



The Effectiveness of Reading Folk Literature in Improving English Language Learners' Reading Proficiency in Elementary Grades

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ABSTRACT

This study aims at investigating the effectiveness of reading popular literature in improving reading proficiency among English language learners in primary grades. English language learners face difficulty in comprehension problems and difficulty in mastering the skill of reading in the English language, and thus it reflects on their self-feeling negatively. The researcher uses reading popular literature as a means of improving reading proficiency among English language learners in primary grades and demonstrates its effectiveness. The skill of reading was chosen exclusively because it is one of the most important basic skills in English language on which all other skills depend. The researcher dealt with an explanation of this effectiveness to enhance the skill of reading, then dealt with a group of previous studies that were examined, and later the researcher mentioned the advantages that result from using reading folk literature as a means of improving reading skills in English language among primary school students. The researcher concludes his study with some recommendations that work to increase the effectiveness of reading popular literature and improve the skill of reading in general.

INTRODUCTION

The goal that educational institutions all over the world seek is to refine students' language skills, because language skills are the basis for the rest of the various skills.



The teacher is the main element that can control the educational process, so the need to improve his skills is very important because he reflects his skills and experiences on the students. Folk literature is one of the factors that help increase the student's understanding of the reading lesson and focus his attention. This research came to explain the importance of folk literature in improving the reading skill of elementary school students by improving the skills of English language teachers. ¹

The English language is one of the languages in which students face most learning difficulties, inallyand folk literature is one of the factors that help in learning this language, especially the skill of reading.

This paper will address the effectiveness of reading folk literature in improving primary-grade learners' reading proficiency of English language. The importance of folk literature in improving the reading skills of elementary school students will also be considered. It will take into account previous studies and the results of researchers who were able to make progress on the effect of reading folk literature on improving the skill of reading and literature, and this research will be a continuation of the efforts of previous researchers. Finally, the researcher deals with a set of conclusions and recommendations that are recommended to be taken into consideration to improve the proficiency of English language learners in the skills of reading.

So, what is the importance of this study? English language learners face difficulty in learning the English language, which has negative effects on their minds that may end in surrendering to reality, so the researcher tends to adopt a new strategy called the folk Literature Strategy in order to increase the efficiency of English language learners in the skill of reading among elementary school students. This study aims to facilitate learning to read the English language and make the educational process easier and simpler.

¹ Alna, O., 1999. The importance of oral storytelling in literacy development. *The Ohio reading teacher* 31 (1), 15–18.

This study aims at answering the following key question:

- What is the effectiveness of Reading Folk Literature in Improving English Language Learners' Reading Proficiency in Elementary Grades?

Based on the key question, some other questions have been set:

1. How does reading popular literature affect the improvement of reading skills in English?
2. What is the job of teachers in improving the skill of reading in English among primary school students by reading popular literature?

Section one: The effectiveness of reading folk literature in enhancing reading skill

Numerous analysts studied and found an incredible association between great peruses and great authors, just as feeble perusers and helpless essayists (Moore, 1995). Others have conveyed the connection further and accept that "perusing like an essayist permits an individual to turn into an author" (Langer and Flihan, 2000, p.126). This move has moved current speculation past the relationship or connection among education and proficiency. Cairney (1992) characterizes education as "a social practice that takes numerous structures, each with explicit purposes and settings" (p.76). English is one of the dialects numerous understudies have issues understanding. Elementary school understudies are the most understudies to zero in on the grounds that they are toward the start of the street and their brains are not loaded with the assets of the world. Then again, helpless English education aptitudes can have a hindering impact, with 75% of school drop-outs revealing understanding issues and half of grown-ups with criminal records distinguished as having understood challenges (ASHA, no date). Albeit some advancement has been made to improve understudy education through NCLB, numerous understudies are as yet battling as referenced previously. "English perusing abilities are improving for both fourth and eighth graders ... Numerous understudy bunches have made additions in the two evaluations; nonetheless, these additions have not generally been joined by a significant dam of ethnic/ethnic and sexual orientation gaps."(Lee, Grig, and



Donahue, 2007, p.2) For instance, the level of fourth-grade understudies performing essential level understudies expanded from 62% in 1992 to 67% in 2007.

