



Sudan University of Science and Technology

College of graduate studies

College of Education

**Investigating the Use of the Teacher-
Centered method(s)**

**In Teaching English for Communicative
Purposes**

**التحقق من إستخدام طرق التدريس المركزة علي دور المعلم في
تدريس اللغة الإنجليزية لأغراض المخاطبة**

A Thesis submitted for Ph.D. Degree in

Education

(ELT)

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March 2016

**In the Name of Allah the most Merciful
The most Compassionate**

الآية

(وَمَا أُوتِيتُمْ مِنَ الْعِلْمِ إِلَّا قَلِيلًا)

"And mankind have not been given of knowledge except a little."

صدق الله العظيم

سورة الإسراء: الآية 85

Holy Quran, Sura (Al-Isra) Verse No (85)

Dedication

To the soul of my dear father (may Allah have mercy on him). Thanks for what you have done to me and the family throughout your life. To my mother your support has meant so much to me. I would like to express my thanks to my family I could never have accomplished this work without your never-ending support, encouragement, and patience. I am grateful to many persons who shared their experiences, friends, colleagues, teachers who assisted, advised, and supported my research and writing efforts over the years. I am grateful too for the support and advise from my colleagues in Shaqra university especially Dr. Abdel Mahmoud and Dr. Ahmed Gumaa who generously given their time and expertise to better my work . I'm certain that I would not have been able to accomplish this great academic task without the prayers and support of my family and friends.

Acknowledgements

I would like to first, and foremost, acknowledge Allah. To my family, I would like to extend my sincere gratitude. I would also like to thank my supervisor Dr. Mahmoud Ali I truly appreciate all your help throughout my journey. My colleges whom assists me in my study. I would also like to express my thanks and appreciation to the Administration and staff of colleges in Educational field whom participates in teaching in three different boys' and girls' secondary schools'. My thanks are likewise, due to all headmasters of secondary schools in Khartoum State in which the application of my study took place. My thanks also go to the participants' whom respond the questionnaire men and women. I hope my thanks go to all people who offered me assistance in one way or another

Abstract

The purpose of this study is to investigate the use of the teacher-centered methods in teaching English for communicative purposes.

The researcher chooses the descriptive analytical research to collect the data. The study instruments are teacher questionnaire for the secondary level English teachers' also the researcher build a check list for classroom observation, it consists of the main characteristics of the communicative teaching method. The three main cores in the check list are: classroom activities, classroom language and classroom managements. Further the researcher interviewed some English language teachers' from the public secondary schools within Khartoum State. This study attempts to explore:

The extent to which the Sudanese English teachers adhered to the teacher-centered methods and, whether the present teaching methods adopted by Sudanese teachers' relevant to the needs of the learners' of English also, whether the classroom activities bring about the desired effect of enhancing the communicative competence among secondary schools learners of English and, finally exploring the rationales' behind the teachers' selection of certain teaching methods in preference to others.

The research sample consists of 100 English teachers from the public secondary schools in Khartoum State in the academic year 2014 -2015.

The research finds that there is a strong focus on grammar and vocabulary meanings and no chance is given for learners' use the language. The methods' of teaching used need to be made more relevant to the needs of the learners'. English teachers' choose the teaching methods that contribute in students' gaining high marks in the subject without paying enough attention to enhancing their communicative competence. There is no use of language games, role-playing or pair work which is clear features of communicative classes.

The researcher recommends that, English teachers' should take an eclectic view in the previous methods according to the learners' needs.

Researches should be conducted in the field of Teaching English as foreign language suggesting certain models for the teaching of grammar and vocabulary communicatively.

مستخلص الدراسة

Abstract

تهدف الدراسة الحالية إلى التحقق من استخدام طرق تدريس اللغة الانجليزية التي تركز علي دور المعلم في تدريس اللغة الإنجليزية لأغراض المخاطبة. استخدمت الباحثة المنهج الوصفي التحليلي لتحليل معلومات الدراسة التي جمعت عن طريق

الإستبانة التي أعدت لمعلمي اللغة الإنجليزية بالمدارس الثانوية .إضافة إلى بناء الباحثة لبطاقة ملاحظة تضم أهم خصائص طريقة المخاطبة المحاور الرئيسية في البطاقة هي: 1. الأنشطة الفصلية 2. لغة الفصل 3. إدارة الفصل .أيضا استخدمت الباحثة المقابلة الشخصية مع بعض معلمي اللغة الانجليزية بالمدارس الثانوية الحكومية بولاية الخرطوم. حاولت الدراسة التحقق من : مدي إلتزام معلمي اللغة الإنجليزية بالمدارس الثانوية باستخدام طرق التدريس التي تركز علي دور المعلم في تدريسهم للغة الإنجليزية وإذا كانت طرق تدريس اللغة الإنجليزية المستخدمة حاليا وثيقة الصلة باحتياجات الطلاب المتعلمين.أيضا إلي أي مدي يمكن أن تعزز الأنشطة والتمارين الفصلية المستخدمة في حصص اللغة الإنجليزية كفاءة التخاطب بالنسبة لطلاب المرحلة الثانوية. أخيرا تحقق الدراسة في المبررات التي تقف وراء تفضيل معلمي اللغة الإنجليزية لطرق تدريس معينة دون أخرى.

تكونت عينة البحث من 100 معلم لغة إنجليزية بالمدارس الحكومية الثانوية

بمحلية

.الخرطوم وذلك في العام الدراسي 2014-2015

نتائج الدراسة : تركيز المعلمين علي تدريس قواعد اللغة ومعاني المفردات دون إعطاء

الفرصة للطلاب المتعلمين لاستخدام اللغة. تحتاج طرق تدريس اللغة الإنجليزية

المستخدمة إلي أن تكون أوثق صلة باحتياجات الطلاب المتعلمين .يختار معلمي اللغة

الإنجليزية طرق التدريس

التي تساهم في إحراز الطلاب لدرجات عالية دون الاهتمام بتعزيز المقدرة الفعلية

للطلاب علي تحدث اللغة بكفاءة لا يوجد أي استخدام للأنشطة التواصلية المعروفة

.كالألعاب ولعب الأدوار وغيرها.

أوصت الباحثة بضرورة تبني المعلمين لطريقة التدريس الكلية وذلك حتي تواكب احتياجات

متعلمين اللغة. إثراء الساحة ببحوث جديدة للتوصل لأساليب تدرس بها قواعد اللغة . ومفرداتها بطريقة تواصلية

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CHAPTER 1: INTRODUCTION

Contents:

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- 1.2. Statement of the problem
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- 1.5. Research Methodology
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1.1. Background:

The advances made in linguistic science over the past decades have caused tremendous changes in the pre-existing methods of teaching English as second or foreign language(El-Bittar.p:17) The foundations of the contemporary approaches and methods to teaching language were developed during the early part of the 20th century, as the applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials.

There were basic assumptions that were accepted by language teachers and students, and had affected many generations of language teachers and students. These assumptions were taken for granted as they had laid the foundation for language teaching in the 20th century some of these assumptions that, spoken language is more basic than written, explicit grammar explanation must be avoided, and that language must be taught and practiced as a whole and not as separate parts.

The methods of teaching a second or foreign language can be classified into two major groups; those old approaches which emphasize form and those innovative approaches which emphasize communication. The language teacher cannot teach effectively without understanding varied theoretical positions- alternative ways of looking at the phenomena of language teaching and learning.

This understanding forms the principled basis upon which teachers can choose particular methods and techniques for teaching a foreign language. Teachers should by no means maintain the application of one method or approach as the only best method. Every method has its own merits and drawbacks. A good teacher knows how to devise and develop own program of teaching and how to select the procedure most appropriate for carrying on a certain linguistic activity. Brown (1980.p:14)"there are no instant recipes. No quick and easy method is

guaranteed to provide success. Every learner is unique. Every teacher is unique. Every learner-teacher relation is unique". What we speak of as a method is in fact a principle. There is no method as such; the various methods to be set out and described are no more than different ways of treatment of the process of teaching arrived at through long experience with teaching English in different parts of the world. A method according to Richards & Rodgers (1986.P:154)"an umbrella term for the specification and interrelation of theory and practice" To Brown (2001.p:16) a method is "a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials. They are almost always being thought of as being broadly applicable to a variety of audiences in a variety of contexts"

In the long history of language teaching, people have tried various approaches to facilitate language learning. There is no single method which could guarantee successful results; teachers have to take an eclectic method according to learner's needs and objectives. The successful of teaching English as a second or foreign language comes from many factors, such as teachers, students, or outside both of them like facilities, or methods used by teachers where this study came about. Anggraini (2011.p:1)"There are many factors that influence the successful of teaching English. One of them is approach. Approach is the way of teacher to transfer the knowledge to the students besides encourages their motivation to learn"

Teachers must integrate different teaching methods and search for and use appropriate new methods in order to help students learn well and achieve learning goals. They should be smart in their choosing and using and do their best to ensure learning and learners' readiness to learn is one

of the essential ingredients of teaching success so more regard must be given to methodologies. Russell (1992) "Although teaching is more than a set of strategies there are some teaching methods that should be part of every creative teacher's repertoire. Some of these are comprehensive strategies that can shape a whole lesson. Others can be combined to make a complete lesson plan."

In teaching learning process, teaching methodology plays a key role. There are different teaching methods for teaching different subjects. Every method or approach works in some specific learning environment. The use of any new method is in fact not the rejection of the old one, furthermore selection of any particular teaching method depends upon many factors such as the age and sociolinguistic background of the learners, Classroom environment, teachers' competences, and availability of the audiovisual aids and so on; there for the language teachers should have a clear concept and knowledge about the teaching method.

The reasons why a teaching method works or not depends on several factors, this is so because the process of teaching and learning itself involves isolated and relevant variables, including teachers, learners, and methods the interaction between them accounts for the success or failure of language teaching. Language teaching programs must be in harmony with the governments policies and educational planning in societies. So a good English syllabus is that devised which is in accord with specific linguistic aims and educational goals that are realistic and practicable. They should give attention to coordination, integration and progression. J.O Gauntlett (1961.p:2) wrote "English course must be in harmony with other courses together they comprise the student's educational program .An understanding of, appreciation for and a desirable attitude towards the manners, customs, and general cultural background of an English-speaking people is an integral part of the

linguistic aims". Through foreign language learning the students are equipped with the skill that helps them to educate themselves.

The general linguistic aim of the English language curriculum as visualized by Gauntlett, French, and Gurrey is the development of the four skills of listening, oral expression, reading, writing and comprehension –which is the ultimate goal to be attained. Since priority is given to the spoken form of a language, teaching English as speech should be the primary end of the language course. When students feel need for expression and communication which rises from the need to realize and interact with the different situations around them, they will learn quickly because they feel the urgent need to use it. This is a situation in which using language leads to effective learning.

In learning how to use language effectively, students must be actively engaged in using English language. The teacher of English must create opportunities within the classroom situation which enable students to think through language and to express their learning through the language modes of speaking, listening, reading and writing. Variety of strategies have been developed that encouraged students to use the language.

In the English classroom students experience language in three different ways:

- a). Learning through language. Language is the medium through which much of their learning will take place. Students will learn by listening to the teacher and to each other, they will explore and develop their ideas in both speech and writing.
- b). Learning to use language. Students learn to use language by practicing it in a variety of different ways.
- c). Learning about the language. In the primary school they will have received a good deal of explicit language teaching. The task of the

secondary English teacher is to build on this existing knowledge and to help them reflect on language use, in order to develop the confidence and acuity of their own use of language.

The present syllabus for teaching English language at the secondary level in Sudan is (Sudan Practical Integrated National English) (Spine) (4-5-6) series was introduced in the early 1990s. The series is composed of six books; for the basic level and three for the secondary level. Sudanese students learn English for six years but in real conversational situations they behave awkwardly as they fail to understand native English speaking or make themselves understood in English. They have not been taught the living language as a means of self-expression and communication. In other words, they were not intended to learn English as speech. Methods and instruments based on the communicative approach should be used to motivate the students to communicate in English. Teachers should provide their students with opportunities for practicing to perform certain functions and express themselves freely by devoting time for practicing the language.

This study came about because the researcher wants to find solid research on whether or not using the old teaching method (s) in teaching (SPINE) syllabus is actually effective. It clarifies that teaching language effectively requires teachers to focus on helping the students to use the language in a meaningful and communicative context.

The approaches 'of teaching this syllabus (SPINE) concentrate on memorizing of the content and consequently neglect the practical communicative aspects. The students have been habituated to understand a set of written symbols when they see them only. It is the teachers' duty to motivate the students to the learning of English, by making them realize its significance as an international means of communication, and

its importance as a medium through which one can be acquainted with the English heritage and latest developments in the realms of science.

When teachers are exposed to methods and asked to reflect on their techniques, they can become clearer about why they do what they do. They became aware of the main goal in ELT, which is how to arm students with communicative language ability to help them communicate effectively in spoken and written English in real world.

1.2. Statement of the problem:

In recent years teaching and learning English language using the old method(s) worries both educators and teachers. Ali (1999.p:17) states that, most Sudanese secondary school teachers followed the traditional method of reading and explaining to their students. This is attributed to the shortage of well trained teachers in the modern methods of teaching language. Some language skills are neglected during the classroom practice and hence they are given insufficient and inadequate exposure. Speaking is nearly neglected and not well organized by most English teachers in Sudan .Salih (2012.p:10) stated "It is very clear that students are aware of the problems they face when learning English. Some of the problems that hindered their learning of English were absence of activities, absence of audio-visual aids and limited time allocated to English language"

As a secondary teacher of English language the researcher noticed that the Sudanese students in the secondary schools' face many problems in learning English, to communicate effectively and express themselves in English is the most severe problem. The present study is to investigate the effectiveness and validity of using the old English teaching method(s) adopted in the Sudanese secondary level. It attempts to verify the efficiency of these method(s) referring to SPINE (Sudan practical integrated national English) the English syllabus presently applied, and

the relation between this appliance and the students' communicative competence in English language subject. The researcher will talk only about methods in this study, because she is concerned with how language is taught in the classroom rather than the theory behind individual methods.

1.3. Research objectives:

This study sets out to highlight the following objectives:

1. To scrutinize whether Sudanese teachers are adhered to the old teaching methods or not.
2. To pinpoint and examine the validity of the effectiveness of the old teaching methods adopted by the Sudanese tutors and see if they are relevant to the learners needs.
3. To find out whether or not the class room activities can bring about the desired effects of enhancing communicative competence of secondary school learners of English.
4. Identify the rationale behind the teacher's selection of certain teaching methods in preference to others.

Research questions:

In connection with the above cited objectives the research posed the following questions:

1. To what extent do the Sudanese teachers adhered to the old methods or not?
2. To what extent do the present teaching methods adopted by Sudanese teachers' relevant to the needs of the Sudanese learners of English?

3. How far can the classroom activities bring about the desired effect of enhancing the communicative competence among secondary schools learners of English?
4. What are the rationales behind the teachers' selection of certain teaching methods in preference to others?

1.4. Research hypotheses:

Based on the research problem and procedures four hypotheses are formulated by the researcher:

1. The Sudanese English teachers are adhered to the old methods.
2. The present teaching methods adopted by Sudanese teachers are not relevant to the needs of the Sudanese learners of English.
3. The classroom activities used by the teachers bring the desired effect of enhancing the communicative competence among secondary schools learners of English.
4. Inspect the rationales behind the teachers' selection of certain teaching methods in preference to others.

1.5. Research Methodology:

1.5.1. Subjects:

The Subjects of the study included English language teachers (male and female) in girls and boys public secondary schools; they all used the same text book (SPINE series).

1.5.2 Participants:

Sample of 100 male & female English language teachers are administered in the study to quantify the effectiveness of the old methods of teaching English.

1.5.3. Data collection:

Teachers' survey results were the main data sources for data analysis.

This study employed a sequential form of data collection, with qualitative data building on quantitative data (Creswell & Plano Clark, 2007). The quantitative data were collected from interview and classroom observations. The qualitative data came from the teachers' questionnaire.

1. **Survey :**

To elicit the participants' perceptions, a survey is used. A questionnaire based on 5 choices (strongly agree\agree\to some extent\strongly disagree\ disagree) is designed to measure the degree of application and the teachers are asked to select the most appropriate condition.

