

بسم الله الرحمن الرحيم

قال تعالى:

اِقرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ {1} لَخَلَقَ الْإِنْسَانَ مِنْ  
عَلَقٍ {2} اِقرَأْ وَرَبُّكَ الْأَكْرَمُ {3} الَّذِي عَلَّمَ بِالْقَلَمِ {  
4} لَعَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ {5}

صدق الله العظيم

سورة العلق الآيات من ( 5-1 )

# Dedication

- To my father's soul
- To my dear mother

## Acknowledgment

With pleasure, I would like to express, my sincere gratitude and appreciation to **Dr. Amna . M. Abdelkareem Badri** , my supervisor for her continuous guidance and encouragement.

I respectfully thank her not only for her thoughtful insights about clarity , coherence , but also for her high standards and valuable comments during the ups and downs in research preparation , that gave me confidence in myself and my work.

Deep thanks also should be extended to **Dr. Mohammed .A. Algadi** from ALzaim Alazhari university for his kind help. My special thanks to my brother Abdallah for his support and kindness.

Finally if the study appears to have merits, my sincere thanks are due to Allah, but if fault is found it is mine.

## **Abstract**

This study attempts to shed light on the actual problems facing Sudanese secondary schools students in developing their reading skill, and tries to find solutions . The researcher adopted a descriptive , analytical method of investigation. Data has been calculated statistically. The research population of this study consists of teachers of secondary schools and students of first year of secondary schools , the sample of the study is (30) teachers to the questionnaire and (20) students to the test in the White Nile state. ALgitaina locality. It is noticed that most of secondary schools students face difficulties in reading English comprehension in addition, the SPINE series is not enough to develop student's reading. In the lights of the findings the researcher recommends that teachers need to have regular training so as to be able to teach reading skill efficiently. Also teachers must use different techniques in teaching reading according to their student's level. Therefore , students should be provided with additional reading materials beside the text book to develop their reading skills.

From all that mentioned above secondary school students need much efforts from the educationalists , in order to facilitate , encourage and develop their students' reading skill. To do that . They have to plan and select suitable strategies and techniques that lead to fulfill their purposes.

تحاول هذه الدراسة إلقاء الضوء على المشكلات الحقيقية التي تواجه طلاب المرحلة الثانوية لتطوير مهارة القراءة ، في محاولة لإيجاد الحلول المناسبة لها.

أنتهج الباحث الأسلوب الوصفي التحليلي وبموجب ذلك تم تحليل البيانات إحصائياً ، و قد أحتوي مجتمع البحث على معلمي المرحلة الثانوية وطلاب الصف الأول الثانوي على وجه الخصوص واشتملت العينات على 30 معلماً و 20 طالباً من ولاية النيل الأبيض – محلية القطيفة. من الملاحظ أن معظم طلاب المرحلة الثانوية يواجهون مشاكل في القراءة ، بالإضافة إلي أن المنهج الدراسي غير كافٍ لتطوير مهارة القراءة وعلى ضوء مخرجات البحث يوصي الباحث بأن يكون هناك تدريب منتظم للمعلمين لكي يؤدي دورهم بكفاءة ، وأيضاً يجب أن يستخدم المعلمين وسائل متنوعة في تدريس القراءة وفقاً لمستويات الطلاب. أضف إلي ذلك يجب أن يزود الطلاب بمواد إضافية بجانب المنهج الحالي لكي يتمكنوا من تطوير مهارة القراءة. ومما ذكر سابقاً يتضح أن طلاب المرحلة الثانوية يحتاجون إلي بذل المزيد من الجهد من المعلمين وإدارات التعليم ، من تسهيل لا قراءة وتشجيع الطلاب لكي يطوروا هذه المهارة ، ويكون ذلك بالتخطيط السليم واختيار الاستراتيجيات والوسائل المناسبة التي تمكنهم من تحديد أهدافهم المنشودة.