The analyst accepts that the educator is the key component that consistently remains before the understudy, so the capacity and aptitude of the instructor to create English perusing abilities of rudimentary understudies ought to be improved by perusing famous folk literature as it impacts the understudy by expanding its concentration and intrigue.

1.1 Previous studies

Many researchers have been led as of late to check the adequacy of the account system of folk literature in schools. Albeit well known folk literature has numerous beneficial outcomes in English as a first language, educators of English as an unknown dialect don't essentially accept it as customary. Perusing evil literature, indeed, is particularly significant for early students of English as an unknown dialect. Learner per users will in general peruse utilizing this technique. Utilizing this system causes them read bigger semantic units as opposed to zeroing in on realistic prompts as they move away from influence and accept their exercises as described portrayals. Numerous researchers accept that rudimentary understudies (youngsters) can profit significantly from this procedure (Alna, 1999; Ellis, 1997; Erikson, 1995; Genisio and Soundy, 1994; Isbell et al., 2004; Meyer, 1995).

Kim (1999) stated that "the story of famous folk literature today is progressively perceived as having significant hypothetical and pragmatic ramifications". The analysts evaluated a portion of the examinations generally applicable to the subject of this investigation. One reason for utilizing folk literature portrayal in the homeroom is that it takes into consideration the reproduction of exercise subtleties. Students can mirror accepting the exercise as a story or a novel they tell their loved ones. Hillman (1989) clarified that while the instructor is perusing, he/she can utilize non-verbal communication with some semantic signals that add to the understanding of the section. The manner in which folk literature is perused must be very much controlled and influenced so as to legitimately influence the jargon increment coming about because of hearing this sort of literature. It additionally expresses that



consultation words in setting adds to the quantity of implications in the got jargon of the student and gives the audience elective methods of communicating.

McCormick (1977) takes note of that fourth through 6th digits have indicated that kids with whom this procedure is utilized consistently more than a while show critical increases in understanding appreciation, deciphering abilities, and jargon. It was likewise discovered that all youngsters profited essentially contrasted with the benchmark groups, who just read incidentally or didn't peruse by any means. Williamson (1988) affirmed that instructors should be perused to their understudies. Since as instructors read to their understudies, understudies rest easy thinking about the language and its structure. Educator is perusing to understudies is additionally a persuasive sponsor; the pursuer's excitement and moving temperament are infectious.

Zaitoun (1988) expressed that so as to accomplish a more significant level of cognizance, the instructor must open understudies to genuine circumstances in which local speakers of English utilize the language in a programmed, conversational and informative way. He additionally includes that educators ought to get their understudies to display well known folk literature with their biographies to it and afterward read them in a style that reflects individual encounters, family, companions, or even accounts about recent developments or disputable issues. By doing this, the educator opens understudies to regular language with a boundless assortment of new sentence structure, jargon, and informal articulations and includes loads of sayings for important social trades. Elley (1991) found that presenting youngsters to a wide assortment of high-premium comic books makes them become familiar with the language all the more rapidly. It additionally found that when youngsters participate in an important book without the imperatives of structure and jargon, they are bound to become familiar with the language by some coincidence and create uplifting mentalities toward books and school. Furthermore, Elle said that understanding stories and folk literature energizing to kids can be a significant wellspring of jargon obtaining, and closed by taking note of that the impact of orderly perusing of folk literature on kids is clear in the language learning measure.



Warwick (1992) announced the aftereffects of a complete report led somewhere in the range of 1990 and 1991. It included 32 nations. The investigation surveyed the perusing accomplishment of 210,000 understudies between the ages of 9 and 14. The outcomes demonstrated that the initial four nations are Finland, the United States, Sweden and France, separately. Two components imperative to building up these high accomplishment scores were found through the span of the school years: the eye-catching perusing of famous folk literature to understudies and the successive quiet perusing nonstop. Trelease (1994) found that understudies who had a content that read it significantly and afterward were approached to finish few aesthetic tasks delivered more innovative works than their partners who saw the quietly expressed adaptation of the film. Perusing understudies utilized visuals to make scenes and characters, while others were slanted to reproduce what they saw on screen whether it was a picture made in their brains or not.