1.5.4. Procedures for data analysis:

A questionnaire will be administered to English language teachers to identify the teaching method(s) they adopt, and to analyze to what extent the applied teaching methods leads to a fruitful learning, also to calculate the research stated objectives. The researcher will also confirm the validity and the reliability of the research tools before their application.

1.6. Significance of the study:

Better understanding of teaching problems leads to the possible solutions and pave the way for better teaching of English. This study evaluates the strengths and weakness of the selected teaching method(s) for the benefit of both teachers and learners. The importance can be represented by the following advantages, first it will be of value to community since a great number of EFL teachers might use its results. Second the researcher hopes that the study is an attempt by which teachers and learners who are concerned with EFL, and those who are interested in language teaching might carry on researching in this area in order to identify the most appropriate and reliable teaching method. It will be beneficial to teachers and learners of English language in the

Sudanese secondary level schools and in the other institutions concerned with teaching English as foreign language. It is obvious that students learning and success do not arise by chance; but requires numerous factors amongst which the focus on what happens in the class room setting, in order to acquire the desired skills and sub skills to improve their achievement.

The research is an effort to help for the purpose of leading in to more fruitful learning.

1.7. The limits of the research:

The study targeted the secondary English teachers'(male\female) in the in the public schools within (Khartoum state) boys' and girls' schools. The research delimitation on:

1. Examining the validity of the effectiveness of the teaching methods adopted by the Sudanese tutors in the secondary schools.
2. The sample consist English Language teachers (male\female).
3. The study on the academic year 2014-2015.
4. This study will be restricted to SPINE (4-5-6) text books.

1.8. Definition of terms:

1.8.1. 1.Teacher-centered method, where the teacher decides what is to be learned, what is to be tested, and how the class is to be run.

2.Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments:

1.8.3. Method:

1. Method applies to a structured idea that a teacher follows—combining theory and practice that best suits their learners’ needs. (Bell 2007.p:39).
2. Method is a generalized set of classroom specifications for accomplishing linguistic objectives .Method tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of contexts.(Brown 2000).
3. Method was described By Edward Antoney (1963.p:65) as "an overall plan for the orderly presentation of language material no part of which contradicted and all of which is based upon a selected approach. An approach is axiomatic...a method is procedural within one approach there can be many methods...."
4. A method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in a procedure.”
Richards & Rodgers (2000.p:20)

1.8.5. Teaching:

1. Involves simplifying speech for students; it may be detrimental to learning if it is childish or not close to the natural production of the target language. <http://Wikipedia.org>
2. The activities of educating or instructing; activities that impart knowledge or skill. www.Freeonline.Encyclopedia. <http://Encyclopedia>.

Communication:

1. The successful conveying or sharing of ideas and feelings.www.oxforddictionaries.com

2. The activity of conveying information through the exchange of ideas, feelings, intentions attitudes, expectations, perceptions or commands, as by speech, gestures, writings, and behavior. It is the meaningful exchange of information between two or more participants (machines, organisms or their parts). <http://Wikipedia.org>

1.9. Summary of the chapter

In this chapter a detailed description of the theoretical framework has been provided with some focus on the definition of the research problem and the research methodology. In the next chapter some relevant literature will be critically reviewed.

CHAPTER TWO

LITERATURE REVIEW

2.0. Over view

This chapter reviewed related literature on the old methods of teaching English language with some emphasis on the learner's communicative competence referring to the secondary schools' English language curriculum (SPINE) in Sudan. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

Part one: Theoretical framework

2.1. The emergence of methods:

The quest for better methods was a preoccupation of many teachers and applied linguists throughout the 20th century. Richard & Rodgers (1986.p:3) writes "applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials. This led to a succession of proposals for what were sought to be more effective and theoretically sound language teaching methods. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much of the impetus for change in approaches to language teaching came about from changes in teaching methods".

Improving the efficacy of language teaching focused on teaching methods changes which are reflected on changes in the goals of language teaching. The Latin was

the dominant language of education, commerce, religion and government in much of the Western world. The foreign language teachings, brought about by the cultural conquests of the Romans, also illustrated the changes that were about to take place in the Roman education system. The pedagogy to teach a foreign language came about when scholars wanted to explore works by well-known writers such as Homer, Aesop and Horace. The curriculum was very narrow and simplistic and efforts to integrate a more structured foreign language curriculum did not come until much later in history.

Formal foreign language teachings originated in the late third century. According to Christopher Lucas (2006.p:24) it was common during that period, for the "sons of the most privileged roman classes to be introduced to the study of literature in both Latin and Greek". In England during the 16th 17th 18th centuries children entered "grammar schools" they were given introduction to Latin grammar, later students were introduced to the advanced study of grammar and rhetoric. Occasional attempts were made to promote alternative approaches to education in those centuries. For example Roger Ascham, Montaigne Comenius, John Locke had made specific proposals for curriculum reform and for changes in the way Latin was taught, (Howatt 1984 cited by Baysal 2013.p:1)

In the 18th century, modern languages began to enter the curriculum of European schools, they were taught

using the same procedures used for teaching Latin. By the 19th century this approach based on the study of Latin became the standard way of studying Languages for schools. Lessons organized around grammar points, rules on its use were explained and it was illustrated by sample sentences. This approach to teach foreign language became known as the grammar translation. That period till 1940s was dominated by the grammar translation method. Its modified form continues to be widely used in some parts of the world today, this was due to according to Jin & Cortazzi (2011) cited by Richard & Rodger (2000.p:7) " TAs (traditional approaches) have persisted for longer in most developing parts of the world than the more economically developed ones, due to the slower development of educational systems enchainning teacher training, cultural perceptions and different ways of change limited learning resources and finance".

In the middle of 18th century an interest to developing principles for teaching language such as in first language acquisition emerge; this led to what came to be known as the direct method.

In the 19th and 20th century, innovation in foreign languages teaching began, leading to a number of different methodologies, each trying to be a major improvement over the last or other contemporary methods. Older methods and approaches disposed of as newer methods and approaches are invented. The beginning of the 1940s witnessed the introduction of the

cognitive approach, opportunities for real second language acquisition appeared. Through this approach, the four essential principles of language acquisition listening, speaking, reading, writing were introduced. It is often stated that older methods were completely ineffective or have died out completely when even the oldest methods are still used. Much of the reason for this is that proponents of new methods have been so sure that their ideas are so new and so correct that they could not conceive that the older ones have enough validity to cause controversy.

2.2. Approaches for Foreign Language Teaching:

A verity of methods have been used in the world for teaching foreign languages, nevertheless there has been no agreement among teachers in general as to the best method. Extensive investigations in ELT methodology and other related sciences such as linguistics and psychology haven't settled the matter. The differences in methods, originated mainly from claims of two schools in psycholinguistics, the main approaches are the behaviorist and the mentalist.

This section will summarize the basic assumptions of these schools and various teaching methods that have been stemmed from them. According to Anthony (1963.p.4-5) an approach is "a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an

article of faith-something which one believes but not necessarily proves" A method can lexically be defined as a way of doing anything according to a regular plan or procedure for attaining an objective, in language terms a method can be described as a way of presenting language to the learner. It evolves from the approach one had about language acquisition. (ibid.p.8) defines "method" as "an overall plan for orderly presentation of language material, no part of which contradicts, and all of which is based upon selected approaches" (ibid.p.6) defines the "technique" as "a particular trick, stratagem used to accomplish an immediate objective". A technique is, therefore implemental which actually takes place in the classroom and must be in harmony with method and approach adopted.

2.2.1 The Behaviorist Approach:

The proponents of this approach are sometimes referred to as the "mechanist or "descriptive" linguists". It is associated with names like Bloomfield, Palmer, and Moulton. However, it was Skinner who articulated the behaviorist theories of language learning. The behaviorists have based their doctrine on experiments carried out on animals in laboratories. By presenting animals with a series of stimuli and by reinforcing the desired behavior the experiments have managed to condition animal response.

In human beings, the same model applies. They claim that all variety of human behavior including

language (verbal behavior) can be made more or less frequent or probable by the occurrence or non occurrence of reinforcement, dependent on some response. They regard language as set of habits which can be taught by providing the appropriate stimuli and responses until an automatic response to a certain stimulus is attained. Reinforcement in language learning comes in the form of the teacher approval or the learner's satisfaction of being understood. Concerning the teaching of grammar, the behaviorist holds the task to be set of habits rather than set of rules. Waddell (1978.p:16) explains "We know that a rule of language is the analytical statement of one of the habitual aspects of that language. We know that the habit is the reality and the rule is the mere summary of the habit". In a behavioral method of teaching it is necessary to get a correct and systematic build-up of linguistic elements and to join to it or combine with it in some way a vital and behavioral use of the language.

This approach dominated the scene during the 1940-1950s. In the 60s it was subjected to a wide range of criticism. It was seen as dehumanizing approach which reduced the human to animals' and ignored certain basic capacities particular to human beings. As a result this school became less popular and the mentalist school was revived and attracted more attention from scholars.

2.2.2. The Cognitive Approach:

Advocated by cognitive psychologists and applied linguists such as J.B. Carroll and K. Chastain in the 1960s.

This approach portrayed learners as thinking beings. Chomsky's theory of Transformational-generative Grammar focused attention again on the rule-governed nature of language and language acquisition rather than habit formation. This gave rise to Cognitive Code Learning. The cognitive view takes learner to be an active processor of information .Richard and Rodgers (1986.p:60)

" This referred to a view of learning that all owed for a conscious focus on grammar and that acknowledged the role of abstract mental processes in learning rather than defining learning simply in terms of habit formation. Practice activities should involve meaningful learning and language use. Learners should be encouraged to use their innate and creative abilities to derive and make explicit the underlying grammatical rules of the language" Learning and using a rule require learners to think, that is to apply their mental powers in order to distill a workable generative rule from the mass of data presented, and then to analyze the situations where the applicants of the rule would be useful or appropriate. Simply this means that we learn by thinking about and trying to make sense of what we see, feel and hear.

This theory seems to answer many of the theoretical and practical problems raised by behaviorism. It treats the learners as thinking beings and puts them firmly at the centre of the learning process by stressing that learning will only take place when the matter to be learnt is meaningful to the learners. But by itself the cognitive is not sufficient; to complete the picture we need an affective view too.

2.2.3.The Affective Factor:

Learners as people “think”, but they also have feelings. It is one of the paradoxes of human nature that although we are always aware of our feelings and their effects on our actions, we invariably seek answers to our problems in rational terms.: It is also called person centered education. Carl Rogers has been called the father of "Humanistic psychology" and devoted much of his efforts toward applying the results of his psychology research to person-centered teaching where empathy, caring about students. It seeks to engage the intellect, social capacities and artistic and practical skills which are important for the development.

Brown (1980.p: 77) explains "what is needed according to Roger's, is real facilitators of learning, and one can only facilitate by establishing an interpersonal relationship with the learner. The teacher to be a facilitator must be real and genuine.....secondly the teacher needs to have genuine trust, acceptance and a prizing of the other person the student- as a worthy, valuable individual"

The importance of the emotional factor is easily seen if we consider the relationship between cognitive and affective aspect of the learner. The cognitive theory tells us that learners will learn when they actively think about what they are learning. But this cognitive factor presupposes the affective factor of motivation. Before learners can actively think about something, they must want to think about it. Therefore the relation between the

cognitive and emotional aspects of learning is one of the vital importance to the success or otherwise of a language learning experience.

2.3. Importance of teaching English

English is undoubtedly the most important and widely spoken language in the world today. It is used by more people of more different kinds in more widely scattered places for different purposes. Talebinezhad et al (2001.p:3) at this point in the world's history, English is the pre-eminent language of wider communication. It is used as a library language, as the medium of science, technology and international trade, and as a contact language between nations and parts of nations.

Therefore teaching and learning the language is important, for every country to be modernized and able to participate in today's globalised

world. According to Crystal (1997) cited by Clyne and Sharifian (2008.p:28) more people use English today than have used any other language in the history of the world, 85% of international organizations in the world make official use of English, at least 85% of the world film markets is in English, and some 90% of published articles in some academic fields such as linguistics, are written in English.

This growth of English has shifted the balance of forces within it, with L2 speakers by some accounts now out numbering L1. Increasing numbers of people around the world turn to English as a requirement of international communication. Also they project their own identities and

values by emphasize their own local variety of English; this is really taking place in countries such as Singapore, Malaysia, Nigeria and Philippines. A large number of people, even if they never set foot in an English-speaking country, will be required to use English in highly sophisticated community and collaboration with people around the world.

" English is everywhere. Some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it" (The Economist .2001) English is also the national language of some of the most free market economies driving economic globalization, and is often seen as representing particular cultural, economic and even religious values. Graddol (2006.p:66) asserts "The English language finds itself at the centre of the paradoxes which arise from globalization. It provides the lingua franca essentials to deepen the integration of global services - based economies. It facilitates transnational encounters and allows nations, institutions, and individuals in any part of the world, to communicate their world view and identities"

McKay, (2002.p:12) answered the question of what make English International "as an international language English is used both in a global sense for intentional communication between countries and in a local sense as

a language of wider communication within multicultural societies". She framed the characterization of English as an international language in terms of its use for communication and the expression of culture. Any language fulfils two main functions; it is the main medium of human communication, but it is also a symbol of identity(Kirkpatrick. 2009. Cited by Clyne and Sharifian.2008.p:283).

Here are some reasons for teaching English to the Arab students':

- a). English is the first language in many of the first world countries such as U.S.A, Canada, Britain, Australia and New Zealand.
- b). English is the second language in many countries such as India, Pakistan and Nigeria.
- c). English is the foreign language taught in many countries all over the world.
- d). English is one of languages of advanced sciences.
- e). It is one of the languages needed to run a first-class business.
- f). It is needed by students traveling abroad to start or continue their university learning.

The increasing certainty that one can fall back on English has reduced the motivation to acquire basic skills books in a foreign language for travel or other minimal functions, and has in turn led to greater reliance on English also, the use of English in some international

functions of the language such as academic discourse, forces users to assume features of Anglo culture.

English language is a tool for both global network and local identities. It connects people around the world and provides a mean to struggle and give meaning to those connections. Linguists observe a claim that no languages have ever had such global exposure as English has. It is recognized as a prestige language in all countries and in general it is used by more people for more purposes than any other languages. Cox & Assis-Peterson (1999.p:434) if there is a key concept that should motivate TESOL professional understanding of English teaching, it's as a result of changes in globalization, employment and technology, speakers of English will use the language as an additional language of their own to have an impact on and change the world. They will use English together with technology, to express their identity and make their voices heard.

The English language is viewed as a door to international commerce, tourism, technology, and science, also views the language as an ideological instrument of unequal power relations. Graddol (1997) cited by O'Brien (2003.p:22)“the number of English native speakers will decrease relatively to the population of the world (or the number of native speakers of the other fast growing languages)whereas the number of speakers of English as an additional language will rapidly increase. So where as a century ago native speakers of English greatly

outnumbered L2 speakers of English, a century from now the relationship will be reversed”.

Whether we believe, as some theorists do, that language shapes the way we perceive the world, or as others propose, that the world shapes the language we use, it is inarguable that our perceptions of reality and our language are linked.

2.4. The importance of spoken English

In many countries where English is not the native language, one is considered highly educated if one can speak the language properly. It is a perfect verbal communication for all over the world. Using English efficiently and leading a good life have much in common; the opportunities are limitless when one learns how to speak English. Byrne, (1986.p:26) states that "English as a universal language has become the key tool of globalization. The importance of English for international business, depend on the number of people who speak it and for what purpose the language is spoken. But what matters most is to understand how to use English language rather than just knowing it"

2.5. History of the English Language in the Sudan:

In 1889 the British occupied the Sudan; the colonists introduced English language in the country. In 1902 a college was established and named Gordon Memorial College it was recognized that it would start as an elementary school and be raised to secondary status later, and finally become a university and it was decided that the medium of instruction for the secondary level should be English. Sir James Currie was appointed as the first Director of Education. Sandal (1982.p:6) in 1901he stated his first report with the educational needs of that time such as:

1. The creation of a native artisan class.
2. A diffusion amongst the masses of the people of education sufficient to enable them to understand the merest of the machinery of government.
3. The creation of a small administrative class who will ultimately fill many minor posts. When the education system of the condominium was established they attained the mentioned objectives including the creation of a class of English speaking clerks and translators who could act as intermediaries for the British officials. All the early schools were staffed with Egyptians and Syrians who taught other academic subjects in English. Mastering the English language was a good means for financial security and social prestige.

