



مجلة القلزم للدراستات التطبيقية



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علمية دولية محكمة - تصدر بالشراكة مع جامعة دنقلا - السودان

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Terms in Arabic and English
Intisar Ibrahim Mohamed Elshiek



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الآراء والأفكار التي تنشر في المجلة
تحمل وجهة نظر كاتبها ولا تعبر بالضرورة عن آراء المركز

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موجهات النشر

تعريف المجلة:

مجلة (أقلزم) للدراسات السياسية والقانونية، مجلة علمية مُحكمة، تصدر عن مركز بحوث ودراسات دول حوض البحر الأحمر. تهتم المجلة بالبحوث والدراسات التي تخص حوض البحر الأحمر والدول المطلة عليه والمواضيع ذات الصلة.

موجهات المجلة:

1. يجب أن يتسم البحث بالجودة والأصالة، وألا يكون قد سبق نشره قبل ذلك.
 2. على الباحث أن يقدم بحثه من نسختين. وأن يكون بخط (Traditional Arabic) بحجم 14 على أن تكون الجداول مرقمة وفي نهاية البحث وقبل المراجع على أن يشار إلى رقم الجدول بين قوسين دائريين ().
 3. يجب ترقيم جميع الصفحات تسلسلياً بالأرقام العربية بما في ذلك الجداول والأشكال التي تلتحق بالبحث.
 4. المصادر والمراجع الحديثة يستخدم أسم المؤلف، اسم الكتاب، رقم الطبعة، مكان الطبع، تاريخ الطبع، رقم الصفحة.
 5. المصادر الأجنبية يستخدم اسم العائلة (Hill, R).
 6. يجب ألا يزيد البحث عن 30 صفحة، وبالإمكان كتابته باللغة العربية أو الإنجليزية.
 7. يجب أن يكون هناك مستخلص لكل بحث باللغتين العربية والإنجليزية على ألا يزيد على 200 كلمة بالنسبة للغة الإنجليزية. أما بالنسبة للغة العربية فيجب أن يكون المستخلص وافياً للبحث بما في ذلك طريقة البحث والنتائج والاستنتاجات، مما يساعد القارئ العربي على استيعاب موضوع البحث وبما لا يزيد عن 300 كلمة.
 8. لا تلزم هيئة تحرير المجلة بإعادة الأوراق التي لم يتم قبولها للنشر.
 9. على الباحث إرفاق عنوانه كاملاً مع الورقة المقدمة (الاسم رباعي، مكان العمل، الهاتف، البريد الإلكتروني).
- نأمل قراءة شروط النشر قبل الشروع في إعداد الورقة العلمية.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين، والصلاة والسلام على سيدنا محمد
وعلى آله وصحبه أجمعين

وبعد:

القارئ الكريم ..

السلام عليكم ورحمة الله وبركاته.. نطل على حضراتكم من نافذة
جديدة من نوافذ النشر العلمي، وهي **مجلة القلزم للدراسات
التطبيقية**، ونحن في غاية السعادة والمجلة تصل عددها السادس
بفضل الله تعالى ومنتته.

القارئ الكريم:

هذه المجلة تصدر بالشراكة مع جامعة دنقلا، وهي إحدى الجامعات
السودانية الفتية التي وضعت بصمات مميزة في مسيرة البحث العلمي،
وهذا العدد هو السادس في إطار هذه الشراكة العلمية التي تأتي
في إطار استراتيجية مركز بحوث ودراسات دول حوض البحر الأحمر، في
تفعيل الحراك العلمي والبحثي داخل السودان وخارجه.

القارئ الكريم:

هذا العدد يشتمل على العديد من البحوث والدراسات المهمة ذات
البعد النظري والتطبيقي، ولضمان نجاح واستمرارية هذه المجلة بإذن
الله تعالى، نأمل أن يرفدنا الباحثون بمزيد من إسهاماتهم العلمية
المميزة.

