

## **Dedication**

To the memory of my father, and all in the family.

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**Terms and Abbreviations:**

WNS = White Nile State

KHS = Khartoum State

Ss = students

GTM = Grammar Translation Method

SPINE = Sudan Practical Integrated National English

Backwash = The effect of the examination on a teaching item.

## **Abstract**

This study aims at investigating the impact of explicit grammar instruction on EFL learner's oral communication skills; it also aims at discovering the least minimum amount of English language that EFL learners are exposed to, due to this explicit way of grammar instruction – which is-(A case study for the 3<sup>rd</sup> form Sudanese secondary schools students at White Nile State (WNS) and Khartoum State (Khs).

The population of the study are Sudanese secondary schools English teachers and the third form Sudanese secondary schools Ss, mainly third form (Ss), and the sample of the study is (100) secondary schools Sudanese students, and (60) English language teachers at Sudanese secondary schools, besides (20) practitioners and experts in the field of ELT as interviewees, and the tools whereby the researcher collects the data are:

- (1) Teachers' questionnaire (appendix A)
- (2) Learners' questionnaire (appendix B)
- (3) Structured interview (appendix C)
- (4) Observation schedule (appendix D)

The researcher follows the descriptive analytical approach.

The findings of this study show that explicit grammar instruction has a negative effect on EFL learners' oral communication skills, and it also exposes them to the least minimum amount of language to acquire.

The study ends up with a list of a set of recommendations; hopefully that the policy makers could take care for and make decisions about. The study also suggests some topics for further studies.

## مستخلص الدراسة

هدفت هذه الدراسة إلى معرفة أثر تدريس القواعد الإيضاحية في اللغة الإنجليزية على مهارات القدرات التخاطبية لدى طلاب اللغة الإنجليزية كلغة أجنبية، وأيضاً هدفت الدراسة إلى أن هؤلاء الطلاب يتعرضون لقدر يسير من اللغة الإنجليزية كلغة أجنبية بسبب هذا الأسلوب من التدريس، والتي هي دراسة حالة لطلاب المرحلة الثانوية بمدارس النيل الأبيض والخرطوم، اتبع الباحث المنهج الوصفي التحليلي. مجتمع الدراسة يتكون من طلاب اللغة الإنجليزية بالمدارس الثانوية ومعلمي اللغة الإنجليزية، عينة الدراسة تتألف من (١٠٠) طالب من المرحلة الثانوية و(٦٠) معلم من معلمي اللغة الإنجليزية بنفس المرحلة. والأدوات التي استخدمها الباحث لجمع المعلومات هي:

- ١- استبانة للمعلمين (معلمي اللغة الإنجليزية بالمرحلة الثانوية) في الملحق (أ).
- ٢- استبانة للطلاب (طلاب الصف الثالث بولايته النيل الأبيض والخرطوم) في الملحق (ب).
- ٣- أسئلة مقابلة منظمة- في الملحق (ج).
- ٤- جدول ملاحظة - في الملحق (د).

واتبعت الدراسة المنهج الوصفي التحليلي.

أظهرت نتائج هذه الدراسة أن طريقة تدريس قواعد اللغة الإنجليزية الإيضاحية لها أثر سالب على القدرات التخاطبية لطلاب اللغة الإنجليزية كلغة أجنبية، وبسبب هذا الأسلوب من التدريس يتعرض الطلاب إلى نذر يسير من هذه اللغة كيما يكتسبونها. تضمنت الدراسة في صفحاتها الأخيرة عدد من التوصيات واقتُرحت بعض الموضوعات لبحوث أخرى.



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