

- Study. Com / explicit vs. Implicit
- The impact of Linguistics Language Descriptions Teaching and Theories.
- WWW -- esibase.com / Grammar Teaching

Bibliography

- Cook. Vivian 1991: second learning and language teaching London Eduard Arnold .
- Noam Chomsky, Universal Grammar third addition 2005.
- Noonan David .1995 language teaching methodology text book for teacher. London phonix.
- SafiyaYousof Ismail, Language Acquisition Strategies: with Specific Reference in English Language Acquisition by Sudanese School Children, University of Khartoum, 2003.
- Zeinab Abaker Ishag (2015) Analysis of tenses errors committed by Sudanese secondary school students.
- Adam Ismail Mohamed Ahmed, (2007) The Acquisition of Grammatical Accuracy Through a Functional Approach to Second Language Instruction, University of Khartoum.
- Brown, Douglas (1994) Teaching by Principle an interactive Approach language pedagogy - Engle wood cliffs, New Jersey prentice hall.
- Halt Saunders. Introduction to language(1979) international addition
- John East oxford University press (2005) - grammar finder.
- Patrick Hartwell. Grammar. Grammars and the Teaching of grammar collage English roll 47 NO. Published by national council of teacher English -2Feb. 1985.
- Richards, Jack and Lock hard Charles (1994) Reflective Teaching in Second Language.
- Stephen. D. Krasher, Principles and Practice in second Language Acquisition.

- Recommendation

The researcher recommended that:

- The English language teachers should be trained.
- Grammatical rules in English language should be treated with special care.
- Grammar at secondary school must be taught Implicitly .
- Teachers must use materials and aids on the class to help students to understand rules of language.
- In addition to the spine series there should be use supplement in secondary schools.

Thus a conclusion can be draw from this, that most of the respondents think that the implicit method of teaching grammar in secondary schools has a positive effect to learn English language especially on secondary schools. It is beneficial and very important.

Conclusions:

The main objective of this study was to know the effect of teaching grammar by implicit way on enhancing English language the researcher adopt Descriptive method to conduct this study the date obtained by making questionnaire responded by teachers of secondary school in Bahri locality the content analysis revealed a number of findings.

findings of the study

From the results which are noticed the questionnaire, the researcher come out with following:

Many students face real difficulty in understanding the rules of grammar in spine series implicit method of teaching grammar in secondary school has appositive effect to learn English language.

The majority of respondents agree with that the implicit method of teaching in benefited to teach grammar in secondary school

Implicit grammar teaching effectively enhances EFL learners from competence.

Teaching grammar by the implicit method enhances the acquisition of English language.

Correct mistakes emplierly on reading stories help students to understand grammatical rules.

Discussion of results in the relation to the hypotheses of the study:

The first hypothesis of the study is (Implicit grammar teaching (IGT) positively affect EFL learners development in the teacher's questionnaire table (4.1) and figure (4.1) which the majority of respondents (92.16%) answer agree and (7.84%) strongly agree which probably considered a positive view, more over statement in table (4.16) and figure (4.16) all of the respondents are agree (82.53%), and (11.76%) strongly agree which can be only considered positive view to prove hypothesis.

The second hypothesis (Implicit grammar teaching) (IGT) effectively enhance English foreign language learners (EFL) from competence). Statement of the questionnaire table (4.14) and figure (4.14) attempt to prove this hypothesis, because most of respondents have chosen agree with (90.20%) think that correct mistakes implicitly on reading stories help students to understand grammatical sentences correctly, which can also be considered positive view to prove hypothesis.

The third and final hypothesis is (IGT) (Teachers face several problems in teaching grammar implicitly) considering to the data obtained from teachers questionnaire statement from a look at table (4.15) and figure (4.15) supportive to the two positive options (88.24%) agree and (11.76%) strongly agree. In the teachers questionnaire statement from a look at table (4.14) and figure (4.14) attempt to prove this hypothesis of the sample chose (92.16%) strongly agree and other chose (5.88%) agree moreover statement in teachers questionnaire table (4.1) and figure (4.6) all of the respondents are agree (82.35%) which can also be considered positive to prove the hypothesis.