مع خالص الشكر والتقدير للجميع

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Investigating Reading Comprehension Problems among EFL learners

(A case study at Port Sudan Town)

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Abstract:

This study aims at investigating reading comprehension problems encountered by 3rd year secondary school students in port Sudan locality. The study aimed at developing learners' ability to understand reading comprehension text . The study followed the descriptive analytical method. The research resulted in many findings to mention some: Most of the students have difficulties in reading comprehension ,and these difficulties are :vocabulary ,sentences structure There is no gradation for the lessons of reading comprehension texts in the syllabus from easy to difficult,. The most important recommendations are as follows: The ministry of education also should give enough training to English language teachers on how to teach students reading skills. must choose English teachers carefully and particularly who teach at basic level schools. Faculties of education must take students who have percentage 80% at least in Sudan school certificate.

تقصي المشاكل التي تواجه دارسي اللغة الإنجليزية كلفة أجنبية في فهم النص

(دراسة حالة المدارس الثانوية بمدينة بورتسودان)

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المستخلص:

هدفت هذه الدراسة الى التعرف على صعوبات فهم قراءة النص التي تواجه طلاب المدارس بالمرحلة الثانوي (الصف الثالث) في محلية بورتسودان. هدفت الدراسة إلى تنمية قدرات فهم واستيعاب الطلاب للمواضيع الواردة في قطع القراءة الصامتة ، ولفت انتباه المعلمين والباحثين لتواضع قدرات الطلاب في القراءة والاستمرار في دراسة القصور في هذا الجانب ، اتبع البحث المنهج الوصفي التحليلي، لأنه يتلاءم مع أهدافه وطبيعته . ولوضع هذه المنهجية ضمن واقع المشكلة ، استخدم الباحث أساليب محددة (الأدوات) مثل الاستبانة لتحقيق وإثبات الهدف من الدراسة. توصل البحث لحزمة من النتائج نورد أهمها فيما يأتي : هنالك شيعوع لأخطاء الطلاب في مهارات اللغة الإنجليزية الأربعة داخل الفصل. ضعف اهتمامات الطلاب وندرة في المواد المكتبية المتعلقة بتدريس مادة اللغة الانجليزية ، ذو أثر قوي على مستويات الطلاب. ضعف المنهج جاء نتيجة عدم ترابط الدروس المقررة فيه. تمثلت أهم التوصيات في الآتي: على وزارة التربية و التعليم إعطاء التدريب الكافي لمعلمي اللغة الانجليزية في كيفية تدريس فهم قراءة النص . ضرورة أن تحسن وزارة التربية والتعليم اختيار المعلمين بدقة وخاصة أولئك المراد تعيينهم في مدارس الأساس. يتعين على كليات التربية أن تحدد نسبة %80 على الأقل للقبول بها من حملة الشهادة السودانية يجب على المدارس الثانوية خفض عدد الطلاب داخل الفصول لتسهيل عملية تقييم الطلاب ومستوياتهم في القراءة وزيادة مهاراتهم الفرعية.

1.0 Introduction:

Reading comprehension is considered as one of the prominent English skills for learners . In this skill, students are required to catch some implied and stated information from the text by interpreting or analyzing the sentences to really get the answers for the questions.

Students have various problems in doing reading comprehension test related to their level of mastery. Students with rich knowledge of vocabulary will find that reading comprehension is easy . So will those with good knowledge on grammar. Each students may face different difficulty from others causing different needs on teaching methods and learning activities .

This study aims to determine the difficulties faced by students in doing reading comprehension test to decide which methods and learning activities are applicable in the classroom to enhance their skills. to overcome the problems , it is very important to know the difficulties as well . By finding the causes . lecture can give students the best treatment to help them overcome the difficulties . **Keywords** :investigation ,EFL reading comprehension problems

1.1 Aims of the study:

This study aims at investigating reading comprehension problems encountered by 3rd year secondary school students in port Sudan locality. The study aimed at developing learners' ability to understand reading comprehension text .

1.2 Scope of the study:

The scope of the study was the researcher focus on reading comprehension to investigating reading comprehension problems that facing 3th year students at secondary school in port Sudan locality .

1.3 Statement of the Problem:

The majority of third year secondary school students in port Sudan locality are facing problems in reading as they do not understand the text. Student

unable to answer comprehension questions as they do not understand the text and finding it difficult.. In other words, there is a gap between the students reading ability in . and the quality and level of reading that their syllabus need.

Few research studies have been done to investigating reading comprehension problems particularly in port Sudan Town , therefore reading comprehension problems of the 3th year secondary school is the main concern of this study .

