

Sudan University of Science and Technology

College of Graduate Studies

College of languages

**Investigating the Extent of Qualification of Basic Schools English Language
Teachers**

(A Case Study of some Basic Level Teachers in Bahry Locality)

**تقصي كفاءة معلمي اللغة الإنجليزية لمرحلة الأساس
(دراسة حالة لبعض معلمي مرحلة الأساس بمحلية بحري)**

A Thesis Submitted in Fulfillment of the Requirements for PhD Degree in
English language (Applied Linguistics)

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
إِسْتِهْلَال

آیة قرآنیة :

قال تعالى

وَيَسْأَلُونَكَ عَنِ الرُّوحِ ۗ قُلِ الرُّوحُ مِنْ أَمْرِ رَبِّي وَمَا أُوتِيتُمْ مِنَ الْعِلْمِ إِلَّا قَلِيلًا
صدق الله العظيم

سورة الإسراء الآية 85

Preface

Quranic Verse:

Allah the Almighty said:

“The spirit is of the command of my Lord of knowledge it is only A little that is communicated To you”¹

¹ Sorat: Al – israa /Verse No (85)

Dedication

To my Parents

Acknowledgments

This study would have not been completed without the co operation of many people. First, I'm deeply thankful to my Supervisor Abdallah Yassin who exerted all possible efforts to assist me to conduct this research.

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ABSTRACT

This study aims to investigating extent Basic Level English language teachers are qualified for teaching English .Methodology adopted questionnaire and interview with variety group of teachers about the research. The researcher has found that: Those teachers have some shortages in academic qualifications and training. Also they have special problems. By those results, the researcher has reached to, a great number of teachers are unqualified academically and the majority of them are untrained enough. Additionally most of them complain of low income. In addition many of them haven't get great experience and some of them are unsatisfied about job. The researcher has recommended that the selection of teachers should be according to specialty and the teachers should be trained well, moreover, teachers problems should be solved as soon possible as, and junior teachers should join and work relations with senior ones.

Abstract

(Arabic Version)

المستخلص

هدفت هذه الدراسة للتقصي من درجة كفاءة معلمي مرحلة الأساس في تدريس مادة اللغة الإنجليزية (دراسة حالة بعض مدارس الأساس بمحلية بحري). استخدم الباحث إستبيان ومقابلات مع مجموعة متنوعة من معلمي اللغة الإنجليزية في هذه المرحلة عن موضوع هذا البحث أن بعض المعلمين غير مؤهلين أكاديمياً بما فيه الكفاية لتدريس هذه المادة. وأيضاً أن بعضهم تدريبهم غير كافٍ لتدريس هذه المادة. كما تبين أن هناك عدداً كبيراً منهم ليس لديه الخبرة الكافية في تدريس هذه المادة. وكذلك تبين له أن أكثرهم يعانون من ضعف الراتب، و إتضح أن عدداً مقدراً منهم لم يكن راضياً عن هذه المهنة. ولمعالجة هذا القصور وتلك المشكلات فإن الباحث يوصي بأن تعيين المعلمين يكون بالباكاليوس والتخصص وأن يتلقوا تدريباً كافياً وإيجاد سبل لتحسين وضعهم الإقتصادي حتى يستقروا نفسياً.

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List of Abbreviations

The Word/s	The Abbreviations
1-English Language Teaching	ELT
2-Competency-based Teacher Education	CBTE
3-Initial Teacher Education	ITE
4-Language Teacher Education	LTE
5- English Foreign Language	EFL
6-English Second Language	ESL
7-English Language Syllabus Designed for Sudanese Schools	SPINE

Chapter one

Introduction

1.0 Background :About the Study

This chapter involves the introduction, in addition to contents under the conventional subtitles which are statement of the study problem, questions of the study, hypotheses of the study, objectives of the study ,significance of the study, methodology and limits of the study.

English language is taught in Sudanese schools as a foreign language. Today it has become a big problem for the students because of unqualified teachers, poor syllabus and students' low interest and desire. This study particularly intends to investigate to what extent basic level English language teachers are qualified for teaching English. Also it will investigate the most effective factors that hinder teachers' work. In the past time, up to 1990, the Ministry of Education was responsible of teachers' selection according to academic and personal criteria. It qualified them by various ways as: workshops, seminars, in-service training and long training; one year training for the Primary schools teachers and two years training for Intermediate schools teachers. Moreover, the teachers come to the job with their desire; therefore, they did their work well. Also, the colleges of Education and institutions of Education used to choose those who got high grade in Secondary School Certificate. Nowadays the government has backed out of taking

care of education. Hence, most of the qualified teachers have left the job, because of poor salaries. Nearly, annually the Ministry of Education employs many teachers from different specialties, but unfortunately most of them come to the job without motivation.

1.1 Statement of the Research Problem:

The teaching job isn't an easy task, so it needs great effort. The problem is some teachers are not qualified or unqualified enough for teaching English. This Study will investigate to what extent Basic level English language teachers are qualified for teaching English.

1.2 Significance of the Research:

The study is very essential for teachers, students, teachers' training institute, education colleges and syllabus designers, because it deals with the Basic Level English language teachers' quality problem in teaching English. It tries to investigate the reasons behind their lack

1.3 Research objectives:

This study aims find out:

- 1-To extent qualified Basic level English language teachers to present language in a proper way in order to meet the students' requirements.
- 2- Find out to what extent they are trained.
- 3- Suggest effective method to qualify teachers.

1.4 Research Hypotheses:

For the purpose of this study, the following hypotheses are formulated:

- 1- Many Basic Level English language teachers are unqualified academically for teaching English.
- 2- Some Basic Level English language teachers are untrained for teaching English.
- 3- Many Basic Level English language teachers lack sufficient.
- 4- Most Basic Level English language teachers have not got a strong desire for teaching English.

1.5 Research Questions:

This study sets out to answer the following questions:

1. To what degree are Basic Level English language teachers qualified academically for teaching English?
2. To what extent are Basic Level English language teachers trained for teaching English?
3. To what extent are Basic Level English language teachers experienced for teaching English?
4. To what extent are Basic Level English language teachers motivated for teaching English?

1.6 Limits of the Research:

This study is limited to Basic Level English language teachers in Bahry Locality.

1.7 Methodology of the Research:

The method of this research is descriptive analytical and evaluative. The researcher will describe the collected data and then analyze them by using instruments, questionnaire and interview, and (SPSS) for analysis. The researcher will design two tools to collect data, a questionnaire for Basic Level English language teachers and an interview with Basic Level English language supervisors. Both validity and reliability of the research tools will be checked and confirmed by using SPSS. The geographical setting of this study is Bahri Locality. The population of the study is **B**asic level English language teachers. Therefore, approximately (2008) two thousand and eight teachers and thirty supervisors in this locality. A sample randomly be selected for the questionnaire and interview. The researcher will apply percentage model to show numbers and percentage of respondents. It will employ SPSS model.

Summary of the Chapter

This chapter mainly Investigated the problem of the study; investigating to what extent Basic Level English language teachers are qualified for teaching English. It includes: contexts of the study problem, statement of the problem, research questions, hypotheses of the study and aims of the study and the methodology of the study which contains: tools, sample and data analysis.

This study is very essential for the Ministry of Education because it investigates at the quality of the teachers at Basic Level School.

Chapter Two

Literature Review And Previous Studies

2.0 Introduction :

This chapter involves reviewing of relevant literature in addition to related previous studies.

2.1 Over View :

This chapter intends to provide literature review on some key concepts of the study, mainly about English language teachers. It consists of two parts: historical background of the study, theoretical framework and previous studies.

2.2 Part Two Conceptual Framework:

2.2.1 Historical Background:

Basic Level Education has recently been founded in Sudan, almost, in the middle of nineties in order to replace primary and intermediate level. On other word Basic Level has come from merging the two levels primary and Intermediate levels together, hence, the Ministry of Education put some arrangements for the new stage as: new curriculum to suit pupils according to their abilities, so English language curriculum was one of them. Besides that, it trained some teachers for teaching English.

2.3.2 The Education and Government Policy

The education is considered basis of development, therefore, since 1992 the government has started to interest in it, with its two parts governmental and private.

2.4.3 General Education:

It means Basic, Secondary and Technical Education. It comprehends both governmental and private, the government tries to spread it all over the country in order to provide chances for those who reach the education age or those who have missed the education age, also those who have desire to continue their education age ,and those who have desire to continue their education which has cut.

2.2 So, the government has founded more varied educational institutes for example: kindergartens, khalwas, Basic schools, secondary schools, technical institutes and literacy classroom. Also, it has encouraged the private education, besides that it motivates the high education by opening more universities and colleges. In addition to that it has trained those who join these fields.

2.3 Context of the Research Problem:

English language has become one of the most wide spread languages in the world. Hence, it has become a global language for communication for many countries. In this study, the researcher carried out this research to investigate the difficulties that face and hinder the method of learning it, and a teacher is one of the main factors behind the success of learning it. Therefore, he/she should be qualified enough .Some Sudanese researchers investigated reasons behind the deterioration of English language standards among the Sudanese students .They highlighted the importance of training for English language teachers, for instance:

Al Tahir (2008) submitted a paper titled 'The story of SPINE' in a conference sponsored by the Open university of Sudan in June/2008, discussed the reason behind the deterioration of English in Sudanese-schools and stated that among the reasons is that the teachers who are not majoring in English

Moreover, Salih (2007: 72) in his study pointed to the importance of in-service training for teachers. Aspland and Brown (1993: 18) confirmed that in-service training has to be organized for achieving the following broad objectives:

- To upgrade the professional competence of serving teachers.
- To upgrade the qualifications of under-qualified and /or untrained On- the -job teachers.
- To prepare teachers for new roles.
- To provide knowledge and skills relating to emerging curricular changes - content, process and evaluation.
- To make teachers aware of critical areas and issues like competency –based learning, use of mass media in education and so on.
- To evaluate their own work and attitude in conjunction with their professional colleagues in other parts of education service.
- To develop their professional competence, confidence and relevant knowledge and to advance their careers.

So, this study will focus on the training of teachers in general and to what extent Basic level English language teachers are qualified for teaching English language.

Concerning English language specialty most of teachers are unqualified academically because their real specialty is not English Language but they are employed because of the shortage in English Language teachers. Also, some of them are untrained and others are un experienced. As mentioned before teaching is not an easy job, and, therefore, some characteristics should be found in the teacher such as: subject knowledge, training and motivation. These factors are very important for a teacher because, subject knowledge makes a teacher confident of him herself. Training helps a teacher to perform his/ her work perfectly. Also, experience and motivation are not less important than subject matter and training, because each of them complete the other. All these factors affect teachers' performance. In addition to those main factors, sometimes there are some situations which affect their performance whether he/she is qualified or unqualified such as: economic situation which has strong effect that obliged many qualified teachers to immigrate or resign from the job. Besides, the school environment which is considered important thing for a teacher and a student. Also, the culture is the one of factors which affects human work, positively or passively.

