

# الاية

**قال تعالى:**

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

**سورة العلق**

# **Dedication**

To the soul of my father...

The source of love and warmth.

To my mother, the source of care love and sentiments

To my dearest brothers and sisters with love and respect ...

To my friends, I dedicate this modest work.

# Acknowledgments

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At last I thank all English language teachers in Sudan University of Science and Technology.

## **Abstract**

The purpose of this study is to evaluate English language teaching for communicative purposes to Sudanese learners in 2<sup>nd</sup> level secondary school in Algadaref state. The study tries to evaluate how English language can be taught from the pedagogic perspective.

The study population covers 2<sup>nd</sup> level in secondary schools in Algadaref locality, where the researcher selected 8 schools randomly and 30 teachers of both sexes. The researcher selected 80 students to answer test, into four classes, controlled by four teachers.

The study has reached up to the following conclusions:

1. The current methods and instruments which are used in secondary schools are not effective in teaching and developing English language.
2. The current methods and instruments which are used in secondary schools are not effective in teaching English language. There are no classroom activities to motivate the students to communicate in English.
3. The curriculum of secondary schools is does not based on the communicative approach to teaching English language.
4. The curriculum of secondary schools does not enable teachers to teach students communicatively continuity between learners.

Based on the findings, the researchers suggested the following recommendations:

- 1- Teachers should be further trained to teach English language and in particular communication skills.
- 2- The textbook should also have revisions speaking unit after each time units.
- 3- The official authorities have to supply schools with the facilities necessary to make teaching speaking skills easier.
- 4- Topics for speaking are not interesting from students point of view. Topics from daily life experience are recommended. These are like customs of marriage in their tribes, interviews with famous football players or journeys.
- 5- Teachers should adopt different approaches to teaching students how to speak English.
- 6- Students should be provided with more communication activities, inside the classroom and should be further encouraged by their teachers to practice communication skill in this regard, group work and dramatization of situations are considered very effective techniques.
- 7- The researcher hypothesizes that, the well trained teachers who have adequate knowledge and information about materials.

## مستخلص الدراسة

الغرض من هذه الدراسة هو تقييم طرق تدريس اللغة الانجليزية بغرض المخاطبة للدارسين السودانيين، دراسة حالة طلاب الصف الثانى الثانوى بمدارس محلية القضارف. تهدف هذه الدراسة لكيفية تدريس اللغة الانجليزية بالمنهج الوصفى من منظور حاجة الطالب.

تغطى الدراسة طلاب الصف الثانى الثانوى بمدارس محلية القضارف. إختار الباحث 8 مدارس بصورة عشوائية و 30 معلم ومعلمة، إختار الباحث 80 من الطلاب والطالبات للاجابة على الاختبار قسمت لاربعة فصول تدار باربعة معلمين من نفس المدارس، أيضاً أختار الباحث مدرستين للاختبار الشفهى.

خلصت الدراسة للنتائج التالية:

- 1- الوسائل والطرق المستخدمة فى المرحلة الثانوية لتدريس اللغة الانجليزية غير فعالة ولا تعطي الطلاب الدافعية للتحدث باللغة الانجليزية.
- 2- النشاطات والتقنيات والوسائل التى يستخدمها المعلمون فى الفصل غير كافية لتنمية مهارة المخاطبة واعطاء الطلاب الدافعية للتواصل.
- 3- منهج الصف الثانى فى المرحلة الثانوية لا يعين الطلاب لتنمية مهارة المخاطبة.
- 4- منهج المرحلة الثانوية الصف الثانى لا يعين المعلمين لتدريس المخاطبة بغرض التواصل بين الدارسين.

على ضوء تلك النتائج يقترح الباحث التوصيات التالية:

1. إعطاء أولوية قصوى لتدريب المعلمين حتى يتمكنوا من تدريس مهارات التخاطب على الوجه الأكمل.
2. يوصى الباحث بضرورة تدريب المعلمين تدريباً كافياً لاستخدام الوسائل التعليمية.
3. وضع النصوص المتضمنة فى الشريط (الكاسيت) فى نهاية الكتاب المدرسي حتى يتسنى للطلاب مراجعتها، فضلاً عن تزويد كل طالب بشريط كاسيت خارج حجرة الدراسة.
4. إضافة باب للمخاطبة عند نهاية كل وحدة وذلك بغرض المراجعة والتطبيق.
5. ومن اللافت للنظر إن موضوعات المخاطبة الموجودة فى الكتاب المدرسي لا تروق أذواق الطلاب وعليه لابد من إدخال موضوعات متداولة فى حياتهم اليومية كعادات الزواج فى القبائل ومقابلة مشاهير كرة القدم أو الصحافة.

6. على المعلمين تبنى الطرق المختلفة لتدريس مهارات المخاطبة .
7. يجب خلق أنشطة للطلاب تمكنهم من ممارسة مهارات التخاطب داخل الفصل وتشجيعهم من قبل المعلمين، مثل العمل فى مجموعات، إدارة الحوارات

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