Vivas (1996) inspected the impact of folk literature portrayal style on language appreciation and language creation of pre-school and first-grade youngsters. The aftereffects of the examination indicated that tuning in to stories read resoundingly assists understudies with building up the propensity for tuning in while simultaneously giving them explicit preparing in understanding through presentation to the intriguing and significant substance of the tales.

Beck and Mckeown (1999) explored the connection between well-known folk literature portrayal and understanding appreciation. The consequences of the examination showed that the novel of mainstream folk literature emphatically influenced their understanding perception. Campbell (2001) accentuated that improving English language students' ability for mainstream folk literature has made endless advances for related exercises, for example, class conversations, pretending, mutual readings, bunch composing, expressions and artworks, and tunes. Kids find out about education through a grown-up giving an understanding model; Develop a comprehension of how printing functions and how to utilize it; Developing information and comprehension of letters and the connections among letters and phoneme; Learn new words, new expressions; And examples of discourse. Find out about the structure of famous literature. Also, building up an inspirational mentality

towards books. In addition, he suggested utilizing famous folk literature as a beginning stage for additional learning in a few curricular territories. McCarthy et al. (2001) Try to improve the perusing appreciation of kindergarten, first, third, and fifth grade understudies and their perspectives towards recreational perusing the utilization of folk literature portrayal. The consequences of the investigation demonstrated that the utilization of folk literature helped understudies create foundation information on an assortment of themes, construct jargon, perceive rich language designs, create knowledge of the structure of Folk literature, build up a comprehension of the understanding cycle, and acclimate with perusing as a pleasant movement. The outcomes additionally indicated that understudies' recreation propensities improved, understudies' longing to study famous folk literature expanded, and understudies' perusing propensities at home were emphatically influenced.

1.2 Folk Literature and Reading "discussion"

folk literature portrayal can be utilized as a compelling method to build information on early English perusing and upgrade perusing cognizance abilities (Haven and Ducey, 2007). Through dynamic cooperation, describing mainstream folk literature as an instructive technique can upgrade perusing cognizance by helping understudies build up a feeling of well-known folk literature (Aiex, 1988; Craig, Hull, Haggart, and Crown, 2001; Phillips, 1999). A feeling of well-known folk literature is vital for understudies to comprehend a book and get importance from a book. The effect of people folk literature on building up understudies' abilities through dynamic cooperation will be tended to underneath.

In Folk literature narration, the communication is close to home, drawing in, and prompt (Aiex, 1988). These attributes permit mainstream folk literature to draw in crowd consideration. This improves comprehension of the folk literature introduced by giving a social setting to rudimentary understudies. Understudies become familiar with the social parts of language through perception and cooperation in the story of well-known folk literature (Craig et al., 2001). Understudies can see the storyteller utilizing tungsten and outward appearances to connect with the crowd (Aiex, 1988).



At the point when understudies retell the folk literature introduced, they have the chance to build up their perception abilities by connecting text with articulations. Idir (2007) portrays the utilization of oral conventions of famous folk literature as an incredible procedure for recognizing examples of importance. I've discovered that the occasions that will in general be most appealing are those related with elevated feelings. By taking an interest in folk literature account encounters, understudies figure out how to fabricate a feeling of the content by anticipating the class' attributes, including how the content may begin and end (Craig et al. 2001; Washburne, 1983).

Coming up next are the benefits of scrutinizing folk literature for crude understudies: (Fisher, 2003) It contains immortal narrating components that are critical to getting literature.

1. It gives knowledge into various societies (likenesses and contrasts, the significance of specific qualities, the historical backdrop of a people, the impact of topography on stories, and so on.).
2. They can help build up a valuation for your legacy just as different societies. (Blaisdell, 1999)
3. Perusing an assorted assortment gives knowledge into the general human experience.
4. Advance the students' creative mind! (Bartolomei, 2000)

The improvement of mainstream literature permits rudimentary understudies to improve expectations, make forecasts about what will follow, increment attention to circumstances and logical results, the arrangement of occasions, and create different abilities that guide understanding (Aix, 1988). Account of folk literature additionally builds up a feeling of text by fusing the utilization of fundamental content components of folk literature. These components incorporate perspective, plot, style, characters, figures, and topic (Haven and Ducey, 2007). The abilities of appreciation, basic tuning in and believing are likewise evolved through the blend of printed portrayal in mainstream literature, addressing, symbolism, derivation, and reiteration (Craig et al. 2001; Washburne, 1983). Developing a feeling of well-known literature to



expand understanding is of specific significance for individuals from differing societies. A few societies manage the manner in which occasions identify with topics instead of the fundamental thought (Craig et al., 2001).