1-4 Methodology and procedure:

The researcher has adapted the descriptive analytical method .the questionnaire has been designed for teachers of English language and the test for the students in locality of the study, the 3rd year , secondary school the students have been chosen randomly.

2-0. LITERATURE REVIEW:

2.1 section one Theoretical Frame work:

Reading is an important skill to help people learn from human knowledge and experience. Though reading, knowledge has greatly contributed to the growth of mankind. Reading is the fastest and simplest way to raise people's education level. Hung and Tzeng, (2001: 86). Research on reading showed that reading is actually an active process, in which the reader create meaning from the printed works. As Goodman (1976 : 3) described reading is a psycholinguistic guessing game in which the reader actively interacts with the text to construct meaning.

For many students, reading is by far the most important of the four language skill in foreign language (FL).

FL has to process good reading proficiency. Research in reading comprehension has identified two major approach, which emphasizes that poor readers either lack specific recognition or words, encoding meaning of sentence or making

inferences. Kirby, (1988 :12) The only correct way towards competent reading comprehension performance consists of improving skills. The second suggest that poor readers either already possesses the required skills to be good readers or could develop them relatively easily if they were taught to adopt the correct strategy for reading.

2.2 Theoretical Background of Reading:

There are many theories concerning reading comprehension, different authors have given their contribution to this important aspect of language learning. Since this research focuses on reading comprehension difficulties, the researcher is going to focus on these two important approaches: "bottom-up" and "top-up".

Bottom-up theory is the traditional standpoint that has been used to understand the reading comprehension process.

According to Nunan (1991: 11); reading in this view is logically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text.

It is based on the smallest linguistic units of a text from which particular knowledge schemas are activated. In this view, the comprehension process starts with words (their pronunciation, semantic value. Morphology,, etc), which later give access to more to more extensive units (syntagms – sentences – paragraphs) and finally to interpreting the whole text. Based on this approach the whole message of the text is considered the sum of the information in each paragraph.

The interpretation of each paragraph is determined by the previous interpretation of each sentence which is result of interpreting each word, and so on. Bottom-down approach is indirect opposition to the Bottom-up model. According to Nunan (1991:23),Dubin and Bycina(1991:10)they clarify that psycholinguistic model of reading and the top-down model are inexact

concordance. Thus, the " Bottom-up" stand point is that comprehension begins with more general aspects such as : the title, the basic idea of each paragraph ,,etc; and subsequently, goes into smaller linguistic units. In this way, this type of processing is principally based on the prior knowledge the speaker has, and in the communicative situation. Thus, in order to understand a paragraph, then later turn to the sentences and words that make up the message. Top-down allow the understanding of an ambiguous text because it activates high level schemas that guide the reading process. Thus, it is very important to use the prior knowledge and reader expectation in the comprehension process.

Both top-down and Bottom-up perspectives now form the basis of every study related to reading comprehension.

However, several authors had developed different theories in order to explain reading comprehension in relation to memory, thus, giving a contribution to the identification of problems related to reading comprehension.

Generally, these days, it seems that there is a consensus that reading both in L_1 and FL is an interactive process in which reader employs both bottom-up recognition skills and top-down interpretative strategies. This means the idea of one complementing the other in order to be proficient reader, has gained wide recognition. It is assumed that a good reader uses prior knowledge and prediction skills (top-down processing) to facilitate the recognition of words (bottom-down processing) to facilitate higher-level interpretation of texts . Eskey (1986,2-21)

2.3 Class Organization while – Reading:

According to Nuttal (1983 :18), there are three kinds of class organization in reading. The first one is individual model, which makes that each reader must understand the text for himself; nobody else can do it for the student. Nuttal (1983 : 159) says : The advantage is that every student can read material that sets him and can progress at his own pace, but naturally this demands careful

organization and plentiful supply of materials. The other class organization in reading is the opposite of the individual mode and it is a teacher – centered class.

In this case, the class work with the one text only and largely the teacher controls the way the text is talked. The third mode is the group work mode, much of the guidance comes not from the teacher, but from fellow students.

