AN ANALYTICAL STUDY OF THE PRACTICES OF TEACHING READING AND GRAMMAR IN THE SECONDARY SCHOOL STAGE IN IRBID

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ABSTRACT

The main aim of this study was to investigate the practices of teaching Reading and Grammar that teachers of English in Irbid city use in secondary stage and point out the influence of these teaching practice on students' acquiring the language skills.

The sample of the study consisted of eight secondary schools in Irbid city selected randomly from all the secondary schools in Irbid city for the academic year 1989-1990.

The procedures of the study involved the following; the researcher videotaped eight English lessons in eight secondary classes in different schools in Irbid. Then the researcher analyzed these periods according to certain major points she chose from the Observation Guide (See Appendix B). After that the researcher computed the mean and the percentage of achieving the positive points in the item by adding these points and dividing them upon the number of the videotapes which is 8 then multiplying by 100%. In the same way, the researcher computed the mean and the percentage of nonachieving and neglecting the item in the observation guide by each teacher. Then, by all the teachers together.

The results of the study were; the total percentage of achieving the objectives of the lesson was 75%, the use of teaching learning aids and chalkboard was 50%, asking questions was 60.7%, teaching
steps was 68.7%, and the language of the teacher was 68.7%. The average of percentage of achieving all these points was 64.5 which is a good percentage of using positive points by the teachers.

On the other hand, the total percentage of achieving student involvement was 4.2, variety and flexibility was 37.5, pace was 31, reinforcement and making oral correction was 44.8. The average of percentage of achieving all these points was 29.4 which is a low percentage of using positive points by the teachers.

The researcher recommends the following:

1 - Further studies are needed to investigate listening, speaking and writing skills as well as student's involvement by using large samples from other stages and schools to see to which extent teachers encourage their students to practice and participate all the activities of the lesson.

2 - Further studies are needed to investigate the procedures and aims of teaching silent reading.

3 - Teachers should be trained to use appropriate pace, audio-visual aids, various types of oral drills, reinforcement and to correct students' oral errors in a proper way.

4 - Finally, the researcher recommends to use the Observation Guide, that was used in this study, to investigate other teaching practices in other districts and compare them with Irbid school district.