Basic Level:

In the middle of nineties the government has changed the education ladder in general education, from three systems/level;

primary and intermediate, and secondary, whereas the basic level replaces the primary and intermediate level. The government has built number of basic schools and has trained number of teachers to join this level. This change in ladder has accompanied change in curriculum. Also, it has academics positive and passive effect on student's results, especially in the basic level.

The following points show part of positive effects:

1. Increase in schools number.
2. Teaching English in an early stage.
3. Teaching some subjects which join the students with local environment.
4. Teaching modern technical subjects like computer etc. On the other hand there are some passive effects like:
 - 1- Lacking suitable school environment in some schools.
 - 2- Non-stability in currentl curriculum.
 - 3- Shortage in qualified teachers.
 - 4- Shortage in textbook.
 - 5- The current curriculums un-keep with students requirements.
 - 6- Omission of the academic year affect passively in maturity of Students minds.
 - 7- The students join school early perhaps it has academic passive effect if they don't find following up from their parents.

8- Shortage in teachers discredits confidence from the governmental schools. So, many people withdraw their kids from the governmental schools and join them with private schools.

9- Merging two levels in one level creates some problem among the students, because they are different in their thoughts and ages.

Table (2-1) Information about Basic Level English Language Teachers in Locality

Sections Item	6 Number
Schools	3027
English Language teachers	2008
Training	1260 Salty
	233 (in-service training)
	237 (college)
	268 (short cycles)

Basic level education at Bahry locality consists of six sections. It has 3027 schools, and about 2008 English language teachers. The teachers academic certificates between Sudanese certificate and university certificate, but some of them studied and they have got English language teaching diploma, and others have got master in English language teaching (ELT).

About teachers training, 1260 of teachers have got training at national institute for language training (Salty), in addition to 223, of them have got in- service training, also 237 of them have joined the basic education collage and some have joined Open Sudan university, all of them specialized in teaching English language, moreover, 268 have taken short cycles; from 7-10 days, in English language teaching methods. Actually, the ministry has stopped the regular training at education institutes since 1996.

Teacher's Development:

Training and education, competence and capacity are essential themes in teacher career; together they give creative teacher. Barduhn (1989:2-3) believes, draws in other aspects of the teacher's, life — for example, teaching can be a highly stressful occupation. Moreover the only way to escape this type of stress is through the development of sense of inner security, which allows for the development of secure personal relationships with colleagues and learners. Teacher training is about competence in the implementation of teaching techniques and improvise new ones.

Handal and Lauvas (1981: 65) state teacher development characteristics have two definitions: first, it concerns itself with the development of the socially aware individual as a whole — person — who teaches, as opposed to the acquisition of professional competence and capacity by a teacher, separate from the rest of that person's life. Second, the emphasis here is on the personal motivation of the individual to take

responsibility for his or her own self-development training and education are what other people can give the person; development is what the teacher does about him/herself. The influence of such ideas has been seen in teacher education courses for sometimes, perhaps most clearly in what is often called a counseling approach to observation and feedback.

Teacher Education programs:

Teacher education plays an important role in training and educating trainee teachers and up-dating knowledge and experience of teachers on the job with the aim of improving the teaching process on one hand and developing teachers' professional competence on the other. This, of courses, applies to both in service and pre-service courses.

The main purpose of such course is to provide teachers with certain basic training concepts, theories, processes and techniques along with providing opportunities for feedback and systematic analysis.

Institutes of Teachers Training:

Before 1990 the ministry of education was interested much in teachers training, where as it based three types of institutes for training teachers in addition to short cycles from time to time.

1/In- Service Training:

The ministry has based many in-service training institutes, more over to general training institutes, which have found before, so as to training teachers work in primary and intermediate levels. About teachers training in Bahri area, the ministry has based the in-service training institute. Besides that,

it sends some of them to Omdurman teachers training institute and some for Salty institute.

2/ Two- years' System Training:

The teacher spends two years completely empty from work after it s/he returns back to school which has sent him/her, for example: Omdurman training institute, Bukaht Al-Ruda institute etc.

3/One year Training :

The ministry sends some teachers to spend one year training at Sulty institute. The legitimate envoy returns back to their schools after it. After 1992 the ministry has stopped such as these cycles, and it depends on workshops which have carried-out from time to time.

Colleges of Educations:

The up-rising of high education at the beginning of nineties has strong effect in colleges of education increasing number ,moreover, it creates the system of colleges Basic Education in order to training the teachers who don't train, besides that it graduates teachers for Basic level, for instance university college of Basic Education, university of Omdurman, college of Basic Education etc.

Private Parallel Education at General Education:

It is Synonymous Education to Governmental Level Education. It comprises Basic Education and Elderly Education, but there is a little different between them, for example; student's ages and learning fees. In parallel Education students ages between 7-24 years, and students pay fees for learning according to their

financial potentiality. Always the parallel centres have found in the terminal areas according to the area need, and agree with Elderly Education and Basic Level Education at locality. They administer and supervise by Elderly Education. The learning system at it morning and evening. Moreover, the centres accept the losing, elderly and special cases students, and about students teaching, they classify into groups according to their ages for example: (7-9), (10-14), (15-24) years.

The classrooms from (1-8), and they teach governmental curriculum and the exams come from Education Office, besides that , in the evening the centres teach Elderly, Literacy, and they use the national obligatory service as teachers.

2.1.4 The Currentl English Language Curriculum:

The SPINE series: (Sudan Practical Integrated National English), first published in 1993. It's specially prepared for the Sudan so as to develop communicative competence in learners at both Basic and Secondary Levels. It's also meant to be used by parents so that they can offer support at home. Furthermore, it designed for the learner with learner - centered activities. Moreover, the Ministry of Education Sudan Publication Burea pointed to the SPINE Series: to teacher, parents and pupils. In addition to the SPINE Series consists of two books for each classroom (5-12) Teachers Book and Pupils Book.

2.1.5 Basic Level English Teaching Staff:

Basic level is a new educational system in Sudan. Thus, it needs some arrangements as: new teaching staff and curriculum. The first teaching staffs, especially in English language, of the Basic Level were Intermediate level English language teachers

after the merging of two levels together; primary and Intermediate. They were qualified, but by the course of time the Ministry was in need of completion the lack in English language teachers admitted to some teachers to teach English without looking to criteria of specialty. So the result was the deterioration of language level among the pupils.

2.1.6 Psychology of Teaching:

The teaching is not an easy job. While teaching, teacher has to keep in mind objectives of his/ her success of lesson, needs and interest of student. Success of this profession depends upon good planning and mastering of the subject to be taught. A good teacher tries to correlate his/ her teaching with a real life. Psychological principal is one in which teaching is made an effective by taking in to account psychology of student. This principle is framed by keeping in mind abilities, aptitudes, capacities and potentialities of students. So many researchers write in this field for example: Elizabeth (2004.6) a good teacher prepared students first for his teaching and then only teacher started teaching. Teacher should not give spoon feeding students. Teacher should arouse student's interest and develop in students love for self-learning. This practice reduces load of work of teacher. Students are also able to learn really while teaching group behaviors of students, and then only teacher would be able teach well.

2.1.7 The Concept of the Educated Teacher:

A qualified teacher is needed in order to serve the educational field. In recent years a substantial number of teacher educators have contributed to clarifying the difference between training and education or development. Lange (1990: 250) for example, describes teacher development as: A process of continual intellectual, experiential and attitudinal growth of teachers, some of which is generated in pre-professional and professional in service programmes. In recent literature on teacher education it is, therefore, common to find attempts to formulate principles for education as opposed to training. Richards (1990: xi) for example, characterized teacher education as involving teachers in “developing theories of teaching, understanding the nature of teacher decision making and strategies for critical self-awareness and self-evaluation” Ramani (1990: 2004) discuss the need to provide a point of access into theory which derives from practice teachers theoretical abilities can be engaged and strengthened if their intuitions are afforded value and if the entry point into theory is closed to their experience as practicing teachers. Nunan (1989: 112) proposes a further principle when he says: “Content should, far as possible, be derived from the teachers themselves”. The outcomes of applying these principles to the formulation of a programme, it is hoped, will be the educated teacher. Before accepting such principles and attempting to implement them, the teacher educator will then need to explore the concept of the educated teacher and arrive at professionally and personally relevant definition. One source of

insight on this may be derived from Peters, who in his book *Ethics and Education* (1966: 3-1), proposed four criteria for person to be educated. The first was that a person should possess more than ‘mere know-how or knack’ but a body of knowledge and ‘some kind of conceptual scheme to raise this above the level of collection of disjoint facts. This implies an understanding of principles and having a critical framework which to view and appraise practical classroom procedures. Peter called this the ‘understanding of principles’ criterion. The second he called the transformation criterion, this implies that a person’s outlook is transformed by what that person knows. This could be related to educational thinking about encouraging the practitioner to reflect on received professional knowledge, and that gained from experience, in order to achieve development. The third criterion is the caring of commitment criterion that a person must care about the standards immanent in his or her field of interest. In education this would relate to finding evidence for our assumptions, looking for coherence and consistency in our own professional practice, developing criteria for self-appraisal, and building our own standards for that appraisal (see Anderson volume). Fourthly, the educated person must have a cognitive perspective and see the connections between what he or she is doing and other areas of activity .

2.1.8 Teacher Education and the Teacher Educator :

There is a long-standing tradition in language teaching of making a tripartite distinction between ‘teacher training’, ‘teacher education’ and ‘teacher development’. (See, e.g. All

Wright, 1997), and thus, by extension between teacher trainers, educators and developers. Teacher training has generally been seen to involve the provision of work on practical, classroom-based skill; the coinage of the second has been reviewed as ‘background’ theories, research, and so on; and the third has been seen as bound up with concerns such as raising awareness about fostering self-growth; a set of focus, respectively, on ‘doing’, ‘knowing’ and ‘being. In addition, as All Wright (ibid) points out, there has also been a tradition of regarding the first two as product of external agency, and the third as an exclusively self-directed activity.

2.1.9 Encouraging Teacher Reflection on In-serve Program :

Many teacher education program are premised a reflective teacher and that reflection is a professional disposition to be encourage. Teacher’s Credo, (based on Ellis 1988) presents a set of principles to which teachers might adhere in their teaching and which reveal their underlying beliefs about what constitutes good.

