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(يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ
وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ
بِمَا تَعْمَلُونَ خَبِيرٌ {

سورة المجادلة ،

الآية (11)

Dedication

To the soul of my Father

...

To my Mother

...

To my Wife

...

To my daughters

...

To my brother and sisters

....

To all relatives with respect

Acknowledgement

To begin with great thanks to Allah the Almighty Who gave me power and help to achieve this study, without Allah nothing could be done. Then, I would like to express my enormous gratefulness to my supervisor doctor: Dia Al-deen Mohammed ELHassan for his continuous guidance throughout the research.

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Abstract

This study aims to find out the difficulties encountered by Sudanese Secondary school Students while learning vocabulary, and analyzing it and trying to find solutions for it. The main question is that, why secondary school students find it difficult to learn Words' meanings and to recall them when needed. The study hypothesizes that English vocabulary itself is a difficult task for the students. Also the students have no strategies to help them know the words' meanings, Moreover visual aids and games help students much to improve their English vocabulary. To collect data for this study the researcher followed the descriptive method through which he designed a questionnaire for (40) English language teachers (male / Female) who are still working as English teachers. In addition to that the researcher tested (56) Secondary school students. As a result, to the above it is noticed that.

- Secondary school students face difficulties while learning vocabulary especially when they are alone.
- Secondary school students have no strategies to help them to learn vocabulary.
- Using visual aids and games help students to
- Improve their vocabulary.

According to the results, the following is recommended. English language teachers must be awared that vocabulary learning is difficult for the students

- Students must be taught basic strategies for learning words. Visual aids and games must be used during teaching process. Literature is one of the great means that help students to develop their vocabulary knowledge..

مستخلص البحث

تهدف هذه الدراسة الي معرفة الصعوبات التي يجدها طلاب المرحلة الثانوية في تعلم مفردات اللغة الانجليزية ، ومن ثم الإهتمام بدراستها وتحليلها ومحاولة ايجاد الحلول لها.

والسؤال الذي يطرح نفسه هو ، لماذا يجد طلاب المدراس الثانوية هذه الصعوبات في تعلم مفردات اللغة الانجليزية ومعرفة معانيها واسترجاعها (Recall) ؟

وقد أفترضت الدراسة أن السبب الأساسي في المشكلة هو صعوبة المفردة الانجليزية نفسها علي مقدرات الطلاب في هذه المرحلة. وكذلك أفترضت الدراسة أن الطلاب ليس لديهم استراتيجيات (Strategies) لتعلم المفردات. وأن الوسائل التعليمية الحديثة ، غير مستخدمة في العملية التعليمية. فضلاً عن عدم استخدام الألعاب (Games) بين الطلاب.

وللحصول على نتائج هذه الدراسة أتبع الباحث المنهج الوصفي والاسلوب التحليلي حيث اجرى استبياناً لعدد (40) أربعين معلماً ومعلمة مختصون في مجال اللغة الانجليزية بولاية الخرطوم. وأجري اختباراً لعدد (56) طالباً للمرحلة الثانوية

وكانت نتائج الدراسة كالآتي:

يجد الطلاب المرحلة الثانوية صعوبة في تعلم المفردات حينما تكون معزولة (isolated) وان الطلاب ليس لديهم أدنى "استراتيجية" لمعرفة معاني المفردات وان استخدام الوسائل التعليمية والتقنية الحديثة يساعد الطلاب في تعلم المفردات. وان زمن تدريس مفردات اللغة الانجليزية غير كاف.

وبناء على النتائج أعلاة يوصى الباحث بالاتي:

ضرورة تبصير معلمي اللغة الانجليزية بالمدراس الثانوية بصعوبة تعلم المفردة الانجليزية. على معلمي اللغة الانجليزية تدريس الطلاب استراتيجيات معرفة المفردات وأهمية استخدام الوسائل التعليمية والتقنية الحديثة في تدريس المفردات. توسيع

دائرة الأطلاع لطلاب المرحلة الثانوية بأدخال مقررات الادب
الانجليزي للمساعدة في تنمية قدرات الطلاب اللغوية.

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