The effort to understand the text is made jointly, however, Nuttal (1983: 16) says: It should be clear that the three approached, do not have to be mutually exploring; they can readily be combined during the sequence of a reading lesson, which might – for example; begin with a teacher center phase. This sort of combination is ruled out only when a fully individualized program is operating, with every students reading different material, but even in this case, you do not have to operate the program every period, but on alternate periods of individualized reading with periods of group or teacher-centered work.

2.4 Students Reading Strategies and Styles on their Reading Comprehension Task:

Researchers have identified reading strategies and styles to include analytical and synthetic. The analytic and synthetic style corresponds to the surface and deep style, respectively in Biggs (1988 :27) and Entuin (1988 : 41). Kirby (1988 : 57) approaches reading performance from perspective of information processing. He says that :

"Reading includes processing information through eight hierarchical levels : features, letters, sounds, words, chink, ideas, main ideas and themes respectively. "Features", he says; are the lines or curves of which letters are composed; "letter" are visual patterns composed of feature, "Sound" refers to sounding out letters or letter combination; "Words" are stored in long term memory and must be accessed by their visual or phonological 'Sound' features.

"Chunk" refers to grouping words into units of meaning, i.e. prepositions. This basic unit of comprehension a meaning representation is retained in long-term memory, of the original sequence of words.

According to Kirby (1988 : 58) the sixth level in the hierarchy, is the "ideas". Despite the previous levels, ideas are no longer exact replicas of what is on the page; instead, they are obstructions of meaning. The seventh level that is "main idea" represents a distillation of what has been represented in the text. The main idea of the text provides "a summary" of what it says, that is, the gist of the text, and has to be constructed from the ideas presented in the text.

Both; the sixth and seventh levels are concerned, in Kirby's view, with "meaning generation". Themes (the final level), he says , are interpretation of what the text is trying to say and often are not stated explicitly in the text.

Kirby (1988 : 58) states that :

Information processing can occur at all these eight levels simultaneously.

In other words, it is noteworthy that; Kirby (1988 : 59) emphasizes that; strategies and styles are involved at all levels of information processing in reading. In order to work at a particular level smoothly, it is necessary for the lower levels to function automatically. For example, if the reader is having difficulty in identifying words (level 4) then grouping words in units of meaning (level 5) can become very difficult.

2.5 Successful Reading Comprehension Strategies:

The background knowledge of a reader, helps him to comprehend a text. Bernhart: (1984, 68) says that ;

Skilled readers comprehend text actively constructing meaning, integrating information from the text with relevant information from their background knowledge. Text structure knowledge helps a reader to see relation between

ideas, including relationship between main ideas and details.

Researchers have witnessed that both L₁ and ESL studies, students who have been taught how to identify text structure and use this knowledge to guide their reading process have exhibited better comprehension and recall of information than readers lacking such knowledge. (Tesol Quarterly, 1992:292).

2-11. Section Two: Previous studies:

In this part ,the researcher will review some previous studies related to this research .

Study No 1

Abass Abdel Rahman Alansary 2000 (The Impact of Strategies on reading Comprehension),

He explain that students are facing difficulties in reading skills, they are also weak in comprehension and understanding English discourse, they can neither read fast nor comprehend well what they read so reading deals with comprehension and understanding of a text. After the tests, results reflected that the learners were very weak and poor in their speed of reading because of the weakness of knowledge and experiences beside the materials. The researcher found out that teachers have to be trained, reading lessons have to be well arranged to the learners and parents encourage their children to read text books of interest.

Study No 2

- this study carried out by Nouf Rashdan Almutairi (2018), under the title (Reading comprehension difficulties among EFL learners) this study is focusing on the effective reading strategies for increasing the reading comprehension .

* the result of the study that the teachers teaching strategies can help students in reading comprehension .

Study No 3

- this study carried out by Salah Mohammed(2017),(Reading comprehension problems in EFL exam) the researcher focused on the learners reading comprehension skill in EFL exam .in this research the researcher mentions the difficulties that learners faces in reading in second language . the difficulties cover all aspects of linguistics , such as grammar(syntax),pronunciation (phonetics), and meaning of words (semantics).

- this study carried out by Irena Shehu (2015),(Reading comprehension problems) the focused of this study is to find out the result whether skimming and scanning can improve students reading ability .

. Study No 4

- this study carried out by Karen L. Sanford (2015),(Factors that affect reading skills) .