Valid	Frequency	Percent	Valid Percent
strongly agree	49	96.1	96.1
Agree	1	2.0	2.0
Unsure	1	2.0	2.0
Total	51	100.0	100.0

It is apparent from the table and figure above that (96.8%) of the respondents are strongly agree that A good teacher ought to know more than just what in the book to avoid grammatical errors. Whereas (1.96%) agree and (1.96%) unsure.

Table.16: Teacher must use material and aids on the class to help students to understand rules of language.

Valid	Frequency	Percent	Valid Percent
strongly agree	22	43.1	43.1
Agree	28	54.9	54.9
Unsure	1	2.0	2.0
Total	51	100.0	100.0

Table (.16) indicate that (54.90%) of the respondents are agree that Teacher must use material and aids on the class to help students to understand rules of language, whereas (43.14%) strongly agree and (1.96%) unsure.

Valid	Frequency	Percent	Valid Percent
strongly agree	2	3.9	3.9
Agree	4	7.8	7.8
Unsure	3	5.9	5.9
Disagree	42	82.4	82.4
Total	51	100.0	100.0

With reference to table (.13) it is observe that great percentage (82.55%) has negative view of this assumption, whereas (3.9%) strongly agree and (7., (5.88%) unsure.

Table.14: Correct mistakes implicitly on reading stories on the class helps students to understand grammatical sentences correctly.

Valid	Frequency	Percent	Valid Percent
strongly agree	5	9.8	9.8
Agree	46	90.2	90.2
Total	51	100.0	100.0

It is observed that a great percentage (90.20%) has positive view about this assumption, whereas the rest of percentage (9.80%) is given to agree. These indicate the benefit of implicit way of teaching grammar, and it is really help students.

Table.15: A good teacher ought to know more than just what in the book to avoid grammatical errors.

Valid	Frequency	Percent	Valid Percent
strongly agree	49	96.1	96.1
Agree	1	2.0	2.0
Unsure	1	2.0	2.0

Valid	Frequency	Percent	Valid Percent
strongly agree	5	9.8	9.8
Agree	44	86.3	86.3
Unsure	2	3.9	3.9
Total	51	100.0	100.0

It is observed that from the table above most of respondents are agree to that (86.3%) Most schools in the Sudan lack the English language text-book, whereas (9.80%) strongly agree and (3.92%) unsure.

Table.12: Implicit grammar teaching positively affected EFL development.

Valid	Frequency	Percent	Valid Percent
strongly agree	2	3.9	3.9
Agree	45	88.2	88.2
Unsure	4	7.8	7.8
Total	51	100.0	100.0

It is observed that a great percentage of respondents (88.24%) agree that Implicit grammar teaching positively affected EFL development, whereas (3.92%) strongly agree and (7.84%) has chosen unsure.

Table.13: Explicit grammar as noticed does not (can) able students fully grasping grammatical rules

Valid	Frequency	Percent	Valid Percent
strongly agree	2	3.9	3.9
Agree	4	7.8	7.8
Unsure	3	5.9	5.9
Disagree	42	82.4	82.4

Table.9: Teaching grammar implicitly enhances the acquisition of English language grammar

Valid	Frequency	Percent	Valid Percent
strongly agree	4	7.8	7.8
agree	12	23.5	23.5
unsure	35	68.6	68.6
Total	51	100.0	100.0

It is apparent from the table (7.84%) of the respondents are strongly agree that Teaching grammar implicitly enhances the acquisition of English language grammar, whereas (23.53%) agree and (68.63%) is unsure.

Table.10: Most of students in secondary school face many problems to understand the rules of English.

Valid	Frequency	Percent	Valid Percent
strongly agree	43	84.3	84.3
Agree	8	15.7	15.7
Total	51	100.0	100.0

It can be seen from table (.10) that the majority of the respondents think that most of the students in secondary school face many problems to understand the rules of English (84.31%) while (15.69%) have chosen agree. This indicate the benefit of the method of teaching.