The years after the independence witnessed considerable changes in the educational scene in the

country. Many happened in response to political attitudes rather than to educational needs.

The conquest of the Sudan by the British and Egyptian forces in 1898 and the signing of the Condominium Agreement in Cairo on 19 January, 1899 marked the beginning of secular education in the Sudan, ELT dated from the beginning of this type of Education. The British wanted to create an English speaking class who would take minor jobs in the government and to have translators who would act as intermediaries between the British and the local people. Therefore, the use of English was limited to a small section of the educated elite. Since it had already been decided that English should be the official language of correspondence, it was determined that it should be taught at the intermediate and secondary stages.

In North Sudan English was taught at intermediate level and used as a medium of instruction in all subjects except Arabic and Religion at the secondary level. This continued until early 1960s when Arabic became the medium of instruction of all subjects except English and English Literature at secondary level. ELT was conceived at the outset as a means of preparing minor employees in government offices and later as prerequisite for secondary education. Here English was accorded more prominence that failure in it meant depriving candidate of a pass in the final examinations in the different stages and denial of admission to government service. The method of

instruction was the grammar translation approach. The teaching staffs consisted of expatriates from Britain and Middle East, but gradually were replaced by Sudanese who graduated from Gordon Memorial College.

English language at the secondary level was based mainly on Grammar translation method. Reading and writing were much more emphasized. Although the grammar translation method was the only method used, the Sudanese who went to these schools had achieved high standard in English at that time. That was attributed to many factors which Omar (1985) cited by Ali (1999.P:14) summarized as follows:

- a). The exposure to English (the target language) was very wide, English being the medium of instruction and in work English was the official language and used commonly in social life.
- b). The fact that English was mostly taught by British Expatriates meant that no Arabic was spoken in class.
- c). The students were involved in extra curricula activities such as English societies, drama speech nights, etc.
- d). The students were highly motivated because English was required to get better jobs.

The syllabuses and methods of ELT had been changed according to the objectives of the educational policy. The educational policy in the 1970s has also introduced a factor of great significance on ELT that the new educational ladder of 6, 3, 3, replaced the old one, 4 and 4, thus reducing ELT years from 8 to 6. More over the

number of teachers couldn't cope with the expanding number of schools, and the classes which grow larger and larger. Then complaints about the drop of English language standard were raised. The concerned people discussed the matter and noted the problems of lack of objectives, untrained staff, lack of coherent syllabus and the gap between the intermediate and secondary schools syllabuses. The remedy was the designing of a new syllabus, the Nile Course which was appeared at schools in 1980 yet the standard of English among secondary schools pupils hadn't risen significantly.

2.6. The Development of English language in Sudan:

English language came to Sudan with the British army in 1888, in that era the teaching and status of the language was controlled by the colonial who controlled the country. Elnour (2003.p:19) this date marks the end of Sudanese government at that time, and the British Rule that introduced western type of education began. The British introduced two types of education.

2.6.1 Governmental Education:

In this type of education the British started teaching English language to some northern Sudanese children so as to be posted in the British administration.

2.6.2 Christian Missionary schools:

The Missionary school's introduced the western type of education in Southern Sudan. But they made English the medium of instruction in elementary schools. They also emphasized the Arabic language which led to the development of differences in the Northern and Southern parts of the Sudan. In post independence Sudan (after January 1st1956), English at first retained its status as the language of instruction, administration and business. Initially, the standard of English was high as the few secondary schools were well equipped with resources and native speaker teachers. The education also has various sources' traditional system of Muslim education, a Christian education provided by missionary, societies, schools and institutions following the Egyptian system of education, and a network of a western-type schools established by the Sudan government or voluntary agencies. Each of these has its own objectives.

The developmental goal of increasing literacy levels resulted in the transition to Arabic as the medium of instruction in schools, resulting in mass expansion of education and naturally, increases in class sizes.

Taha (1980) cited by O'Brien(2003.P:2) pointed out that the opening of educational opportunities to the masses

resulted in a rapid increase in the number of students without a corresponding increase in teacher training and preparation of materials and methodology.

In 1960 Dr Akrawi a UNESCO expert committee and the Kadhim committee and the educational investment programming mission were invited to discuss and report on the educational system. They agreed that the structure and organization of the schools system should be changed. Also in order to avoid lowering standards it was recommended that the teaching of English should start in the fourth year of the new proposed primary school. They propose major changes and in some cases far-reaching changes.

2.7. Development of English language in the North of Sudan:

Op.cit (2003.p:21-22) says that English language was introduced at various levels of education in the North of Sudan. Many elementary and primary schools were established in different parts of northern Sudan Arabic language was used only at the lower stage of education (elementary level) and made English a strong and important subject. But in the second stage of education (primary level) English was imposed as a medium of instruction. Through the decades following independence, considerable changes in the educational scene in northern Sudan took place, changes in the educational ladder, Arabic was imposed as the main medium of instruction, and reduction of hours allocated to English language

instruction resulted in obvious drop in standards. Several committees made a range of suggestions but little practical action was taken. The Longman project was drawn up and a new integrated course was introduced in the early 1980s to offset the perceived decline. NILE English course for Sudan was a partial response to the declining standards of English. It was proposed as an integrated graded course that was easy to teach given the constraints of the Sudanese classroom and with clear guides for teachers in a teacher manual.

2.8. The change of English language from second language into a foreign language:

Ibid (p:34) says in 1958 two years after the independence of Sudan a committee of eleven Sudanese educators was appointed under the chairmanship of Matta Akrawi, a UNESCO expert. The committee supported the changing of the medium of instruction-English to Arabic in secondary school education. Douglas (1977.p:7) states that by the year 1958, there was education expansion. As a result more new schools were opened without giving any consideration to the staffing problem, especially that of English language. A host of problems such as lack of a specific foreign language curriculum, planning, text books, trained staff, proper school environment and buildings made English language decline evident and constant.

2.9. Objectives of ELT in Sudan:

The principal aim of teaching a foreign language is to permit individuals to communicate with others in the

diverse personal and professional situations of daily living in and outside the country. Brooks (1964.p:107) mentions two types of FL courses with different objectives:

- a). Decoding course which is legitimate for a student who enrolled in advanced studies.
- b). A course whose goal is the learning that lead the students along the linguistic path of it.

For an authentic language course there are different kinds of objectives which include the personal, national and the utilitarian ones. Some are immediate, include training in language skills, others are long term objectives such as literature which found largely in the academic world within which the earnings take place, and cultural insight as they appear in arts and crafts and everyday life. The Ministry of Education has specified aims of ELT in Sudan in general education level.

2.9.1. General aims:

Learning of English language should aim at developing the students' ability to use the language successfully in communication through listening, reading, speaking and writing. It is important to perceive that these four language skills are but aspects of one integrated thing, the language.

2.9.2. Specific Aims:

ELT should aim at developing language skills by developing students' knowledge with vocabulary and structures and procedures of ELT in order to have the ability of following what s\he hears and understands correctly to the extent of following conversations in public topics, news, debates, lectures and films and to develop the student's

ability in communication in EL at familiar situations and to use it successfully when participating in discussions to the point of his\her experience. Moreover student should develop a quick reading with sub-ideas; his\ her ability should develop to a point of response to different language structures in reading English books and references, also to develop the student's ability at writing, that s\he should be able to write correctly and clearly.

2.10. (Justification) for ELT in Sudan:

In a developing country like Sudan there is an immediate need for education development and planning to meet the needs of the country. The critics may ask why teach a language introduced by alien government?

The researcher believes that it should be taught in Sudan because Sudan should adhere to the principle of teaching more than one language. This principle is acknowledged and practiced by countries that are developed or developing, its application hasn't endangered the supremacy and national pride of the states. It should be taught as it is still seen as "a window upon the world"; it is used as one of the main languages in international diplomatic and commercial communication.

Moreover in the African continent to which Sudan isn't only tied geographically, but also sentimentally, economically and politically English is one of the main languages in more than one country and the official language in many. Also it is used by the educated individuals in the country. Thus; it is an indispensable tool for any educated person who wants to reap the full benefits of modern education. For professions like medicine, engineering, agriculture and all branches of higher education scientific work knowledge of English is essential.

2.11. Methods associated to teaching English:

English teachers usually have certain beliefs about how to teach English, these beliefs are based on their earlier learning experiences, teacher training courses taken at school, and their cultural backgrounds. Liao (2007.p: 63)" It is generally agreed that teaching is greatly affected by the belief systems of its practitioners. However, teachers' beliefs need to be explored before teachers can critically reflect on their teaching practices or facilitate changes to teach more effectively".

Which methods work and what do the terms 'methods' and 'methodology' means, and why do they matter? How do methods connect with what teachers actually do in the classroom? Bell(2007.p:138) in a research study, asked teachers to explain what they meant by the term 'methods'. These are some of their answers:

1. Method applies to a structured idea that a teacher follows—combining theory and practice that best suits their learners' needs. Ibid(P: 139)
2. Knowing methods is useful to decide our practices. We need to know methods in order to make our choices.' Ibid (p: 139)
3. The teacher should use a teaching method or group of methods that suit his/her personality, the classroom atmosphere, and the student's proficiency and interests. Ibid (p: 140).

Although their answers are all different, they suggest a similar understanding; that 'methods' are the choices

and decisions teachers make in the classroom. Richards, Platt & Platt (1993.p:228) defined methods as "the practices and procedures used in teaching". Obviously in the classroom and with every teacher the questions what, why and how are different .Teachers will make different choices depending on where they are, who their learners are, and what the social and cultural world within which they teach is. According to the teachers in Bell's survey, as well as Brown (1994) and Richards (2001), "methods" answer the question: what do I do in the classroom? The advances made over the previous decades have caused tremendous changes in the pre-existing methods of teaching.

Before we design a new method, we have to take a critical view of these previous approaches, Li (2012.p:168) "in the classroom, what teachers actually do that is what methods about". There can be no fixed or single idea of methods that works, because every teacher, class and learner is different. Obviously it is impossible for teachers to tailor their class to match each student's needs but it is possible to provide a balanced approach that will meet the needs of the majority of the students in the classroom. The researcher set out the common and so far known methods with a little more concentration on the traditional, teacher-centered methods mostly used by Sudanese secondary school teachers. The current research, as discussed in the depth of this chapter suggests that teachers should redirect their teaching

methods and utilize eclectic teaching method that will assist their students' in achieving the learning outcome targeted in a lesson or unit.

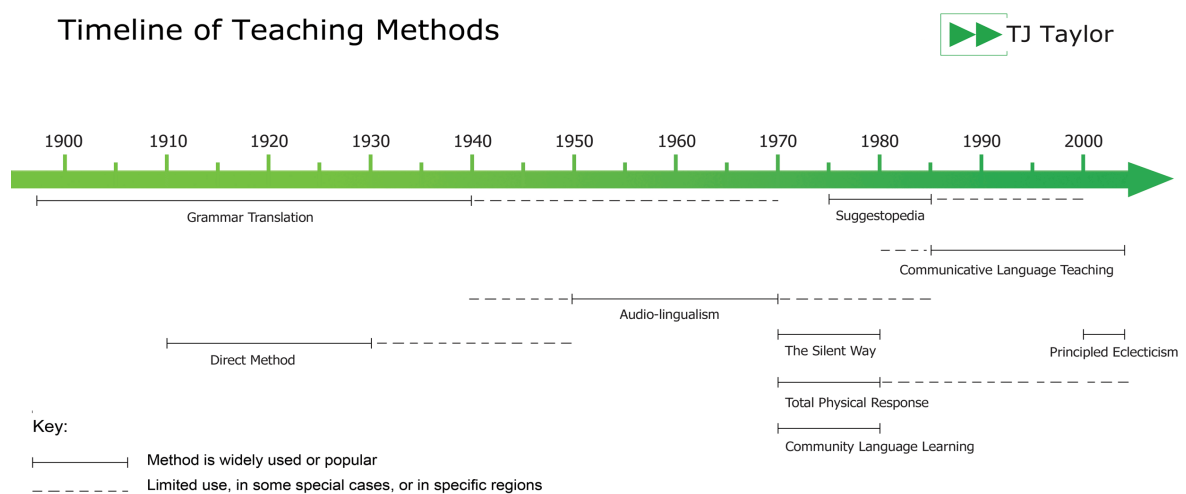
2.11. Methods of ELT in Sudan and relevant techniques:

Ali (1999:17) states that most Sudanese secondary schools teachers followed the traditional method of reading and explaining to their students. This is attributed to the shortage of well trained teachers in the modern methods of teaching language. Moreover, Surageldin (1982) cited by Ibid (P:17) adds the following" it's not clear for an untrained teacher how a language can be broken down into teachable items, nor how these may be best present so that their significance is grasped". In the long history of English teaching, people have tries various approaches to facilitate language learning. These approaches and methods are important factor in teaching and learning process. El- Bettar (1965.p:18) what we speak of as "method" is in fact a principle. They are no more than different ways of treatment of the process of teaching arrived at through long experience with teaching English in different parts of the world. In teaching learning process, teaching methods plays a key role; there are different teaching methods for teaching different subjects. The controversy over the best method of teaching FL may be the result of different theories of languages, different types of language description and different ideas on language learning. Mackey (1965.p: 171)listed fifteen

language teaching methods; most of these methods he asserts are still in use in one form or another:

1. The direct method.
2. The natural method
3. The psychological method
4. The phonetic method
5. The reading method
6. The grammar translation method
7. The translation method
8. The eclectic method
9. The unit method
10. The language control method
11. The mimicry memorization method
12. The practice theory method
13. The cognate method
14. The dual language method
15. The grammar method.

Fig.2.1



The following is a review of the major methods which were once or still are in use in Sudanese schools. The

researcher will emphasis on the most familiar and famous ones used in Sudanese Secondary schools’.

2.11.1. The grammar translation method:

This method can be traced back to the study of Latin. Palmer called it (the classical method) the oldest method which enjoyed wide world popularity for many years. It was the standard way of studying foreign language in the 19th century. As its name suggests, it focuses on the grammar learning with the principal technique of translation. It views language learning by memorizing rules. Speaking ability is neglected.

Key Principles of the method:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the complications of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading the difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are the exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

Freeman (2000) cited by Dincay (2010.p:43)described typical techniques

closely associated with this method:

1. Translation of a Literary Passage (Translating from target language to native language).
2. Reading comprehension questions (Finding information in a passage, making inferences and relating to personal experience)
3. Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words)
4. Cognates (Learning spelling/sound patterns that correspond between L1 and the target language).
5. Deductive application of rule (understanding grammar rules and their exceptions, and then applying them to new examples).
- 6.Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type).
- 7.Memorization (memorizing vocabulary lists, grammatical rules and grammatical paradigms).
- 8.Use words in sentences (students create sentences to illustrate that they know the meaning and the use of new words).
- 9.Composition (students write about a topic using the target language).

The learner is kept busy finding out the exact encountered in the foreign language. Thus the learners mind is simultaneously engaged in two processes, the translation and understanding, state which entails mental

distraction. Grammar translation method focused on memorization of verbs paradigms, grammar rules and vocabulary. Exercises translate disconnected sentences from the foreign language into the mother tongue, and vice versa. Pronunciation practice is minimal. Rivers description (1968) cited by Siefert (2013.p16) "it aims at providing the student with a wide literary vocabulary, often of an unnecessary detailed nature. It aimed at training the student to extract the meaning from foreign texts by translation into native language".

Later this method was criticized for conceiving grammar as an end, not as a means. Demircan, (1990) cited by Dinçay (2010.p:43) "the biggest weakness was that the aesthetics of the language was generally ignored due to its negligence of the functional aspects of the language".

