

Dedication

This study is dedicated to my loving mother's soul, to my father, to my dear wife and to my beloved sisters and brothers and the whole family's members.

Acknowledgements

There are great many people to whom the researcher wants to extend warmest and sincere thanks and appreciation for helping to achieve this research.

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Abstract

This study aims to investigate Pair work and Group work in Sudanese Secondary Schools ELT Classrooms.

The study adopted the descriptive analytical method of research. Two separated questionnaires were designed for instrumentation ELT teachers and students of secondary schools in Nyala locality. The students' questionnaire aimed at measuring the students' attitudes and perceptions of pair work and group application in secondary schools level. It was administered to a total sample of 120 students. The ELT teachers' questionnaire, aimed at assessing the teachers' interest in applying pair work and group work activities in the classrooms. It was administered to a total sample of 60 teachers at secondary level.

Four key questions were raised about pair work and group work in teaching English in the classroom in secondary level. Moreover, four hypotheses were formulated corresponding to these questions.

The findings revealed some problems to the implementation of pair and group work. The instruments – questionnaires, show their values in conveying students' and teachers' thoughts about the use of these two ways of classroom presentation.

The study revealed that the negligence of pair work and group work in SPINE series the prescribed textbook it is a reason for neglecting pair work and group work teaching in secondary classrooms.

According to findings of the study it is recommended incorporating pair work and group work in SPINE series textbook.

Finally pair and group work should be implemented in secondary schools in Sudan. They may have a strong influence on teaching and learning pair work and group work at secondary schools context.

Abstract

(Arabic Version)

مستخلص

يهدف هذا البحث لتقصي العمل الثنائي والجماعي في تدريس اللغة الإنجليزية لغة اجنبية وملائمته لطلاب المدارس الثانوية السودانية.

تبنّت الدراسة المنهج الوصفي التحليلي و قد تم تصميم أدوات البحث التمثلة في إستبانتين منفصلتين إحداهما لمعلمي اللغة الإنجليزية بالمرحلة الثانوية و الأخرى لطلاب المرحلة الثانوية بمحلية جنوب دارفور. هدفت إستبانة الطلاب لقياس مواقف ومفاهيم الطلاب حول تطبيق العمل الثنائي والجماعي بالمرحلة الثانوية. وقد تم إجراؤه لعينة بعدد 120 طالب. إما إستبانة معلمي اللغة الإنجليزية والتي أجريت لعينة بعدد 60 معلم فقد هدفت لتقويم مدى إهتمام هؤلاء المعلمين في تطبيق عمليات العمل الثنائي والجماعي بحجرات الدراسة.

سعى الباحث من اجل التحقيق من مشكلة البحث الإجابة عن اربعة أسئلة ترتبط بمشكلات العمل الثنائي والجماعي من حيث التطبيق ومواقف كل من المعلمين والطلاب من اجل تطبيقه بحجرات الدراسة و دور المنهج وسعة الفصول في تحقيق ذلك الغرض. نتجت عن هذه الإسئلة اربعفروض تم إثباتها جميعا بصورة كاملة.. كشفت الدراسة عن بعض المشكلات والمعوقات التي حالت دون تطبيق العمل الثنائي والجماعي بالفصول. لعبت أدوات البحث دورا في نقل أفكار كل من المعلمين و الطلاب نحوإستخدام طريقتي العمل الثنائي والجماعي لإدارة حجرات الدراسة.

اوضحت الدراسة إن إهمال المقرر المنهج المدرسي المتمثل في SPINE Series لتدريبات العمل الثنائي والجماعي مما ادى إلى إهمال تدريسه بحجرات الدراسة. وفقا لهذه أوصى الباحث بتضمين طريقة تدريبات العمل الثنائي والجماعي بالمنهج المدرسي وتطبيقه من قبل المعلمين لترقية مستوى الطلاب للمخاطبة باللغة الإنجليزية داخل حجرات الدراسة بالمرحلة الثانوية. يأمل الباحث أن تكون لهذه الدراسة الأثر الفعال في تدريس وتعلمالعمل الثنائي والجماعي في المدارس الثانوية السودانية .

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