2.1.10 Why is Teaching philosophy Important to the Teacher?

Philosophy for teacher can reveal principles that may be used as a quiet for professional action. Every teacher has a philosophy of education, a set of beliefs about how human beings learn and what one should learn in order to live a good life. Teachers differ in regards to amount of efforts. They denote development of their personal philosophy. Some teachers feel

that philosophical reflections have nothing to contribute to actual act of teaching. Philosophy is also important to schools to focus efforts of teachers, administrators, students and parents in desired directions. Elizabeth (1974, 222).

2.1.11 The Role of the Teacher (especially Basic Level):

During lessons teachers talk for many different reasons; explaining, controlling, modeling, solving problems, asking questions and giving feedback. Giving feedback is one of the key roles that teachers play in the classroom. This is an important role and the way the teacher handles it can have a strong influence on the learners' experience. In particular, the way teachers respond to learners can have a powerful impact on learners' attitudes towards the subject (Tsui, 1985). As Brown and Wragg (1993) highlight, teachers usually ask questions to check learners' knowledge rather than because they are seeking new information. This contrasts with the use of questions in real life. Teachers also ask questions to activate learners' schematic knowledge about the topic being discussed and to provoke them to use their thinking skills (Peacock, 1990). Furthermore, William Little Wood (1996:92), explains the concept of the teacher as 'instructor' is thus inadequate to describe his overall function. In a broader sense, he is a facilitator of learning, and may need to perform in a variety of specific roles, separately or simultaneously. These include the following:

- As general overseer of his students' learning, he must aim to coordinate the activities so that they form a

coherent progression, leading towards greater communicative ability.

- classroom manager is Also, responsible for grouping activities into ‘lessons’ and for ensuring that these are satisfactorily organized at the practical level. This includes deciding on his own role within each activity.
- In many activities, he may perform the familiar role of language instructor; he will present new language, exercise direct control over the learners’ performance, evaluate and correct.
- In others, he will not intervene after initiating the proceedings, but will let learning take place through independent activity.
- While such independent activity is in progress, he may act as consultant or adviser, helping where or when necessary. He may also move about the classroom in order to monitor the strengths and weakness of the learners, as a basis for planning future learning activities.
- He will sometimes wish participate in an activity as ‘co-communicator’ with the learners. In this role, he can stimulate and present new language, without taking the main initiative for learning a way from the learners themselves.
- The teacher’s role as ‘Co-communicator’, places him on an equal basis with learners. This helps to break down tension and barriers between them.

Wing (1995) emphasized that today, language teachers are expected to have multiple roles from having target language competence; the teacher needs to be a manager who facilitates language acquisition, a source developer who uses to the greatest advantage the target and native language, material and technology, an analyst who observes and evaluates what is happening in the classroom, in addition to Morian (1993), on the other hand, point out that educating the foreign language, teacher is not the responsibility of a single segment of academic, (language proficiency for example) but rather a combination of four components which are (1) required knowledge courses, (2) courses in the content area, (3) courses in pedagogy, and (4) in-school experiences.

Chrivers (1994) on the other hand, outlined the characteristics desirable in future language teacher. They are: “(1) Proficiency in the foreign language and culture, (2) proficiency in the language and the culture of the school’s community, (3) expertise in curricular design and its implementation, (4) technological development”. Some researchers like Fraser and Lombard (2002:92) show their views about teacher today the teacher’s role is today seen as one of nurturing pupils and prompting critical thinking’. So, many studies have been carried out in this field; because of teaching is a technical job, so it requires main factors which should be found in the teacher as: subject knowledge studies, training, motivation and experience, which comes by the course of time. Wright (1987), following Barnes (1976), characterizes teacher roles in terms of a continuum from transmission to interpretation teaching (Quote 13.1 overleaf). The role of teacher within autonomous learning clearly falls within the framework of interpretation teaching.

Terms proposed to describe the role of teacher within this framework include facilitator, helper, coordinator, counselor, consultant, advisor, knower and resource. Voller (1997), in a detailed review of the literature on teacher roles in autonomous learning, reduces these to three: facilitator, in which the teacher is seen providing support for learning; counselor, where the emphasis is placed on one – to – one interaction; and resource, in which the teacher is seen as a source of knowledge and expertise. Voller (1997: 102) itemizes the functions and qualities associated with these roles under the headings of technical and psycho – social support. The key features of technical support are:

- Helping learners to plan and carry – out their independent language learning by means of need analysis (both learning and language needs), objective setting (both short and long terms), work planning, selecting materials and organizing interactions;
- Helping learners to evaluate themselves (assessing initial proficiency, monitoring progress, and peer – and – self – assessment).
- Helping learners to acquire the skills and knowledge needed to implement the above (by raising their awareness of language and learning) by providing learner training to help them to identify learning styles and appropriate learning strategies).

Subject Knowledge Studies :

Subject matter studies is seen as a critical foundation for sound teacher education, especially in many countries, majority of the people joining teaching education institutions/colleges

have lower passes than those joining other professions like medicine or engineering (Robinson and Latch 2003:4). They also added that this is what responsible for vicious cycle of low quality education, especially in the developing countries. (Dove 1986:24) added “effective teachers are those with high levels of cognitive ability, higher educational levels and teacher training”. Khalil .I.B (2014) States that a qualified teacher ables to create good relation with his/her students, 50% this helps much in learning language.

Professional Studies (Training):

Since teaching is considered as a profession, the professional courses are said to be core in the provision of specific professional skills. These courses are meant to help prepare the teacher for classroom and school activities and responsibilities. So these courses include methods, curriculum and psychology courses (Furlong et. al. 2004: 34). Through these courses trainees establish links between the subject matter learnt and classroom situations.

According to Davis (1998: 40-45) shows training is the process through which skills are developed, information is provided and attitudes are nurtured in order to help individuals to become more efficient in their work. Thus, training comes as a solution of lack of performance of the employees or where there is a need to effect changes in the way things have been done. In addition, Gravette (2001: ix) argues that training can be perceived as systematic development of certain necessary skill patterns that are required by teachers in order to reach certain

level of competency or operate differently and efficiently in their execution of day to-day task. Stevens (1981) states that the systematic and well-organized training of teachers of English as foreign language in an educational system can raise the achievement of language learners in that systems, but the training must be adequate in quantity and appropriate in nature.

Mohammed. T (2011:47) pointed to that trained EFL teachers play an essential role in accomplishing the objectives of EFL courses. Lipman (1975), quoted in Tushyeh (2005) says: “one of the most important function of academic discipline should be the training of teachers, yet how many college language departments are truly committed to the task? In too many language departments either the training of teachers is ignored or it is regarded as a necessary evil. Inferior students are often rooted into teacher education programs. In fact, a large number of colleges and faculties have tried to dissociate themselves from the preparation of teachers ; that is essentially, the origin of departments of education. Also he explains the importance of the motivation and attitude in teaching and learning foreign language.

Negative Beliefs about Teachers and Students:

Teacher’s belief about students would have great effects on how teacher teaches. Every teacher formulates in his/her mind about what students like. Elizabeth (1974, 225) shows that, negative beliefs concern how incomes, minority of students home lives and communities. Also, Dcluca and Burn (1997, 27) explain that some teachers have negative perceptions of

bilingual programme for English language students. Student's lacks of proficiency in English language are handicaps to their social and economic growth. Achievements with delivery teaching to multi levels of learning help developing negative out- looks towards teacher's beliefs for high an achievers, in addition to negative views of students may promote teacher - student's relationship base on fear and coercion rather than trust and helpfulness:

Sociality:

When we change role from teacher to provider we need to develop our knowledge, skills and self – awareness. We need content knowledge of classroom skills, language systems, and learning theories.

We need process skills; to attend respectfully to learner teacher, to elicit their views, and to see what can most effectively be done in any given context. However, we also need self – awareness: the ability to monitor our actions and reasons the assumptions that underpin them. Without this, we may make false assumptions about learner – teachers, their cultures and their work situation, and fail to understand how they perceive us and react to us.

Models of the Person and Teacher Education:

The four models of the person which underpin different descriptions of human learning have consequences for the objectives, content and process of teacher education because they suggest different models of the teacher: what a teacher is,

what s/he knows and how s/he learns. After Roth (1990) summarized these models as follows:

- Person as input – output system: all behavior can be explained in terms of general laws which explain connections between input (via the senses) and output (behavior); human behavior can be predicted under certain well defined external conditions.
- Person with self – agency: The person autonomous and self – determining agent; individual experience motivate action.
- Person as constructivist: The person function as intelligent system, developing increasingly differentiated representations of the world which frame our perceptions and actions; learning involves opening reconstruction of these representations.
- Pearson as social being: Our behavior is determined by social rules in our relationships with others and in the norms we follow to achieve acceptance by others.
However, our actions are not wholly socially determined: we can impose a personal style on our roles.

Model – Based Learning and Teacher Education:

A teacher – education cause based on behaviorist principles will define content as an inventory of discrete behavioral skills presented in the form of visual or written models. In process, it will try to shape; learner – teachers to conform to a model. We consider two aspects of teacher education directly based on this view: Micro – Teaching and Competency – Based Teacher Education (CBTE). We also consider the traditional appreciate

ship approach to teacher education, which pre – dates behaviorist but which also bases professional education on imitation of models.

Competency – Based Teacher Education (CBTE)

The notion of teacher competencies originated in the definition of behavioral skills but has since been broadened to include aspects of knowledge and more complex pedagogic actions.

A dominant trend in teacher education in the U.S.A through the 1970's, CBTE was an essentially objective – driven approach to LTE, characterized by its reliance on objectives specified in advance and known to the learners (Huston, 1987:89). This was seen to provide clear expectations for student teachers; to link theoretical principles to practice; and to allow a degree of individualization (Turney, 1977; Houaton, 1987; Furlong and Maynard, 1995: 26 – 36).

The Craft Approach to Professional Education:

Craft/ Apprentice Ship – based Teacher Education shares the view of teacher learning as essentially imitative in process and model – based in content. The craft model of professional education prevailed in traditionalist initial teacher education (ITE) design in the UK until the 1950s. The student – teacher worked alongside a master teacher in school and followed her/his instructions, a device and personal example as does an apprentice a master craft man. s/he learned to teach from the model of the experienced master teacher.

As in CBTE, objectives were model – based but they were not framed as precise competencies: They were implicit, represented

by the craft knowledge of the supervising teacher. In fact, in most cases, practical LTE objectives were not defined at all (Stone and Morris, 1972).