Major weakness of this method is that it lays little stress on accurate pronunciation and the spoken language. Secondly, language learning is not related to the normal usages of the language learned; as artificial sentences unrelated to the texts are used in grammar teaching. Thirdly, the extensive use of the mother tongue in the lesson leaves very little room for the target language practice. The learner's role is rather passive as he\she is but a recipient of rules and vocabulary. In brief, the contribution of this method to the language learning has been limited, because it added little to student's communicative ability in foreign language. The method is

still used today in various forms, in many cases the method is adapted to include some oral work, but maintains its identity. The theoretical underpinnings of this theory were more pedagogical than linguistics.

1. Sudan Practice:

It is important to mention that the grammar translation method is the first method used in the Sudanese schools for teaching English so as to meet the basic aim of education of that time-as stated by Sir J.Currie in 1901-the creation of a class of clerks and translators to help British officials rule the country. To this end the grammar translation method was a success. But when education expanded and become more geared to wider objectives such as the training of medical offers, teachers and lawyers, the translation method was proved inadequate because of the weaknesses stated before, and replaced by a form of the direct method. This happened in the 1930s when the west series of “New method readers and Composition” was adopted as the course text for ELT in Sudanese schools Sandell (1982.p:23).

2.11.2.The Direct method:

This method appears on the scene from the latter part of the 19th century with the growing interest in modern language for communication. Opposite to the Grammar-Translation method it put emphasis on every day spoken language instead of literary language. Richard& Rogers 1986 outlines the main features of this method as students learn to understand the language by listening to

great deal of it and that they learn to speak it by speaking it, associating speech by appropriate actions. It is as its name suggests a method of direct learning or direct association between the object and its name or the action and the verb form used to designate that particular action. A typical direct method course starts with teaching students to associate words and phrases of the FL to objects and actions in the classroom. Interest was directed to the natural learning principles which provided foundation for Direct Method. Grammar is not taught literary language but through practice and the inductive process. According to Stern (1983.p:459) it was “a first attempt to make the language learning situation one of language use and to train the learner to abandon the first language as the frame of reference”

Rivers stated (1968.p:16) "the ultimate aim of this method was to develop the ability of the learners to think in the target language whether conversing, reading or writing"

The main features for this method are:

- a). The use of every day vocabulary and structure.
- b). Grammar is taught in situational context.
- c). Use of many new items in the same lesson.
- d). Most of the work is done in class.
- e). The first few weeks are devoted to pronunciation.
- f). All reading matters are first presented orally.
- g). This method has little room for grammar.

1. Reviewing the techniques relevant to the method:

- (i) Reading aloud: students take turns reading sections of a passage play or dialogue out aloud. At the end of each student's turn the teacher uses gestures, pictures, examples or other means to make the meaning of the section clear.
- (ii) Question and answer exercise: students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions.
- (iii) Getting students to self correct: the teacher has the students self-correct by asking them to make choice between what they said and an alternate answer s\he supplies. There are other ways, for example, a teacher might simply repeat what a student has just said, using a questioning voice to signal what was wrong or he might repeat what the student said stopping just before error.
- (iv) Conversation practicing: The teacher asks a number of questions which students have to understand and to be able to answer correctly. The questions contain a particular grammar structure. Later the students may be able to ask each other using the same grammatical structure.
- (v) Fill-in-the blank exercise: This technique has been discussed in the grammar translation method but differs in its application in direct method. All the instructions are in the target language. Furthermore

no explicit grammar rule would be applied. The students would have been induced to the grammatical use. They need to fill in the blanks from examples and practice with earlier parts of the lesson.

(vi) Dictation: The teacher reads the passage at normal speed, while the students just listen. The second time s\he reads the passage phrase by phrase, pausing long enough to allow the students to write down what they have heard. The last time the teacher again reads at normal speed and the students check their work.

(vii) Paragraph writing: The teacher asks the students to write a paragraph in their own words on a topic related to the passage.

The method also has its weaknesses. In the first place it is time-consuming as it depends on lengthy explanations of words and phrases. Secondly it places too much stress on the teacher who is trying to do the best to get the meaning across without the help of the mother tongue. Thirdly this method demands so much of the student; who has to be highly intelligent and imaginative to get the benefit from this method as it depends on association and induction. The method persists in various forms today.

2. Sudanese practice:

The method was introduced into the Sudanese schools in 1930 in response to recommendations made by the 1929 commission which was invited by the Sudan

government to advise the Ministry of Education to promote the ELT in the Sudan. This was the method adopted by the West Series which was designed for the intermediate level. The method dominated the Sudan during the 1930s and 1940s. The 1950s witnessed an increasing tendency towards the oral and structural approach particularly in the earlier stages of education.

2.11.3. Audio - lingual method:

In the mid-fifties, Audiolingualism appeared on the basis of Army Specialized Training Program in America. It is firmly grounded in linguistic and psychological theory.

It considers listening and speaking as the first and central task in learning a language, and this is guided by the five slogans of Mouton. Who stated:

- Language is speech not writing
- Language is a set of habits
- Teach the language not about the language
- A language is what native speakers say and not what someone thinks

they ought to say.

Language is viewed as a system containing meaningful elements governed by certain rules. Dialogues and drills are the basic elements of practice. The method based on the principals of behavioral psychology.

1. Reviewing some of the method's key techniques:

- (a). There is dependence on mimicry, memorization of set of phrases, and over learning. Certain sentence patterns and grammar points are included within the dialogues.
- (b). Repetitive drill technique: Students are asked to repeat the teacher's model as accurately and quickly as possible.
- (c). Transformational drill technique: a teacher gives a sentence, students are asked to transform it into for

example, affirmative sentence into negative an active into passive.

- (d). Conduct the drills as rapidly as possible so as to insure automaticity and to establish a system.
- (e). Ignore all but gross errors of pronunciation when drilling for grammar practice.
- (f). Make sure that the drill material should always be meaningful. If the content words are not known teach their meanings, also use short periods of drill to avoid boredom and fatigue.
- (g). When introducing the drills focus by writing on the board and exemplify by giving model sentences then explain and finally drill.

2. Critical review:

However the Audio lingual method is not without faults; critics report against it saying that: too much drilling can lead to boredom, and it makes considerable demand on teacher, expecting him\her to have near native articulation and intonation. The teacher also is expected to be resourceful and alert bringing in a variety of materials, creating interesting situations for the students and assisting them to express themselves in an artificial surrounding. It is found in some cases that students are able to reproduce the structures without actually knowing their meaning. For many years the Audio lingual method enjoyed widespread acceptance, and even to this day adaptations of the ALM are found in contemporary methodologies.

3. Sudanese Practice:

This method was introduced in the Sudanese schools in the 1950s and was used in parallel with the direct method. It was intended to teach the oral skills and to complement the western approach which concentrates in reading. This method was mainly reflected in Palmer's New Method Practice and French's First year Oral English for Africa which were intended for the intermediate school level.

The oral work in these books asserted Sandal (1982.p.26) "consisting of a lot of chorusing of words and phrases from the whole class, then breaking the students into two or three large groups for repetition, and finally asking individual to say the required item". At the secondary level the oral and structural approach was introduced for the first time in August 1969 after the Port Sudan conference of English teachers which suggested an outline for a new structural syllabus. This new syllabus was based on R. Mackin's Series: A course of English study which had been replaced by the Nile Course for the Sudan, the latter was a six book course intended for both the intermediate and secondary level.

2.11.4. The Silent method:

Devised by Caleb Gattegno it holds that, the teacher should be as silent as possible while the students should produce as much language as possible. Gattegno believed that learning a language is a process just as babies and young children learn a language. In this process we

mobilize our inner resources such as our perception, awareness, cognition, imagination, intuition, creativity, etc. One of the methods' basic assumptions is that teaching should be subordinated to learning and teacher works with students; the student works on the language. Gattengo the founder assumes that it's in the learners' best interests to develop independence and cooperate with each other in solving language problems. The founder, hypothesized that a teacher should present an item once and then directs students' response by silent means. S\he should get out of the way during learners interaction. Stevick (1980.p:42) "Learners take their knowledge of the first few words in the new language and figure out additional words by using that knowledge. The teacher cultivates the student's autonomy by deliberately building choices into situations".

1. Some of the methods' key techniques:

Some typical techniques associated with this method are described by Larsen-Freeman (2000) cited by Dincay (2010.p:49) in a summary form:

1. Sound-Color Chart (The teacher refers Students to a color-coded wall chart portraying individual sounds in the target language - students use this to point out and build words with correct pronunciation).
2. Teacher's silence (teacher is generally silent, only giving help when it is absolutely necessary)
3. Peer correction (Student are encouraged to help each other in a cooperative and not competitive spirit)

4. Rods (Rods are used to trigger meaning, and to introduce or actively practice language. They can symbolize whatever words are being taught and be manipulated directly or abstractly to create sentences.
5. Self-correction Gestures (Teacher uses hands to indicate that something is incorrect or needs changing).
6. Structured Feedback, students are invited to make observations about the day's lesson and what they have learned. Teachers accept the students comments in an non-defensive manner, hearing things that will help give him direction for where s\he should work when the class meets again. The students learn to take responsibility for their own learning by becoming aware of and controlling how they use certain learning strategies in class. The length and frequency of feedback sessions vary, depending on the teacher and the class.

2. Critical review:

The method need to be applied inside small classes and it is not practical in the large classes because teachers need a continuous eye contact with students and follow up. The silent way depends on the similarities of the native and target language. There is a chance for negative feelings when the class isn't active.

In general the method was criticized mainly as the teacher is distant and the classroom is not conducive of learning. Besides, its content lacks communicative value.

2.11.5. The communicative method:

Communication is an exchange of knowledge, information, ideas, opinions, facts and feelings between people. It takes place in a multitude of ways. So communication is first and foremost, a negotiation of meaning between speakers and hearer, author and reader. Originators of most of the ELT methods take as their primary goal the enabling of students to communicate using the target language.

In the late 1960s, Situational Language Teaching began to be rejected. Later on, some new principles were rapidly accepted. They became known as Communicative Approach. (Richard 1986.p:66). It is originated from the work of the Council of Europe and applied linguists (David Wilkins, Jan Van EK and L.G. Alexander) its primary goal is to enable EFL learners to communicate in the target language fluently and freely. It greatly emphasizes the communicative use of language in every day, real world situations and communicative functions. Proponents of this method as K. Johnson and Keith Morrow assets that students' motivation will be enhanced if they feel that they are working on communicative skills. Furthermore since communication is a process, it is insufficient for students to simply have knowledge of the target language forms, meanings and functions. Students must be able to apply this knowledge in negotiating meaning through the interaction between speaker and listener, or reader and writer. The listener gives the speaker feedback as to whether or not he understands what the speaker has said.

In this way the speaker can revise what he has said and try to communicate his intended meaning again if necessary (Obilisteanu.2015. p:64) In summary students learn how to communicate by communicating.

The basic insight of CLT is that language can be thought of as a tool for communication, and language should be student centered to cultivate their communicative competence, this method emphasizes the ability to interpret, express and negotiate in the target language, while it is not strict in the accuracy of language structures. It also pays attention to the role of student who is regarded as the entity of learning and their performance in the class.

In CLT cooperation exists between teachers and students and between students and students. Teachers are responsible for design and guidance of the class, while the real participant and controller is the student. Vardar (1998.p:15) writes "language is a means of communication and therefore aims should be handed as a social phenomenon". "The CLT make the communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (Richards and Rodgers.1986.p:66).

1. Reviewing some of the method's techniques and materials:

a). Authentic materials:

To overcome the problem that students can't transfer what they learn in the classroom to the outside world, and to expose students to natural language, proponents of this method advocate the use of authentic materials such as newspaper article, or can listen to living radio or television broadcast as a homework.

b). Scrambled sentences:

A passage (text) can be used in which the sentences are in scrambled order. This may be a passage they have worked with or one they have not seen before. They are going to scramble the sentences so that they are restored to their original order. This type of exercise teaches students the cohesion and coherence properties of language.

c). Language games:

Games are frequently in the communicative approach. The students find them enjoyable, and if they are probably designed, they give students valuable practice. Games that are truly communicative, according to Morrow (1981) cited by Attayeb (1998.p.37) have the three features of communication: information gap, choice and feedback.

d). Role-play:

Is very important in this method because they give an opportunity to practice communication in different social contexts and roles. They can be set up so that they are very structural, or in a less structural way and the latter keep with the communicative method because it

gives the students more of a choice and provides them with information gap since they can't be sure what the other person will say. They also receive the feedback on whether or not they have effectively communicated. These activities don't only encourage but require spontaneous language use in the classroom. Teachers should respect individual differences as much as s\he can, and let each student find a sense of achievement in whatever kinds of language activities s\he enjoys most. Teaching students' how to use the language is considered to be more important than learning the language itself. The teacher is the facilitator of the communication process and the participant of learning-teaching group. Brown (2001.p: 36) explains its objectives saying "Beyond grammatical discourse elements in communication, we are propping the nature of social, culture, pragmatic features of language. We are exploring pedagogical means for real-life communication in the classroom; we are trying to get our learners to develop linguistic fluency, not just the accuracy that consumed our historical journey".

2. Critical review:

Some of the methods' disadvantage, there is no enough emphasis on the correction of pronunciation and grammar error. It is because too much focus on the meaning at the expense of form. The monitoring ability of the teacher must be very good. Also the method focuses on fluency not accuracy in grammar and pronunciation.

2.11.6. Communicative teaching strategies:

Communication strategies (CSs) are what learners use "to overcome the inadequacies of their interlanguage resources" (Ellis, 1994 cited by Sato 2005.p:1). Stern (1983 cited by op.cit.p:1) defined the communication strategies as "techniques of coping with difficulties in communicating in an imperfectly known second language" Learners use communication strategies to offset any inadequacies they may have in grammatical ability and, particularly, vocabulary. Communication strategies aid learners with participating in and maintaining conversations and in improving the quality of communication. This, in turn, enables them to have increased exposure to and opportunities to use the L2, leading to more chances to test their assumptions about the L2 and to receive feedback. Without such strategies, learners are likely to avoid L2 risk-taking as well as specific conversation topics or situations.

In short, Savignon (1997.p:81) stresses the significance by saying that "Practice in communication, by definition, forces learners to come out from behind memorized dialogues and ready-made phrases, leaving them in a particularly vulnerable position. The rapport they feel with the teacher as well as with classmates may be crucial in determining the success or failure of the venture".

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning. The teacher

sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe. A classroom during a communicative activity is far from quiet, the students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students' may find they gain confidence in using the target language in general.

2.11.7. The communicative competence:

The term communicative competence has come to be used in language teaching contexts to refer to the ability to negotiate meaning, to successfully combine knowledge of linguistic and sociolinguistic rules in communicative interactions. The term applies to both oral and written communication, Ibid(p:16). Theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate, they must demonstrate how language items are used and in what situations they are appropriate. Teachers must teach students the use of language as well as its usage. Therefore communicative competence has to do with more than sentence -level grammatical competence, it has to do with social interaction and with real speaker-listener who interpret, express and negotiate meaning in many different settings.

The crucial question is how to bridge the gap between linguistic competence and communicative

competence. Communication stems from necessity, and this element is usually absent in a classroom situation, there is too much control and there are no surprises. Necessity in the form of doubt and unpredictability can however be created in the classroom by the use of activities and techniques where the participants are only in possession of part of the total information. Students then have a certain amount of choice in what to say, they ask questions because they don't know the answer, and they have a reason for listening to one another.

So communicative competence is concerned with who, when, where, what and why of real world language use. Here are some useful activities which help to foster communicative competence.

- (a) Simplifying listening and reading passages before asking the learners to hear or read the original version, asking different types of questions, Yes/No questions and Wh-questions.
- (b) Preparing brief statement within one social situation or work activity and asking the students whether the speech s/he hear or sees is formal or informal.
- (c) Describing a situation and asking the students whether a given short conversational exchange is appropriate to that situation.
- (d) Asking a native speaker or an advanced student to describe or make marks on the picture, a map or some other object and having another student with similar material do the same thing.

(e) Having the students listen to or read conversation and indicate such things as where it is taking place, the social role of the speakers or their attitudes towards each other.

Communicative language teaching requires more however, than attention to strategies for presenting the structures and functions of language. Above all it requires the involvement of learners in the dynamic and interactive process of communication.

2.12.7.1 Methodological Framework:

The most important distinction explained by Littlewood (1981.p:23) has been between pre-communicative and communicative learning activities.

