



**Sudan University of Science and Technology**

**College of Postgraduate Studies**



**Investigating the Causes of Low Level in English Language of Secondary Schools  
Students in Governmental Schools in Gezira State**

التحقق من الأسباب التي أدت لتدني مستوى اللغة الانجليزية لطلاب المرحلة الثانوية في المدارس الحكومية  
بولاية الجزيرة

(A case study in Gezira State)

A Thesis Submitted in Fulfillment of the Requirement for the Degree of PhD in  
(E L T) in Education

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2021

## **QURANIC VERSE**

### **In the name of Allah the most Gracious the most Merciful**

So he began (the search) with their baggage, before (he came to) the baggage of his brother: at length he brought it out of his brother's baggage. Thus did we plan for Joseph. He could not take his brother by the law of the king except that Allah willed it (so). We raise to degrees (of wisdom) whom We please: but over all endued with knowledge is one, the All Knowing.

Quran, Sorat Yousuf, Verses (75-76)

# **DEDICATION**

I dedicate this work to:

my beloved parents, God bless them.

To my wife and loving sons.

To my brothers, Sisters, friends and colleagues.

## **ACKNOWLEDGEMENT**

First of all praise be to Allah The Almighty Who gave me health to complete this research. I am so grateful to Dr. Abdulgadir Mohammed Ali and Dr Alsadig Osman, my supervisors, for their patience and continuous guidance. They were helpful and their suggestions add a lot to this research. I also express my cordial gratitude to Dr. Ibrahim Al-Faki for his encouragement and endless support. I extend my thanks to my family; without their concern and valued assistance this work wouldn't have seen light. A word of thanks is also due to my friends and colleagues, who provided me with a lot of references and directed me to many internet sites, for their sincere concern and support. They were there when help is needed. I am very grateful to teachers who have enthusiastically participated as informants for the study. Without their attending the survey and interviews, the methodology section of the study could not have been achieved.

## **ENGLISH ABSTRACT**

This study is carried out to identify factors cause the poor performance in English language among secondary school students in Gezira State. The researcher has adopted the descriptive analytical method through questionnaires, interviews and observations as tools for gathering the data concerning the study. The sample of the study consisted of 374 were students and 26 were teachers. The data obtained from the observation and the questionnaires have been processed computationally with SSPS program to examine the correctness of the hypothesis of this study. Frequency and simple percentage were used in the analysis of data. The findings of the study led to the conclusion that the dominance of mother tongue, inadequate qualified teachers of English language, negative attitudes of students toward English language, improper use of methods in teaching English language, inadequate instructional media and facilities, lack of language laboratory for teaching English language are the causes of poor performance in English language among secondary school students in the Gezira State. The study also found out that qualified English teachers language who use the right approaches of teaching English language are the ones from whom students will get benefit, provision of language laboratory should be considered, engaging of students in debating and listening to English programmes are some of the ways that can improve secondary school students' performance in English language. The study also recommended that qualified English teachers should always be employed to teach it, adequate facilities and instructional media/materials need to be provided where they are not available.

# ABSTRACT ARABIC VERSION

## مستخلص البحث

أجريت هذه الدراسة لتحديد العوامل التي تُسبب ضعف الأداء في اللغة الإنجليزية بين طلاب المدارس الثانوية في ولاية الجزيرة. تبنى الباحث الطرق الوصفية والتحليلية من خلال الاستبيانات والمقابلات والملاحظات كأدوات لجمع البيانات المتعلقة بالدراسة. كانت عينة الدراسة تحتوي على 374 من الطلاب و 26 من المعلمين. تمت معالجة البيانات التي تم الحصول عليها من الملاحظة والاستبيان بطريقة حسابية باستخدام برنامج SPSS لفحص صحة فرضية هذه الدراسة. تم استخدام التردد والنسبة المئوية البسيطة في تحليل البيانات. أدت نتائج الدراسة إلى استنتاج مفاده أن هيمنة اللغة الأم ، وعدم كفاية المعلمين المؤهلين للغة الإنجليزية ، والمواقف السلبية للطلاب تجاه اللغة الإنجليزية ، والاستخدام غير السليم للطرق في تدريس اللغة الإنجليزية ، وعدم كفاية الوسائل التعليمية والمرافق ، ونقص مختبر اللغة لتدريس اللغة الإنجليزية هي أسباب ضعف الأداء في اللغة الإنجليزية بين طلاب المدارس الثانوية في ولاية الجزيرة. ووجدت الدراسة أيضًا أن مدرسي اللغة الإنجليزية المؤهلين الذين يستخدمون النهج الصحيح لتدريس اللغة الإنجليزية هم الذين يستفيد منهم الطلاب، يجب أن يوضع في الاعتبار توفير مختبر اللغة ، وإشراك الطلاب في المناقشة والاستماع إلى برامج اللغة الإنجليزية هي بعض الطرق التي يمكن أن تحسن طلاب المدارس الثانوية في اللغة الإنجليزية. وأوصت الدراسة أيضًا بضرورة توظيف المعلمين المؤهلين لتدريس اللغة الإنجليزية ، و ينبغي توفير التسهيلات الملائمة والوسائل التعليمية / المواد التعليمية.