.11: Most schools in the Sudan lack the English language text-book.

Valid	Frequency	Percent	Valid Percent
strongly agree	5	9.8	9.8
Agree	44	86.3	86.3
Unsure	2	3.9	3.9

Table: 7: Teaching grammar explicitly makes students know more about the language rather than how to use it.

Valid	Frequency	Percent	Valid Percent
strongly agree	3	5.9	5.9
Agree	5	9.8	9.8
Unsure	41	80.4	80.4
Disagree	2	3.9	3.9
Total	51	100.0	100.0

Table (.7) indicate that (80.39%) of respondents unsure that teaching grammar explicitly makes students know more about the language rather than how to use it, while (5.88%)strongly agree and (3.92%) disagree.

Table.8: Teaching grammar explicitly has impact on learners language development.

Valid	Frequency	Percent	Valid Percent
strongly agree	1	2.0	2.0
Agree	7	13.7	13.7
Unsure	2	3.9	3.9
Disagree	41	80.4	80.4
Total	51	100.0	100.0

It is apparent from the table (.8) that (80.39%) of respondents are disagree that teaching grammar explicitly has impact on learners language development, whereas (1.96%) strongly agree and (13.73%) chosen agree, (3.92%) are unsure.

It is apparent from the table and the chart above that (92.16%) of the respondents strongly agree that the Sudanese curriculum of teaching English is not satisfied the needs of teaching grammar that means this actually due to the methods of teaching, whereas (5.88%) agree and (1.96%) have chosen unsure.

Table.5: Teachers teach about the language not the language itself.

Valid	Frequency	Percent	Valid Percent
strongly agree	4	7.8	7.8
Agree	45	88.2	88.2
Unsure	2	3.9	3.9
Total	51	100.0	100.0

As it can be noticed from table (.5) most of the respondents (88.24%) agree that teachers teach about the language not the language itself while the rest have chosen (7.84%) strongly agree whereas (3.92%) goes to unsure.

Table.6: The texts in spine series are not well selected and graded to teach grammar implicitly.

Valid	Frequency	Percent	Valid Percent
strongly agree	6	11.8	11.8
Agree	42	82.4	82.4
Unsure	3	5.90	5.9
Total	51	100.0	100.0

According to the table (.6) most of the respondents going to agree (82.35%) that the texts in spine series are not well selected and graded to teach grammar implicitly, as (11.76%) have chosen strongly agree, while a small number (5.88%) are unsure .

Table.2: The time allocated for teaching English is not sufficient for mastering English.

Valid	Frequency	Percent	Valid Percent
Agree	7	13.7	13.7
Unsure	2	3.9	3.9
Disagree	42	82.4	82.4
Total	51	100.0	100.0

As it can be noticed from table(2) most of respondents (82.35%) think that the time allocated for teaching English is not sufficient for mastering English are disagree, while (13.73) agree, whereas (3.92%) are unsure.

Table.3: Some teachers of English are untrained.

Valid	Frequency	Percent	Valid Percent
strongly agree	4	7.8	7.8
Agree	45	88.2	88.2
Disagree	2	3.9	3.9
Total	51	100.0	100.0

It can be seen from the table (.3) that the majority of respondents (88.24%) think that some of teachers of English are untrained, while (7.84%) of them have chosen strongly agree and (3.92%) disagree

Table.4: Sudanese curriculum of English is not satisfied the needs of teaching grammar.

Valid	Frequency	Percent	Valid Percent
strongly agree	47	92.2	92.2
Agree	3	5.9	5.9
Unsure	1	2.0	2.0
Total	51	100.0	100.0

Presentation, Analysis and Discussion of Data

This part describes analysis of the responses to the questionnaire for teacher from secondary schools, and data collected, in this questionnaire each statement was analyzed and displayed by means of tabulation and a bar chart. The bar chart was chosen because a quick look at it gives the reader full information about the item analyzed. Results of the teachers' questionnaire, the results are summarized in the following:

Table: 1: Many of learners' grammatical errors are due to the method of teaching.

