الآية

قال تعالى :

بسم الله الرحمن الرحيم

﴿اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ﴾ . ۝٥

صدق الله العظيم
سورة العلق (1-5)

Dedication

To my parents

Acknowledgements

First and foremost, praise is to Allah (SubhanhuwaTala'a) who granted me the strength and ability to peruse this study. I am very grateful to my supervisor Dr.Abdulgadir Mohammed Ali Adam who spared no effort in guiding me through this work. I am also greatly indebted to the staffs of Sudan University of science and Technology who were very cooperative and supportive to me in different ways. Thanks also due toDr. Hassan Mahill Abdallah Hassan who has gone beyond the duty and endless support to me.

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Abstract

This study aims to investigate the problems of teaching grammar in Sudanese secondary schools. The study adopted the descriptive methodology which combined both qualitative and quantitative analyses. Two instruments were used for data collection; a questionnaire for the teachers and a test for the students. The samples were drawn exclusively from the teachers of Umbada Locality (100 teachers) and the students of the secondary schools (200 students). The schools included governmental and model schools. The data obtained from the sample of teachers provided answer to the research questions concerning the problems that face teachers of English in teaching grammar and the problems related to method and techniques. The data from the test provided data for students who need to be trained vague. They can rewrite the verbs in their correct forms; they can complete sentences that have similar meanings. They can fill in the space with the suitable prepositions; they can generate words by using derivations in terms of prefixes and suffixes. The data were analyzed using the SPSS programmed. It provided percentile results for the questionnaire and the test.

The researcher has come out with the following findings:

The teachers faced problems which are intrinsic to them like their motivation, treacheries and some that are extrinsic such as insufficient training and working load. As for the methods and techniques, teachers expressed their opinions that most of the techniques are outdated and they don't match the new trends in teaching grammar. The researcher has come out with the following recommendations:

Designers of the curriculum should facilitate the syllabus by adding more grammatical items and practice. Teachers should be well trained, highly qualified and specialized to handle the material. Moreover the study gave some suggestions for further research.

مستخلص البحث

تهدف هذه الدراسة لتقصي الصعوبات في تدريس قواعد اللغة الانجليزية بالمرحلة الثانوية. اتبعت الدراسة المنهج الوصفي و الذي زاوج بين نوعي التحليل الكيفي و الكمي. استخدمت أداتان لجمع البيانات عن طريق استبانة للمعلمين و اختبار للطلاب.سحبت العينات من المعلمين في محلية أمبدة (١٠٠ معلم و معلمة) و من طالبات المدارس الثانوية (٢٠٠ طالبة) بنوعيها الحكومية و النموذجية. أعطت البيانات التي توفرت من عينة المعلمين اجابات لأسئلة الدراسة الخاصة بالمشكلات التي تواجه المعلمين في تدريس قواعد اللغة الانجليزية مثل عدم اعطاء التدريبات الكافية للطلاب وتدريسهم للقواعد خارج النص وعدم توفر التدريب الكافي لرفع كفاءة المعلمين...الخ و استخدامهم لطرائق التدريس التقنيات الغير مناسبة.كما اشملت ادوات البحث علي اختبار لطالبات الصف الثالث (اختارت الباحثة اربعة مدارس: ثلاث مدارس جقرافية ومدرسة نموذجية) لتحديد أخطائهم في الغة الأنجليزية. واختبار مدي فهمهم لها.حللت البيانات باستخدام يرنامج SPSS و نتج عن ذلك:

ان ضعف مستوى الطلاب في قواعد اللغة الأنجليزية . و أفتقار الدافعية للطلاب و المعلمين للتعليم و التعلم و طرائق التدريس المناسبة.

في ضوء تلك النتائج توصي الدارسة بتدريب المعلمين تدريب كافيا مع الاهتمام باستخدام طرائق تدريس و وسائل تعليمية متطوره تسهم في تسهيل و ترقية عملية التعليم و التعلم. كما يجب على اداراة المناهج والتخطيط التربوي تسهيل المنهج و تبسيطة باضافة تدريبات تطبيقات شاملة تساعد الطلاب على فهم قواعد اللغة الأنجليزية.و كذلك افترضت الدراسة موضوعات للبحوث المستقبلية في المجال.

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