* the result from this study findings suggest variety of cognitive and effective factors influence reading comprehension.

Study No 5

- this study conducted by Zeinab (2011) , under title (The ability in using reading comprehension Expository text)The aim of the study is to develop reading through expository texts.

* The result of the study revealed that the subjects` ability in using reading comprehension skills in expository texts was not proficient. The researcher views this type of programs is not valid in some cases so the researchers must be used the methods which are suitable for their problems, subjects and areas.

Study No 6

This study is done by McNamara (2006).under the title (young readers` difficulties in comprehending text) The goal of this this is to develop a better

understanding of young readers' difficulties in comprehending text, and how those difficulties vary as a function of reader aptitudes and text genre.

*The results of this study highlight the importance of text genre and reader knowledge when examining reading comprehension abilities and difficulties.

Study No 7

- this study carried out by Khalid Ahmed (1997) , under the title (The impact of strategies on reading comprehension) in his study the researcher stated that most of the students are very weak in the reading and understanding the texts and the research proved that reading a second language is complex. However, the solution is that students have to know the reading and the purpose of reading of any texts. As a matter of fact reading without comprehension is useless.

Methodology of the study:

3.1 Subject:

The participants in this study are both: the students of the third year of secondary schools who studying English language. and English language teachers who teaching English language at secondary school third level in port Sudan locality .Students are selected randomly from four different secondary school third level . Abdorabu Girls secondary School. AlBarberry Boys secondary school. African Council secondary schools (Private)(Boys and Girls). AlQabas boys and girls schools.

they were both females and males .the total number of the participants are forty students and thirty teachers .

3.2 Tools of data collection:

the researcher used written for data collection .the reason behind choosing a test lies in the fact that the test will reinforce the purpose of the study .the

second instrument is used to collect data in this study is a questionnaire. It based on the previous research on reading comprehension of the third year of the secondary school

3.3 Validity and reliability:

To ensure the validity of the questionnaire it was given to a jury in the field of TEFL teachers to examine the structure, logical flow of the questionnaire wording , clarity ,length and order of the questions . They accepted the items of the questionnaire in general but suggested some modifications, they suggested modification in mechanics of writing such as the items(sentences structure). The researcher then made some modifications based on their comment.

The reliability (Cronbach Alpha) ,was calculated as an indicator of homogeneity to the level of instrument as whole. the value of Cronbach Alpha for all items was 80%, which is statistically acceptable .

4.0 Results and Discussion:

4.1 Students' test:

Table No (4- 1):

Students according to their Gender

Items	Male	Female	Total
Male and Female	20	20	40
	50%	50%	100%

Above table shows the gender of the students, and found that the half of them 50 % were Males, and also 50% of them were Females.

Table No(4-2):

Word *harvesting* inline 14 means gathering crops

Items		Male	Female	Total
1. Word harvesting inline 14 means gathering crops.	Frequency	15	25	40
	Percent	12.5%	87.5%	100%

Above table shows that more than half of the respondents have fallen to choose the correct answer about (Word harvesting inline 14 means gathering crops) Whereas 12.5 % of them have chosen the correct answer, and 87.5% chosen the incorrect answer

Table No (4-3):

Fodder in line 13 means food for people

Items		Male	Female	Total
2. Fodder in line 13 means food for people	Frequency	21	19	40
	Percent	52.5%	47.5%	100%

Above table shows that most 52.5 % of the respondents have chosen the correct answer about (**Fodder** in line 13 means food for people).Whereas 47.5% of them have fallen to choose the correct answer.

Table No(4-4):

The most useful tree in northern Sudan is apple

Items		Male	Female	Total
3. The most useful tree in northern Sudan is apple	Frequency	30	10	40
	Percent	75%	25%	100%

Above table shows that more than half 75 % of the respondents have chosen the correct answer about (The most useful tree in northern Sudan is apple).

while 25 % of them have fallen to choose the correct answer.

Table No (4-5):

About 600 million people suffer from malnutrition

Items		Male	Female	Total
4. About 600 million people suffer from malnutrition	Frequency	11	11	40
	Percent	72.5%	27.5%	100%

Above table (5) shows that , most 72.5 % of the respondents have fallen to choose the correct answer about 27.5% of them have chosen the correct answer .