The distinction can be summarized as follows:

1. Through pre-communicative activities the teacher isolates specific elements of knowledge or skill and provides the learners with opportunities to practice them separately. This category includes the majority of the learning activities currently found in the textbooks and methodological handbooks, such as drill or question and answer practice. They aim to provide the learners with fluent command of the linguistic system without actually requiring them to use this system for communicative purposes. There are some activities which attempt to create links between the language forms being practiced and their potential functional meanings.

2. Incommunicative activities the learner should activate and integrate his\her pre-communicative knowledge and skill in order to use them for the communication of meaning. Here again it is convenient to distinguish two sub-categories, depending now on degree of importance attached to social as well as functional meaning. In what we have called “functional communication activities the learner is placed in a situation where s\he must perform a task by communicating as best as s\he can, with whatever resources s\he has available.

The learner is also encouraged to take account of the social context in social interaction activities ".S\he is required to go beyond what is necessary of simply “getting meaning across” in order to develop greater social acceptability in the first instance; this may simply mean greater grammatical accuracy. Later it may also involve producing speech which is socially appropriate to specific situations and relations.

The methodological framework represented grammatically by Littlewood (1981.p:26) as follow:

Fig.2.2

Structural activities

- **Pre communicative activities**

Quasi-communicative activities

**Functional communicative
activities**

- **Communicative activities**

**Social interaction
activities**

There is no clear dividing line in reality between these different categories and sub-categories: they represent differences of emphasis rather than distinct divisions.

The layout of the above diagram is intended to show the methodological relationship between different types of activities. Whenever pre-communication activities occur their essential function is a subordinate one: they serve to prepare the learner for later communication. When the teacher begins a unit with these activities in which the learners practice certain language forms or functions these activities will lead into communicative work, during which the learners can use the new language they have acquired and the teacher can monitor their process.

2.11.8. Communicative language teaching:

What has come to be known as communicative language teaching is not British, Canadian, European or American phenomenon, but rather a universal effort that has found inspiration and direction in the interaction of initiatives both theoretical and applied in many different

contexts. Linguists, methodologists have contributed to this effort to serve the purpose of enabling learners to develop their communicative abilities respectively, interpretively, reconstructive and reproductively.

One of the characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into more fully communicative view.

2.11.9. Basic principles of communicative English teaching:

Christopher. (1981.p:33-39) has presented the basic principles as follows:

- a) Learners recognize the objectives and aims of all exercises and activities in which they are involved.
- b) Classroom work is aimed at situational and contextualized use of particular language; this language has always to be specified in relation to who, with what purpose, to what general aim, about what and in which types and stages of discourse.
- c) The active involvement of all learners according to their knowledge, ability and skill implies breaking down and differentiating activities, so that in a real sense the simplest such activity is also the most important.
- d) Teaching and learning is observable and transparent what all the content of spoken and imagined activities are presented and made real to the learners through pictures, sketches, diagrams and other representations.

- e) In the classroom learners acquire techniques for learning, making certain, practicing and working. These important learning goals are prerequisites for the development in learners of self-sufficiency, security, cooperation and initiative.
- f) Teaching and learning are marked by variety and differentiated mode and means of learning so that all learners have opportunities for introducing, developing and maintaining ideas.
- g) The communicative teaching of English is marked by atmosphere of using and working with the target language and the target culture. Hence the emphasis on a variety of media to bring examples of authentic communication into the classrooms, the value attached to genuine communication and the important role of developing learners' interpretative abilities, at whatever level of refinement they maybe.

2.11.10 The Eclectic approach:

All of the methods described above show some points of strength as well as points of weakness. It is an empirical approach which embodies all methods, taking what is useful from them and rejecting their deficiencies. The Eclecticism was proposed as a reaction to the excessiveness of teaching methods in the 1970s and 1980s and the dogmatism often found in the application of these methods. A main proponent of this method is Rivers (1981.p:55), according to him "an eclectic approach allows language teachers to absorb the best techniques of all the

well-known language-teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate". Prabhu (1990.p:22-29) asserted "some teachers believe that there is some value to each method and they are against adopting or rejecting methods in their entirety as being suitable or unsuitable for a particular context. Instead, different methods, or parts of methods, may be practiced in different context". The teachers who subscribe Prabhu, view and choose from among methods to create their own blend are creating their own method by blending aspects of others in a principled manner, this is said to be eclecticism. The term used to describe a desirable, coherent, pluralistic approach to language teaching.

Eclecticism has given variety of names: effective or enlighten, integrative. The fact that it has many names testifies to the popularity of it. It involved systematic principles of selection. It must be based on a thorough knowledge of the science of language. Merits and limitations of any method are always discussed. Taking things into right manner and awareness of proper learning style need to be extended. Kumar (2013.p:2) "Cooperative learning process should be a panacea for all ills of teaching and learning process".

This approach has dealt logically with certain questions that have puzzled teachers for a long time. It has dealt for instance with the teaching of grammar, it admits that modern language teaching has moved away

from descriptive grammar. It also admitted that a child grows up monolingual or bilingual without being taught grammatical rules explicitly. In other words a little time devoted to the teaching of the rules and enough opportunity for practicing them would be more beneficial.

In this method translation has not been entirely eliminated, it is believed that there are times when translation should be used to avoid the time consuming and elaborate definitions and phrases which often confuse the learner.

In Sudan, there was a consensus among English specialists that an eclectic approach be adopted, retaining the strengths of deferent approaches and at the same time avoiding their weaknesses (English language curriculum and its central guidelines for the secondary stage 1991.p:168-169)

2.12. Comparing and evaluating methods:

The fundamental characteristics of some language teaching methods and procedures are introduced in the previous part. The researcher indicates the common elements between the methods and introduces and highlights areas where the methods differ. English teachers might wish to know, for instance, if the procedures of two methods are likely to be compatible in the classroom, Richard & Rodgers (1986.p:156) a method is more than simply a set of instructional practices based on a particular view of language and language learning. But in order to assess the value or effectiveness of methods, it

is necessary to consider them in relation to a course or program having specific goals, objectives, and characteristics.

Choice of teaching approach or method, materials, and learning activities is usually made within the context of language program design and development. Questions of immediate concern will focus on who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, the circumstances in which they will be using English in the future, and so on. Before choosing any teaching method or program, answers to such questions must be set in order to provide the basis for language curriculum development. The goals of the learners must be determined before decisions about which teaching method to be used can be made.

Another data to look at in order to decide the method question is the observational data which refer to recorded observations of methods as they are being taught. Such data can be used to evaluate whether the method as it is implemented actually conforms to its underlying philosophy. The third kind of information needed is data on the extent to which particular methods have been found to be effective. What is needed for specific method is (i) documented studies of instances where a method has been used with reference to a specific set of objectives. (ii) reliable and valid measures of gains in proficiency made by learners relative to the objectives. The fourth kind of information needed in order to answer the

questions about teaching method is the comparative data; have to offer evidence that one method is more effective than another in attaining a program objective.

None of the four levels of evaluation we have described here can be considered sufficient in itself. "Despite the amount that has been written about methods and teaching techniques, serious study of methods, either in terms of curriculum development practice or as classroom processes, has hardly begun" (Ibid.p:166).

2.13. How the communicative method is better than the old teaching methods:

In contemporary English teaching, the teacher's function should become less dominant than before, but no less important. What EFL teachers in Sudan need to do now is to modernize, English teaching. They need to combine the new with the old so as to adapt the communicative approach to traditional teaching structures. Instead of teaching grammar traditionally and drilling grammar patterns, teachers need to relate teaching grammar and pattern drills to meaning and use. This is the exact area that the traditional EFL teaching has long overlooked—teaching English for a communicative purpose. Thus, English teaching should be partly communicatively oriented, so students can acquaint themselves with appropriate language usage. Teachers' can provide students with suitable situations that encourage students to ultimately use the grammatical rules in real-life communication. Although the relation

between linguistic competence and communicative competence is important. But communicative competence does not automatically result from linguistic competence. Forms of classroom activities such as role playing, simulations, and real-life interactions should be used to provide as much practice as possible for students to develop communicative competence while practicing linguistic competence. Furthermore no single teaching method deals with everything that concerns the form, the use, and the content of the target language. Roberts (1982) cited by Zhenhui (1999.p:27) describes "The communicative approach, we will now use the term to refer to the British tradition, is in many ways a commitment to eclecticism in practice and cannot be otherwise."

2.14. The negative effects of the old methods of teaching English:

In a non- English-speaking country, like Sudan there is little chance for students' to learn an acceptable form of English outside the classroom. So, in order to achieve fluency, students need intensive language training in their classes. The teachers' being the center of classroom interactions, often unnecessary intervention on their part prevent learners from becoming genuinely involved in the activities and thus hinder the development of their communicative skills.

There is no denying the fact that both accuracy and fluency are essential in language learning. However, in

English teaching dominated by the grammar-translation method, accuracy is emphasized more than fluency. Students in such classrooms are extremely particular about linguistic details. They never feel satisfied with their language productions until the correct answers are provided. They are keenly interested in the exact words, have a low tolerance of ambiguity, and tend to focus on discrete grammar points and specific syntactic constructions (Barnhouse 1981 cited by op.cit) .In addition students were not stimulated to learn English and adopted a very passive approach to the English language class, because they were unable to carry on a basic conversation in English or to understand simple instructions. Language use is all about exchange and interaction and transmission of information is one part of this.

2.15. How to improve students' communicative competence:

The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does. English Language Teaching (ELT) in Sudan has not affected the traditional teaching model whereby students learn English just to pass exams and teachers teach mainly to help students achieve this goal. The result is that students do not have enough English to communicate effectively with others. Strategic competence is characterized by the ability to make the most of the language, particularly when compensating for language

deficiencies. For instance, it is the ability to successfully circulate an idea or concept that an individual lacks the proper name for, or to negotiate meaning during conversation through verbal and nonverbal communication techniques. "When skillfully combined, the result is successful communicative competence in which one can express, interpret, and negotiate meaning" (Savignon,1998 cited by Mckeeman et al.2013.p:40).If students can use the English knowledge, skills and cultural aspects they have learned to communicate with people in real language contexts, they are then using English as a communication tool. In other words, to reform ELT in Sudan, exam-oriented education, must be abandoned and focus on developing students listening and speaking skills so they learn to communicate effectively with others..For example, English teachers can use pictures to promote group discussions, games can also be used to help students learn vocabulary. Instruct the methods to enhance the students' motivation to speak in English, such as to praising the students' as they do well and criticize less; urging all students to support each other and learn from each other. Finally they have to practice a lot and have more opportunities to be trained to speak the language.

2.16. Selecting the right teaching approach:

Choosing the right teaching approach is not an easy process. Collaboration with colleagues and administrators on the selection is essential. It is important to understand

school guidelines to ensure that all are in tune with regulations. Teachers must identify their desired results from teaching then determine how to achieve them. This is prevailed if teachers select the right method or approach that helps their students' to be successful in language acquisition. Bournier (1997.p:344)"there was probably a time when academic staff simply followed the teaching methods that they had experienced as student..... What has struck me about most of the discussion that I have heard about teaching methods is the absence of reference to aims.....No discussion of teaching methods makes much sense without prior consideration of what we are trying to achieve with the teaching methods".

Many foreign language teachers asked this common question, how does a teacher know which method is best? Teachers find it very difficult to make a choice. However, some teachers are very sensitive of using various methods; they find particular method is comfortable using in the classroom without taking much trouble. Dinçay (2010.p:58) asserts that "if a particular method fits with the values, experience, and basic teaching and to learning views of a teacher, it is appropriate to his/her students and context. Such teachers who claim one method to be best for them are in favor of absolutism since it is the teacher who has been trained in it and the method chosen is consonant with the teacher's thinking". Teachers may adopt every good idea and leave the door open for all

further developments. The scholars believe that different teaching contexts require different methodologies. Awareness of a range of available techniques will help teachers exploit materials better and manage unexpected situations. "Teaching methods" are not an end in themselves; they are a means to an end. They are the vehicle(s) we use to lead our students towards particular learning outcomes.

2.17. Factors Affecting Teaching Process:

To know factors affecting teaching is so important, the knowledge plus the practice prepare teacher's to vary their methods and techniques to suit different educational situations.

What is effective teaching, Smith (1995) cited by Gurney (2007.p:90) suggests that "learning is a consequence of experience education and therefore teaching should be focused on the creation of appropriately nourishing experiences so that learning comes about naturally and inevitably". There are many different approaches that interpret what actually happens in the classroom and how teachers relate to what they do in classrooms that they define as their teaching environment.

Hattie (1999.p:12) argues "let me go back to the big picture, and re-order the effects into those that are school policy and structural effects, social, home, what the student brings, teacher methods, and learning process related" he added " too many teachers compare what they

are doing with the not being there; they compare their methods with not using that method; whereas teachers need to be more informed evaluators/consumers of teaching methods .Like their students they must set challenging goals, seek feedback on the effectiveness of their teaching on students, and constantly be attention to improvement and innovating the methods which optimize feedback and meeting challenging goals".

Teachers need to ask how their methods increase the probability of making the difference in information and appropriate goals gaining (Sutton et al.2000) cited by Brundrett & Silos (2002.p:10) has named six areas for excellence meant to guide the assessment of advanced teaching skills these are "achieving results; subject knowledge; lesson planning; motivating pupils and maintaining discipline; assessment and evaluation; supporting and advising colleagues" Effective teachers hold their students to high standards.

2.18. The qualifications that a language teacher should have:

In order to attain these procedures successfully; what are the qualifications that teachers should acquire. Girard (1972.p:11) specified three qualifications:

(a)The language teacher must have complete mastery of the language spoken and written, a perfect knowledge of the language s\he is teaching, so as to give good models.

- (b) He must have a good theoretical knowledge not only of every aspect of the target language but also of the characteristics of his pupils' mother tongue, so that he can detect then correct and better still and prevent mother tongue interferences and take advantage of points of contact between the two languages so as to make positive transfers from one language to the other. Teachers' should require in particular a good knowledge of the principals of remedial phonetics. Imitation alone is insufficient. What is needed is controlled imitation.
- (c) He must have the ability to act as a master of ceremonies. It is no doubt one of the innate talents of a good teacher, but his efficiency will beaten times greater if his classroom technique have been developed by a special study of what they can accomplish.

The ideal qualifications were summed up at the UNISCO conference on the teaching of modern language as follows UNISCO Seminar (1983) cited by Attayeb (1998.p:86):

- (a) High standards of attainment in the language to be taught, correct pronunciation, the ability to read in a clear expressive manner. Fluent and correct speech, facility of expression in writing and advanced reading ability.

2.20. The good language teacher:

Very different people make good teachers for many different reasons. Luke Prodromoua teacher trainer with

the British Council in Greece Attayeb claimed (1998.p:91) designed a survey to discover students' views of good language teacher. According to the results the qualities of the good language teacher are being:

Friendly and experienced, forceful but not strict, knowing how to treat students, explaining things, giving good notes, talking-about his life, talking about problems of the school, talking about other subject, talking about the lesson, talking about personal problems, playing games, telling jokes, asking students' opinions, like an actor pretending a lot, using movement to make meaning clear, making sure everyone understood reading in tune that make meaning clear, getting close to students, giving a lot of books to read, using questions, knowing psychology, making grammar clear, funny, like a comedian.

2.19.The low standard in English as a foreign language:

Ibrahim (2002.P:1) claims that the deterioration has been witnessed in the standard of English in the secondary schools in Sudan after independence due to brain drain of competent teachers who went abroad. The new education ladder (1970) Alkabbashi (2007.P:16) says that, an educational conference was held in October 1969.Then a new educational ladder was introduced in 1970.Untill then education had been split into three equal stages of four years (4+4+4). However the new pattern was three stages primary, intermediate and secondary

schools. Finally the ladder changed into (6+3+3) this change cut down two year from the time allotted to English language teaching.

2.20. Educational conference 1984:

In 1984 an Educational conference was held, Alkabbashi (2007.P:18) indicates that, an educational conference was held after years of the initiation of the integrated English language course "The Nile Course". A paper titled the problems of English language was presented in the conference. It attributed the steady decline in the standard of English language to the change of the educational ladder which decreased the number of years and class periods. it also attributed it to the employment of unqualified teachers who were graduated from disciplines other than English language and were untrained as well .The training courses themselves are inadequate and could not meet the requirements of new course of English language.