A craft model may be appropriate where resources are limited or where there is an under supply of teachers: school – leavers can be trained cheaply by an apprenticeship in school rather than by entry to higher education institutions. It is also consistent with a conservative culture: if a stable society values seniority and tradition, then it might well promote apprenticeship as valid form of ITE.

Classical Micro – teaching:

Micro – teaching was introduced at Stanford University in 1963 as a preparation for school – based teaching practice. In micro – teaching program a single model of target behavior is presented and student – teachers’ behavior is then shaped to match it by means of observation, imitation, and reinforcement by feedback. To enable step – by – step learning, teaching skills are defined in lists of precise behavioral competencies to specify learning objectives and serve as assessment criteria.

Competencies are practised in scale – down ‘micro’ settings (a small number of learners, a short period, a limited teaching objective, a focused skill) and are assumed then to transfer to the more complex conditions of the classroom (Brown, 1975; Wallace, 1991)

The key features of psycho – social support are:

- The personal qualities of the facilitator (being caring, supportive, patient, tolerant, empathic, open, non – judgmental);
- A capacity for motivating learners (encouraging commitment, dispersing uncertainty, helping learners to overcome obstacles, being prepared to enter into a dialogue with learners, avoiding manipulating, objectifying or interfering with, in other words controlling them);
- An ability to raise learners’ awareness (to recondition them for preconceptions about learner and teacher roles, to help them perceive the utility of, or necessity for, autonomous learning).

The future and qualities in these lists imply not only the ability to implement particular methods of teaching and learning, but also a commitment to the idea of autonomy manifested in the teachers’ global approach towards professional practice.

In order to create spaces for learners to exercise their autonomy, teachers must recognize and assert their own.

Teacher Autonomy:

The concept of autonomy first entered the field of language teaching through the Council of Europe’s Modern Language Projects, established in 1971.

Siclair, B, Mc Grath and Lamb T. (eds) (2000) state the idea of teacher autonomy arises in part from a shift in the field of teacher education from a focus on the teacher as a conduit for methods devised by experts to a focus on the teacher as a self –

directed learner and practitioner. It also arises from a growing awareness among teachers involved with learner autonomy of the importance of their own role in the process of helping learners take greater control over their learning.

Thavenius (1999:159) argues: developing learner autonomy involves a lot more for the teacher role than most teachers' realize. Although they may be ambitious and even eager to start helping their students developing autonomy and awareness of the language process, they may still be ignorant of what this means for the teacher role. It is not just a matter of changing teaching techniques. It is a matter of changing teacher personality.

According to Mc Grath (2000), teacher autonomy involves ideas of professional freedom and self – directed professional development. In order to foster autonomy among learners, teachers must be both free and able to assert their own autonomy in the practice of teaching.

Learning to Teach:

Learning to teach is a complex, multifaceted process. By complex we mean it is a complicated process that researchers believe takes many years to master or progress from novice to expert (Berliner, 1994; Darling Hammond, 1998).

Learning to teach is multifaceted in that it requires many different kinds of knowledge. Among these are:

- Content Knowledge.
- Pedagogical.
- Teaching Skills.

It is long been held that, “you can’t teach what you don’t know”. Recently, research in teacher education has shown that effective teaching not only requires that teachers know something, but also that they can translate this knowledge into something students can understand and use (Shulman, 1986).

Your content knowledge is based upon the hours you have spent in liberal arts courses and in courses in your major and minor. However, according to Rudolph Dreikurs (1968), “knowledge of subject matter alone is not sufficient for being proficient in the classroom ... or even the ability to convey that knowledge” a teacher must also know how to translate complex and difficult ideas into learnable topics.

Pedagogical knowledge, which involves knowing about classroom how they work, and how they promote learning, is a second kind of critical teacher knowledge. Evidence of pedagogical knowledge is the acquisition of professional vocabulary that helps teachers think about educational problems and converse with other professionals about educational issues (Strahan, 1989).

Some examples of concepts embedded in the domain of pedagogical Knowledge include:

- Level of learning in the cognitive domain.
- Instructional goals and objectives.
- Lesson planning.
- Wait time.
- Inquiry.
- Rules and procedure.
- Criterion referenced tests.

The Teacher as Decision Maker:

Teachers make a wide range of decisions that clearly affect the effectiveness of their classroom teaching. Shavelson (1973) describes decision making as the “Basic Teaching Skill”. The argument is that while knowledge of subject matter and teaching skill are important, being able to describe when and how to use them effectively is critical (Greenwood & Fillmer, 1997).

Decision making obviously implies making choices; some of the most common examples involve deciding what to teach, how to teach it, and how to assess student achievement. Using how to teach as an example, a number of sources influence decision making and run the gamut from believing specific strategy to be the most effective way of teaching something to having case studies and hard researches information establishing its effectiveness.

One way to bypass these important decisions is to implement the content, strategies, and assessment found in teacher is guides and instructional material that often accompany text books such resources may provide the most effective instruction for a given lesson, but we take the position here that anything we undertake in our classrooms should be weighed against other alternatives in a conscious and deliberate of fort. Effective teachers draw from several areas of knowledge as they face a great variety of decisions in the class room arena, and the ability to make professional decisions is vital to teaching (Doebler, 1989).

Factors Influencing Decision Making:

The major ways of evaluating the professional decision we make as teachers are research, experiences, and context. A growing body of research provides useful information about the relationship of teacher actions to student learning (Bruning, Schraw, Norby, H Ronning, 2004).

A second factor influencing professional decision making is experience. Research is clear that veteran teachers draw heavily in on their experiences to guide their decisions (Berliner, 1994). This has several implications for beginning teachers.

First, research on the effective practices of experienced teachers need to observe and talk with experienced teachers as they learn to teach. Finally, beginning teachers need to reflect on their own growth as they progress and, by doing so, grow through experience and learn from their successes and failures.

Context is a third factor that influences teachers' decision making. No two students no two learning environments are alike. In addition, instructional decision making is also influenced by the kind of content being taught, the resources available, and even the time of day or point in the second year. Clearly, teaching is an individual process in which who we are as persons influences the way we teach (Pajares, 1992).

As we learn about alternative teaching methods and instructional strategies, we need to continuously ask ourselves, will these work for me and will they effectively promote student learning in my classroom?

The Importance of Goals in Decision Making:

Weighing alternatives requires making choices that influence learning. This can only be done when teachers have clear goals. Teachers should always have goals in mind when they teach, because goals provide direction for teaching and guide decision making. Decision making is strategic in the sense that decisions are based upon purposeful and explicit goals. Here's an effective sequence in goal – based decision making (Beyer, 1988):

- Identifying the desired goal.
- Identifying obstacles to reaching that goal.
- Identifying options for overcoming each obstacle.
- Examine the options in terms of time, resources, costs, and constraints on their use.
- Choose the best option or combination of options.

The Importance of the Reflection in Teaching:

A major way that teachers improve their decision making is through reflection. Reflective teachers are thoughtful, analytical, even self – critical about their teaching.

After you have taught a lesson, you will want to reconsider your planning and the decisions you have made. This is the reflective aspect of teaching in which teachers struggle continually to improve their teaching (Fatt, 1998).

Reflection, whether written or mental, is an effective tool for refining professional thoughts, ideas, and beliefs. Reflection enables us to evaluate our experiences, learn from mistakes, repeat successes, and revise and plan for the future. As a

component of professional development, reflection allows us to clarify our thoughts and challenge our beliefs (Swain, 1998). Reflective teaching is complex and multifaceted. It is a review of one's practices in an attempt to do and to gain insight one or more effective way of doing curiosity to frame, reframe, and develop plans for future action (Clarke, 1994; Moallen, 1997). A reflective teacher is committed to thinking through difficult issues in depth, to teach and to manage classrooms; maintains a healthy skepticism about educational theories and practice; and gathers as much information as possible about any given problem, weight the value of the evidence against suitable criteria, and then draws a conclusion and makes a judgment (Ely, 1994).

Basically, reflection asks, how effective were the decisions I made? Specifically, reflection tries to answer questions such as:

- How appropriate were topics – that is, should they be taught again?
- Was the sequence of topics appropriate? If not, how should they be re – sequenced?
- Was my goal (s) appropriate for my students?
- Was my instructions aligned? Did my lesson plans facilitate my unit plan? Were the procedures and assessment I specified consistent with my goals?
- Were the procedures I used as effective as they might have been? If not, what procedures and assessment I specified consistent with my goals?

- Did the materials I used adequately represent the topic?
- What representations or resources would have made the topic more understandable?
- Is there a way I could have made the overall environment more conducive to learning?

Much of what has been said to this point refers to reflection as a process of questioning our practice in a variety of rational ways, but reflection can also be viewed as creative problem solving.

Reflective teaching means teachers think creatively about solving instructional problems they confront on daily basis (Jarolimek & Foster, 1997). Being creative fosters the teachers' need to know or be sure they demonstrate in their teaching a sensitivity to what will be most beneficial for their students. Reflective teachers develop their potential for effective action through the process of thoughtful reflection and, in doing so, become concerned with development of beliefs, knowledge, values, attitudes, and skills that will enable them to be aware of the amplifications of their actions for the current and future lives of their students (Laboskey, 1994). Reflection should not be limited to a rational process but should also be imbued with an ethic of care and passion (Zeicher, 1991).

The opportunity for reflective thinking about teaching appears to be an activity that could assist teachers in becoming more thoughtful about why, what, and how they plan and conduct learning for the students they teach (Bean, Fulmer, Zigmond & Grumet 1995).

2.2 Part (2) Previous Related Studies :

The following part aims at examining the previous studies related to the present study. Some of these studies were conducted in Sudan and some were abroad. This part gives a thorough review for these studies and provides critical comments. It sheds light on the core of these studies. Besides, it focuses on the findings provide by these studies and their relevance to present study.

Investigating the continuous doubts and complaints about English Language teachers in general education, and especially Basic Level English Language teachers, at Bahri Locality, so a large number of Sudanese experts at English Language investigated at that question.

