

CHAPTER ONE

INTRODUCTION

1.0 Background

The term grammar has been used by different people to mean different things; some used grammar as a term to refer to a group of rules that instruct learners, speakers and writers on what to say and what not to say or what is right and what is wrong. With this meaning grammar takes merely a descriptive role. Some used grammar a theory on the structure of language; a book on grammar or a teaching lesson where grammar is focused on. In this research the term grammar implies nothing more than a record of language habits at a certain period of time. Such implication is not obviously in the line with view of structuralisms which hold that grammarians are not guardian of linguistic correctness. (Alkhuli1989).

The study also shows that grammar is related to competence and communicative competence, meaning and organization of grammar, types and theories of grammars come obtain analysis how each theory may affect methodology in the field of second language teaching (grammar plays important role in the field of second language teaching).

Good teaching is based on effective teaching methods. Learning a foreign language is affected by the way it is taught. Grammar is the one of more difficult aspects of language to teach well. The major teaching methods are grammar translation method, direct method, eclectic method and communicative approach. Teaching methods depends on appropriate techniques that are manifested by the teacher in teaching grammar.

Most students have problems that hinder them to learn English grammar. Students' errors in speech or writing performance are grammatical. Grammatical

errors have their own role in the learning processes. They may affect students' acquisition. There are many factors causing grammatical errors which affect students in learning grammar.

1.1 Statement of the Problem

The aim of this study is to investigate the problems of teaching grammar in secondary schools. From my experience as a teacher of English and a supervisor, I noticed that there are a number of problems related to teaching grammar. These problems are included but are not restricted to the following:

1. Some teachers have many Problems which hinder them in teaching English grammar.
2. Teachers do not know how to use the appropriate techniques and methods for teaching grammar.
3. Problems which hinder students in learning grammar

1.2 Objectives of the Study

This study aims to

1. Find out the problems facing the teachers of English in teaching grammar.
2. Develop teachers' awareness of the importance of grammar.
3. Investigate the nature of the problems which hinder students in learning grammar.

1.3 Research Questions

The study will attempt to provide answers to the following questions:

1. To what extent are the problems facing teachers in teaching grammar?
2. What are the problems related to methods and techniques?
3. Do students have many problems in learning grammar?

1.4 Hypotheses of the Study

This study has the following as its hypotheses:

1. It hypothesized that about the problems facing teachers of English in teaching grammar.
2. Teachers do not know how to use appropriate methods and techniques for teaching grammar.
3. Students have many problems that hinder them in learning grammar.

1.5 Significance of the Study

This study is considered significant for a number of reasons:

1. The research gives useful feedback to the ministry of education.
2. The study should be value to teachers, students in secondary school and supervision of English language.

1.6 Limits of the Study

This study is limited to the following aspects:

1. The study is focused on the problems facing teachers of English in teaching grammar.
2. It is also focused on students of the third level in secondary schools at Umbada locality of Khartoum state.
3. The time frame is the academic year 2014 -2015.