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# **CHAPTER ONE**

## **Introduction**



# CHAPTER ONE

## INTRODUCTION

### 1.0 Background to the study:

English is one of the most used languages in the world. It is used not only by the maximum number of people but also in so many different areas of the world. No nation on the globe can make progress in all fields of life without having proficiency and good command of English. English is the language of Science and technology, and no country can afford isolation from the social, Educational, Scientific and cultural movements professions like Engineering, Medicines, Agriculture and Industries. After all English is the language of the greatest power of the world. It is spread as the language of the colonies of Britain in the African and Asian countries. The power of English will be increased by globalization, United States and the World Bank who will control these jobs, which have started operating increasingly in English. This trend will increase the demand for English Schooling, which will make parents invest in English at the cost of their own languages (Skutnabb, 2000). The need for English language is arising globally with the explosion of technological information. "The status of English changed from a language of Britain or America to become the language of the international community" (Hitchcock, 1978). Today English is desired for the purpose of being a natural link within multi-cultural, multi-lingual societies and as a vehicle for international communication. Therefore, it became a global language for interaction. The need for English language competence has become a prerequisite for a successful perception of the world. In Sudan, as an ex-colony of Britain, English was always of a crucial importance. So the Sudanese government realized the importance

of the English and has made it compulsory from the fifth level in the Basic Education.

Lately, at the end of the academic year, and sometimes after the secondary school certificate examinations, a conference is held in which the Federal Minister of Education always announces the result of candidates' performance. In each conference, the minister usually expresses his pleasure and satisfaction concerning the results of most of the school subjects except mathematics, Arabic language and English language. Usually, in these conferences journalists heated the discussions by asking critical questions on the reasons behind the low standards of the students' performance in such subjects especially in the English language. The conference members always come up with the same reasons and the same recommendations to tackle the problem. But all these efforts were in vain, and no actions have been taken afterwards. The researcher found that there were so many factors behind the decline of the students' level in the English language such as: the curriculum, English language teachers, the students and their parents, the school environment and the policy makers. All those play a role and contribute to the students' low level.

A student today is living in an environment of a very disruptive cultural change. One of the major problems is the social media which has overwhelmed teenagers and young adults "Students are always watching television or are constantly on social media and these Medias do not teach them much. They have ushered the death of the reading culture, and students tend to copy everything. Basically they do not think on their own. English teachers generally use Translation Method which is an old Method of Teaching; therefore, our students cannot get command over English language, as evident from the fact that there are a large number of students who fail in English at Secondary level. So, in light of the above mentioned facts the knowledge of English language is very important for

a nation to be developed, but the majority of the students fail in English because of lack of language learning Environment, Outdated curriculum, rigid Teaching Methods and incompetent English language Teachers in the Academic and professional Areas. Functional grammar is not taught and practiced, in the classrooms more importance is given to the teaching of English text-Books. For the study of English successfully, the teacher must help the students to acquire four Art skills in the language, namely; speaking, reading, listening and writing.

However, some experts claimed the problem was with the teachers who "use English and their mother tongue language at the same time" while instructing students. There is of course the underlined education crisis that includes the constant teachers' strikes, inadequate resources and the fact that the sector has not reviewed its curriculum for over two decades.

### **1.1 Statement of the Study:**

The decline of the students' levels in English in public schools is frustrating and really a very serious issue. Many factors have stood behind this problem. Conferences have been held to look into it, and many recommendations have presented to tackle the problem, but no actions have been taken yet.

### **1.2 Significance of the Study:**

Education plays a vital role in the progress of any country of the world. Those nations who have equipped themselves with better education enjoy their prestigious status amongst the world. Today is the age of English language. English language is being taught as a compulsory subject in Sudan. Being a foreign language, the teaching and learning English is a problem not only for the students but also for the teachers too. This study will be significant for the following reasons for

both the teachers and students and curriculum developers. The topic has been chosen mainly for its usefulness in the field of language teaching. Hopefully, this study will be an attempt by which both practicing and potential language teachers of general education at the basic level and secondary schools can get benefit from. Furthermore, it is hoped that the insights, which have been gained from the attempting to deal with issues relevant to the subject, may be helpful to syllabus designers, school administrations, supervisors, teachers and others interested in the field of language teaching and learning.