2.21. The General Educational conference of 1990:

The National conference on Education Development of 1990 represented a turning point in the development of Education in Sudan. The conference piloted a new phase in Education reform. The twelve years of schooling are divided into basic Education stage of eight years and three years Secondary stage. Ibid (P: 18-19) sums up the following points: in 1990 a general education conference recommended the changes of the educational ladder from (6+3+3) i.e. (primary, intermediate and secondary

schools) to (8+3) this new educational ladder consist of the basic level and the secondary schools. It decided that the pupils, first encounter with English would be in fifth class of the Basic level. The number of periods has been decreased with exception of the third class at secondary school. Besides; the literature was completely dropped, in spite of the importance of literature in enabling the readers to overcome the linguistic difficulties.

2.22. The English language syllabus before SPINE:

The English language scene in the Sudan has witnessed a change in the status of English language from colonial era to the present. English books used before the independence included the Egyptian Readers. The method used was the grammar translation. Those books were replaced by Michel West Readers (the new method Readers).The Readers were accompanied by Arabic companions (graded in the same way as that of the teachers).

The new method readers however gave way to the White Nile Readers(a direct method course) introduced into schools in the place of the previous grammar approach of the reader and the direct oral method in West's compositions.

One of the important recommendations of the Bright report in 1967 was the formation of English syllabus. In 1969 a new structural was written it composed two books.

In the early 1980s the Nile Course for Sudan was introduced. It was written by Malian Bates and Julian

Cuthbert who had considerable experience in the Sudan." the books are imaginative attempts to marry the new with the old" Sandel (1982.p: 121). After two decades the course was replaced by the new integrated SPINE series (Sudan Practical Integrated National English).

2.23.The introduction of SPINE Series:

The series are a joint venture or effort of Sudanese teachers of English and Sudanese expertise and as such it is hoped to satisfy the needs of both Sudanese pupils and the expectations of Sudanese teachers of English.

In 1989 a committee headed by Dr. Ahmed Numeri was formed by a ministerial decree to make a radical change on the present syllabus for both basic and secondary books. However the committee work was discontinued as the general educational conference was held in1990.

2.23.1The SPINE syllabus series:

The SPINE series are a joint effort of the Sudanese teachers of English and Sudanese experts. The planners broadly outlined the curriculum on the bases of originality and innovation to preserve Sudanese heritage, traditions and values and reshape the Sudanese character. The experts stressed the importance of developing the four language skills, considering the stages directions and specific targets. The committee recommended an integrated course which links what is taught at the basic stage with that at the secondary stage, at the same time the language should be developed in conjunction with each other.

2.23.2 Aims of teaching SPINE at secondary level:

Alfaki (1997.P:5) explains that, by the end of six years, students should have:

- a). Recycled and reinforced their previously learned English language.
- b). Developed further the four language skills with special emphasis on reading and writing.
- c). The ability to understand and use English language which is relevant to their needs and which will help them to communicate with adequate accuracy and fluency in all situations.

2.23.3. The main features of SPINE series syllabus:

The word SPINE stands for (Sudan Practical Integrated National English) Series. According to Cuthbert and Ismail (1995.P:5) the main features can be summarized as follows:

- a). It is designed to be accessible to teachers, pupils and parents who can give support to their sons and daughters.
- b). It encourages teachers and pupils to be creative and actively involved in the process of learning and communication.
- c). It views language learning as fun and there for, motivates pupils to learn.
- d). It is a national syllabus addressing itself to all Sudanese pupils. It is based on the learner's

environment while opening windows to the world especially to the English speaking world.

e). It contributes to making the pupils towards becoming good Sudanese citizens.

f). It is based on spiral graduation which recycles language items in order to foster linguistics competence.

2.23.4. Introduction to SPINE 4-5-6:

The SPINE series (4+5+6) were introduced in the secondary curriculum after the change in educational ladder from (6+3+3) to (8+3) which consists of basic level plus secondary school level (Educational Conference 1990) in Khartoum. The number of English language periods was reduced in the first and second class from six periods per week to four periods and third year to five periods. Simplified reading and literature were completely dropped. This has a negative effect in learning English language in secondary school level. For the first time the English syllabus was written by Sudanese experts. SPINE was intended to make English language learning easier and comprehended by both teachers and learners. SPINE (4) is divided into six units each unit is divided into twelve lessons; each lesson has comprehension text which consisted of some questions, give short answers and grammar items.

SPINE (5) divided into twelve chapters each chapter consist of some sections, each section designed to develop reading sub-skills techniques such as skimming, scanning also to tackle main aspects such as semantics,

syntax and ,morphology in addition to that it neglects the main such as phonology. There is a big gap between SPINE (4) and SPINE (5), which makes students unmotivated and unable to appreciate English language.

SPINE (6) is written in standard format or shape which stays the same throughout the book. SPINE (6) is divided into ten chapters each chapter divided into five sections. The five sections are accompanied with some questions.

1. Fill in the gabs
2. Complete the space
3. Give short answers
4. Match (A) with (B)
5. True and false

These series books focus on vocabulary, grammar and phonology. It has been observed that the three books concentrated on comprehension text, which was designed to develop the following sub-skills such as skimming, skimming and scanning.

The main of these sub-skills are:

1. To read for gist
2. To read for detailed information
3. To read for specific information
4. Reading for reinforcement of specific information.

Part two: Review of previous studies

This part reviews relevant literatures that directly related to this research to see to what extent they closely relate or differ from this study.

The studies are on the English teaching methods its efficacy and how it affects the student academic achievement.

1. Sooksil's (2010) study aimed to examine the effectiveness of communicative language teaching approaches as implemented by teachers teaching English as a Foreign Language in selected Thai primary schools. The study developed three teaching units using different methods within a communicative approach, and investigated the extent to which these units assisted EFL teachers at the primary level to implement effective English teaching. A case study approach was adopted involving four in-service EFL teachers in four public primary schools. Data were gathered using both qualitative and quantitative methods. The qualitative data were gathered through unstructured interviews, observational field notes and audio taped transcriptions; the quantitative data were collected using an observation form, and students' pre-tests and post-tests.

The research recommends that EFL teachers in Thai primary schools need support by teaching materials or innovations which enhance their language development and confidence in teaching English. Provision of training programs for the in-service primary EFL teachers. Educational administrators need to address the problems

of the excessive workloads of the primary teachers as an important strategy for improving English language teaching in Thai schools.

2. Mathews (2008) conducted a study intended to compare and contrast the traditional teacher-centered and the student centered approach of teaching a foreign language that can as they assist secondary foreign language teachers in their quest to help new generation of students to become successful in the area of language acquisition. The research method of choice for this study is action research. The researcher recommends the utilization of the student-centered approach to secondary foreign language teachers. Also the author recommends that teachers implement the where to method, to student-centered learning in their quest to accommodate the new generation of students.

W: ensure that students understand

H: hook students in the beginning and hold their attention throughout.

E: equip students with necessary experiences.

R: provide students with numerous opportunities to rethink big ideas, reflect on progress, and revise their work.

E: build in opportunities for students to evaluate programs

T: be tailored to reflect individual talents, interests, styles, and needs.

O: be organized to optimize deep understanding as opposed to superficial coverage.

3. Melissa et al. (2005) study aimed to provide effective strategies for early childhood teachers to use with children who are English language learners. To help English language learners make connections between content and language and support their communication and social interactions. Descriptive analytic method was used. 20 pupils from early hood educators were interviewed from two linguistically and culturally diverse communities in Massachusetts. The study recommended that, any teacher working with English language learners should do research on his\her own to find out how all children acquire language.

4. Pympek (2004) conducted a study that aimed to investigate how the learning strategies used by students vary as the teaching strategies used by teachers. It was hypothesized that teaching strategies used by teacher could affect type, number and way of learning strategies, the research stated that the use of inquiry teaching strategy, facilitate or encourages the use of learning which require thinking and interpreting. The study recommended that different teaching strategies should be used so that students can use different learning strategies. Additional recommendations, similar studies should be conducted at different levels of instruction. Other teaching strategies effects should also be investigated.

Findings indicate that: 1.the teaching strategies used by teacher had a significant effect on the learning strategies used by students, e.g. while students using the inquiry, the teaching strategy began to use elaborative strategy. He elaborates the use of inquiry teaching strategy, encourages the use of learning strategies which require thinking and interpreting.2.Efforts must be targeted at the classroom level, with specific reference to principals found effective in improving students performance.

5. Chaudhary (2002) her study aimed to identifying reasons behind poor performance of students in English and weather training of teachers in teaching English affects and develops competence of students in English language also to identify merits and demerits of formal and non-formal system of teacher training agencies. The data analyzed through frequencies and percentage responses. Questionnaire was distributed for teachers to analyze their classroom teaching and teaching methods besides an observation schedule to analyze the personal pedagogical and social aspects of teachers and students. The study recommended suggesting key areas and methods of training teachers for better teaching of English language.

Some of the study findings are that: 1.the students are learning English not because of their love for this language but due to its personal and professional importance.2.The undertrained teachers were more

interested in using innovative methods, where as the trained -teachers were not motivated to use innovative methods.

6. Al-Qiawi (1997) conducted a study aimed to identifying the characteristics of communicative language teaching at the Saudi secondary school and evaluating the actual teaching performance of the Saudi teachers according to these characteristics. An observational Statistical method was used. General review of the theoretical features of the communicative method is described. These features are related to: theory of language, theory of processes, role of learner, and role of the teacher and theory of communicative competence. Then an observation check list containing the main psychological, pedagogical and linguistic characteristics of a communicative class is built and used to observe the student teachers during their actual teaching at secondary schools. The researcher recommends that the student's teachers should be given more chances to practice teaching, before going to schools. Certain facilities should be provided for them both in college and public schools and there should be continuous contact between colleges and presidency. Further research is needed to focus on the communicative language learning and how this method could be characterized and emphasis among teachers and specialists. Researches should be conducted in the field of (EFL) suggesting certain models of teaching grammar and vocabulary communicatively. Some of the main findings:

1.The focus of classroom activities is on passive tasks which demand little cognitive effort.2.More attention is given to reading and writing than listening and speaking.3.Materials use is restricted and there is no variation or authenticity in these materials.

7. Abdelrahman (2012) the purpose of his study was to evaluate English language teaching for communicative purposes to Sudanese learners in 2nd level secondary school. A descriptive analytical method was used to collect the research data. The study recommended the followings:

Teachers should adopt different approaches to teach their students' how to speak English. Also they should be further trained to teach English language and in particular communication. Students should be provided with more communication activities inside the class room and encouraged by their teachers to practice communication skill in this regard. Some of the study findings were, 1.There are no classroom activities to motivate the students to communicate in English.2.Many of English teachers are not trained on methods of teaching communication skills.3.The current instruments and methods used in teaching English are not effective in teaching English language.

8. Hamed (2009) conducted a study aimed to investigating the factors which are working against achievement of the aims of SPINE 5 in Khartoum North locality (Bahry) secondary level, in terms of teachers, pupils' activities employed by teachers and teaching and

learning environment. The researcher used descriptive, analytical approach. The research gave the following main recommendations which are based on results of the investigation. Observation periods for teachers to help them evaluate and develop each-others work. A regular training program should be set to train English language teachers. Pupils' standard of English language can be raised by using task-based activities and activating English language clubs and societies in schools. The Ministry of Education should be responsible for providing teachers with necessary aids and materials to help teachers achieve their educational tasks and pupils with books. Here are some of the study's findings:

1. A big number of the English language teachers in the secondary schools is not specialized in teaching English
- .2.Pupils opportunity to use English language is limited to the classroom environment.
- 3.Teaching aids are not available to teach English language.

9. Ibnauf (2008) conducted a study mainly aimed to investigate the role of the communicative approach and its techniques as they are used inside the classroom. It highlights and gives an idea about some methods and approaches of language. Analytical method was adopted using the observation check list and different statistical tests for data collection. Some of the research findings are: The curriculum of secondary schools does not base on the communicative approach.2. The curriculum does not enable teachers to teach students' communicatively.3.In

the current methods of teaching English there is no classroom activities to motivate the students to communicate in English.

10. Elsadig (2007) this study aimed to evaluate ways of teaching English for communicative purposes to Sudanese learners at Secondary school level. Evaluative and analytical approaches were used to collect the data. The study recommended using appropriate teaching methods that help students at secondary level to be proficient communicators. The study also has made recommendations to use cooperative learning at secondary school level. The research findings are as follows: Most English tutors teach English as school subject and neglect learner's needs to be effective communicator. 2. many tutors waste many hours in teaching students how to pass the exam rather than how to communicate in English. 3. English Teachers in Sudan neglect classroom activities that maximize opportunities for learners to use target language in a communicative way.

The implementations of the appropriate teaching methods have widely been analyzed. The results of those studies focused on the students' taught by using these methods.

To conclude this part on previous studies, researchers have found out that teacher's methodological efficacy affects the learning process.

Consequently these studies focused were on effective teaching and learning strategies.

In summary, findings from studies on the effectiveness of teaching methods implemented in teaching English indicate the following:

1. They highlight and give ideas about the nature of the techniques used inside the classrooms.
2. There is a strong relation between effective teaching and learning that gains in student's achievements.
3. There are some specific teaching methodologies assist teachers to implement effective teaching.
4. It is hypothesized that teaching strategies used by teachers could affect students' types of learning strategies.

This study provides both Sudanese teachers views on using the old methods in teaching English and the researchers' English language teaching classrooms observations. One could hypothesize that student experience of specific teaching methods or class room practices particularly affects their academic achievement. In fact, one question needs to be answered: what is the effect of using the old methods of teaching on the student's communicative competence? This study will provide an answer to this question.

Summary of the chapter

In this chapter a detailed description of the theoretical framework of the use of old methods of teaching was provided. Differences exist between the

mentioned studies and this study. Firstly, based action research method was used by some of these researches plus a variety of methods, including experiments .While this study used a questionnaire, a classroom observation and an interview. Secondly the above studies asked the question of whether training of teachers affects and develop competence of students in English. Finally the authenticity and variation of the materials and teaching aids used in the classrooms is investigated.

But in this study the relation between students' communicative competence and method of teaching acquired is set to be known.

The study will further examine the issue of using old methods of teaching English in the Sudanese secondary classrooms' to aid secondary foreign language tutors in their quest to help their students become successful in the area of language acquisition by describing and comparing these teacher-centered methods and determining its effectiveness.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter will provide a full description of the research methodology adopted as well as the research instruments employed. Moreover, the validity and reliability of these instruments will be confirmed.

3.1 The study methodology

The research adopted the descriptive analytical method which is suitable for such studies. Hence, teachers questionnaire, teachers interview and classroom observation were used to address the research questions and objectives. (SPSS) program was used for data analysis.

3.2 Study population and sample

The study population was the teaching staffs of English, male and female at public secondary schools. Most of the teachers are experienced native Arabic speakers. Some have taught at the school for more than 10 years, while a few have joined recently. The official educational policy is only Arabic.

3.2.1 Questionnaire sample

The samples of this study included English language teachers at secondary level in Khartoum, 100 Teachers filled out the questionnaire.

Table (3-1) shows teachers' numbers and their distribution according to sex.

Sex	Frequency	Percent %
Male	58	58.0

Female	42	42.0
Total	100	100.0

Table (3-2) shows teachers' years of experience.

Teaching experience	Frequency	Percent %
1-5 years	19	19.0
6-10 years	33	33.0
More than 10 years	48	48.0
Total	100	100.0

Tables (3-1&3-2) indicate that male respondents were 58% compared to 42% female. 48 % of the teachers had teaching experience more than 10 years. 33% had teaching experience ranged between 6-10 years while only 19% had teaching experience between 1-5 years.

3.3 Research instruments

The data for the present study were obtained by using 3 instruments. Firstly, teacher questionnaire. Secondly, interview for teachers. Thirdly, a classroom observation.