1- Study conducted by, Mohammed. M.M. Sudan University of Science and Technology (2014) under the title An Investigation in to Testing EFL Learners, Oral Communicative competence (A case Study of some Secondary Schools). The study aimed to find out the reasons behind the negligence of testing students, oral communicative competence systematically in the Sudanese Secondary Schools. Also it forwards some recommendations that will be conducive to testing students or communicative competence systematically in the Sudanese Secondary Schools. Besides it suggests a technique that will useful for testing student's oral communicative competence systematically in Sudanese Secondary Schools. The study put forward hypotheses as: testing students oral communicative competence

systematically in Sudanese Secondary Schools is neglected to the lack of awareness of its importance to the Sudanese teachers of English. Also, it supposed the lack of adequate qualified teachers as examiners is one of the main obstacles to testing students, oral communicative competence systematically in Sudanese Secondary Schools. Moreover, the study assumed, ambiguity of the objectives of teaching English language to the Sudanese teachers of English is one of the main reasons behind the negligence of testing students, oral communicative competence systematically in Sudanese secondary schools. It was descriptive and analytical study, the researcher used two tools; questionnaire and interview to carry-out that, and the results of the study were; testing students oral communicative was neglected due to the lack of awareness of its importance to the teachers of English. In addition, it was revealed that the ambiguity of the objectives of teaching English language to the teachers. The study findings are: testing students, oral communicative, was neglected due to the lack of awareness of its importance to the Sudanese teachers of English. Accordingly, the first hypothesis of the present study was accepted. The interviews interpreted that some teachers of English weren't aware the importance of testing students (consistent with the results of the questionnaire).

And the lack of adequate qualified teachers as examiners was considered as one of the main obstacles to testing students. It was found that most teachers of English were not familiar with the concept of communicative competence. In addition, it

was revealed that they were not confident or trained enough for that. The interviewees expressed and commented that those teachers should be trained and familiarized with the concept of communicative competence.

According to the results and findings of the study and the present study, Investigating to What Extent Basic Level English language Teachers are Qualified for Teaching English. Both of the studies are investigated at, to what extent two levels English language teachers are qualified for teaching English.

2-Study carried- out by: Abozar. Y. E Sudan University of Science and Technology (2017), entitled Investigating into Problems of Early Reading in English that Face Sudanese Basic Level Pupils. The study aimed to: identify the early reading problems in English language facing by the first circle pupils (Grades 1-2 and 3) in Sudanese Basic Level. And find the teachers, perception and explanations of early reading problems and the strategies adopted by them in order to address these problems. In addition, the hypothesis of the study was: most of the pupils in the first circle face problem in reading English texts. Also the first circle's syllabus doesn't cope sufficiently with these early reading problems. The researcher used two tools for data collection; questionnaire and test, and used the descriptive and analytical method. The results of the study showed, most of the first circle's teachers in Karray locality are unqualified.

And the findings of it are: teachers should be aware of the pupils who face any difficulties in early reading; also effective

classroom instruction in the early grades is the key of creating strong and competent readers. At the end of the study the researcher recommended to, qualified teachers should be selected for the first circle, teachers of the first circle should be supplied with effective early reading strategies for supporting reading achievement in this stage and teachers should be trained. According to the results and findings of this study, and the topic of present study, both of the two studies have taken problems of English language at Basic Level which English teachers are considered part of it.

3-Study conducted by Ahmed. B. M. Al-Neelain University (2004), entitled, The Weak Standard of Learners at the English Language Subject at Basic Schools (1995-2003) Khartoum State. The study aimed to describe and identify the problems that cause the weak standard wanted to find out why is the English language confusing and destroying since year 1995-2003. And he wanted to find remedial work to those problems. The researcher put forward hypotheses for this study as: the reaction of the weak standard of the learners at Basic Schools and the role of the learners at Basic Schools and the role of the Educational Directors, teachers and the learners upon that problem. Also, it supposed the role of the Ministry of Education and the teachers for the remedial work. It was descriptive, study, the researcher used questionnaire tool for data collection. And the study results are: the problems of the weak due to teachers experience and his capacity. Also one of the reasons behind of the weakness was the lack of teachers training. And the study

findings are: teachers of the Basic Schools don't plan for written tasks. In addition the researcher recommended, the Educational Directors prepare continuously the courses for the teacher training. Moreover, the untrained teachers should be acquainted with the good methods. And the teachers should be trained and well acquired to present, prepare and plan their lessons. The results of the study stated that some of English language teachers at Basic Level need training; also they have not got experience, so both studies investigate on the English language problems at Basic Level which consider the English language teachers are part of them.

4-Study carried- out by Faisal. A. Kh Al-Zaeam Al Azhari University (2007), entitled, The Educational Problems Involved in the Teaching of English Language at the Basic Level Bahri Locality from the Teacher Point of View.

The study aimed to investigate the educational problems involved in the teaching of the English language at the Basic Level in Bahri Locality from the teacher's point of view. And the research hypotheses are: there are educational problems involved in teaching English language at Basic Level related to the teachers like training, experience and qualifications. Moreover, the researcher in this study adopted the descriptive method and the analytical method based on testing the hypotheses. The researcher used two types of questionnaires; open-close questionnaire, for data collection.

The results of the current study show that there are educational problems involved in teaching English language at

Basic Level in Bahri Locality, one of them related of English language teachers; they are not well qualified, and not adequately trained. And the study findings are: establishment of courses for teachers training, also, pre service training for graduates of English language section at other faculties, moreover, a continuous in-service training for novice teacher, in addition to lectures and seminars on new theories of methods of teaching English language should be held perpetually and supervisors must activate the teachers work. According to the aims, results and findings of this study, the two studies investigate in what extent Basic Level language teachers are qualified for teaching English language ,also both of them use the questionnaire for data collection, besides that they use descriptive and analytical method.

5-Study conducted by Mohamed. M.M. Al-Neelain University (2007), entitled, Review of ISETI Basic Level English Teachers Training Program and Proposal of a New One. The study goaled to explore the content, duration and methods used in delivering the training courses for the teachers of English at the basic level and to test their effectiveness, also to propose one outline of manual of a training course content and methods to be implemented by teachers training institutions in Khartoum state and Sudan. Moreover, the study hypotheses as follow: the courses given as initial training for the former intermediate teachers by ISETI were very effective. In addition to the untrained teachers look the competency in their teaching and a new course will be effective if it makes use of the content and

methods used in the long courses. The study was experimental, analytic and descriptive. It tried to describe and identify the effectiveness of initial training courses for English language institute. Aiming at analyzing the content and methods used in delivering the training courses for the teachers of English at Basic Level and their effectiveness and to propose an outline of a manual of training course content and methods so as to be implemented by teachers training institutions in Sudan. And the study findings are as following :

any effective training course should be along one; not less than two academic years also, any training programme should contain a language improvement component besides the methodology content of it, moreover, any training courses should have a lot of teaching practice in its components and there should be some concentration on workshops to develop teaching learning aids and discuss the text books to be taught. Besides that in designing any new training courses educational technology should be used not only video and audio tapes but computer programs should be added. Depending on the results and findings of this study which are shown above, both of these studies interested in the teacher who considers major component in the teaching process.

6-Study displayed on net, Schrier (1989) outlines four characteristics desirable in future foreign-language teachers. These are: (1) proficiency in the foreign language and its cultures, (2) proficiency in the language and culture of the schools community, (3) expertise in curricular design and its

implementation, and (4) technological sophistication. This research suggests that influences on teacher development, as well as the extent to which teachers present their knowledge to others, can be traced by examining these four characteristics. Schrier goes on to say that “The role that the foreign Language community plays in this process goes beyond providing content knowledge. It is the way professors organize and deliver this knowledge that provides future teachers with the scripts for understanding the structure and process of learning a language”. Are the above characteristics found on the Basic Level English Language teachers at Bahri Locality.

7- Study carried out by, Ahmed. A.M, Islamic university of Gaza (2011) under the title Professional Development Obstacles Facing Primary English Language Teachers in North Gaza. The study meant at identifying the professional development obstacles facing primary English language teachers in northern Gaza. The research used two tools for data collection questionnaire and interview. It was descriptive and analytical study.

The researcher prosaic English the hypotheses. And the study findings were: most participants agreed that the sudden and rare visits of supervisors are the greatest institutional professional development obstacles, most participants agreed that money and financial issues are the main self-directed professional development obstacles, the majorly believed the unbearable heavy teaching load, lack of time, and overcrowded classes, and absence of promotion are the most important

obstacles from the nature of the work, there were statistically significant differences due to gender in favor to males, experience, and age in favor to those who are younger in perceptions about professional development obstacles, yet there were not any differences due to academic qualification variable, but there were differences due to experience and age. Finally, the researcher recommends carrying out further researchers on the obstacles facing EFL teachers in specific development. The researcher also recommends conducting evaluation studies for already exiting EFL teachers' professional development programmers periodicals and books, heavy teaching load, lack of confidence, working in isolation, and uncooperative colleagues. Moreover, the absence of intrinsic and motivation and the authoritative nature of educational supervision are central English teachers professional development hindrances. The researcher believes that general training courses are insignificant since they don't help teachers find what they actually need. The relevance, relationship between the both studies is that Ahmed's (2011) dealt with obstacles facing primary English language teachers, and the research used two tools; questionnaire and interview for data collection, also, the present study is about Basic Level English language teachers; are they qualified for teaching English language, moreover the researcher is going to use two tools, questionnaire and interview for data collection. The difference between two studies is that, Ahmed dealt with non-technical obstacles which facing primary's teachers as: the sudden and rare visits of supervisors,

money and financial issue, lack of time and overcrowded classes, yet the present study, the researcher is dealt with technical things relate with teachers for example: subjects matter, training, motivation and experience.

8-Study conducted by Chenge and Wang (2004) reported a survey study among 47 in service secondary EFL teachers of English (Grades 7-12) who were attending a six-week summer professional development program in a teacher college in China in 2002. The tool was questionnaire of three parts in a mixed format of likert scale, choices and open. An ended question, the main aim was explored teachers' professional development beliefs and activities.

The study revealed that a group of secondary school teachers of English is less prepared in their subject matter. The teaching context challenges were the very large classes; more than 50 students, and the standardized testing system. To solve the challenges, computer. Based and computer-assisted teaching and learning technology was the highest ranked professional development need. In addition, the research raveled teacher need time so as to get effective professional development. Teachers need time to make professional development a continuous part of their work. Lack of time, as revealed, was one of the greatest challenges to implementing effective professional development. The relevance, between the both studies is that Chenge and Wang dealt with English foreign language teachers (Grade 7-12), and the tool, questionnaire, that used for data collection. Also the present study, the researcher is dealt with Basic Level

English language teachers, and he used two tools; questionnaire and interview, for data collection. The difference between two studies is that Wang and Cheng study aimed at explored teachers, professional development beliefs and activities, yet the present study aims to as mentioned on page(5)

9-Study carried-out by: Abdel Halim, Faculty of Education, Helwan (2008), was entitled the Effect of Using A training Program Based on Three Professional Development Strategies: Action Learning, Peer Coaching and Study Group, on Improving Teaching Performance of EFL Student Teachers as Pre-service Training. The research aimed to determine the effect of using a training program based on three professional development strategies; action learning, peer coaching and study groups. The researcher used five tools: observation checklist; to determine the weak teaching performances that need to be improved, scoring rubric, achievement test, a part folio assessment check list for continual evaluation and questionnaire, moreover the researcher designed a training program based on the three above mentioned professional development strategies. The sample was EFL student teachers; they were in groups.