Hence, for certain societies, literatures are viewed as authentic literature of explicit connections that emphasis on humor in circumstances or the sentiments of others instead of a progression of occasions. The creators note that these social examples regularly lead to the exchange of primary school understudies to particular administrations that may stem not from inability but rather from their social encounters with language use. By partaking in scripting encounters that manufacture a feeling of previously mentioned literature, these understudies can exhibit expanded accomplishment in understanding perception. A few specialists have zeroed in on the useful utilization of folk literature portrayal as an instructive technique for building understanding cognizance. Su Black (2008), one of the well-known folk literature of Robert E. Kluau Elementary in Naperville, Illinois, gives some solid instances of how to coordinate account literature introduced, be it a story or a novel yet dependent on famous literature to improve appreciation. Dark (2008) presents procedures for joining narrating into understudy literature.

Peruse in the part. Understudies are required to peruse in any event five unique stories and discover one that they need to tell. In the wake of perusing the story, the understudy endeavors to recount to the story to his accomplice. Subsequent to recovering the portrayal, understudies re-visitation of the content to guarantee that significant subtleties are incorporated. Understudies can likewise work with accomplices to retell the story utilizing just six sentences - two for starting, center, and finishing. In the wake of giving the six sentences, understudies can attempt to list the content utilizing just three sentences - one sentence for the start, one for the center, and one for the end. With an accomplice, understudies share their accounts. The listening accomplice gives positive input to the storyteller and afterward requests that they make one proposal that may improve the narrating. From that point onward, abstract gatherers are prepared to start describing their literatures for the part. In her work, Black (2008) has seen an expanded energy for new famous literature as it assists understudies with exploring different avenues regarding finding



the right voice, outward appearances and motions for another content. When appropriately planned a folk literature story can be a compelling method to create proficiency and understanding aptitudes. This was made conceivable by the capacity to describe messages dependent on folk literature to stand out for students, hence advancing the improvement of the importance of the content among the members. Perusing mainstream literature through support in literature is an approach to persuade even the most read or read book. Perusing well known literature is characterized as "associating a story to at least one audience members through sound and signal" (National Council of Teachers of English, 1992, p. 1). Since famous literature depends on both the audience and the storyteller, this technique utilizes the social segment of the language. Specialists have discovered that proficiency is best when created through social communication and collaboration with others (Dugan, 1997). This instructive methodology exploits understudies' craving to talk and collaborate with others. Indeed, a few analysts have discovered that the most vulnerable peruses and authors are frequently the most adroit at recounting stories (NCTE, 1992).

In light of the synergistic connection between language in an intuitive manner, educators and understudies can utilize famous literature to improve proficiency learning. The yield discovers its disciplinary heritage in the humanities and techniques for tasteful information. Wikipedia (n.d.) characterizes the humanities as, "those scholastic trains that show the human condition, utilizing scientific, basic or to a great extent guitar strategy, that vary from the test techniques in the common and sociologies. "Verifiably remembered fields for the humanities incorporate works of art, history, dialects, literature, law, performing expressions, theory, religion, and visual expressions (Wikipedia, nd; Ullman, 1946). Depending generally on the performing expressions, folk literature devotees figure out how to utilize their bodies as a mode for their specialty. Inside the performing expressions, theater is the branch with which narrating is firmly related on the grounds that it explicitly incorporates the utilization of discourse, face motions, music, and move (Wikipedia, n.d.).

Utilizing folk literature, Remenyi (2005) expressed that describing folk literature is a fundamental method for sharing information among individuals since it permits the



members to move to some other time and spot. Using unmistakable oral language, understudies can have an upgraded involvement in literature (Eisner, 1985) The stylish strategy for information is a significant segment of this experience. As per Wikipedia (n.d.), beauticians are characterized as "a basic reflection on craftsmanship, culture, and nature" (Esthetic, 1). This reflexive cycle is accepted to prompt better approaches for seeing and understanding the world (Wikipedia, n.d.). Merriam Webster (n.d.) approximates significance by characterizing style as "reacting to or acknowledging what satisfies the faculties." Eisner (1985) recognized the two most significant commitments to stylish learning strategies as reference and beneficial capacities. He depicted the reference work as the capacity of understudies to acknowledge and comprehend the attributes granted in learning. The reciprocal capacity is to comprehend the hugeness of the excursion and the capacity to discover joy in inquisitive a route (Eisner, 1985). Through narrating, these positions have the chance to flourish as understudies build up their perusing and composing aptitudes inside the homeroom.