Valid	Frequency	Percent	Valid Percent
strongly agree	4	7.8	7.8
Agree	47	92.2	92.2
Total	51	100.0	100.0

With reference to table (1) it is noticed that (7.84%) the respondents are strongly agree that many of learners grammatical errors are due to the method of teaching, and also (92.16%) are agree that means of teaching is most importance to the learners.

The teacher's personal characteristics and teaching style:

Teachers belief about their profession, the objectives goals and aims to teaching English as a foreign second language play a vital role in the process of teaching – learning.

According to (Richard and Lockhard, 1994: 33) teacher beliefs system are founded on the goals, rules and beliefs teachers hold in relation to the content and process of teaching their understanding of systems in which they work and their roles within these systems.

Teachers beliefs and value systems about the nature of language and language teaching are arrived at through time and experience. Wong to Richard and Lockhard study of teachers belief system (199) There are a number of sources on which teacher's beliefs are grounded important among these sources are:

1. Teacher's experience.
2. Experience of what works best.
3. Established practice.
4. Teacher's personality factors.
5. Principles derived from approaches and methods.

(Richard and Lockhard, 1992: 3).

Teachers beliefs about teaching are the core of their belief systems, by beliefs about teaching is to be understood that every teacher has his/her own conception and understanding about teaching as a career, are seen in the light of these factors:

1. The teacher's role in the teaching process.
2. The teacher's use of teaching methods and techniques.
3. The teacher's use of teaching materials and aids.
4. The teacher's conceptualization of what constitutes successful teaching.
5. The teacher's classroom management.
6. The teacher's awareness of the characteristics of the successful

and Latin the description were based on the analysis of words and their function in sentences.

Structural linguistics:

This type follows as scientific approach to the analysis of language; the analysis involves a study of the phonemic, morphological and syntactic system under lie the study of grammar.

Language is considered a system of structures related elements Phonemes, morphemes, words, structures and sentences type.

The term “structural” refers to these elements of the language produced in a rule governed structural way.

Transformational generative grammar (T.G G):

Chomsky, 1950 The structural View of language description prevailed until the publication of pointed out of the limitation of the structural view of language as a collection of syntagmatic patterns in that it only described the surface structure of language.

for bringing about a good quality of ESL/EFL learning? One way of causing EFL/ESL learners to achieve satisfactorily in English is to make them aware of fact that good learning is underlined by principled and successful strategies. Another way is to devise tests and other assessment instruments for training learners on good language learning strategies (cook, 1982) (Ellies, 1989).

There are historically social, structure and regional rarrition of English divergences from the grammar. This article describe a generalized present day standard English, the form of speech found in types of publics discourses including, broadcasting, education, entertainment, government and news reporting, including both formal and informal speech.

When you learn the language you learn the sounds used in that language, the basic unit of language and the rules to the grammar of the language. We have used the word grammar into two ways. The first in reference to the grammar speakers have in their brains. The second as the model or description of this internalized grammar.

Types of grammar:

Formal grammar:

Chomsky Noam: 70 In formal grammar language theory grammar when the context is not given called formal grammar clarity is a set of production rules for strings in a formal language, the rule describe how to form strings from the language syntax.

A grammar does not describe the meaning of strings or what can be done.

Formal language theory discipline which studies formal grammar and language is a branch of applied mathematical, logic and other areas.

A formal grammar is a set of rules for rewriting strings, long with start symbol.

Traditional grammar:

This traditional view of language was based on the descriptions of the grammars of the classical languages, Creed

"I believe both implicit and explicit ways of teaching grammar are prevailing". It depends on the pupils requirements.

Micael says: I agree that grammar should be taught in a varied of ways, both implicitly and explicitly. It really comes down to why the students are learning the language. If there is to know enough English to communicate abroad on short trips, then communicative lessons may be best approach.