The results showed there were differences between the mean scores of the EFL student teachers in favor of the posttest mean score. The program proved effectiveness in improving of teaching performance. The researcher recommended that professional development programs. The relevance between the two studies is: Both of them dealt with EFL teachers, they were analytical and descriptive studies, and they used more than one

tool for data collection. The difference between the two studies is that: in this research, the researcher checked the effective of a training program based on the some professional development activities through observation checklist, scoring rubric, test, apart folio assessment checklist and questionnaire, it means the researcher dealt with professional development activities, in addition the participants were EFL student teachers, yet the present study deals with real basic level English Language Teachers in order to check four factors relate with them: subject matter, training , motivation and experience.

10-Study conducted by Sultan. E. (2005) University of War Wick under the title Experience EFL Teachers' Personal Theories of

Good Teaching: APCT-Based Investigation. The study aims to investigate the contents and nature (including in structure and biographical sources) of experienced (EFL) teachers' cognition, and to see what extent their ideas about good practice are reflected in their actual practice. Also, the researcher puts the research questions as follow:

- 1- What are experienced (EFL) teachers' personal theories of good teaching?
 - a- What are the contents of experienced (EFL) teachers' personal theories of good teaching?
 - b- What is the nature of experienced EFL teachers' personal theories of good teaching?

The researcher explained the first question; he said "I wish to describe both the contents of experienced teachers'

theories and their nature, in other words their structure and the apparent biographical sources of influence on them. I am interested to see whether my participants' theories can be said to be different from those of pre service, novice teachers, expert' experienced teachers, and teacher of English in (ESL) as opposed to (EFL) settings'.

2- To what extent are experienced (EFL) teachers' classroom practices congruent with their personal theories of good teaching? To comment on this question, he said "I wish to see whether and how teachers implement their personal theories in practice so as to explore the extent to which a theory- practice gap applies as has been shown to be usually the case with novice and pre-service teachers". The research sample is secondary school English language teachers, and the tools for data collection are interviews, observation field notes and video recordings. It is descriptive and analytical study, and the research findings are:

- 1- Participants' personal theories of good teaching have moral/ educational and affective dimensions, connected to powerful images and core constructs.
- 2- Core constructs appear to be deeply rooted in participants' personal biographies. The influence of relatively early experience (mother, previous teachers) continues beyond the pre-service and novice years, in the form of core constructs.
- 3- In relation to classroom practice and pedagogy' as well as (particularly) "Roles and relationships", experienced

teachers seem to evaluate the appropriateness of classroom activities first and foremost according to their core constructs.

4- Experienced teachers do not act under the guidance of an overall governing image only.

‘Images’ don’t guide practice directly, rather, teachers seem to construe images in a bi-polar way, and anticipate events use these constructs.

6- Experienced teachers (in most but not all cases) have developed ‘peripheral’ constructs which, when these are related to more deeply held core constructs, mediate between them and practice.

The above findings show the importance of the experienced teachers’ cognition which the present study is going to investigate about ; you find that if you come back to the present research hypotheses.

In addition to that more researchers dealt with that (experienced teachers’ cognition) as:

- 1- Overall, experienced (ESL/ EFL) teachers have highly developed ways of thinking about, evaluating and learning from their practices (Berliner 1987, Westerman 1991, Woods 1996, Breem et.al. 2001, Tsui 2003)
- 2- Experienced (ESL/ EFL) teachers have their own personal understanding of teaching and they have personal theories (Breen 1991, Johnston and Goettsch 2000).
- 3- Experienced (ESL/EFL) teachers’ personal theories are rooted in their biographies that contain their previous

(language) learning experience and make up their whole personality (woods 1996, Borg 1998).

- 4- The affective dimensions of experienced teachers' knowing influence the ways in which they can improve themselves further and perceive expert knowledge, and influence how they teach in the classroom (Clandin in1986, Golomjek and Johnson 2004).
- 5- Experienced ESL teachers' decision-making is complex, varied and rich, being based on their on-going evaluations of and interactions with the curriculum students and materials (Bailey 1996, Smith 1996, Burns 1996, Breen 1991) .

Summary of the Chapter:

In this chapter, the researcher reviewed the related literature which is useful in a number of ways. It explained some key concepts required for a qualified teacher for teaching, such as: education subject matter, training, development, content and duty. The previous studies which related with the topic such as: a qualified teacher, theories in field of teaching and the role of teacher.

Chapter Three

Research Methodology

Introduction : This chapter involves contents under subtitles such as procedures of data collection , population , reliability and validity of the study .

3.0 Over view:

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

3.1 The Study Methodology:

The study mainly, focused on investigating the Basic level English language teacher's subject matter, training, experience and motivation for teaching English language. To achieve the general objectives of this study a questionnaire and interview were designed as data collection tools. In this part, the study dealt with the analysis of the data collected through the questionnaire from a population of (300) subjects; Basic level English language teachers, and interview with a population of (150) subjects; Basic level English language expert's teachers. The responses of the both (300) and (150) subjects will tabulate and computed by applying the (SPSS) system.

3.2 The Research Tools:

Two instruments were used to collect data for this study. A questionnaire was developed to collect data from Basic Level English language teachers and an interview was done with English language expert teachers.

3.3 Population and Sample of the Study:

The geographical setting of this study is Bahri locality. The population of the study is Basic level English language teachers.

A sample of (300) teachers and (150) and expert teachers was randomly selected for the questionnaire and interview, subjects involved both the governmental schools and private schools English language teachers. The researcher collected the required data for the current study by questionnaire and interview (questionnaire for teachers and interview with expert teachers).

The aim of using two tools together was necessary for the current study. First, questionnaire of (12) items was distributed to a sample of (300) Basic level English language teachers randomly selected from (6) sections of Bahri locality, and an interview was carried out with the sample of (150) Basic level English language expert teachers. After collecting the data, the researcher conducted statistical calculation\’s to analyze the data collected. The statistical calculation\’s after all confirmed the validity of the tools for teachers questionnaire and experts’ interview. However, the result of the computational analyses confirmed the validity of the questionnaire and interview. Additionally, it shows that the respondents differ according to the following characteristics:

- The respondents from different schools; governmental and private.

- The respondents from different qualifications (Sudanese certificate bachelor, diploma and master).
- The respondents from different sex (male, female).
- The respondents from different experience years (less than five years 5-10 years, above 10 years).
- The respondents involved teachers. According to the above variables (respondents' characteristics) see page (10) table(2.1)

The questionnaire was handed over to each individually if he or she agree to fill in it. Thirty (300) teachers from governmental and private schools; both male and female from 5-30 years experience. Concerning the interview, (150) expert teachers from the English department were chosen to collect data from them. The interview consists of three parts: (A) personal information, part (B) currentl curriculum. It was direct; not on phone, with each other in his chosen time and place.

3.3.1 Teachers' Questionnaire:

The questionnaire measures the quality extent of Basic Level English Language teachers for teaching English.

The total number of questionnaire items was (12).They were concerning, to what extent Basic Level English Language teachers were qualified for teaching English language as: qualifications, training, experience and motivation for teaching English language. See/appendix Ap(79)

3.3.2 The Expert Teachers' Interview:

The researcher prepared himself to see the interviewees. First he introduced himself to them. Then he expressed the total number of interview questions as: personal information and Basic Level English language current curriculum. See /appendix p(80)

3.4 Procedures:

The procedures which followed to collect the relevant data were the most time taking and patience needed stages of the research. It wasn't less than thirty (30) day that the researcher managed to distribute and recover the questionnaire and interview. The teachers' questionnaire statements were rated as follows since they aimed at measuring the level of teachers' qualifications, and hence they have one option:

3.5 Validity of the Tools:

There were two steps that the researcher took in order to assure the validity of his tools. Firstly, the two tools were given to a number of experts in Sudan University of Science and Technology, and Ministry of Education to see whether the tools could measure what they were intended to measure. This was what research experts call "construct validity". The experts who helped in constructing the two tools included the supervisor of the study, the head department of English language in training institute and some supervisors in English department at Basic Level. These experts made some modifications in the two tools by deleting, adding or reforming some of the questions and statements. After that, the two tools were tested by being given

to a number of subjects from the two strata of population who faced no problem in answering the questions. Finally, the results of the two scales will be analyzed statistically to see the reliability of the tools.

3.6 Reliability of the Tools:

After checking the validity of the questionnaire and interview, a final piloting with similar samples of the study was carried out to throw light on:

- The general appearance of the questionnaire and interview.
- Any ambiguous wording of items.
- The process of administration.
- The questionnaire, and interview reliability.

Three hundred copies of questionnaire, and one hundred and fifty copies of interview were distributed to Basic level English language teachers, and interview questions for expert teachers to respond comments on all the questionnaire and interview. This piloting threw light on the wording of some items, proved the clarity of the instructions and provided the researcher with the time needed for the completion of the questionnaire. Besides, the researcher realized that his presence during the response would be of great help to respond to any respondent's inquiry. Based on this piloting slight changes took place. Also the reliability of questionnaire and interview tested. There were many ways to check the viability, and reliability of

the questionnaire and interview for the present study will be calculated by using SPSS, see chapter (4).

3.7 Data Collection and Analysis:

After the present, the two tools were distributed to the subjects throughout the schools and institutes to collect the data necessary for the study. Concerning the teachers' questionnaire about thirty (300) copies were handed to a trustful teacher of English in each school, and concerning the expert teachers' interview, the researcher met the teachers in their time and places. When he had collected all his data, the researcher used a program called statistical package for social studies (SPSS) to analyze the data. The following steps were taken:

- 1- The two scales were turned into numerical data.
- 2- The data were entered into the columns of variables.
- 3- The procedure "analyze" was chosen from the menu bar.
- 4- The category "descriptive analysis" was chosen from the "analysis" menu.
- 5- The procedure 'frequencies' was chosen from the submenu to obtain counts and summary statistics.

The Summary of the Chapter:

This chapter has provided full description of the methods and techniques which researcher used to conduct his study. First it showed that, this study was descriptive and analytical and it was also considered both quantitative and qualitative. Then the chapter described the population and sample of the study. These were teachers of English language at Basic level. Next, it considered the two tools of the study and their mechanics. These were teachers' questionnaire, and expert teachers' interview. Finally, it explained the procedures which were followed by the researcher to confirm the validity and reliability of his tools and how he collected the data of the study and how he will analyze them.