3.3.1 Teachers' Questionnaire

The teachers' questionnaire (TSQ.), consists of 21 multiple statements. It was divided into three parts (see appendix 1): Part 1: includes 9 statements, surveying teachers use of old teaching methods in English classroom, with Likert 5- point scale: (Always, often, sometimes, rarely and never). (i) Part 11: includes 7 statements, surveying the teachers using the appropriate classroom activities that enhanced the communicative

competence, with Likert 5- point scale: (always, often, sometimes, rarely and never). Part 111: includes 7 statements, surveying the rationales behind the teachers selection of certain teaching methods in preference to others with Likert 5- point scale: (strongly agree, agree, to some extent, disagree and strongly disagree).The following table (3.3) gives a brief summary of teachers'' questionnaire:

Variable measured	Measured by
Teachers' use of the old methods.	Items 1-2-3-4-5-6-7-8-9
The classroom activities used by the tutors bring the desired effect of enhancing the communicative competence.	Items 10-11-12-13-14-15-16
The rationales behind the teachers' selection of certain teaching methods in preference to others.	Items 17-18-19-20-21

Validity: Validity refers to whether the study investigated the problem that is supposed to be investigated or measure what is supposed to be measured. **Reliability:** Reliability refers to whether the study can produce the same results if it is conducted again under the same condition.

3.3.1.1 Distribution of Questionnaire:

The researcher distributed the final questionnaire's forms to the respondents during four weeks time.

3.3.2The Interview

The interview is a method of collecting data by answering some questions asked by the researcher to the interviewees face to face, as a personal exam, as well as it's a technical relation between the researcher and the research sample prevail in exchanging confidence and relaxation aims at collecting data that can help in solving problems by answering the questions, that were asked by the researcher to the interviewees. So, as well as the questionnaire, the researcher used the interview with the long experience teachers it consists of three questions that covers the hypothesis number two.

3.3.3 .Classroom Observation

The researcher visited two schools (Abdel Monim Hassona boys' secondary school\ Eleish Girls Secondary School\ Ali Alsaid Girls Secondary School) and observed some language classes. What was observed was English lessons from SPINE books (see appendix ---).The observation was conducted to see whether old English teaching methods were used inside the classroom or not, and for what purpose. The Classroom observations, which involved 6 teachers, were conducted by using check-list to note down observations. The check list contained three main cores: Classroom Activity, Classroom Language, and Classroom Management. Each main core contains different number of sub cores and they all designed to measure the extent to which teaching may be characterized as communicatively oriented.

3.3.4 Validity of the questionnaire

The questionnaires of this study, were validated by a jury consisting of five assistant professors specialized in English language. They based their comments on the following criteria: (i) the clarity of the items and instruction. (ii) The simplicity of items, and how far they related to the subject. (iii) The language used. The jury made some remarks concerning some items and suggested modification for these items. Five items from (Teacher's Questionnaire) were omitted, and the researcher responded to their suggestions, and made the required modifications.

3.3.5 Reliability of the questionnaire

In statistics, reliability is the consistency of a set of measurements often used to describe a test. For the reliability of the questionnaires, the study used the split - half method: A measure of consistency where a questionnaire is split in two and the score for each half of the questionnaire was compared with one another. The questionnaire was distributed to 100 teachers of English in (44) Public secondary school. The analysis shows that there was strong positive correlation between the answers given to the items asked Teacher's questionnaire = 76 %

3.4 Procedures

The teachers" questionnaire was administered to teachers by hand; some were given to other teachers to distribute them. Four teachers' questionnaire forms were returned unfilled, and two were lost.

3.5 Summary of the chapter

This chapter described the methodology employed for gathering the data of the present study. Research instruments were described; instruments reliability and 50 validity were confirmed. Having finished with the methodology of the study, the next chapter will present data analysis, results and discussion.

CHAPTER FOUR

DATA ANALYSIS, RESULTS and DISCUSSION

This chapter presents the analysis of data obtained from teachers' questionnaire, classroom observations and interview. The analysis throughout this chapter is done using the statistical program SPSS choosing the suitable statistical measurements.

4.1. Analysis of the Teachers' Questionnaire

It consists of three interrelated parts related to surveying teachers' adherence to the old teaching methods in an English classroom, surveying the effect of the classroom activities used by the teachers in enhancing the communicative competence and also surveying the rationales behind the teachers' selection of certain methods of teaching.

1. Study subjects personal characteristics:

The majority of study subjects were males (58%) while female subjects were (42%) as shown in figure 1.

Figure 1: Distribution of study subjects by sex (n=100)

More than two third of the study subjects had BA degree (65%), 20% had master degree, 14% had post graduate diploma while only 1% had other qualification, figure 2.

Figure 2: Distribution of study subjects by education level (n=100)

More than one third of the study subjects had teaching experience between 5-10 years, 20% between 11-15 years, 19% had teaching experience less than five years, 15% had teaching experience more than 20 years and 13% their teaching experience ranged between 16-20 years as shown in figure 3.

Figure 3: Distribution of study subjects by years of teaching experience (n=100)

More than one third of the study subjects had teaching experience between 5-10 years, 20% between 11-15 years, 19% had teaching experience less than five years, 15% had teaching experience more than 20 years and 13% their teaching experience ranged between 16-20 years as shown in figure 3.

Variable: The Sudanese teachers are adhered to the old methods.

Table (4-1) Teachers use native language a lot inside the classroom.

Always	Often	Sometimes	Rarely	Never	Total
27%	24%	32%	15%	2%	100%

Regarding the use of the native language a lot inside the classroom, the majority of teachers' (83%) stated they often use the native language, while (17%) stated they rarely used it. This suggests that mother tongue is used a lot to explain the lessons. Excessive dependency on the

mother tongue must be avoided according to Atkinson (1987) because it leaves very little room for the target language practice. So language learning is limited, as little is added to student's communicative ability.

Variable: The Sudanese teachers are adhered to the old methods.

Table (4-2) I do most of the speaking during the class.

Always	Often	Sometimes	Rarely	Never	Total
40%	18%	27%	15%	0%	100%

Regarding the doing of most speaking during the class, the majority (85%) of the questioned teachers' stated they do, while only (15%) stated they rarely did. This result show that little effort was made from the teachers' side to involve their students', further this attitude didn't challenge students or develop their learning skills.

Variable: The Sudanese teachers are adhered to the old methods.

Table (4-3) I focus on teaching the structural aspect of language (grammar, understanding vocabulary meanings, and written texts)

Always	Often	Sometimes	Rarely	Never	Total
57%	24%	15%	15%	3%	100%

Regarding the focusing on teaching the structural aspects of language (grammar, vocabulary meanings..

etc) the majority of teachers' (96%) stated that they focus on teaching grammar and making their students' understand the meanings of the vocabulary found in the lessons, while (18%) stated they rarely focus on structural aspects. The result indicates that great focus on teaching structure is done. Using the Grammar Method is easy for the teacher, but for the learner it may kill off his/her enthusiasm for language learning. This clearly indicates that attention should be given to a methodology that will help teachers to stress the importance of developing 'performance objectives' building on Wilkins (1976) 'operational definitions' which would provide a way of measuring what the learner was capable of doing in the language after he/she had completed the course.

Variable: The Sudanese teachers are adhered to the old methods.

Table (4-4) I spend much time preparing students and teach test-taking techniques.

Always	Often	Sometimes	Rarely	Never	Total
29%	27%	27%	12%	5%	100%

Regarding the statement " I spend much time preparing students and teach test-taking techniques" the majority of the teachers' (83%) spent their time teaching test-taking techniques, while (17%) stated they rarely teach test taking techniques. This clearly suggests that most teachers prepare their students' to pass the exams through teaching them the right techniques to do this. Great attention is given to gaining high marks in the

subject without giving enough time for language practice. So it is essential and recommended that the exams be made more relevant to the needs of students.

Variable: The Sudanese teachers are adhered to the old methods.

Table (4-5) I always do all the talking in order to make students feel relax.

Alway s	Often	Someti mes	Rarely	Never	Total
40%	18%	21%	11%	10%	100%

Concerning the statement: "I always do all the talking in order to make students feel relax" the majority (79%) of the teachers' does the talking when teaching, while (21%) of the teachers questioned stated they rarely do. This clearly indicates that students are only passive path-followers, learning through observation. Teachers' control what the students are doing give lessons and have the students listen and write.

Siefert (2013)"There was little concern with being able to communicate orally in the language. Consequently, there were few opportunities to listen or to speak the language" For this reason students' lack motivation they generally perceived to be bored and passive in class and concerned only with what is needed in order to succeed in the examination.

Variable: The Sudanese teachers are adhered to the old methods.

Table (4-6) I find that it is easier when I read and explain to my students.

Always	Often	Sometimes	Rarely	Never	Total
36%	30%	23%	7%	4%	100%

(89%) of the teachers' questioned stated that it is more easy when they just read and explain the lessons for their students'. This high percentage could be attributed to the fact that, a lot of the teaching in secondary schools is done with the traditional teaching and learning style, of the perception of education in which the teacher is the narrator or transmitter and the students are the passive recipients, a situation that was described by Friere (1972) as one similar to banking, the act of teaching was no more than the act of depositing "in which the students are the depositories and the teacher is the depositor....."Of course this promotes limited discussion; consequently it makes few demands on teachers.

Variable: The Sudanese teachers are adhered to the old methods.

Table (4-7) Students remain silent and attentive when I read and explain information.

Always	Often	Sometimes	Rarely	Never	Total
55%	24%	14%	6%	1%	100%

The majority (93%) of the teachers' questioned stated that the students' remain silent and attentive when they explain, compared to (7%) stated they rarely did. This result show that teachers' did not provide any opportunity

for interaction and allow little time for students. Davies (1996) asserted " Research has shown that most teachers who used the traditional methods allow little time for students to answer before moving quickly on to the student who has an answer ready.....".

Variable: The Sudanese teachers are adhered to the old methods.

Table (4-8) I emphasis on accuracy and always draw the students' attention to their mistakes.

Alway s	Often	Someti mes	Rarely	Never	Total
51%	25%	20%	2%	2%	100%

(96%) of the teachers' questioned stated they emphasis accuracy, while only (4%) of the teachers' questioned stated they never did. This result suggests the classical conditionings for learning, too much errors correction; which makes developing fluency difficult for students' and damages their confidence.(Howatt1984)"the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century.

Variable: The Sudanese teachers are adhered to the old methods.

Table (4-9) I explain all the concepts easily when I read and clarify for the students'.

Alway s	Often	Someti mes	Rarely	Never	Total
66%	18%	15%	1%	0%	100%

(99%) almost all the questioned teachers' stated that it is easy when they read and clarify, while (1%) stated they rarely did. This result clearly shows the traditional classroom instructors who assume a great deal of control over the kinds of interactions that develops with and among their students'. In sum instructors are the ones' who decide who participate in classroom talks, how much and when, as well as how the talk is instructed.

Variable: The classroom activities used by the teachers bring the desired effect of enhancing the communicative competence among secondary schools learners of English.

Table (4-10) I use literary texts to engage my students in communicative activity.

Alway s	Often	Someti mes	Rarely	Never	Total
37%	32%	22%	7%	2%	100%

The majority of the questioned teachers' (85%) stated their use of literary texts to engage their students in communicative activity, while (9%) stated they rarely did. Literature has been included lately to the Secondary curriculum in an attempt to improve the standard of English language . Two classes are allotted to the students' timetable. The result arrived at by the respondents shows that the tutors can encourage learners to have direct interaction using the literary work. The learners' interactions and discussions of the texts will improve their language and cultural understanding. MacKay (1982)

"literature can be useful in developing linguistic knowledge both on a usage and use level"

Variable: The classroom activities used by the teachers bring the desired effect of enhancing the communicative competence among secondary schools learners of English. Table (4-11) I use repetition and memorization of grammar rules.

Always	Often	Sometimes	Rarely	Never	Total
55%	24%	12%	6%	3%	100%

(91%) of the questioned teachers' stated their use of repetition and memorization for grammar rules, while (9%) stated they rarely did. Consequently students were often able to score moderately well on a grammar test, but on the other hand could not use this knowledge in any meaningful manner. The same result was arrived at by O'Brien (2010) "Students reported that they memorized grammar rules, in fitting with traditional memorization habits; additionally, it facilitated the acquisition of high marks in the Sudan's School Certificate"

Variable: The classroom activities used by the teachers bring the desired effect of enhancing the communicative competence among secondary schools learners of English.

Table (4-12) I do my best to motivate the students and make the lesson interesting.

Always	Often	Sometimes	Rarely	Never	Total
64%	14%	11%	7%	4%	100%

(89%) of the questioned teachers' stated they do their best to motivate the students and make the lesson interesting, while (10%) stated they rarely motivate students' and make lessons' interesting. Despite the ill-equip context and teaching equipments, the researcher observed during her visits to schools some of the teachers' make good efforts to make their classes interesting, and create a positive classroom environment.

Variable: The classroom activities used by the teachers bring the desired effect of enhancing the communicative competence among secondary schools learners of English.

Table (4-13) I use different interesting teaching materials e.g. films, music to motivate the students.

Always	Often	Sometimes	Rarely	Never	Total
19%	17%	31%	24%	9%	100%

(67%) of the questioned teachers' stated that they use different interesting teaching materials e.g. films, music to motivate the students, while (33%) stated they rarely did. This exaggerated percentage can be disprove referring to a result found by O'Brien (1987) that 40 % of students were in classes of over 60 while 90 % had 50 students or more in the class. Such an overcrowded,

context created logistical problems when efforts were undertaken to shift the focus from a teacher dominated to a student centered methodology. The same result is arrived at also by Al Busari (2008) who attributes the English worryingly low standard to the unfortunate educational decisions referred to, in addition to poor teaching, paucity of teaching aids and poor quality materials.

Variable: The classroom activities used by the teachers bring the desired effect of enhancing the communicative competence among secondary schools learners of English.

Table (4-14) I teach conversations or dialogues as a part of the speaking activities.

Always	Often	Sometimes	Rarely	Never	Total
43%	31%	19%	5%	2%	100%

The majority (83%) of the questioned teachers' stated that they teach conversations or dialogues as a part of the speaking activities, while (7%) stated they rarely did. This finding is simultaneously because the opportunity or speaking practice in SPINE text books is present, in brainstorming activities and discussion of some topics with partners or in group work. But there is no consistency development for the skill.

Variable: The rationales behind the teachers' selection of certain teaching methods in preference to others.

Table (4-15) The directions and activities of SPINE towards reading and grammar than speaking.

Always	Often	Sometimes	Rarely	Never	Total
34%	29%	22%	12%	3%	100%

(85%) of the questioned teachers' stated the directions and activities of SPINE towards reading and grammar than speaking, while (15%) stated that it was not. The researcher from her own experience as a secondary English teacher taught the SPINE which she thinks is designed to develop the four skills with special emphasis on reading and writing. These series books (4-5-6) focus on vocabulary, grammar and phonology.

Variable: The rationales behind the teachers' selection of certain teaching methods in preference to others.

Table (4-16) Grammar rules facilitate attainment of high marks in the school certificate examinations.

Always	Often	Sometimes	Rarely	Never	Total
27%	35%	25%	10%	3%	100%

The majority (87%) of the questioned teachers' stated the grammar rules facilitate attainment of high marks in the school certificate examinations, while (13%) stated it didn't. The result found implies that as 20% of

final exam grades were allotted to explicit grammar questions consequently teachers have to provide more teaching of grammar rules. Also the researchers' observations view the over emphasis on introducing grammar rules, and sentences patterns. In addition the previous studies findings view tendency towards using teaching approaches closer to transmission of information about subject rather than any communicative language teaching. Previous findings reports that many teachers and students are unhappy with the current situation and refer it to the irrelevancy of courses and examinations to the needs of students. It also (frames) teachers to focus on teaching examination techniques rather than doing real teaching from the textbooks in their classrooms.

Variable: The rationales behind the teachers' selection of certain teaching methods in preference to others.

Table (4-17) I think our examination systems at secondary level in Sudan demands using old methods of teaching.