## List of content

Topic	Page
الآية	i
Dedication	ii
Acknowledgment	iii
Abstract	Iv
Abstract in Arabic	V
List of Contents	Vi
List of Tables	viii
<b>Chapter one : Introduction</b>	
1-0 Introduction	1
1-1 Statement of the Problem	2
1-2 Research Objectives	2
1-3 Significance of the Study	2
1-4 Research Questions	3
1-5 Hypothesis of the Study	3
1-6 Methodology of the Study	3
1-7 Research Limitation	3
<b>Chapter two: Literature Review</b>	
2-0 Introduction	4
2-1 Reading skill	4
2-2 Values of Reading	5
2-3 Difficulty Level of Reading Materials	6
2-4 Pre – reading Activities	6
2-5 Teaching Reading	8
2-6 Basic Principle in Reading	9
2-7 Levels of Comprehension	10
2-8 Reading Levels	11
2-9 The Reading Process	12
2-10 Introducing the Reading Assignment	12
2-11 Pre- reading	13
2-12 Guided Reading	14
2-13 Post Reading	15
2-14 Improving Oral Reading Skills	16
2-15 Levels of Understanding	17
2-16 The Ability of Reading	18
2-17 Reader's Situation	20
2-18 Introduction to Reading for Comprehension	21

2-19 Reading Comprehension Skills	22
2-20 Specific Suggestion for Comprehension	22
2-21 Developing Reading Comprehension	23
2-22 Reading English as Second Language	26
2-23 Modes of Comprehension	27
2-24 Reading Strategy	31
2-25 Reading Techniques	32
2-26 How to Tackle Reading	36
2-27 Reading Techniques Steps	37
2-28 Types of Reading	38
2-29 Ways of Looking at Reading	41
2-30 Assessment of Reading	43
2-31 Differences in Existing Tests	44
<b>Chapter three : Methodology</b>	
3.0 Introduction	46
3.1 Population	46
3.2 The Study Tool	46
3.3 Reliability and Validity of the Questions	49
3.4 The test	51
3.5 Test's Population	51
3.6 The Validity and Reliability of the Test	52
3.7 The Summary	52
<b>Chapter four: Data Analyses</b>	
4.0 Introduction	53
4.1 Data Analysis	53
4.2 Data Analysis of the Questionnaire	54
4.3 Discussion	86
4.4 Results of the Test	87
<b>Chapter five: Conclusion &amp; Recommendations</b>	
5-1 Conclusion	92
5-2 Findings	92
5-3 Recommendations	93
Reference	94
Appendices	

## List of Tables

Table no	Topic	Page
----------	-------	------

3.1	The frequency distribution for the study respondents according to the qualification	47
3.2	The Frequency Distribution for the Study Respondents According to Years of Experience.	48
3.3	The statistical reliability and validity of the sample.	51
3.4	Reliability and Validity of the Test	52
4.1	Frequency Distribution Table for Statement (1-4)	54
4.2	The Median of Respondents' answers to the Statements (1-4)	56
4.3	Chi-square Test Results for Respondents' Answers to Statements (1-4)	58
4.4	The Frequency Distribution for the Respondents' Answers to Statements (1-4)	60
4.5	Frequency Distribution Table to Statements (5-8)	62
4.6	The Median of Respondents' Answers to Statements (5-8)	64
4.7	Chi-square Test Results for Respondents' Answers to Statements (5-8)	66
4.8	The Frequency Distribution for the Respondents' Answers to Statements (5-8)	68
4.9	Frequency Distribution table to Statements (9-12)	70
4.10	The Median of Respondents' Answers to Statements (9-12)	72
4.11	Chi-square Test Results for Respondents' Answers to Statements (9-12)	74
4.12	The Frequency Distribution for the Respondents' Answers to Statements(9-12)	76



4.13	Frequency Distribution Table to Statements (13-16)	78
4.14	The Median of Respondents' Answers to Statements (13-16)	80
4.15	Chi-square Test Results for Respondents' Answers to Statements (13-14)	82
4.16	The Frequency Distribution for the Respondents' Answers to Statements (13-16)	84
4.17	Different Between Question (A) and Question (B)	87
4.18	Frequency Distribution for Grades	88
4.19	Descriptive for Overall Test	90