Chapter Four

Data Analysis, Results and Discussions

This chapter provides data analysis, results and the discussion, the results are displayed in tables and texts. They are explained and critically discussed.

4.1: Teachers ' Questionnaire:

The questionnaire form of (12) items; the first four items in tables from 4.1 to 4.4 concerning with: degree, specialty, training and experience ,and the tables 5 and 6 show the teaching motivation .

4.1.1: Personal Information:

The following five tables show the degrees, specialties, trainings, experiences and motivations of the teachers who take part in the study.

Table 4.1: Academic Qualifications of the Teachers:

Degree	Frequency	Percent
Sudanese Secondary Certificate	85	28.3%
B.A	199	63.3%
M.A	16	5.3%
Total	300	100

As shown in table 4.1 above, according to respondents answers to questionnaire, majority of the teachers have B.A

degree because ministry of education stopped employing the Sudanese higher secondary certificate holder and tried to qualify those who hold it to B.A , besides that it prefer to employ B.A holder .

whereas few of the teachers hold M.AS because most of them after holding the degree; M.A , either resigned or change their job .

Table 4.2 Specialties of the Teachers:

Specialty	Frequency	Percent %
English	146	48.6%
Other	154	51.3%
Total	300	100

The table 4.2 above shows the teachers specialty. Nearly most of the teachers their specialty is not English language, because English language specialty graduates are few in numbers and they prefer join upper level education, higher secondary level or higher education, than Basic level.

Table 4.3 Trainings of the Teachers:

Training	Frequency	Percent %
In .service	13	4.3%
Institute (2 years)	20	6.7%
Work shops	267	89%
Total	300	100

As displayed in table 4.3, teachers generally have taken training in teaching English as a required subject in Basic Level Majority of them have taken workshops because ministry of education stopped the system training of two years; long cycle , where as 6.7% of them have taken two complete years training for teaching English , Only , 4.3 % of them have taken in – service training ; for teaching English language .

Table 4.4 Experiences of the Teachers:

Experience	Frequency	Percent %
(1-5) years	96	32%
(6-10) years	85	28.3%
(11-15) years	119	39.7
Total	300	100

According to table 4.4, almost all the teachers who take part in the study have satisfactory experiences in teaching English as a required subject in Basic Level. About 39.7 of teachers their experience from (11-15) years this average come from respondents answers to questionnaire, where as 32% of them their experience from (1-5) years. Only, 28.3% of them their experience from (6-10) years .

Table 4.5 Attitudes of the teachers towards : salary , work load , school environment , training , promotion , ambition and wishes , liking job and specialty .

-	Item	Very satisfied	Satisfied	undecided	Not satisfied	Not satisfied at all
1	The income; money which you get it for teaching .	15	32	35	72	146
2	The load work which you have done for teaching	19	75	19	70	117
3	The training which you have taken for teaching	61	70	66	61	42
4	The school environment which you work in	27	99	14	85	75
5	The promotion which you have got for teaching	38	85	51	61	65
6	Personal ambition and wishes	53	107	45	50	45
7	Liking teaching job	85	105	38	37	35
8	Your work in the field of specialty	100	98	35	36	31

Each item in the table above is displayed individually in detail.

Variable 1: The income; money which the Basic Level English language teachers receive for teaching.

	Frequency	Percent %
Very satisfied	15	5%
Satisfied	32	10.6%
Undecided	35	11.6%
Not satisfied	72	24%
Not satisfied at all	146	48.6%
Total	300	100

The above table shows attitudes of the teacher towards the salary. Majority of the teachers; 48.6, said the income which they get isn't convenience at all. Only 5% of them said: it's very convenience, and about 24% of them said the salary is not satisfied, whereas, the others are undecided.

Variable2: Teachers attitudes towards the work load which they have done for teaching.

	Frequency	Percent %
Very satisfied	19	6.3%
Satisfied	75	25%
Undecided	19	6.3%
Not satisfied	70	23.3%
Not satisfied at all	117	29%
Total	300	100

This table shows the attitudes of the teachers towards work load in their schools. About 29% of them, said the work load at their schools is not pleased at all, whereas 6.3% of them are very pleased and the same percent of them undecided about it. Only 25% of them are pleased about the work.

Variable 3: The training that the teachers have taken for teaching.

	Frequency	Percent %
Very satisfied	16	20.3%
Satisfied	70	23.3%
Undecided	66	22%
Not satisfied	61	20.3%
Not satisfied at all	42	14%
Total	300	100

The above table shows the teachers attitudes towards the training that they have taken for teaching. According to the analysis which is displayed in the table above the teachers opinions on training are not far different, all of them are in twenties, except one; is 14% only. Also a great number of respondents are undecided about the training which they have, that returned to respondent personal views and convinces.

Variable 4: The school environment that teachers work in.

	Frequency	Percent %
Very satisfied	27	9%
Satisfied	99	33%
Undecided	14	4.6%
Not satisfied	85	28.3%
Not satisfied at all	75	25%
Total	300	100

The table above, states the teachers attitudes towards the schools environment which they work in. About 33% of the teachers see that the environment is satisfied, where as 28.3% of them see that, it's not satisfied at all, and very few of them are undecided. Only 9% of them are very satisfied of it.

Variable 5: The promotions that Basic Level English language Teachers have got for Teaching

	Frequency	Percent %
Very satisfied	38	12.6%
Satisfied	85	28.3%
Undecided	51	17%
Not satisfied	61	20.3%
Not satisfied at all	65	21.6%
Total	300	100

As shown in the table above, the attitudes of the teachers towards the promotions. Their opinions are near, so the percents besiege between twenties and teen - numbers as: 28.3% of the teachers see that their promotions are pleased. Whereas, 21.6% of them feel opposite and about 20.3% of them are not pleased. Only 12.6% of them are very pleased, and about 13% of them are undecided.

Variable 6: personal ambition and attitudes towards teaching

	Frequency	Percent %
Very satisfied	35	11.6%
Satisfied	107	53.6%
Undecided	45	15%
Not satisfied	50	17%
Not satisfied at all	45	15%
Total	300	100

This table shows personal ambition and wishes of the teachers towards the teaching job. Majority of the teachers are pleased with the job, whereas 15% of them are not feeling happy at all. Also, the same percent; 15 them are undecided whether the job, achieve their ambition and wishes or not. The rest of them either very pleased; 17.6, or not pleased at all with it .

Variable 7: Attitudes of the teachers towards liking the job.

	Frequency	Percent
Very satisfied	85	28.3%
Satisfied	105	35%
Undecided	38	12.6%
Not satisfied	37	12.5%
Not satisfied at all	35	11.6%
Total	300	100%

The above table shows attitudes of teachers towards liking the job, majority of the teachers are satisfaction of the teaching job , and few of them ; 28.3% , are very satisfied , whereas the rest of them are not much different in their a attitudes .some of them are undecided and the others either not satisfied or not satisfied at all .

Variable 8: Attitudes of the teachers towards English specialty

	Frequency	Percent %
Very satisfied	100	33.3%
Satisfied	98	32.6%
Undecided	35	11.7%
Not satisfied	36	12%
Not satisfied at all	31	10.3%
Total	300	100%

As displayed in the table above, approximately third of the teachers work in their specialty. So they are very pleased, and about 32.6% of them are pleased of their specialty. Whereas the rest of them are near in their feeling which show in - convenience.

Table 4.6: Summary to motivation of the teachers towards the job.

	The income	The load work	The school environment	The training	The promotions
Mean	60	60	60	60	60
Median	35	70	75	36	35
mode	HN/A	19	HN/A	HN/A	HN/A
Std deviation	52.3	41.6	37.3	35.6	52.2

	Personal Ambition and wishes	Liking job	Specialty
Mean	60	60	60
Median	53.3	63.2	36
mode	HN/A	HN/A	HN/A
Std deviation	35.7	35.7	35.7

The table above shows precise to factors encouraging teachers towards the teaching. About the mean, 60 is involved in all scales, it means, all the means are pointing towards the direction of satisfaction. And about the median; 35 is the most frequent that means the teachers are in high level of inconvenience .The mode is equal / one nearly in all the statements. Concerning with std deviation, the most frequent is 37.3 that means the teachers are in the highest feeling of dissatisfied in the school environment and the job liking.

4.2 Experienced teachers' Interview

4.2.1 Personal Information

Part (A) of the interview is seeking personal information of the expert teachers. The tables from 4.5 to 4.10 below show the personal information of it as: universities , colleges , degrees , trainings , departments and experiences . This information collect by means of answering questions.

Table: 4.7

Institution	Frequency	Percent %
Omdurman Islamic University	20	13.33%
Omdurman Alahlya University	8	0.53%
Sudan of Technology and Science University	3	0.20%
Al-gahar – fara Al-Khartoum University	47	31.33%
Wadi Alneel University	13	8.67%
Sudanese Secondary Schools	59	39.33%
Total	150	100

This table explains the destination which each expert teacher graduate. Nearly, two - third of the teachers graduate from university, and few of them graduate from Sudanese secondary schools.

Table 4.8:

Faculty / college	Frequency	Percent %
Education	19	12.6%
Arts	37	24.6%
Others	94	62.6%
Total	150	100%

The table above shows the faculty and college which the expert teachers graduate. Majority of the teachers graduate neither education college nor arts college. Only 12.6 of them graduate from education college, and about 24.6 of them from college of arts.

Table 4.9:

Academic Qualifications	Frequency	Percent %
Diploma (sulty)	16	10.6%
B.A	63	42%
M.A	12	8%
Sudanese Higher Secondary Certificate	59	39.3%
Total	150	100%

The table above states the expert teachers academic qualifications. Majority; 42% of the teachers have B.A, about 39.3% have Sudanese Secondary Certificate. In addition to 10.6 of them have diploma; sulty and only 8% of them have M.A degree.

Table 4.10:

Courses	Frequency	Percent %
Two years training	17	11.3 %
In – service training	23	15.3 %
Work shops	110	73.3 %
Total	150	100

Concerning to the expert teachers training, the above table shows the types of training which they have taken. In stance majority of them, about 73.3% have taken workshops and 15.3% have taken in – service training. Only then 11.3% have taken two years training.

Table:4.11:

Department	Frequency	Percent %
English	15	10%
Other	135	95%
Total	150	100%

The above table explains the original specialty and the department that the expert teachers have joined when they were at university, 95% of them, Their original specialty is not English language, but only 10% of them their real specialty is English language .

Table 4.12:

Experience	Frequency	Percent %
(15-20)years	52	34.6%
(21-25) years	55	36.6%
(26-30) years	29	19.3%
(31-35) years	14	9.3%
Total	150	100%

About the experience , the above table shows the experts teachers experience in the field of teaching English language .Majority ; 36.6%, of them their experience from 21 to 25 years ,34.6% their experience from 15 to 20 years , and 19.3 of them their experience from 26 to 30 year , but only 9.3% of them their experience from 31 to 35 year.