The scientist accepts that improving the instructor's ability in portrayal and perusing mainstream literature extraordinarily adds to improving understudies' aptitudes in understanding English, particularly elementary school understudies. Folk literature assists understudies with zeroing in additional on the exercise, as the educator portrays the exercise in an unmistakable manner dependent on folk literature, so the understudy takes the exercise with a story or novel that he can relate whenever or place.

Section Two: Recommendations

Suggestions for Research and Practice in Jonathan Kozul's book (2007), *Letters to a Young Educator*, I composed that in the present instruction, it is hard for instructors to secure the "feeling of craftsmanship and inventive innovativeness" in their work, for example, workmanship and creative mind "enduring an onslaught" as of now in the field (p. 107). Kozul cites from an announcement by Susan Newman, a previous associate at the US Department of Education, who said that the expectation of the



Bush organization was to "change the essence of perusing instruction all through the United States from craftsmanship to science" (Kozul, 2007, p. 108).

This center made a requirement for teachers to underscore quantitative aftereffects of examination-based methodologies. This paper indicated that numerous specialists and teachers have noticed the viability of utilizing folk literature in the homeroom, yet since this procedure is established in expressions of the human experience, it is anything but difficult to evaluate it subjectively. Endeavors to survey the perplexing cycles of proficiency instruction must incorporate thorough information to completely value the advantages of this technique. Kozul's thoughts additionally help feature the polarity that happens when literature and the craft of language are removed from the humanities and assembled into technical disciplines. Instructors should discover approaches to bring "workmanship" back into guidance so as to arrive at all understudies. Since numerous specialists presently perceive folk literature as a successful procedure for expanding proficiency, some have thought about the requirements of educators in getting ready to utilize this system by giving strategies to actualizing folk literature account in homeroom practice. Diverse and Telfer (1996) directed an investigation of expected instructors to decide their encounters with famous literature, as audience members and specialists.

They inspected educators 'expected information because of mainstream literature on perusing proficiency improvement and recognized possible instructors' needs to get ready to utilize this procedure with understudies. The specialists discovered that most of the members had the option to recall the encounters of famous literature, demonstrating that these encounters lastingly affected them. Request that imminent instructors consider their requirements as they execute this procedure in the study hall. It has been discovered that picking the correct stories, worry about their capacity to utilize folk literature successfully, and the need to comprehend the reason for folk literature in training is the best zones of need. These specialists accentuated that folk literature ought to turn out to be important for the examined methodologies in instructor preparing programs so educators are prepared to actualize folk literature with the educating of English language and improved understanding abilities. In the errand of established skill, it must be recalled, as Eisner (1985) put it, that "the



enduring results of training are to be found in ... the delight of the excursion, not just the appearance of direction." (P. 35).

Conclusions

Famous literature is an influential educational program that blends exquisite strategies for data in instructing. Albeit improving the school offer for instructors in building understudies' capacities, for example, improving understudies' capacities in fitness, well known literature can likewise create articulations in guidance and brief youngsters to talk with their learning. We are sure that Eisner's vision will be gotten, as instructors find approaches to acknowledge well known literature in the study hall and experts keep on considering the benefits of this instructive framework to achieve an educated.