### **1.3 Objectives of the Study:**

1. Investigating the factors attributed to the students' low level in the English language.
2. To examine how school environment influences students' performance in English language.
3. To identify the influence of teachers on students' performance in English at secondary level.

### **1.4 Questions of the study:**

1. What are the factors responsible for weak performance of secondary school students in Gezira State?
2. How does school environment influence students' performance in English language in the Gezira State?
3. How do teachers influence the students' performance in English language in Gezira State?

## **1.5 Hypotheses of the Study:**

In this study the researcher assumes that:

1. There are some factors responsible for secondary school students' academic performance in English in Gezira State.
2. School environment has influence on students' performance in English Language in Gezira State.
3. Teachers have influence on students' performance in English language

## **1.6 Delimits:**

Nowadays, there is a decline in the performance of the students at all levels, and in most school subjects. In particular, the performance of English is completely disappointing, especially at the secondary level in the Gezira State. The researcher is going to deal with the situation at the secondary level, but in addition to this, the researcher is going to deal briefly with the situation at the basic level, because the researcher believe that the performance of this level greatly affects the performance at the secondary level. Thus, the concentration will be on the English language performance of the secondary students in the Gezira State.

## **1.7 Methodology of the Study:**

The major purpose of this study is to identify the causes of student's low level in the subject of English. Male and female Head teachers and English teachers of Government Secondary Schools of the Gezira State, Kamleen Province, Sanaat Locality were taken as population of the study. 8 Head teachers and 21 English teachers are selected as sample of the study. The total sample size is twenty-nine. Questionnaire will be developed by the researcher. The developed questionnaire will be validated through pilot testing. The researcher personally, will visit all the sampled schools and respondents. The collected data will be tabulated, analyzed and interpreted through means

of percentage. The six Spine textbooks will be evaluated by some teachers at the basic and the secondary schools, mature students pursuing BA courses in English or MA in ELT at faculties of education.

Furthermore, a questionnaire will be conducted to determine whether teachers are qualified, trained, motivated and dedicated to their career. The questions of the questionnaire will be close-ended so that the data can be manageable, easy to compute and analyze. The questionnaire will be analyzed by using simple statistical techniques. The language of the questionnaire is going to be simple. The questionnaire will be distributed to university lecturers, English language supervisors and English language teachers of different experience. Before distributing, the questionnaire will be piloted to find out whether the questions will work properly, and whether the questionnaire is of the right length and appropriate language.

**CHAPTER TWO**  
**LITERATURE REVIEW**

# **CHAPTER TWO**

## **LITERATURE REVIEW**

### **2.0 Introduction:**

This chapter reveals the review related to literature and previous studies, which help in discovering new arguments to improve research techniques. The review of related literature focuses on specific facts to examine information related to factors negatively affecting teaching English language. This chapter examines negative factors relating to the teachers, the students, the schools and teaching methods.

### **2.1 Teachers' Factors:**

Teachers are responsible for motivating students to behave well. Teachers guide, direct and stimulate students in their targets seeking. Teachers are facilitators and controllers of learning and the main function of teachers is teaching. This section examines an untrained teachers, teachers' lack of (competence, confidence or teacher unqualified teachers) , teacher's overloaded work, / low morale, teacher's negative attitude teachers L1 cultural background, an ineffective personality of teacher and inadequate feedback of teacher.

#### **2.1.1 An untrained teacher:**

An untrained teacher has difficulties in developing an effective teaching. An untrained teacher has no abilities to vary his teaching methods. Teachers with limited training tend to use inappropriate teaching methods. An untrained teacher lack of basic teaching skills, information, culture and techniques of teaching. An untrained teacher faces difficulties in preparing lesson plans, class room management ,teaching of four skills such as reading ,writing ,listening and speaking, techniques for presenting and practicing new teaching items and correcting errors. Training course develops attitudes,



knowledge, skills and behaviour of teachers in making an effective teaching Alkhuli (1990,8) argues that " teachers with limited or no training on teaching a foreign language methods find it rather difficult to vary their teaching methods". This proves that teachers unable to teach without practical training in teaching a foreign language. Teaching a foreign language needs more effective professional training. Teachers should be motivated by different types of training qualifications for developing an effective teaching. Training programmes should not only focus on utilizing teaching methods. Training programmes should focus on developing the cognitive and an effective ability of the teacher.

