to complete this study. Also, I wish to extend my sincere gratitude and appreciation to my supervisor ; Dr.Thureya Hassan Hamdoun : The Head of The English Department of The Faculty of Education ,University of Khartoum.

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Abstract

This study tackled the reading skills problems which faced the students who learn English language at the basic level schools in Kassala State. The researcher studied reading skills carefully to help him to state out the reading skills problems. Reading skills are considered to be very important because of their effects on the other language skills. So, stating reading problems is a good idea for helping all (pupils, teachers & supervisors) especially at the basic level schools.

The researcher adopted the descriptive analytical method. The samples for this study were chosen randomly. The researcher used the questionnaire and an interview to collect data.

The subjects of this study are composed of fifty teachers for the questionnaire and five supervisors for the interview.

The summary of the study findings:

The researcher analyzed the data and came to the following findings:

1-The students who learn English language at the basic level schools in Kassala State faced some problems in reading skills.

2-The text books (spine 1,2&3)are not motivated enough to teach reading skills especially reading text.

3-Some teachers are not well trained to teach reading skills with effective method.

4-The students of basic level schools in Kassala State are not interested in reading English.

5-Supervisors and teachers are responsible for the reading problems.

All the other findings are found in chapter (5) on pages no (63).

Recommendations of the study:

The researcher recommended the following recommendations:

- Teachers should be trained to teach English language .e.g. to teach with clear voice, using audio visual aids ...etc.
- Extra lessons and more time should be considered to teach reading English.
- To use both class and non-class activities to improve reading skills.
- Small –sized classes help a lot in language teaching.
- It is very important to make class libraries.
- Developing silent, loud and extensive reading is necessary.
- Taking care of the individual differences among pupils is important.
- Evaluating reading abilities from time to time should be considered.

المقدمة

تناولت هذه الدراسة مشكلات مهارات القراءة التي تواجه طلاب مرحلة الأساس في ولاية كسلا. و قد تعمق الباحث في دراسة مهارات القراءة بصورة تمكنه من عرض مشكلات القراءة . وتعتبر مهارات القراءة أكثر أهمية لأنها تؤثر على جميع المهارات اللغوية الأخرى. لذا فكرة عرض مشكلات مهارات القراءة فكرة جيدة لمساعدة طلاب وأساتذة وموجهي مرحلة الأساس. استخدم الباحث المنهج الوصفي في تحليل البيانات. و قد تم إختيار عينة الدراسة اختياراً عشوائياً. بحيث تم إستخدام أداتين لجمع البيانات: إستبيان وُزع لخمسين معلماً من معلمي اللغة الإنجليزية بمرحلة الأساس بولاية كسلا، بالإضافة لمقابلة أجريت مع خمسة من الموجهين.

ملخص نتائج الدراسة:

توصل الباحث بعد تحليل البيانات إلى النتائج التالية:
1- يواجه طلاب اللغة الإنجليزية بمرحلة الأساس بولاية كسلا بعض المشكلات في مهارات القراءة.

2- بعض الأساتذة غير مدرّبين تدريباً جيداً لتدريس مهارات القراءة بطريقة فعّالة.

3- المنهج الدراسي ((spine1,2,3 غير مشوق لتدريس مهارات القراءة بمرحلة الأساس خاصة (نص القراءة).

4- طلاب مرحلة الأساس لا يهتمون بمهارات القراءة.

5- الأساتذة والموجهون هم المسؤولون عن مشكلات مهارات القراءة لأن هذه هي مهمتهم الأساسية.

كل النتائج الأخرى تضمنت في الفصل الأخير في صفحة (63).

توصيات الدراسة:

يوصى الباحث بالتوصيات الآتية:

- ينبغي تدريب المعلمين لتدريس اللغة الإنجليزية تدريساً جيداً ,على سبيل المثال: أن يدرسوا بصوت واضح وأن يستخدموا الوسائل المرئية والمسموعة,.....الخ.
- ينبغي أن تكون هناك دروس إضافية ومزيد من الوقت لتعليم القراءة باللغة الإنجليزية .
- أن تستخدم الأنشطة الصفية واللاصفية لتنمية مهارات القراءة .
- يجب تقليل عدد التلاميذ في الفصل بصورة تُسهل تعلمهم.
- من المهم عمل مكثبات صفية.
- أن تطور القراءة السرية والجهرية والقراءة بصورة مكثفة.
- أن تراعى الفروق الفردية بين التلاميذ.
- أن يتم تقويم مقدرات التلاميذ في القراءة من وقت لآخر.

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