Table No (4-6):

The word agricultural in line 8 means kill the trees.

Items		Male	Female	Total
5. The word agricultural in line 8 means kill the trees	Frequency	29	11	40
	Percent	72.5%	27.5%	100%

The above table shows most of responders have chosen the correct answer (72.5%) while (27.5%) of them have fallen to choose the correct answer

Table No (4-7):

What are the two problem mentioned in the passage ?

Items		Male	Female	Total
6. What are the two problem mentioned in the passage?	Frequency	27	13	40
	Percent	67.5%	32.5%	100%

The above table shows most of responders have chosen the correct answer

(67.5%) while (32.5%) of them have fallen to choose the correct answer to the question (What are the two problem mentioned in the passage?)

Table No (4-8):

What can help us to solve these problems?

Items		Male	Female	Total
7. What can help us to solve these problems?	Frequency	14	26	40
	Percent	35%	65%	100%

The above table shows that most of responders have chosen the incorrect answer (65%) while (35%) of them have succeeded to choose the correct answer to the question: (What can help us to solve these problems?)

Table (4-9):

Where will most of the increase in population take place?

Items		Male	Female	Total
8. Where will most of the increase in population take place?	Frequency	29	11	40
	Percent	72.5%	27.5%	100%

The above table shows that most of responders have chosen the correct answer (72.5%) while (27.5%) of them have fallen to choose the correct answer to the question (Where will most of the increase in population take place?)

Table (4-10):

Why is such a big population a problem?

Items		Male	Female	Total
9. Why is such a big population a problem?	Frequency	29	11	40
	Percent	72.5%	27.5%	100%

The above table shows that most of responders have chosen the correct answer (72.5%) while (27.5%) of them have fallen to choose the correct answer to the question: (Why is such a big population a problem?)

Table No (4-11):

How many people suffered from malnutrition?

Items		Male	Female	Total
10. How many people suffered from malnutrition?	Frequency	8	32	40
	Percent	20%	80%	100%

The above table shows that most of responders have chosen the incorrect answer (80%) while (20%) of them have succeeded to choose the correct answer to the question: (How many people suffered from malnutrition?)

Table (4-12):

Trees are the source of

Items		Male	Female	Total
11. Trees are the source of	Frequency	14	26	40
	Percent	35%	65%	100%

The above table shows that most of responders have chosen the incorrect answer (65%) while (35%) of them have succeeded to choose the correct answer to the question: (How Trees are the source of

Table No (4-13):

Trees can protect the environment by

Items		Male	Female	Total
12. Trees are the source of	Frequency	18	22	40
	Percent	55%	45%	100%

Students who answered the above question regarding the question which questioning them about (Trees can protect the environment by.....), (55%) of them reached to the correct answers, while (45%) have fallen to answer the above question.

Table (4-14):

(14) Forest products create

Items		Male	Female	Total
13. Forest products create	Frequency	12	28	40
	Percent	30%	70%	100%

Students who answered the above question regarding the question which questioning them about (**Forest products create**), (70%) of them have fallen to answer the above question, and (30%) reached to the correct answers.

Table No (4- 15):

All over the world millions of are being planted

Items		Male	Female	Total
14. All over the World millions of are being planted	Frequency	16	24	40
	Percent	40%	60%	100%

Students who answered the above question regarding the question which questioning them about (**All over the world millions of are being planted**), (60%) of them have fallen to answer the above question, and (40%) reached to the correct answers.

Table No (4-16):

The world population is now about Million people

Items		Male	Female	Total
15. The world population is now about million people	Frequency	14	26	40
	Percent	35%	65%	100%

The above table shows that most of respondents have chosen the incorrect answer (65%) while (35%) of them have succeeded to choose the correct answer to the question: (**The world population is now about million people**).