### **2.1.2 An unqualified teacher:**

An unqualified teacher is the teacher whose qualifications and experience aren't matched well to the demands of curriculum. An unqualified teacher discourages students to learn a foreign language. The language of an unqualified teachers lack of culture, knowledge, pedagogical skills in explaining and describing activities related to a foreign language. An unqualified teacher is unable to provide students with positive teaching. In teaching a foreign language, teachers need to have cultural background about teaching a foreign language pedagogical skills and language awareness in developing teaching process. Paul (2005,75) argues that "foreign language teachers without language awareness, pedagogical skills, and cultural competence find difficulties to communicate with students". This proves that teachers should have teaching skills, culture and knowledge about a foreign language. An unqualified teacher is unable to provide students with positive information about an effective learning. An unqualified teacher faces difficulties in speaking a foreign language fluently and unable to express their ideas in a foreign language.

An unqualified teacher has negative effects on students achievement.

When a teacher is unqualified, he will not help the students to learn a foreign language properly. Teaching a foreign language depends on skills of how teachers teach, but teachers without any teaching qualification cannot contribute positively in communicating with students. When teachers are not specialized in teaching the subject, teachers will create an ineffective teaching. Unqualified teachers ineffectively teach students and lead students to drop out of high school.

### **2.1.3 Teachers' lack of competence :**

Teacher's lack of competence has an effect on knowledge, ability and belief of the students. Competency focuses on teacher's education, skills and thought to constitute an effective teaching. Teacher's lack of competence affects in developing learning skills and faces difficulties in using modern teaching aids. If a teacher has teaching skills, he can provide an effective teaching. Judith (2011) argues that "teacher's incompetence refers to lack of basic teaching skills, confusing periods, apathy towards students, unfair testing, boring periods, unintelligent accents, overload, lack of knowledge on subject matter, inappropriate volume and bad grammar/ spelling". This proves that teachers without teaching skills, knowledge and cultural background about teaching a foreign language course find difficulties in teaching. Teachers lack of competence negatively affects students' performance. Teacher's lack of competence avoids knowledge and skills that associate with an effective teaching. Teacher's lack of competence tends to teach for the test and avoid teaching according to lesson objectives or developing lesson activity according to specific aims of lesson. Susan (1995,254)

#### **2.1.4 Teacher's lack of confidence:**

Lack of self-esteem makes teachers feel not very good about themselves and develop ineffective teaching. Teacher's lack of confidence develops ineffective action in the situation and feels not good feelings inside. Also lack of self-esteem develops negative attitudes of teachers towards teaching a foreign language. Teachers who lack confidence are unable to provide students with adequate feedback about a foreign language and fail to develop effective interaction among students. Teacher's lack of confidence tends to use direct teaching and avoid to develop teaching activities according to specific objectives of the lesson. Teachers should have confidence in varying their teaching methods. Teachers should answer students' questions and continue developing their skills in teaching English.

#### **2.1.5 Teacher's low morale:**

Teacher's low morale develops an ineffective teaching environment. Ineffective teaching environments negatively affect teachers' performance and students' outcomes. Positive morale of teachers improves students' learning experience. Lower teacher's morale affects students' performance. Casimir (2008,104) claims that in his research according to Nadwi (1997) "lower teacher's morale with few textbooks for students and few teachers' books make teachers find difficulties to teach". This proves that teachers find difficulties in teaching, when students have to share one book between three or four as well as lack of teaching resources. Low morale of teacher is attributed to create poor teaching environment. Teachers develop negative morale, when school have no teaching aids.

### **2.1.6 Teacher's lack of motivation:**

When teachers lack motivation, the students will become uninterested and learning difficulties occur. Motivation contributes in developing students' attitudes to work hard. If teachers have positive motivation, the students will be keen to learn more about a subject, but when teachers have negative motivation, the students will do things lazily and do their homework only to escape punishment. Kay (2008, 79). Teacher's lack of motivation greatly affects students' performance. When a teacher poorly motivates students for learning a foreign language, students will directly get bored of learning. Using right approaches or varies techniques in oral communication, teaching can positively affect students' motivation and develop students interaction. Haenakon (2012, 548).

### **2.1.7 Teachers' negative expectation:**

Negative expectation of teacher negatively affects performance, but teachers need to be optimistic or focus on valid 'students set of assumptions about their natural endowments. Teaching approaches help teachers develop positive expectation towards teaching a foreign language. Diane (2006, 514).

Hamidu(2010, 29) argues that "teachers' expectation focus on developing students performances and competencies. Teachers' negative expectation affects students' outputs". This proves that negative expectation of teacher affect students' 'performance. Teachers' negative expectations contribute performance. Teacher's negative expectation creates poor academic environment, but teachers' positive expectation enhances positive teaching and learning. Teachers' negative expectations affect students' achievements and also affect the interaction between teachers and students.