Rachel Say: Grammar is a necessary too for all students not just LEP students work 3rd. graders 20/25 are LEP and I find it necessary to teach grammar at least for 10 minutes a day in class. I believe providing grammar instructions not only helps scaffold the LEP, student native language have (grammar rules) but also monolingual students a broader base for if when they decide to learn a foreign language.

Grammar teaching should be implicit in the early 20th century Jespersen, like Boas,

Thought Grammar should be studied by examining living speed rather than by analyzing written documents. By providing grammar in context, in an implicit manner, we can expose students to substantial ' doses of grammar study without alienating them to the learning of English or other foreign language .I also agree with this implicit approach of teaching grammar . The principle manner in which Accomplish this is by teaching short grammar based sessions immediately followed by additional function based lessons in which the new grammar ' structure is applied in context

English grammar:

Holt Saunders (1979): 9). English grammar is the structure of expression in the English language. This includes structure of word, phrase, clauses and sentences.

Difference between Implicit and Explicit grammar:

The grammar that spells out rules and explicit for language structures is explicit grammar. This is the traditional grammar of English composition books and foreign language text books.

Implicit grammar is the grammar you learn through experience in the way you learned your native tongue.

Teaching explicit grammar:

Explicit grammar is cognitive approach that helps students gain a conscious understanding of language rules.

Explicit grammar starts with an explanation when to use have and has and provides sample sentences that illustrate how to conjugate the verbs.

Teaching implicit grammar:

(Kaven Farven) Implicit instruction emphasizes a natural approach that teaches grammar through exposure to the language

When teaching English language as second language, the teacher may present the present tense of have implicitly by reading a story aloud, she may then lead a discussion about the story. This method focuses on communicative more than perfection, but a teacher can correct mistakes implicitly if a student says "Sally have a dog". The teacher may respond "Sally has a very big dog". Teachers don't have to choose one method they can present new material implicitly by playing recorded dialogues and having as a student practice there.

They can then teach the grammar explicitly by calling attention to the forms and reinforcing the rules Muge says that,

learning. (Farech, C:1968).It clarifies meaning and encourages noticing .

Method of teaching ESL and EFL grammar:

Mohammed Rhmat (2009)Teaching methods are debatable. Some see grammar courses. Others however, think that knowing the grammar doesn't necessary lead to language mastery. They contend that focusing on explicit grammar teaching produces unsuccessful language users. Which one of these methods is the right one?

Explicit grammar teaching:

Mohammed Rahamat.(2009)say:Teachers who focus on language forms presentation explain the grammar rules through drilling hold a traditional new of language teaching. They equate language to grammar mastery and accurate usage and create bored disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try use the language itself appropriately in contextualized situation. These students consistently make errors when they try to use the language in context.

One of the most famous methods which advocated this kind of instruction is the audio lingual method, implicit grammar teaching.

By contrast, some teachers think that people can acquire language without any overt grammar instruction. Much in the some way children learn their mother tongue, they believe that conscious use of language form may result in high effective filter and consequently poor language usage focus or meaning rather than form for language activities. They provide contextualized and authentic language and don't refer to rules forms.

in satisfying a particular communicative purpose in a particular content. Grammar including syntax, which means sentence structure, morphology meaning and function.

Grammar teaching:

Different teachers have different attitude toward the way of grammar teaching. However, most teachers believe that grammar teaching is important. This importance is ensured by many authors, because it has many benefits.

(Hawatt A.R. (1984) states that the main purpose of grammar teaching is to help language learners see how the foreign language work, so that learners can handle progressively more different texts.

Cameron, L. (2001) says grammar is necessary to express precise meaning of discourse. This necessity appears when grammar ties into vocabulary in learning foreign languages. It als can evolve from the learning of chunks language. Grammar also can be taught without technical labels. As a relation to this (Brown :1994) says that to teach or not to teach grammar depend on age proficiency level, educational background, language skills, need and goals.

Grammar teaching approaches:

There are two different approaches of grammar teaching, explicit and implicit.

Explicit means expressed or shown clearly and openly without any attempt to hide anything in grammar teaching.