4.2.2 Experienced Teachers Opinions about Current Curriculum for Basic Level Students:

About the current curriculum, majority of interviewees said: the subject matter that the current curriculum; **SPINE** 1, 2 and 3 contents isn't sufficient for the students for example:

1. Listening activities, in the three books are few, not clear besides that there is no audio aids; **CDS** for presenting it.
2. Speaking lessons, the interviewees said: the dialogues and conversations are few in numbers or amount.
3. Writing lessons, they said the exercises and composition which present in the **SPINE** 1, 2, 3 are not enough.
4. The text book, a great mount of the respondents said: one of the biggest problems face them during the period is , the books either few or missing .
5. Gap between the books the respondents said there is a gap between SPINE 1 and 2, 2 and 3.
6. Comprehension lessons, have many difficult words; specially book3.
7. There are some spelling mistakes in book 1 and 2.
8. Grammar lessons, are not clear and not separate .(they are implicit and not explicit) .
9. No enough sons and games.

4.2.3 Personal Grievances, Inconveniences Face and Find Teachers:

During, the interview the respondents mention and complain of four things; these things are: school environment, current curriculum, students themselves and economical situation.

About the school environment, majority of the respondents said the class rooms are crowded, shortage and lack in text book no audio visual aids and library. Also, the interviewees complain of the students themselves; they said; most of the students haven't got desire for learning, besides the absence of the students'

home following, and about economical situations; most of the subjects complain of them. All the above four things affect passively on respondents to achievement their duty well; teaching.

4.2.4 Verification of the Study Hypotheses:

4.1.3.1 The First Hypothesis: Many Basic Level English language Teachers are Unqualified Academicals for Teaching English.

This hypothesis is confirmed by results of the study by going back to the personal information of the teachers, teachers' questionnaire and teachers' interview. In the teachers questionnaire table 4.1 only 5.3% of the teachers hold M. A degree and about specialty only 48.6% of them have English specialty.

Concerning with experts' teachers, table 4.5 shows majority; 39.9, of them have Sudanese Secondary Certificate. And the table 4.7 shows only 10.6% of them have diploma in English, sulty, and 8% of them hold M . A degree, whereas the others either have B.A in other specialty or Sudanese Secondary Certificate, moreover, only 10% of them their specialty is English.

Also, the interview shows; table 4.6, only 12.6% of the teachers graduate of college of education. Generally the percents which are mentioned above explain that , more academic qualification is needed . So the teachers choice should be according to the specially.

4.1.2.2 The Second Hypothesis some Basic Levels English language Teachers are Untrained for Teaching English

This hypothesis is proved by the results of the study, returning back to the teachers personal information. About the teachers' questionnaire table 4.3, shows the teachers training; about 89% of the teachers have taken workshops only, where as the rest of them either have taken in – service training or two complete years training .And about experts' teachers interview. The majority ; 73.3% , of teachers have taken workshops only , where as the rest between two complete years training or in – service training. Also, when come back to experts 'teachers interview shows only 10% of the teachers their real specialty is English. Generally, the information above about training of the teachers, it shows, the teachers are in need of much training.

4.1.2.3 The Third Hypothesis: Many Basic Level English language Teachers lack Sufficient:

This Hypothesis is confirmed' by the results of the study , the teachers' questionnaire and the teachers' interview .The personal information which come in the teachers' questionnaire about specialty table 4.2 , table 4.3 about training and table 4.4 about teachers experience .The tables show majority of the teachers are in – sufficient , so more sufficient teachers are needed .About specialty ; teachers should be selected according to it also , more training is needed, besides that junior teachers should be in contact with the senior ones so as to aquire

experience . Also, the experts´ interview explains side of the teachers sufficient as: qualification, specialty, training and experience. About , qualification ,majority of the teachers have Sudanese Secondary Certificate and only 12.6% of them graduate from college of education , moreover ,about specialty and training only 26.6% of them have taken a complete training , in addition to only 10%of them relate to English department, so the ratios above show more adequate English language teachers are needed .

4.1.2.4 The Fourth Hypothesis: Most Basic Level English Language Teachers haven't got Strong Desire for Teaching English

This hypothesis is confirmed by the results of the study, by coming back to variables 6 and 7 that show the teachers ambition, wishes and liking towards the job. This hypothesis shows the opposite, if come back the ratios in the two variables, because majority of the teachers are pleased and they have ambition and wishes to achieve it, also their attitudes show that they like their job.

Summary of the Chapter:

This chapter analyzes the data, displays the results and critically discusses them.

Concerning the teachers' questionnaire, the findings reveal that most of the teachers of English at Basic Level are B.A holders. The findings also state there only 16% of them are M.A holders. And about specialty majority of the teachers, their specialty isn't English. Moreover, about training most of them have taken only workshops. Concerning the experience, the results reveal that number of them have good experience. Also the questionnaire deals with the motivation of teachers towards the teaching job, so the medians in the most sides like: income, training, promotions, personal ambition and wishes, and liking job show the highest level of the teachers' inconvenience. In addition to, majority of the teachers are seen that the school environment and the load work are comfortable. Regarding the expert teachers' interview, the results reveal, only few; 12.6% of the teachers graduate from college of education. About degrees, majority of them are Sudanese Secondary Certificate holders. In addition the only 10.6% of them are Sulty diploma holders. Also, the results show most of the respondents have taken workshops only, moreover, few of them have taken either in – service training or two complete years training. And about experience all of them have got good experience.

Chapter Five

Main Findings, conclusions, Recommendations and Suggestions for Further Studies

This is the final chapter of the study. It provides a summary of the study, conclusions, recommendations based on the findings and suggestions for further studies.

5.1 Summary of the Study:

This study is an investigation into what extent Basic Level English language teachers are qualified for teaching English language.

Four hypotheses were set by the researcher. First, many Basic Level English language teachers are qualified academically for teaching English. Second, Basic Level English Language teachers are untrained for teaching English. Third, many Basic Level English Language teachers haven't got strong desire for teaching English.

To verify the above-mentioned hypotheses, the researcher used two tools. Questionnaire; for teachers of English at Basic Level from 1 to 15 years experience and interview for those who are over 15 years experience at the same level. The sample consisted of 450 teachers of English from Basic Level; 300 of them their experience from 1 to 15 years and 150 of them their experience over 15 years.

In the following paragraphs, a summary of the findings arrived at by the study are provided. After that, conclusions

regarding the four hypotheses are made to see whether they are confirmed or rejected.

Generally speaking, the results of the study show that most of the teachers from 1 to 15 years experience have B. A holder, where as many of the teachers who are over 15 years experience have Sudanese Secondary Certificate only: in addition to, the results show few of the expert teachers graduate from college of education. The findings also; about teachers' questionnaire, show more than half of the teachers their specialty is not English language, and the teachers' interview, show a little group of them their specialty is English . Besides that both the questionnaire and interview show majority of the teachers have taken workshops training only. A few numbers of them have taken two years training.

Moreover the results show a great many of the teachers their experience less than 6 years. The findings also indicate that a great number of teachers are dissatisfied with salary. Besides that, the results show a number of teachers show a high level of satisfaction with work load and the school environment which they work in. As the study results show a great many of teachers are not satisfied with their training nor promotion which they have taken. Furthermore, the findings indicate that most teachers are not satisfied with specialty. Moreover, the results show a great many of them are satisfied with job and they see, the job achiever their personal ambition and wishes.

When the results are considered with in the frames of the hypotheses, it appears that three of them are confirmed where as

one is rejected; most Basic Level English Language Teachers haven't got strong desire for teaching English.

First, the findings confirmed that personal information of teachers; teachers' questionnaire and teachers' interview, which show most of the English language teachers graduate either from Sudanese Higher Secondary Schools or don't from college of education, and their specialty is not English Language. Second, the findings confirmed that majority of the teachers have taken workshops only. Third, the findings show a great many of them their experience is less than five years. In contrast, the results of the study reject the hypothesis that most teachers haven't got strong desire for teaching English Language.

5.2 Recommendations.

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

5.2.1 Recommendations.

To overcome the problems of academic qualification and specialty, the following reforms are recommended:

- 1) The selection teachers of English should be graduated from college of education or at least from college of arts.
- 2) The teachers major specialty should be English language.
- 3) If the selection teachers from other colleges, they should take examination in English language, before joining teaching English.

5.2.2 Recommendations Related to Training.

To overcome this problem, the following reforms are recommended:

- 1) Teachers should take training in teaching generally and specialty.
- 2) They should attend workshops from time to time.
- 3) They should attend cycle workshops; specially those who are taught the first cycle.
- 4) Junior teachers should make relation with senior ones in order to acquire experience.

5.3 Suggestions for Further Studies:

- 1) Investigating to what extent High Secondary Level English Language Teachers are Qualified for Teaching English.
- 2) To Investigate Group work an effective method for teaching English language at Basic Level.
- 3) Investigating to what extent Audio Visual Aids Important for learning English Language at Basic Level .

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Appendices

Appendix (A)

Teachers' Questionnaire:

Tick the right option that shows your qualifications , specialty , training and experience .

1. You have got Sudanese Secondary School Certificate
 B.A M.A
2. Your specialty is English other
3. You have got In-service training two years training workshops
4. You have been an English teacher for (1-5) years (6 - 10) years 11- 15) year

Tick the right option that shows your teaching motivation

No	Subject	Very satisfied	Satisfied	Undecided	Not satisfied	Not satisfied at all
1	The income; money which you get it for teaching .					
2	The load work which you have done for teaching .					
3	The school environment which you work in .					
4	The training which you have taken for teaching .					
5	The promotions which you have got for teaching .					
6	Personal ambition and wishes					
7	Liking teaching job.					
8	You work in field of specialty					

The Experienced Teachers' Interview:

The researcher prepared himself to see the interviewees. First he introduced himself to them. Then he expressed the total number of interview questions as: personal information and Basic Level English language current curriculum.

Expert Teachers' Interview

Part (A) Personal Information

1- University of graduate
College / Faculty

.....

Department

.....

2- Degree obtained

3- How long you have been an English language teacher?

(experience) (15-20) (21-25) (26-30) (31-35) (36-40)

4- Have you taken any courses in this field? (workshops)

Part (B) Basic level English language currentl curriculum

- In your opinion, what difficulties do you face in teaching this curriculum?
- To what extent do you think that this current curriculum suitable for Basic Level student?
- What personal grievances or in conveniences do you face or find?