### **2.1.8 An ineffective personality of the teacher:**

A teacher ineffective personality negatively affects students' outputs. When a teacher has an ineffective personality students will not succeed in learning a foreign language. Negative personality develops negative teaching activities. An effective teacher knows more about their students and an effective teacher can select effective teaching strategies to meet their students' needs by using different strategies to support learning. Dannis (2007,22) discovers through personal experience, that some methods of teaching fit him better than other methods, because teacher go better with his own personality structure". This proves that teacher selects teaching methods according to their personality for teaching without making efforts. Students do not prefer some ways teachers do and yet teachers continue to teach the way they prefer to teach. Teachers prefer certain teaching activities, because these activities comfortably match their personalities, but according to Richard (1992,183) teachers should vary their teaching techniques every time and then by focusing on cooperative learning according to objectives of the lesson.

### **2.1.9 Teachers L1 and cultural background:**

Teachers have various cultures in treating English language as a foreign language. Danis (2010,38) states that in his research according to Howard (2006) "teachers' lack of cultural understanding negatively affect academic students' academic success. Culture can affect teachers' attitude and expectation students' academic performance". This proves that teachers' L1 and cultural background have negative effects on students' expectation toward learning a foreign language Teachers' L1 and cultural background have effects on students' performance. Difference styles of learning and difference culture negatively affect

students' ability to learn a foreign language. Teacher's culture negatively affects in applying teaching methods in ways of which teachers are not aware. Ann (2010, 172).

### **2.1.10 Teachers' overload work:**

When teachers have too many periods to teach the class, which is too crowded and many teaching activities need to be performed, teacher will not teach effectively. Teachers with pressure of works in schools are generally overburdened with work. Teachers' workloads affect their performance and teachers engage with improving their income more than developing an effective teaching. Alkhuli (1990,8) argues that "if a teacher is over loaded with an excessive number of teaching hours and other schools activities, he will naturally tend to use methods that require minimal effort and most probably at the expense of efficiency. This proves that overloaded work negatively affects teachers. Too much works of teachers negatively affect their focus, their ability in teaching a foreign language and their performance to concentrate on students' activities.

## **2.2 Students Factors:**

Students are the most important factor of schooling process, without students, educational system will not exist. Students differ from one to another physically, intellectually, socially and emotionally. Each student has a unique personality separate and distinct from the rest. In this section, the researcher tries to examine factors relates to students.

### **2.2.1 Students' lack of motivation:**

Lack of motivation negatively has a direct impact on students' performance. If teachers do not use the right teaching techniques, students will not learn a foreign language well. Lack of motivation affect students' expectation. Students' positive motivation helps them to keep

more about the subject, but negative motivations of students help in interesting learning. An unhealthy educational environment helps in developing negative motivation. Students' negative motivation makes teachers develop ineffective teaching and students get very bored of learning a foreign language.

Lack of motivation among students derives from variation in the learning culture, or from failure in teaching methods. Motivation creates interest in students for acquiring knowledge. It is a psychological fact that teaching/ learning process go on smoothly when teachers motivate students to acquire knowledge. In the absence of proper motivation, students take no interest in memorizing contents. Dristoll (2000,30).

### **2.2.2 Students' misbehavior:**

Students' misbehaviour has a great effect on the teachers' morale towards teaching a foreign language. Students' misbehaviour makes teachers tend to develop ineffective teaching activities and help to develop learning difficulties. Behavioural problems can have cause and effect of learning. difficulties. Students' Misbehaviour negatively affects learning environment. Teachers believe that students' misbehaviour interferes with their teaching. Students' misbehaviour discourages teachers to upgrade quality of education including retention and development of highly capable teachers. Roland (1999,5)

students' negative behaviour has negative consequences but students with positive behaviour have positive consequences. Charmine (2010,356) argues that "students with misbehaviour cannot be easily controlled and they are less likely to interact with students in the classroom, but teachers who are well trained to teach students' with learning difficulties understand that effective teaching practices can be successful with any students". This proves that misbehaviour of students

affect teaching environment. Teachers face difficulties in controlling the class. Misbehaviour of students discourages teachers to develop effective teaching methods.

### **2.2.3 Students' L1 cultural background:**

Students' L1 cultural background affects their performance. Negative cultural background of students affects their outputs. Cultural backgrounds of students affect their attitudes towards learning a foreign language. Some students like to study alone while others prefer to study in small groups. There are some students who work independently and other students need direction and encouragement from teachers.