Bialystock, E. (1978) defines explicit as an approach contains all the conscious facts the learners have about the language and the criterion for the admission to this category. It can help to generate new language. It encourages learners to make sentences follow patterns and establish structures for

teachers personal characteristics and teaching style, teachers style and teachers role and teaching style and teaching.

Defining grammar

(Chomsky, Noam Grammar (noun) the structure and system of language or of language in general, usually considered to consist of syntax and morphology.

Grammar is the system of language people sometimes describe grammar as the rule of language. In fact, no language has “rules”. We suggest that somebody created the rules first and then spoke the language like a new game, but language did not start like that.

Language started by people making sound, which evolved into words, phrases and sentences. No commonly spoken language is fixed. All languages change over time.

What we call grammar is simply reflecting of language at a particular time.

Do we need to study grammar to learn language?

The short answer is No. Very many people in the world speak their own language, native language without having studies its grammar. Children start to speak before they even know the word grammar.

Also grammar means the rules which change form of the word, within sentences. This concept also means the ways that words are put together in order to make sentences or phrases.

Nunan and Carter (2001) say that there are two main kinds of descriptive grammar, formal and functional. Formal grammar takes the form of language with less attention given to meaning or language use.

(Nunan and Carter 2001: 34).Functional grammar conversely show language as largely social interaction seeking to explain why one linguistic form is more appropriate than another

3. The findings of this study are expected to be beneficial for EFL and all learners.

Delimits of the study:

This study is limited by the following factors:

1. This study is restricted by the area investigated which represents errors that are committed by Sudanese students.
2. It is concerned with identification and explanation of some selected sample of grammatical error faced students at Bahri Locality, in the academic year 2017-2018.
3. Population of this study limited to teachers.

Methodology of the study:

This study adopts the descriptive analytical method. Distributed questionnaire for teachers to identify their problems in teaching grammar implicitly.

Literature Review

This part includes the meaning of grammar defined by other authors. Grammar teaching method in ESL/EFL also researchers introduce the meaning of implicit and explicit grammar and the difference between writers about the history of English grammar and the five meaning of grammar in language descriptive, then the researcher introduce the types of grammar in general, and what are the special problems of English grammar.

According to the previous studies, the researcher introduce in this chapter, the characteristic of a good foreign language teacher.

Next the researcher write about learners strategies and good/bad language learners at last of this chapter he introduce the

Objectives of the study:

1. To assess the impact of implicit grammar teaching on EFL learners. development.
2. To assess the role of implicit grammar teaching on enhancing EFL. grammatical competence.
3. To identify problems challenge faced by EFL teaching in implicit grammar teaching.

Questions of the study:

1. What is the impact of (IGT) on EFL learner's development?
2. To what extent does (1GT) enhances EFL learner's grammatical competence?
3. What were the problems faced by, EFL reaching in implementry (IGT)?

Hypotheses of the study:

1. IGT positively affect EFL learners' development.
2. IGT effectively enhance EFL learners from competence.
3. EFL teachers faced by several problems in teaching grammar implicitly.

Significance of the study:

1. This study reviews the role of learning techniques of teaching in the 2 languages, has an importance especially to all the EFL learners, teachers and syllabus designs.
2. It is study of Sudanese English learners at their secondary school level.

Introduction

English has gained an unprecedented importance it is an international language. It is the language of global communications, science technology, internet and academic. In response; learning, mastering and teaching English has become also extremely important. Learners and teachers alike became interested in how best English language could be learned and taught respectively. For learners to master English they need to achieve mastering on its different skills and areas. English grammar is among their areas, however, the issue of teaching grammar is hotly debated, how grammar should be taught is perplexing issue. Should grammar be taught explicitly? Or should be taught implicitly? Should grammar be taught seperatively or intgrativly? These questions are among the perplexing issue in grammar teaching. Thus this study attempts to investigated.

Statement of the problem:

As apart among researcher, the researcher noticed that there're many problems, face secondary student while they are performing grammar, also there are many mistakes or errors in sentences and structures. It is noticed that student faced by several questions on learning EFL grammar. EFL teacher's also faced by a great challenge on choosing the appropriate technique to address grammar to be exact on teaching. Grammar in secondary school is being wholly enable taught explicitly. Explicit grammar as noticed does not enable students fully grasping grammatical rules.'

