

Dedication

This study is dedicated to my beloved mothers Batoul and Noura; father Yousif, wife Whla, daughter Mizoon and my uncle Salim. It is also dedicated to my brothers and sisters.

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Thanks are due to Allah Almighty who has given and facilitated me all kinds of support and aids to complete my Ph.D. thesis.

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Abstract

Early reading problems in English language spread widely among the pupils at Sudanese Basic Level Schools particularly in the First Circle (Grades 1, 2 and 3). Most of the pupils at this stage find problems in reading English texts. Therefore, this study aims to investigate some of early problems in English reading facing by the First Circle's pupils. Also, it investigates the causes behind these problems in this important stage of education. To investigate that, four questions are formulated in addition to that; four hypotheses are postulated from these questions.

The data for the present study are obtained and collected by three tools. The first tool is two tests for the 3rd grade pupils. The second tool is a questionnaire for English supervisors and teachers of the First Circle. The third tool for collecting data of the study is the classroom observation checklist.

The study population is the 3rd grade pupils at British Educational Schools and Abdelmarouf Ali Educational Schools in Karary locality in Omdurman. A total number of 194 pupils from grade 3 in these two schools participate in this study. Moreover, 45 English supervisors and teachers from the First Circle participate in this study.

Different statistical methods are used to analyze the data of the study. They are: Statistical Package for Social Studies (SPSS) and Alpha Cronbach' as well as Pearson Coefficient Factor.

The most important findings are: The First Circle (Grades 1, 2 and 3) is regarded the best stage for teaching English language as a foreign language, majority of the pupils in the 3rd grade face problems in reading English texts, using Arabic language very much during English lessons

hinders the development of English reading skills and most of the First Circle's English teachers in Karary locality are unqualified.

Based on the findings of the study many recommendations are given to English supervisors and teachers of the First Circle (Grades 1, 2 and 3) as well as English syllabus designers and families of the pupils.

Abstract

(Arabic Version)

مستخلص البحث

تنتشر مشاكل القراءة المبكرة في اللغة الإنجليزية بصورة كبيرة بين تلاميذ مرحلة الأساس في السودان خاصة بين تلاميذ الحلقة الأولى (الصفوف الأول والثاني والثالث)، حيث يعاني معظم التلاميذ في هذه الحلقة من مشاكل في قراءة النصوص الإنجليزية. لذلك تهدف هذه الدراسة إلي بحث بعض مشاكل القراءة المبكرة التي تواجه تلاميذ الحلقة الأولى ولأسباب التي تقف وراء تلك المشاكل، ولتحقق من ذلك تم تصميم أربعة أسئلة وأربعة فرضيات.

تم جمع البيانات بإستخدام ثلاثة أدوات، الأداة الأولى هي عبارة عن إختبارين لتلاميذ الصف الثالث بمرحلة الأساس. أما الأداة الثانية التي تم إستخدامها فقد كانت عبارة عن إستبانة لموجهي ومعلمي اللغة الإنجليزية بالحلقة الأولى. كذلك تم إستخدام جدول ملاحظات الصف كوسيلة ثالثة لجمع البيانات.

إشتملت عينة الدراسة علي تلاميذ الصف الثالث بمرحلة الأساس، حيث تم إختيار مدرستين بمحلية كرري بأمدрман هما مدارس التعليم البريطانية ومدارس عبد المعروف علي التعليمية، وقد كان عدد التلاميذ الذين شاركوا في هذه الدراسة 194 تلميذاً وتلميذة. كذلك إشتملت عينة الدراسة علي عدد 45 موجهًا ومعلمًا للغة الإنجليزية بالحلقة الأولى.

تم إستخدام عدة طرق لتحليل البيانات وهي: برنامج الجزمة الإحصائية للدراسات الإجتماعية (SPSS) وبرنامج الفا كرونباخ بالإضافة إلي معامل بيرسون.

أهم النتائج التي توصلت إليها هذه الدراسة هي : تعتبر الحلقة الأولى (الصفوف الأول والثاني والثالث) أفضل مرحلة لتدريس اللغة الإنجليزية كلغة أجنبية، يعاني معظم تلاميذ الصف الثالث بمرحلة الأساس من مشاكل في قراءة النصوص الإنجليزية، إستخدام اللغة العربية بصورة كبيرة أثناء تدريس اللغة الإنجليزية يعيق تطوير مهارات القراءة في اللغة الإنجليزية، كذلك أثبتت النتائج أن معظم معلمي اللغة الإنجليزية بالحلقة الأولى بمحلية كرري غير مؤهلين.

إستنادًا علي نتائج الدراسة تم تقديم بعض التوصيات لموجهي ومعلمي اللغة الإنجليزية بالحلقة الأولى ولمصممي مناهج اللغة الإنجليزية بالإضافة إلي أولياء أمور التلاميذ.

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List of Abbreviations

CCD Cognitive Child Development

EL English Language

ELLs English Language Learners

ER Early Reading

ERPs Early Reading Problems

ERSs Early Reading Skills

FL Foreign Language

L1	First Language (Arabic Language)
L2	Second Language (English Language)

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