Table (4-17) verification of the students test:

The final statistic of correct and Incorrect Students

Items	Frequency	Male	Female	Total
Valid Correct answer	313	52.2	52.2	52.2
Incorrect answer	287	47.8	47.8	100.0
Total	600	100.0	100.0	

Table (4-18):

The Final Statistics of Correct and Incorrect Students' answers

Items	Frequency	Percent
Correct	313	52.2
Incorrect	287	47.8
Total	600	100.0

The percentage of the correct answers (52.2%), while (47.8%) was the percentage of the incorrect answers. This results realize that "Most of the students have difficulties in reading comprehension and these difficulties are in vocabulary ,sentences structure , tested students have difficulties in finding the meaning of unfamiliar words .and most of tested students do not know the actual meaning of difficult words in given comprehension passage .the results shows that third year students facing difficulties in reading comprehension .

4.3 Discussion and test the Domains:

Table No (36):

Verifying the Correctness of the Domain No. (1)

Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
Students face difficulties in vocabulary	30	1	5	2.73	1.285
Students feel that reading lessons are boring due to limited knowledge	30	1	5	2.53	1.252

Students find difficult words by self-study	30	1	5	2.33	1.470
Students predict and give wrong answers	30	1	5	1.90	1.373
Valid N (listwise)	30	1	5		

Discussion the Domain of difficulties in reading comprehension:

After independent sample descriptive statistic was applied to identify any significant differences in responses concerning the Domain of: (Third year secondary school students face difficulties in reading comprehension), the results according to Table (36). The highest Statement No. (1) And (2) which can be read No. (1) (students face difficulties in vocabulary), No. (2) (Students feel that reading lessons are boring due to limited knowledge) both of them reveal significant importance with positive value.

The out-figure of the Standard Deviation for the two statement recoded respectively No. 1) (1.285) and (2.73) (1.252) and Mean (2.53), No(1). for each separately.

Accordingly; the two statement results verify the text of the Domain that says: "Third year secondary school students face difficulties in reading comprehension.

Table No (37):

Verifying the Correctness of the Domain No. (2)

Descriptive Statistics

Items	N	Minimun	Maximun	Mean	Std. Deviation
The teachers of English don't use teaching reading lessons	30	1	5	2.03	1.426
Teachers explain to their students the difficult words in texts	30	1	3	1.73	0.640
The teachers of English do not motivate students to focus on reading comprehension	30	1	5	2.63	1.426
The unqualified teachers of English in basic	30	1	3	1.70	0.702
Valid N (list wise)	30				

Discussion the Domain of teachers of English at Secondary school do not play a significant role in addressing reading comprehension difficulties.

Statistical procedure the results and discussion of the second Domain (teachers of English at secondary school do not play a significant role in addressing reading comprehension difficulties), and after independent descriptive statistic was applied to identify any significant differences in responses concerning this Domain, the results according to Table No(37), The statement which can be verify the truth of the Domain correctness, represent in the following measured statement: (the teachers of English don't use teaching aids in teaching reading lessons) which reveals its Significant with positive value.

The out-figure of the Standard Deviation for this statement recoded is (1.426) and Mean (2.03), in addition to the statement in the third rank which says (The teachers of English do not motivate students to focus on reading comprehension) with value of Standard Deviation (1.63) and Mean (2.426) Accordingly; the above two statements, will verify the correctness of the Domain text that says:

“Teachers of English at secondary school do not play a significant role in addressing reading comprehension difficulties.

Table No (38)

Verifying the Correctness of the Domain No. (3):

Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
The syllabus conception of reading text are very difficult to the student	30	1	5	3.20	1.324
The syllabus reading comprehension is upper student level	30	1	5	3.20	1.324
There is no gradation for the for the lessons of reading comprehension texts in the syllabus from easy to difficult	30	1	4	1.50	0.820
The production of the reading comprehension texts book is not attractive or less exciting	30	1	5	2.37	1.450
Valid N (listwise)	30				

Discussion the Domain of Syllabus doesn't participate in addressing reading comprehension difficulties:

Statistical procedure the results and discussion of the third Domain (Secondary school syllabus doesn't participate in addressing reading comprehension difficulties) and after independent sample descriptive statistic was applied to identify any significant differences in responses' answers concerning this Domain, the results according to Table No (38) showed that the highest Statement was No. (3) Which says "There is no gradation for the lessons of reading comprehension texts in the syllabus from easy to difficult", and statement No. (1): (The syllabus conception of reading text is very difficult to the student) which reveal their Significant with positive value.

The out-figure of the Standard Deviation for the statement recoded is (.820) and Mean of (1.50) , while the statement No. (1) (1.324) and Mean of (3.20) for each separately.