Zhang (2006) argues that "cultural backgrounds affect learning and teaching styles". This proves that students join schools with negative cultural backgrounds that affect their perceptions of teachers. Students' culture affects their background knowledge and behaviour in schools. Students' cultural background affects how students understand new material and how students respond to benefit from teachers. Positive belief of students helps to overcome learning difficulties, but students' negative belief leads to decrease motivation of learning. Norbert (2012, 448). Students should develop positive belief towards learning a foreign language.

### **2.2.4 Student's lack of confidence:**

Lack of confidence develops negative expectation towards participating in learning activities. Lack of confidence will be developed when students are frustrated of learning. If a teacher uses audio visual aids effectively, the students will develop positive confidence toward learning a foreign language. Difficult tests discourage students in building self-esteem. Teachers are aware when students lack of self-esteem. Julie (2004, 25) argues that "low self-esteem of students' may be



associated with their poor and social outcomes". This proves that if students' self-confidence is low, it negatively affects students' ability to socialize with unfamiliar people fearing ridicule and failure in learning. Teachers should encourage students to be more confident and motivate them to participate to improve their skills and develop their self-esteem.

### **2.2.5 Students' negative attitude towards learning**

Students' negative attitudes affect their ability and willingness to learn. If negative attitudes are not altered, students are unlikely to continue their education. Students' negative attitudes on learning affect their outlook towards learning throughout life. Negative attitudes of students affect students' desire of learning.

When students have negative attitudes towards learning a foreign language, they negatively affect their outcomes. Negative attitudes make students develop bad behavior Dennise (2011, 175). Students should have positive attitudes and participate in learning activities.

## **2.3 School's factors:**

This section examines some factors related to school which negatively affecting teaching English language. This section examines large class's size, absence of audio visual aids, an unhealthy classrooms environment, and limited time of periods, insufficient resources, limited testing contents, family's low income.

### **2.3.1 Large class's size:**

Large class's size refers to numbers of students who learn in a single classroom. Large class's size does not help teachers to identify learning problems and to adapt teaching according to students' styles. Large class's size is widely considered problematic for language learning, but some teachers effectively manage large class's size in which students

learn successfully. In the large class's size, students prefer experienced, qualified or very knowledgeable instructors.

Control of large class's size becomes more difficult in teaching/ learning a foreign language. Teachers suffer and think that quality of teaching is damaged and fail to use different teaching methods or to cope with different abilities of students. Experienced teachers develop effective teaching.

In overcrowded classes, teachers cannot pay attention to students and they can't do full justice to their duty and work. In a big class's size, it is difficult for teachers make contact with students and students cannot be intimidated from inexperienced teachers. A large class's size increases probability that students will be academically less successful. Haward (2009, 21).

Alkhuli (1990, 9) argues that "methods successful with small class's size may not be equally so with a large class's size". This proves that students in a small class's size will do better than students in a large class's size. Class of fifteen or fewer students to one teacher ratio shows greater academic achievements. A small ratio allows teacher to use tutorial styles of instruction and to work individually with each learner for concentrating time period. A small class's size is much more stimulating venue for learning than large class's size. In small classes, students participate, feel much more parts of the teaching process and get to know the instructor personally, be more comfortable asking questions and experience a lot of one-on one interaction.

In a small class's size, it can be easy for teachers to spot problems and give feedback, identified specific needs and gears teaching to meet them, set individual targets students and to be more flexible and adventurous in the use of different styles of teaching . Small classes' size increase the probability that students will achieve better, faster and more

efficiently, but these outcomes are not assured for students in crowded classes. Small classes' size can be beneficial to students, but classes' size need to be undertaken with great deal of thought and planning Large class's size negatively affect teachers performance and develops students' misbehaviour. Class's size does not affect students at the same way. Class has only co-relational not causal effects on achievements. Class's size has negative effects on quality of teaching. There are arranged of methods and strategies to help teachers handling these problems, but some large class's size is often found in circumstances, which are difficult to teach in. Caroline (2010, 345).

Reducing class's size does not automatically result in positive achievements, because of many other factors such as behaviour , quality of teaching are very important, when class's size reduces, teachers tend to teach small class in exactly the same way, teachers teach a large class's size with no adaptations limit individual attention for students. Class's size begins to have positive effects, when class contains fewer than twenty students. Blatchford (2013, 25).

#### **2.4 An in adequate review of curriculum:**

An inadequate review of curriculum due to designers mistakes in providing content and substance of what students learn. Curriculum delivered in teaching resources such as textbook, workshop and electronic resources. Teaching resources make mainstream news, because of some controversy or errors. Errors range from types to wrong historical dates or information. Beverlee (2012,5). In adequate review of curriculum doesn't help teachers develop objectives of their teaching according to students real world. Review of curriculum should be a comprehensive, organized and should be done periodically.