Always	Often	Sometimes	Rarely	Never	Total
29%	33%	16%	21%	1%	100%

Regarding the statement" I think our examination systems at secondary level in Sudan demands using old methods of teaching"(78%) of the questioned teachers' stated agreement, while (22%) stated their disagreement. This data reveals the irrelevance of courses and examinations to the needs of students'. Previous studies results in discussion with students find; most were not

stimulated to learn the language, and adopted a very passive approach to the English language class. Bashir (2006) concluded, "English language assessment in Sudan is more judgmental than developmental; summative rather than formative. Learners do not perceive any value in such an assessment. It is a mere verdict of pass or failure."

Variable: The rationales behind the teachers' selection of certain teaching methods in preference to others.

Table (4-18) The classroom size affects teachers' selection of old teaching methods.

Always	Often	Sometimes	Rarely	Never	Total
29%	28%	17%	21%	5%	100%

(74%)of the questioned teachers' stated the classroom size affects teachers selection of old teaching methods, while (26%) stated their selection rarely affected by the class size. This result suggested that logistical issues controlled teachers' decisions of applying certain methods, for example teachers often abandoned group participation in large sizes classes. Further they reported teaching speaking in overcrowded classes was impossible, so this skill in particular suffered because of teachers' reluctance to practice interactive methodologies in such large classes. The same result is arrived at by Baffoka (2006) study referring to the significant decrease in the standard, and attributes this to the teaching and learning

situation practices, class sizes and the classroom environment.

Variable: The rationales behind the teachers' selection of certain teaching methods in preference to others.

Table (4-19) I find involving the students in pair or group work is a waste of time.

Always	Often	Sometimes	Rarely	Never	Total
17%	21%	17%	28%	17%	100%

Concerning the statement "I find involving the students in pair or group work is a waste of time"(55%) of the questioned teachers' stated it is truly waste of time, while (45%) of the questioned teachers' stated it is not. This result show a lack of consensus among teachers regarding if they find involving the students' in pair or group work is a waste of time. A possible factor could explain this variance of teacher's attitude: teachers' are aware of the importance and advantageous of involving students' in pair and group work, but their focus on preparing students' to pass the final examinations and achieve high marks and partially classroom environment forms the real blocks.

Variable: The rationales behind the teachers' selection of certain teaching methods in preference to others.

Table (4-20) The using of the electric approach (mixture of

teaching methods) is suitable for teaching at the secondary level in Sudan.

Always	Often	Sometimes	Rarely	Never	Total
27%	41%	19%	11%	2%	100%

(87%) of the questioned teachers' stated the using of the electric approach (mixture of teaching methods) is suitable for teaching at the secondary level in Sudan, while (13%) stated they don't think it is suitable. This suggests that using a mixture of teaching methods aids teachers' to produce more effective comprehensible and easy teaching. As it allows language teachers to absorb the best techniques of all the well-known language-teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate.

Variable: The rationales behind the teachers' selection of certain teaching methods in preference to others.

Table (4-21) The English text book is based on structural approach.

Always	Often	Sometimes	Rarely	Never	Total
18%	41%	27%	11%	3%	100%

Concerning the statement "English text book is based on structural approach" the majority (86%) of the questioned teachers' stated that the English text book is

based on structural approach, while (14%) stated it is not. This suggests that the presentation of SPINE concentrates on comprehension texts and neglect listening and speaking. The same result is arrived at by O'Brien (2003) study who reported that "... In my view, the material is top heavy on language items so I would classify the course overall as an attempt to teach students about the language rather than the meaningful use of language in communicative situations"

In summary investigating the English teacher's responses in relation to the effectiveness of using old method(s) in teaching English for communicative purposes with reference to SPINE series showed that (84%) of the English teachers' use the old methods (teacher -centered) in teaching English, while (13%) rarely use them.

2. Study hypotheses

Table1. Description of English teacher's responses in relation to the effectiveness of using the old method(s) in teaching English for communicative purposes with reference to SPINE series (n=100)

4.2. Analysis of classroom observation

A check list designed to measure the communicative activities adopted by teachers in the classrooms.

Table 1 (4.2.1)

Purpose & Frequency of the activity.	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Total
Language games, role playing, talking about one	00	00	00	00	00	00

self.						
Pair work & group organization.	00	00	00	00	00	00
Use the text content only.	10	7	10	10	10	47
Materials and media.	00	00	00	00	00	00
Use of the target language.	3	6	9	6	2	26
Initiate discourse.	00	1	00	1	00	2
Exchange unknown or unpredictable information.	00	00	2	00	00	2
Correcting errors.	3	1	7	1	00	12
Teacher praises	2	1	2	1	00	6
Teacher criticize	1	00	00	2	3	6
Give learners opportunity to practice the language	1	00	2	2	00	5
Evaluation: classroom activities, written exercises, quizzes.	1	1	00	1	00	3

The above table shows the extent to which teaching by five teachers in secondary schools English classes may be characterized as communicatively oriented teaching. The table shows the teachers adherence to the old methods of teaching, the first core, which is selecting classroom activities, the use of role play or group play is zero. The teachers' use the content of the text book (SPINE 5- 6) 47 times. The use of the media and materials is zero.

The second core is the language used in the classroom; the target language is used a total of (26) times. Discourse initiated (2) times. The total of exchanging the unknown information is (2) times. (12) times is the total of correcting students' errors.

The third core is the steps followed to manage a class; the total of teachers' praising is 6 times. Also the total of teachers' criticizing is (6) times. The total of giving the learners opportunity to practice the language is (5) times. As for the evaluation: the total of the written exercises given is 3 times.

Teacher 1: Never used language games or role play, and used the SPINE text only (the maximum frequency 10 times) No materials used except the blackboard. Used the target language (3) times. Initiate the classroom discourse (zero) times. No unknown information is exchanged. Teacher 1 corrects students' errors (3) times. Praises (2) times and criticized one time. Give learners one opportunity to practice the language. One written exercise is given.

Teacher 2: Never used language games or role play, and used the text contents only (7 times).Also no materials except the blackboard. The frequency of using the target language is also medium (6) times. Initiate the classroom discourse (1) time. No unknown information is exchanged. Teacher 2 corrects errors once. Praises (2) times and criticized once. No opportunity to practice the language is given. One written exercise is given.

Teacher 3:Never used language games or role play, and used the text contents (10) times which is the maximum frequency).Also no materials except the blackboard. The frequency of using the target language is high in this class (9) times. Initiate the classroom

discourse (zero) times. This teacher exchanged unknown information twice. Teacher 3 corrects errors (7) times which is a high frequency. Praise (2) times and no criticizing. Opportunity to practice the language given (2) times. One written exercise is given.

Teacher 4: Never used language games or role play, and used the SPINE textbook content (10 times the maximum frequency). Also no materials except the blackboard. The frequency of using the target language in this class is high (6) times. Initiate the classroom discourse (1) times. No unknown information is exchanged. Teacher 4 corrects errors (2) times. Praises once and criticized (2) times. Opportunity to practice the language is given for (2) times. One written exercise is given.

Teacher 5: Never used language games or role play, and used the SPINE textbook (10 times the maximum frequency). No materials except the blackboard. The frequency of using the target language is very low in this class (2) times. Initiate the classroom discourse (zero) times. No unknown information is exchanged. No errors were corrected by this teacher. No praises and criticized 3 times. Opportunity to practice the language is zero. No written exercise is given.

These five class observations indicate that tasks presented by secondary teachers lack giving opportunities of interaction between students'. The above table shows the total use of teachers' is 109 times so we can conclude

that secondary schools English classes can't be characterized as communicatively oriented. Overall, it can be said that, the Sudanese secondary English tutors' are generally adapted to a traditional type of teaching style which reflected more the approach to content subjects than it did to any communicative language teaching style.

4.3. The Interview

4.3.1. The Teachers:

The First Question: I noticed that teachers focus on reading and explaining to their student's. Do you think doing this assists in improving the students' communicative competence? Why? From the teachers' answers, the researcher noticed that the respondents support; their initiating the exchange by asking questions and then the students' respond to questions, this is done because it suits the students' academic level and it saves their time .In sum this places teachers in the center of the oral activity and marginalize students' voices.

The Second Question: Activities on the speaking skill e.g. role play or group work are few. Why? Don't you think it is effective? The respondents unanimously agree about the importance of these activities as means of improving the students' communicative competence, but they go on saying that learners' poor standards in English will prevent them from achieving the benefits. As a result no chance is given for English learners' use and experimentation of the target language.

The Third Question: Do you think using the activities that engaged students in communication waste the time allotted for the class?

The respondents agree that although these activities cannot be considered as a waste of time but they think it is their role to prepare the students' for the exams beside they had to cover a good amount of the text books assigned. In addition the respondents asserted that students' don't trust themselves so they won't participate in such activities and the high standard students' participations will dominate the class.

In conclusion all interviewed teachers statements supported the stated study hypothesis.

4.4. Summary of the chapter

This chapter presented the analyzed data of the study which consisted of: analysis of teachers' questionnaire , through tabulation of frequencies and percentages, and analysis of classroom observations and interviews.

Regarding investigating the validity of the effectiveness of using old method(s) in teaching English for communicative purposes, the study found evidence of the invalidity of the effectiveness of old method(s) in teaching English for communicative purposes referring to SPINE series.

The study found that English tutors' more commonly adhered to using the old teaching methods. Classes are taught in the mother tongue, with little active use of the target language. Tutors' do most of the speaking during the lessons', prepare students with test-taking techniques, too much errors correction is experienced.

Both classroom observation and interviews asserted the irrelevance of the old methods of teaching to the learners needs; their desire to communicate effectively in English.

Statistically, it seems that the majority of the participants place greater emphasis upon grammatical mastery and reading and little attention is given to speaking skill.

Teachers' identified two factors that influenced their selection of certain methods of teaching. These factors' were: the varying proficiency level of students'; that teaching in the Model schools' is quite different from governmental public schools', also they race to finish the textbooks assigned by the ministry because the schools' administrations' demand it. The next chapter (five) will present the conclusions, recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

This chapter provides a summary of the study, conclusions and, recommendations.

5.1 Summary and conclusions

This study is an attempt to investigate the validity of the effectiveness of using old method(s) in teaching English for communicative purposes with reference to SPINE. This research aimed to examine.

whether Sudanese tutors are adhered to the old teaching methods in teaching English for communicative purposes. Moreover, it

explored possible reasons for teachers' selecting certain methods of teaching in preference to others.

The study followed the analytical descriptive method by using questionnaire, classroom observation and interview to obtain results.

This study is set out to answer the following questions:

5. To what extent do the Sudanese teachers adhered to the old methods or not?
6. To what extent do the present teaching methods adopted by Sudanese teachers' relevant to the needs of the Sudanese learners of English?
3. How far can the classroom activities bring about the desired effect of enhancing the communicative competence among secondary schools learners of English.

4. What are the rationales behind the teachers' selection of certain teaching methods in preference to others?

For the purposes of investigating this study, the following hypotheses were formulated:

1. The Sudanese teachers are adhered to the old methods.
2. The present teaching methods adopted by Sudanese teachers are not relevant to the needs of the Sudanese learners of English.
3. The classroom activities used by the teachers' bring the desired effect of enhancing the communicative competence among secondary schools learners of English.
4. Inspect the rationales behind the teachers' selection of certain teaching methods in preference to other.

To achieve the set objectives, the study adopted the descriptive

analytical method. Hence a questionnaire, class observation and interview were used to address the research questions and objectives. (SPSS) program was used for data analysis.

100 teachers completed the questionnaire in the study, 5 EFL classes were observed and 5 teachers' were interviewed.

The study found out that there is a strong focus on grammar and vocabulary meanings and no chance is given for learners' use the language. This finding is in harmony with Abdelrahman (2012) who provided evidence

in favor of the current instruments and methods used in teaching English ineffectiveness. When this result is considered within the framework of hypotheses, it appears that the first hypothesis is confirmed.

It was also found out that the tutors' teaching need to be made more relevant to the needs of the learners' as they rarely help students' to use English in long utterances instead they always restricted them in specific short answers. This finding is consistent with Elnadif (2007) stating that most English tutors teach English as school subject and neglect learner's needs to be effective communicator. In addition, the Interviewed teachers' stated that they believe it is their role to prepare the students' for the exams not mentioning they had to cover a good amount of the text books a signed. With reference to the second hypothesis: the present teaching methods adopted by Sudanese tutors' are not relevant to the needs of the Sudanese learners of English. This hypothesis is confirmed positively.

It was also found out that there is no use of language games, role-playing or pair work which is clear features of communicative classes. A similar finding was arrived at by Al-Qiawi (1997) who provided evidence in favor of classroom activities used by the teachers doesn't bring the desired effect of enhancing the communicative competence among secondary schools learners of English to Saudi students'. In addition the classroom observation check list the first core; selecting classroom activities zero

use of role play and group work is indicated. When this result is considered within the framework of hypotheses, it appears that the third hypothesis is confirmed.

Furthermore the study finds out that English tutors' choices regarding the methodologies used, contribute to whether or not students' succeed or fail in FL classes'. This finding confirmed Banks (2008) which showed that English tutors' are encouraged by public and private industries to use a hybrid of strategies, and still no one can agree on the best method for all students. In addition, teachers' in the questionnaire design about 75% stated that one of the factors that affected their selection of specific teaching technique, is the level of the language learners; the type of interaction during the lesson. Statistically, the fourth hypothesis is positively confirmed.

The overall findings do indicate the invalidity of the effectiveness of old method(s) of teaching applied in teaching English for communicative purposes.

5.2. Recommendations

Based on the findings of this study, the following recommendations are suggested:

1. Teachers should avoid over-emphasize on teacher's centered methods and be more open to student centered teaching methods in EFL classrooms.

2. Teachers' should have to take an eclectic view in the previous methods according to the learners' needs.
3. Teachers' should not aim to cover everything there is to know about English grammar. The focus should be much more on providing students with a good foundation in the language.
4. Researches should be conducted in the field of EFL suggesting certain models for the teaching of grammar and vocabulary communicatively.
5. Further research is needed to focus on the communicative language learning and how this method could be characterized and emphasized among teachers.

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	STATEMENT	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
	and written texts).					
4	I spend much time preparing students and teach test-taking techniques.					
5	I do all the talking in order to make students' feel relax.					
6	I find that it is easier when I read and explain to my students.					
7	Students remain silent and attentive when I read and explain information.					
8	I emphasize on accuracy and always draw the students' attention to their mistakes					
9	I explain all the concepts easily when I read and clarify for the students.					
10	I use literary texts to engage my students in communicative activities.					
11	I use repetition & memorization of grammar rules.					
12	I do my best to motivate the students and make the lesson interesting.					
13	I use different interesting teaching materials e.g. films,					

	STATEMENT	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
	music to motivate the students.					
1 4	I teach conversations or dialogues as part of the speaking activities.					

	STATEMENT	STRONGLY AGREE	AGREE	TO SOME EXTENT	DISAGREE	STRONGLY DISAGREE
1 5	The directions and activities of SPINE towards reading and grammar than speaking.					
1 6	Grammar rules facilitate attainment of high marks in the School Certificate Examinations.					
1 7	I think our examination system at secondary level in Sudan demands using old methods of teaching.					
1 8	The classroom size affects teacher's selection of old teaching methods.					
1 9	I find involving the students' in pair or group work is a waste of time					
2 0	The using of the Eclectic approach (Mixture of teaching methods) is suitable for teaching at the secondary level in Sudan.					
2 1	The English text book is based on structural approach.					

Interview questions

1. I notice that teachers focus on reading and explaining to their student's Do you think this is effective to improve the students' communication competence? Why?
2. Activities on the speaking skill e. g role play or group work are few. Why? Don't you think it is important?
3. Do you think using the activities that engage students in communication waste the time allotted for the class?

Appendix (2)

Classroom observation - Check list

A check list summarizing the frequency of using the traditional method(s) in teaching English for communicative purposes.

Classroom activities	10-7	6-4	3-2	1	zer o
Language games, role playing, talking about one self.					
Pair and group organization.					
Use the text content only.					
Materials and media.					

Classroom Language	10-7	6-4	3-2	1	zer o
Use of the target language.					
Initiate discourse.					
React to the meaning of what is being said.					
Exchange unknown or unpredictable information.					

Classroom Management	10-7	6-4	3-2	1	zer o
Teacher praises.					
Teachers criticize.					
Give learners opportunity to practice the language.					
Evaluation: classroom activities, written exercises, quizzes.					