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کاریگه‌ری خویندنه‌وه‌ی ئه‌ده‌بی میلی له پێشخستنی لێهاتوووی خویندنه‌وه له نێوان فیرخوازانی زمانی ئینگلیزی له پۆله‌کانی سه‌ره‌تایی

پوخته:

ئهم لیکۆلینه‌وه‌یه به مه‌به‌ستی سه‌لماندنی کاریگه‌ری خویندنه‌وه‌ی ئه‌ده‌بی میلی له پێشخستنی لێهاتوووی خویندنه‌وه له نێوان فیرخوازانی زمانی ئینگلیزی له پۆله‌کانی سه‌ره‌تاییدا . فیرخوازانی زمانی ئینگلیزی کێشه‌ی تیگه‌یشتن و زه‌حمه‌تیان هه‌یه له تیگه‌یشتن له کارامه‌یی خویندنه‌وه به زمانی ئینگلیزی، به‌و شیوه‌یه کاریگه‌ری نه‌رێنی ده‌کاته سه‌ر باوه‌رپه‌خۆبوون توێژهر له رینگه‌ی ئهم لیکۆلینه‌وه‌یه‌وه په‌ره به خویندنه‌وه‌ی ئه‌ده‌بی میلی ده‌دات وه‌ک رینگه‌یه‌ک بۆ پێشخستنی لێهاتوووی خویندنه‌وه له نێو فیرخوازانی زمانی ئینگلیزی له پۆله‌کانی سه‌ره‌تایی و سه‌لماندنی کاریگه‌ریان. کارامه‌یی خویندنه‌وه به شیوه‌یه‌کی تایبه‌ت هه‌لبژێردراوه چونکه یه‌کێکه له سه‌ره‌تایه‌تیه‌ترین به‌هه‌ره‌کانی زمانی ئینگلیزی که هه‌موو به‌هه‌ره‌کانی تر پشته‌ی پێ ده‌به‌ستن . توێژینه‌وه‌که له‌م توێژینه‌وه‌یه‌دا ئهم کاریگه‌رییه‌ی بۆ باشتروکردنی کارامه‌یی خویندنه‌وه‌ی روونکرده‌وه ، پاشان زنجیره‌یه‌ک لیکۆلینه‌وه‌ی پیشووی باسکرد، دواتر توێژهر ئاماژه‌ی به‌سوودو ئه‌نجامه‌کانی به‌کارهێنانی خویندنه‌وه‌ی ئه‌ده‌بی میلی کرد وه‌ک ئامرازیک. واته باشتروکردنی توانا‌کانی خویندنه‌وه‌ی ئینگلیزی له نێو قوتابییانی قوتابخانه‌ی سه‌ره‌تایی . له کۆتایی توێژینه‌وه‌که‌دا توێژهر به‌چهند راسپاردیه‌ک کۆتایی به‌ خویندنه‌وه‌ی دیت که کاریگه‌ری خویندنه‌وه‌ی ئه‌ده‌بی میلی زیاتر ده‌کات و کارامه‌یی خویندنه‌وه به‌ شیوه‌یه‌کی گشتی باشتروکات.

فاعلية قراءة الأدب الشعبي في تحسين إتقان القراءة لدى متعلمي اللغة الإنجليزية في الصفوف الابتدائية

الملخص:

هدفت هذه الدراسة إلى التحقق من فعالية قراءة الأدب الشعبي في تحسين إتقان القراءة بين متعلمي اللغة الإنجليزية في الصفوف الابتدائية. يواجه متعلمي اللغة الإنجليزية مشاكل في الفهم وصعوبة في استيعاب مهارة القراءة باللغة الإنجليزية ، وبالتالي ينعكس ذلك سلباً على شعورهم الذاتي. من خلال هذه الدراسة يضع الباحث قراءة الأدب الشعبي كوسيلة لتحسين إتقان القراءة بين متعلمي اللغة الإنجليزية في الصفوف الابتدائية وإثبات فعاليتها. تم اختيار مهارة القراءة حصراً لأنها من أهم المهارات الأساسية في اللغة الإنجليزية التي تعتمد عليها جميع المهارات الأخرى. تناولت البحث في هذه الدراسة شرحاً لهذه الفعالية لتعزيز مهارة القراءة ، ثم تناولت مجموعة من الدراسات السابقة التي تم دراستها ، وفيما بعد ذكر الباحث المزايا والنتائج التي تنتج عن استخدام قراءة الأدب الشعبي كأداة. يعني تحسين مهارات القراءة في اللغة الإنجليزية بين طلاب المدارس الابتدائية. وفي نهاية البحث يختتم الباحث دراسته ببعض التوصيات التي تعمل على زيادة فاعلية قراءة الأدب الشعبي وتحسين مهارة القراءة بشكل عام.