Abstract:

This study aims at investigating the effect of teaching grammar through an implicit way on enhancing English language learning. The reason for such an investigation has resulted from the fact that many students of secondary schools faced many problems of understanding grammatical rules of English language. this study aimed to assess the impact of implicit grammar teaching on EFL learners, to assess the role of implicit grammar teaching on enhancing EFL, to identify problems challenge faced by EFL. The population sample (subjects) of the study were the teachers majoring in English at secondary schools of Bahri Locality, they were (91) a mixture of male and female chosen randomly to respond to questionnaire. The study adopted descriptive and analytical method. The study have revealed many results the most important are the following: implicit method of teaching grammar at secondary school has a positive effect to learn English language. The implicit method of teaching benefited to teach grammar, EGT. Effectively enhances EFL learners acquisition of English language correct mistakes. Implicitly help students to understand grammatical rules correctly. This study provided a number of recommendations among which the English language teachers must be trained. Grammatical rules in English language should be treated with special care. Grammar rules at secondary schools must be taught implicitly. The suggestion for further studies has also been provided the teachers education program in Sudan try to make teaching English language attractive profession, especially teaching grammar in secondary schools.

المستخلص

تهدف هذه الدراسة إلى كشف أثر تدريس قواعد اللغة الإنجليزية من خلال الطريقة الضمنية في تحسين تعلم اللغة الانجليزية. والسبب الرئيسي في كشف هذه الدراسة أن هنالك مشاكل تواجه طلاب المرحلة الثانوية في فهم قواعد اللغة الانجليزية، كما تهدف الدراسة إلى تعزيز تدريس قواعد اللغة الانجليزية بالطريقة الضمنية، كما تبين الدراسة دور المنهج الضمني في تدريس اللغة الانجليزية لمتعلميها كلفة أجنبية. كما أوضحت الدراسة بعض المشاكل والتحديات التي تواجه متعلمي اللغة الأجنبية. أخذت عينة هذه الدراسة من معلمين من المدارس الثانوية بمحلية بحري وتتكون من 91 معلماً ومعلمة أجابوا على الأسئلة التي وجهت لهم. أتبعنا الدراسة المنهج الوصفي التحليلي في جمع البيانات. توصلت الدراسة إلى عدد من النتائج أهمها: أن الطريقة الضمنية في تدريس قواعد اللغة الانجليزية لها أثر إيجابي في تدريسها للمتعلمين. كما اتضح أن الطريقة الضمنية في تدريس قواعد اللغة الانجليزية ذات فائدة وأهمية كبرى، حيث أنها تؤثر تأثيراً إيجابياً وتحسن من مقدرات الدارسين خاصة فيما يتعلق بتصحيح الأخطاء النحوية، كما توصلت الدراسة لعدد من التوصيات من أهمها، أنه يجب الاهتمام بتدريب معلمي اللغة الانجليزية، كما يجب أن تعامل قواعد اللغة الانجليزية بعناية واهتمام، بالإضافة إلى تدريسها في المرحلة الثانوية بطريقة ضمنية. كما اقترحت هذه الدراسة أن على أساتذة اللغة الانجليزية في السودان، محاولة جعل تدريس اللغة الانجليزية مهنة جاذبة، خاصة في تدريس قواعد اللغة في المدارس الثانوية.

Teaching Grammar Deductively at Secondary Schools.

(1) ❁ By: 1:Dr. Tahiya Alshaikh Alhameem Yousif
Assistant professor at Faculty of Education - Alzaiem Alazhari
University

Mobile: 0999164469

Email:t.hameem2009@hotmail.com

(2) Samah Yassin Ibrahim Emam : English Language Teacher. 2:

Mobile: 0116242280

❁ - أستاذ مساعد، قسم اللغة الإنجليزية، كلية التربية، جامعة الزعيم الأزهرى.