

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah Most Gracious Most Merciful*

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(Highly exalted by Allah, the true King Do not hasten with the Koran before its revelation has been completed to you say: Lord, increase me in knowledge)

سورة طه: الآية ١١٤

**Dedication**

**To my Family**

**Acknowledgments**

All praise is to Allah, who has sent to his servant the book so that it may be an admonition to all creatures and take them out from darkness into lights and peace is upon his messenger Mohamed.

I owe particular debt to all those who supported me in achieving this study. I would like to express my gratitude to Sudan University of Science and technology and the college of postgraduate and I wish to express my respect and gratitude to my supervisor ***Dr. Mahmoud Ali Ahmed*** who generously undertook the heavy burden of reading.

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### **Abstract**

This study aimed at examining the reading comprehension skills of the 8<sup>th</sup> level students, in basic education namely *Sahafa* schools, while touching lightly on the other aspects of learning, such as developing communicative skills through active classroom interaction. A number of strategies and classroom techniques were adopted to accomplish the intended goal. Right from the outset a pre-test exam was adopted to categorize the sample into two distinct groups, namely experiment and control group. The population of the study was a hundred pupils, both girls and boys, selected from *Sahafa* School. The pre-test exam heavily concentrated on exploring the students' knowledge of vocabulary, the use of pronouns, speech acts, requests, models, metaphors and diverse lexical choices. A number of reading texts have been selected from the syllabus and texts from other sources to test their vocabulary and reading abilities. These linguistic aspects have been chosen as primary tools for the analysis due to the fact that they are closely related to the method to be employed to soar up the level of classroom interaction. It took a course of 45 days to inject the desired dose of knowledge into the experimental group before administering the post-test. A number of statistical techniques were adopted to analyze the results which reflected a noticeable improvement on the part of the experiment group.

Questionnaire for the tutors was also used as data collection technique. Judging by the results attained from the pre-and post tests, it could be safely admitted that the three hypotheses drawn out in the present research have been satisfactorily confirmed. The findings revealed that reading and communicative skills can, consequently be developed through intensive classroom interaction through the employment of the right type of language, tutor's dedication and students' willingness.

مستخلص

تهدف هذه الدراسة إلى التحري والبحث عن المشكلات والصعوبات التي تواجه تلاميذ الصف الثامن أساس في القراءة والإستيعاب تحت عنوان " مشاكل القراءة والفهم التي تواجه تلاميذ الصف الثامن بمرحلة الأساس " .

حاولت الباحثة أن تكتشف أسباب هذه المشاكل ومدى تأثيرها على مستويات التلاميذ في اللغة الإنجليزية وتضع لها حلولاً جذرية وذلك باستخدام استراتيجيات وخطط واضحة بغرض تحسين مستويات التلاميذ في اللغة الإنجليزية من خلال مهارات القراءة والفهم . ولتحقيق هذا الهدف اتبعت الباحثة المنهج الوصفي التحليلي . خضع لهذه الدراسة تلاميذ الصف الثامن أساس بمدارس الصحافة ومعلمي اللغة الإنجليزية بالمرحلة . واستخدمت وسيلتين لجمع المعلومات:

- ١ . الاستبانة لمعلمي اللغة الإنجليزية .
- ٢ . الإمتحان لتلاميذ الصف الثامن

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## **Abbreviation**

SQ 3Rs

S: Survey

Q : Question

3R: Read – Recall – Review

ELT : English language Teaching

L1: first language