Accordingly; these two statements, the above results will verify the correctness of the Domain text that says:

"Secondary school syllabus doesn't participate in addressing reading comprehension difficulties"

Table No (39):

Verifying the Correctness of the Domain No. (4)

Descriptive Statistics

Items	N	Minimun	Maximun	Mean	Std. Deviation
The student are facing difficulties in reading comprehension from the first time of reading English	30	1	4	2.20	0.664
The istructions of reading comprehension activities are not clearly stated in the basic syllabue	30	1	2	1,40	0.498
There teachers at basic school are not show the pupils the important of reading comprehension	30	1	4	1.77	0.774
Valid N (listwise)	30				

Discussion the Domain of teaching reading comprehension at the first time :

Statistical procedure the results and discussion of the fourth Domain (Reading comprehension need to be taught at the first time of learning the language), and after independent sample descriptive statistic was applied to identify any significant differences in responses' answers concerning this Domain, the results according to Table No (39) showed that the highest Statement was No. (2) Which says “The instructions of reading comprehension activities are not clearly stated in the basic syllabus”, and statement No. (1): (The students

are facing difficulties in reading comprehension from the first time of reading English) which reveal their Significant with positive value.

The out-figure of the Standard Deviation for the statement recoded is (.498) and Mean of (1.40) , while the statement No. (1) (.664) and Mean of (2.20) for each separately.

Accordingly; these two statements, the above results will verify the correctness of the domain text that says: “Reading comprehension needs to be taught at the first time of learning the language”.

5-1 Findings:

After the researcher conducted and analyzed the questionnaire data and the test , he found the following .

1. Most of the students have difficulties in reading comprehension ,and these difficulties are :vocabulary ,sentences structure
2. The teachers of English do not motivate students to focus on reading comprehension.
3. There is no gradation for the lessons of reading comprehension texts in the syllabus from easy to difficult.
4. The instructions of reading comprehension activities are not clearly stated in the basic syllabus

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Appendix students test

Text of Passage:

Nowadays the world faces two major problems. First; how to meet the need of an increasing population and how to improve the environment. With healthy and productive environment, we will be able to feed the people of the world. Trees can be helping us to solve these problems. All over the world millions of trees are being planted. The world population is 5.000 million and is expected to rise to 8.500 million by 2025. That increase will take place in developing countries where 60% increase in **agricultural** production will be needed to make sure that there is enough food for everyone. About 500 million people suffer from malnutrition and 15 million people die from it every year. Forest resources develop and improve living standards for the people. Forests supply us with timber for building, firewood, fruits and gum Arabic. Trees are source of **fodder** for the cattle and certain substances for medicine. The **harvesting** of forest products creates employment, brings income and hard currency. Trees can protect the environment by reducing erosion and making the soil rich. The roots of the trees and the shelter of the leaves stop the soil from being blown away by the wind.

(A) Write (T) for true and (F) for false:

1. Word **harvesting** inline 14 means gathering crops. ()
2. **Fodder** in line 13 means food for people. ()
3. The most useful tree in northern Sudan is apple . ()
4. About 600 million people suffer from malnutrition. ()
5. The word **agricultural** in line 8 means kill the trees. ()

(B) Give short answers:

1. What are the two problem mentioned in the passage?
2. What can help us to solve these problems?
3. Where will most of the increase in population take place?
4. Why is such a big population a problem?
5. How many people suffered from malnutrition?

(C) Draw a circle round the letter of the best answer:

1. Trees are the source of

- | | |
|-----------------|---------------|
| a. water | b. fodder |
| c. malnutrition | d. population |

2. Trees can protect the environment by

- | | |
|-------------------------|-------------------------|
| a. Reducing the erosion | b. making the soil poor |
| c. food | d. eating fruits |

3. Forest products create

- | | |
|-----------------|---------------|
| a. A population | b. employment |
| c. the wind | d. roots |

4. All over the world millions of Are being planted

- | | |
|--------------|-------------|
| a. Buildings | b. shelters |
| c. leaves | d. trees |

5. The world population is now about million people

- | | |
|----------|---------|
| a. 8.500 | b. 60% |
| c. 5.000 | d. 2025 |



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