

# **Dedication**

**To my family**

**To teachers who want to develop  
their level for the purpose of  
'developing their students**

**Acknowledgements**

First praise be to Allah the Almighty for bestowing the power and will to accomplish this work which without his help might not have been a reality as it is now. Then my gratitude goes to the knowledgeable and cooperative Dr. Abdulgadir Muhammed Ali my main supervisor for his untold effort in providing the design and structure of this thesis. Without his help this research would not have been possible. I also owe my gratitude to my kind-hearted and helpful co-supervisor Dr. Alshefa .Abdelgadir Hassan Ali for her invaluable advice and guidance

Too great to be expressed in words is my acknowledgement to my beloved parents, brothers and sisters, not only for their consistent and .generous support, but also for cheering me up

**Title: Essentiality of Competence, Performance and Conduct in Attaining Professionalism in ELT**

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**Abstract**

Attaining professionalism in ELT is a required prerequisite for EFL teachers. The current study is an investigation of the essentiality of competence, performance and conduct in attaining professionalism in ELT. The study is intended to achieve a number of objectives one of which is to prove that linguistic proficiency in itself is not enough to gain professionalism in ELT. Another objective is to emphasize the need for remedial strategies to improve student teachers' proficiency level. It is also intended to make clear that competence, performance and conduct are key factors in attaining professionalism in ELT. Proposing an acknowledged English series at Faculties of Education is also one of the objectives. In addition to that, to suggest an induction year at schools for newly-qualified teachers. The study follows the descriptive analytic method. The population of the study consists of all EFL teachers and learners in Sudan. The sample of the study comprises fifty (50) students and ten (10) teachers selected from the Faculty of Education-Hantoub. The data was collected by means of a questionnaire and an observation checklist. It is analysed by the SPSS (Statistical Package for Social Sciences) programme. The analysis yields a number of results. From these results, linguistic proficiency in itself is not enough to gain professionalism in ELT. Good implementation of competence, performance and conduct in the class helps students to attain professionalism. Introducing an acknowledged English series to be taught from semester one to semester eight is necessary to develop the EFL students level of language. The microteaching period in schools is not plausibly enough for practicing teaching. Consequently, an induction year is needed. Based on the results, the study recommended that teachers have to inform the students not to depend totally on the courses taught at the department of English language, although they are beneficial, in attaining professionalism in ELT. The teachers at the department of English should get together to select appropriate English series to be taught from semester one to semester eight. Teachers should implement and encourage effective practices in the classroom. This can best be done through pair work, group work, cooperative learning and teaching together with any other effective practices. Teachers should encourage students to attain proficiency and inform them that it leads in the long run to attaining professionalism.

العنوان: أهمية الكفاءة والأداء والسلوك في الوصول إلي احترافية تدريس اللغة الانجليزية  
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## خلاصة البحث

يعتبر الوصول الي احترافية تدريس اللغة الانجليزية مطلب أساسي لمعلمي اللغة الانجليزية كلغة أجنبية. عنيت هذه الدراسة بالبحث عن أهمية الكفاءة والأداء والسلوك للوصول إلي احترافية التدريس. عملت الدراسة لتحقيق عدد من الأهداف ومنها : ان الكفاءة اللغوية لوحدها غير كافية للوصول لاحترافية التدريس. كما هدفت لإثبات أن الكفاءة والأداء والسلوك عناصر مهمة للوصول لاحترافية التدريس. كما انها هدفت إلي اقتراح إدخال سلسلة لغة انجليزية تعليمية تدرس من الفصل الدراسي الأول إلي الثامن. علاوة علي ذلك اقترح سنة تحضيرية للطلاب حديثي التخرج في المدارس. اتبعت الدراسة المنهج الوصفي التحليلي. تعني الدراسة بكافة معلمي ودارسي اللغة الانجليزية كلغة أجنبية في السودان. تكونت العينة من خمسين (50) طالب وعشرة (10) أساتذة تم اختيارهم من كلية التربية حنتوب. كما تم جمع البيانات عن طريق أداة الاستبانة وأداة الملاحظة. تم تحليل البيانات عن طريق برنامج (SPSS) الحزم الإحصائية للعلوم الاجتماعية. بعد تحليل البيانات تم التوصل إلي عدد من النتائج منها : إن الكفاءة اللغوية وحدها غير كافية للوصول إلي احترافية التدريس. وان التطبيق القائم علي الكفاءة والأداء والسلوك يساعد الطلاب للوصول إلي احترافية التدريس. كما أن إدخال سلسلة تعليمية للغة الانجليزية تدرس من الفصل الأول إلي الثامن أمر بالغ الأهمية وذلك لتطوير مستوي الطلاب. إضافة إلي أن فترة التربية العملية في المدارس غير كافية للطلاب لتطبيق المهارات التدريسية ، وعليه إن تطبيق مقترح السنة التحضيرية أمر بالغ الأهمية. بناء علي هذه النتائج أوصت الدراسة إلي انه يتوجب علي الأساتذة اطلاع الطلاب علي عدم الاعتماد كليا علي المواد التي تدرس في القسم ، برغم أهميتها، للوصول الي احترافية التدريس. كما انه يتوجب علي الأساتذة تطبيق الكفاءة والأداء والسلوك الجيد لكي يحذو الطلاب حذوهم. وعلي أساتذة القسم أن يجتمعوا ويجمعوا علي اختيار سلسلة لغة انجليزية تدرس من الفصل الأول إلي الفصل الثامن. كما انه يتوجب علي الأساتذة استخدام وتشجيع الأنشطة التعليمية داخل قاعات الدراسة وذلك يتأتى عن طريق الأنشطة الثنائية و الجماعية بالإضافة إلي التعلم المتبادل بين الطلاب والأساتذة وكافة الأنشطة الفعالة الأخرى. كما أن تشجيع الطلاب من قبل الأساتذة يساعد بدوره إلي الوصول لاحترافية التدريس علي المدى البعيد.

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