

Dedication

**This study is dedicated to
my parents, brothers and sisters**

Acknowledgement

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Abbreviations

E.F.L, English as a foreign language.

F, L. Foreign language.

S.L. Second language.

St.d. Standard deviation.

T.L:- Targeted language.

Sig: - Significance.

T.E.F.L. Teaching English as a foreign language.

Abstract

This study aims at investigating the reasons that make Sudanese English language teachers at secondary school level stick to Grammar Translation Method which hinders the students to express themselves fluently. Also aims at investigating difficulties which hinder secondary school students in performing their interaction and activities in large classrooms. In order to achieve that, the researcher used descriptive analytical method as a frame of inquiry and statistical analysis. The Statistical Packages for Social Sciences (SPSS) program was used to indicate the stability of the scale, the validity of the study and the benefit of the study.

The sample of the study consisted of two categories, the first one is the sample of the males and females teachers which was chosen randomly to make the total (sixty) from the whole population (six hundreds males and females) in secondary school level in Khartoum town in Khartoum locality .The second sample comprises supervisors. Their number is (five) from the whole population (twenty-five).

The researcher designed questionnaire of sixteen statements for English language teachers in Khartoum locality to cover the areas of interaction, the methods of teaching and visual aids.

The collected data was analyzed by using computer program.

The results were presented in form of frequency and percentage tables.

The findings which the researcher gained at the end of investigation with the value of Chi-square supported the study hypotheses. These findings which are the most corresponding to data collected by the questionnaire are stated as follows:

1- The first finding states that (85%) of the respondents agree that the majority of Sudanese E.F.L. teachers face difficulties in teaching English language in secondary school level.

2- The second finding states that (86%) of the respondents agreed that there are some methods that are entirely ignored by Sudanese E.F.L. teachers.

3- The third finding states that (75.8%) of the respondents agreed that the eclectic technique is not given enough focus by teachers.

4-The fourth finding states that (85%) of the respondents agreed that the majority of the E.F.L. teachers face difficulties to apply eclectic technique in large classes when teaching English Language at secondary school level.

مستخلص البحث

تهدف هذه الدراسة للبحث وتشخيص الأسباب التي تجعل معلمي اللغة الانجليزية في المرحلة الثانوية يعتمدون علي الترجمة الحرفيه في التدريس والتي تعوق الدارسين من التحدث بطلاقه وايجاد الحلول لهذه المشاكل من أجل التفاعل بين الأساتذة والطلاب في تعلم اللغة الانجليزية واجراء النشاطات داخل الفصول الكبيره .

استخدمت الباحثة في هذه الدراسة المنهج الوصفي والتحليل الإحصائي والنسبة المئوية للتوصل لنتائج حقيقية فاستخدمت الباحثة الاستبانة والمقابلة كأداتين لجمع المعلومات واشتملت هذه الدراسة على نوعين من المجتمعات هما مجتمع أفراد الدراسة من معلمي ومعلمات اللغة الانجليزية بالمرحلة الثانوية بالخرطوم في محلية الخرطوم وعددهم ستون من العدد الكلي وهم ستمائة لمعرفة وجهة نظرهم في أفضل الطرق والوسائل للتفاعل بين الأساتذة والطلاب في تعلم اللغة الانجليزية .

وقد تم تحكيم الاستبانة بواسطة خبراء اللغة الانجليزية من ناحية الصدق والثبات. انظر إلي الملحق رقم (١) في صفحة (١١٢) وأيضا استخدمت الباحثة المقابلة لصدقها في جمع المعلومات مع موجهي اللغة الانجليزية في مدينة الخرطوم بمحلية الخرطوم وكان عددهم خمس من الموجهين . استخدمت الباحثة برنامج الحزم الإحصائية للعلوم الإنسانية (S.P.SS) في معالجة وتحليل ومناقشة البيانات ، وقد توصلت الباحثة للنتائج التالية :

جميع الفروض التي صيغت بواسطة الباحثة تحمل اتجاها ايجابيا في التطابق في المحتوى التحليلي مع المفحوصين كحلول لهذه المشاكل فمثلا:

١- ٨٥,٨% من وجهة نظر المفحوصين اقرروا بأن أساتذة اللغة الانجليزية بالمرحلة الثانوية بمدينة الخرطوم بمحلية الخرطوم يجدون صعوبة في تدريس اللغة الانجليزية
٢- وان نسبة ٨٦% من المفحوصين اقرروا بأن معظم أساتذة اللغة الانجليزية يستخدمون الترجمة في تدريسهم للغة الانجليزية

٣- وأن نسبة ٧٥,٨% من المفحوصين اقرروا بأن أساتذة اللغة الانجليزية لا يهتمون ويعطون وقتا كافيا في طرق متعددة وفقا للواقع داخل الفصل في تدريسهم اللغة الانجليزية في الفصول المكتظة بالطلاب والطالبات

٤- وان نسبة ٨٥% من المعلمين اقرروا انهم يجدون صعوبه في التدريس بطريقة المنهج المتكامل وقد توافقت وجهات نظر الموجهين مع نتائج الدراسة في أن معظم معلمي اللغة الانجليزية يستخدمون الترجمة في تدريسهم للغة الانجليزية مما حدا بمعظم الطلاب والطالبات إلي عدم التعبير بطلاقة باللغة الانجليزية.

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