الآية

قال تعالى:

﴿وَقَالَ رَبِّ أَوْزِعْنِي أَنْ أَشْكُرَ نِعْمَتَكَ الَّتِي أَنْعَمْتَ عَلَيَّ وَعَلَىٰ وَالِدَيَّ وَأَنْ أَعْمَلَ صَالِحًا تَرْضَاهُ وَأَدْخِلْنِي بِرَحْمَتِكَ فِي عِبَادِكَ الصَّالِحِينَ﴾

صدق الله العظيم

سورة النمل، الآية (19)

Dedication

This thesis is dedicated to my mother who passed away some years ago, may Allah’s mercy and forgiveness be upon her soul, Amen.

To my dear father, husband, brothers, sisters and to my daughter.

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ABSTRACT

This study aims to investigate the vocabulary problems that hider learners to master English reading skill. It also present ways of developing learners reading skill. The researcher has a adopted the descriptive analytical method to conduct the research. A test has been used as a tool for collecting data. Data have been statistically analyzed. The sample of the study was limited to the one year students of English college of languages at Omdurman Islamic university of the sample was forty students of first year. They were chosen randomly.

The researcher has arrived at the following important results .EFL students have real vocabulary problems that hinder mastery of their reading skills in English.EFL students lack practice of word sense relations. Vocabulary learning seems to have being mainly related to met cognitive learning strategy.

Based on the research findings, the researcher has presented the following recommendations.EFL students should adopt the best practices of vocabulary building, such as reading of different types of texts, wuzzles (word puzzle), word – play , ets. Necessity of activating different strategies of vocabulary – learning , such as glosses. Necessity of applying reading strategies and techniques. Curriculums should contain ways of developing reading skill. learners should be motivated to enrich their vocabulary to read good English. Student should refer to a dictionary of synonyms and antonyms.

الخلاصة

تهدف هذه الدراسة للتعرف على المشكلات المتعلقة بالمفردات التي تعوق الدارسين في اجادة مهارة القراءة. كما أنها تطرح طرق تطوير مهارة الكلام للدارسين، و عليثه يبين الباحث المنهج التحليلي الوصفي لاجراء البحث، كما استخدم الباحث الاختبار كأداة لجمع البيانات، كما استخدم البرامج الاحصائية لتحليل بيانات البحث. عينة الدراسة انحصرت في طلاب اللغة الانجليزية بالسنة الأولى في كلية اللغات بجامعة أم درمان الاسلامية، وهي عينة عشوائية لأربعبن طالب من الجنسين تم اختيارهم عشوائيا.

وعليه توصل الباحث للنتائج الآتية: لدارسي اللغة الاننجليزية كلغة اجنبية مشاكل حقيقية في المفردات الأمر الذي يعيق اجادتهم لمهارة القراءة بالانجليزية. يحتاج طلاب اللغة الانجليزية كلغة اجنبية لممارسة الدلالة اللفظية (معنى اللفظة) , ويبدو أن هناك علاقة بين تعلم المفردات و استراتيجيات ما وراء المعرفة للتعلم.

و بناءا على النتائج توصي الدراسة بالتوصيات التالية: يجب على دارس اللغة الانجليزية كلغة أجنبية تبني الممارسات الأفضل في بناء المفردات مثال: قراءة أنواع مختلفة للنص، ألغاز الكلمات،و التلاعب بالألفاظ . ضرورة تنشيط (تفعيل) الاستراتيجيات المختلفة لتعلم المفردات,ضرورة تطبيق استراتجات واساليب القراءة. ينبغي أن تحتوي المناهج غلى طرق تدريس مهارة القراءة, كما ينبغي على الدارسين التحلي بالدافعية لاثراء دافعية مفرداتهم اللغوية لكي يقرأوا الانجليزية بصورة جيدة. ينبغي أن يرجع دارس اللغة الانجليزية الى القاموس المتخصص في المترادفات و المتضادات.

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