## **2.5 An Unhealthy Classroom Environment:**

An unhealthy classroom environment is made by both teachers and students. Classroom environment has effects on ability, perception, motivation and performance of students. Noise in classrooms has negative effects on communication and the ability to pay attention. When classroom environment is unhealthy, teachers will tend to use ineffective teaching strategies.

A good classroom environment is helpful to motivate students to learn in cooperative situations. Students can achieve their objectives only with natural co operations from members of groups when they are comfortable with their peers. Susan (2010,9). Classroom should have comfortable desks and chairs as well as full of functional visual cues for students to feel relax. Classroom environment should be positive and healthy to help students to work hard in achieving the lessons objectives.

## **2.6 Insufficient resources:**

In sufficient resources of school affect students' outcomes. Many schools have not had technical resources such as tape recorders, radios, television sets, video players or computers. Teachers give students exactly whatever in text books without developing four skills according to appropriate teaching strategies. Failing to cover each student in listening and writing practices due to lack of material and time. Yuech (2008,748). Matching teaching and learning styles improve learning attitude; behaviour and motivation also give students an equal chance in the classroom to build students' self-awareness.

Lacks of textbooks have negative effects on quality of education. Shortage of resources and other learning materials as well as equipment are associated with low quality of learning and teaching English language. Lack of teaching and learning materials lead to low

level of vocabulary and structure in writing. Lack of resources, equipment and library facilities have an effect on strategies of learning a foreign language. Habib (2012, 374).

Few teachers have found that some books match their teaching methods and make the objectives of the lesson, but other teachers find difficulties to match their teaching methods with textbooks and they tend to use traditional methods. When textbooks change, teachers will help students to learn more about the subject. Kelth (1994,421).

Many students find themselves in troubles when vocabulary and structures of textbooks present in difficulties and not according to their mental level. Elizabeth (2004, 42). Another common problem has developed when students have understand nothing on a particular topic. Students get bored and feel that topic is unrelated to anything they knew. Geetha (2013, 46).

## **2.7 Approach and Methods:**

In this part of the research, the researcher is going to shed the light on the major approaches, namely grammar translation, structural/ audio-lingual and communicative approaches, with their varieties (e.g. reading, direct, and situational methods). Because of their crucial role in effective teaching/ learning processes, the prominent features of these approaches are discussed. It is essential that the foreign language teacher should be acquainted with such approaches so that he/ she can choose the method of teaching best suited to the needs of the students. The concentration will be on how grammatical structures are taught in these approaches.

### **2.7.1 The Grammar- Translation Method:**

This method was originally used to teach Latin. However, it was gradually generalized to teach modern languages such as English and French. It has been used by teachers of English for about a hundred years. The main features of the methodology can be summed up in the following points:

- 1/ It devotes a great deal of time to secondary grammatical points.
- 2/ It does not concern itself with how learners learn a language or how they actually use it. The main concern of this approach is purely linguistic. The students have to learn by heart grammatical rules and tables of conjugations.
- 3/ communicative skills are neglected since the emphasis is on knowing rules and exceptions. Learners practice for the sake of memorizing a number of grammatical rules.
- 4/ The presentation of grammar follow to closely the grammatical system of Greek and Latin which is not appropriate for other languages.

### **2.7.2 The Direct Method:**

The direct method was developed as a reaction to the grammar translation method which could not be help to those who wanted to speak the foreign language with a reasonable degree of fluency. 'Direct Method' means teaching the foreign language without using the mother tongue. The main features of this method can be summed up as follows:

- 1/ It gives priority to speech and oral skills, and rejects memorization of conjugations, declensions and rules of grammar.
- 2/ Grammatical rules are not taught; they are acquired through practical use.
- 3/ Words and patterns are taught through direct association with actions, dialogues, situations, objects or pictures.

Many techniques have been developed to make this method more effective in foreign language teaching and learning. For example, statements are demonstrated with actions and pupils repeat both the language model and the actions.

Examples:

I'm standing up.

I am jumping.

I am opening the door.

I am reading.

Such exercises are usually followed by questions, such as:

What are you doing?

Where are you going?

But, such exercises have failed to achieve authentic learning on the part of the learner because all the language activities are related to the classroom and not connected with the real life situations. This method has been criticized for being time-consuming. Moreover, its insistence on giving the meaning of words and structures through dramatization, demonstration or association without using the mother tongue. The process might be successful with concrete words, but fails with abstract words. Furthermore, the method requires a highly competent teacher.

### **2.7.3 The Structural / Oral Approach:**

Many people across the world have begun to develop an interest in modern languages due to a rapid increase in international communication and there was a feeling of discontent with the traditional methods. This discontent gave rise to the oral approach which was a reaction to the grammar translation method and a modification of the direct method.

The theory implies the acquisition of oral language skills through oral practice based on repetition and learning by analogy. The approach is often referred to as the audio-lingual method.

The method aims at developing listening and speaking skills first. The foreign language learner brought to proficiency in oral use of structures before being how to read and write them. The advocates of this method claim that language is essentially acquired through habits and those responses must be drilled until they become automatic and natural. This process reflects a behaviorist view of language learning influenced by psychologist Skinner. The approach proposes this mechanical process of habit formation through the phases of stimulus, response and reinforcement.

William Moulton summed up the assumptions on which this method is based as follows:

- a. Language is speech, not writing.
- b. Language is a set of habits.
- c. Teach the language, not about the language.
- d. A language is what its native speakers say, not what someone thinks they ought to say.
- e. Languages are different.

## **2.8 Grammar Theories:**

This section will deal briefly with the theories of grammar and their relation to foreign language teaching and learning.

### **2.8.1 Traditional Grammar:**

This view of grammar is based on classical languages such as Greek and Latin. Traditional grammarians established eight parts of speech; namely: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. They defined these parts by



their meanings or functions. In addition, they categorize words within sentence as subject, verb, object, complement, etc. they list nouns according to cases, namely: nominative, vocative, accusative, genitive, dative and instrumental. They prescribe certain rules about how people ought to speak write. Traditional grammar is still used in one form or another in foreign language classes.

### **2.8.2 Transformational Grammar (T G):**

It is often called generative grammar and was pioneered by Noam Chomsky in 1957. This theory assumes that language is based on a set of rules; these rules are capable of producing an infinite number of structures at the deep structure level through the process of transformation such as substitution, re-arrangement, addition, deletion or combinations. This kind of grammar is not used in English classes at the secondary level.

### **2.8.3 Communicative Grammar:**

Communicative grammar is a modern linguistic approach that emerged in the late 1970s. it was set forth by the British linguist, Wilkins, Candlin, Widdowson and others. The main characteristics of this treatment of grammar are as follows:

- a. Grammatical forms are taught not for their own sake, but as a means of carrying out communicative acts. The main purpose is to help the learners build up language competence through use, and through knowledge of linguistic rules.
- b. Incorrect grammatical forms can be gradually as the learner advances in learning and in using the language.
- c. Notions are introduced separately and in different situations in order to highlight their meaning and use.
- d. It is less teacher-centred.

## **2.9 Teaching Grammar:**

The concept of grammar is viewed differently by the various schools of linguistics. According to the traditionalists, it is a collection of rules, while to the structuralists it is the study of how sentences are arranged and formed. The transformationalists consider it as the rules that generate an infinite number of sentences and allow speakers to understand utterances they have never heard of. To the proponents of the communicative approach, it is the functions and notions of language as opposed to structural patterns. But whatever approach is utilized, no language can be learnt without learning its grammar because it is the element that makes meaning in language use. The problem is how grammar can be presented to learners.

Bright et al (1971:236) stated that nobody disputes that the foreign student must learn grammar of English in the sense that the sentences he produces must conform to English patterns in the accepted model.

Many people argued that there is no advantage in any case in a survey of grammar. They say, speaking is a skill like cycling and as soon as you try to balance by conscious movements you fall off. Many teachers argue against any complete systematic coverage of grammar on the grounds that the class time is better spent practicing using the language.

In Sudan no teacher questions that teaching English grammar is necessary. To Sudanese teachers in general education, teaching about a language is easy to carry out. The use of a grammar book turns a 'skill' subject into a 'content' subject. Here the teacher will teach facts instead of skills. Teaching about the language takes up valuable time without producing good results. Explanation can do little, whereas practice can do much.

## **2.10 The Role of Grammar in Language Learning and Teaching:**

Richard (200) mentions that the 1970s was nearing the end of a period during which grammar had a controlling influence on language teaching. Approaches to grammar teaching and the design of textbooks at that time reflected a view of language that saw the sentence and sentence grammar as forming the building blocks of language, language learning and language use. McCarthy (2001) states that the goal of language teaching was to understand how sentences are used to form different kinds of meanings, to make underlying rules for forming sentences from lower-level grammatical units such as phrases and clauses, and to practice them as the basis for written and spoken communication. Syllabuses were grammar-based, and grammar was a primary focus of teaching techniques. Correct language use was achieved through drill and practice methodology and through controlled speaking and writing exercises that sought to prevent or minimize opportunities of errors.

But in the 1970s Chomsky's theories of language and his distinction between competence and performance were starting to have an impact on language teaching. His theory of 'transformational grammar' sought to capture the nature of a speaker's linguistic competence.

The 1970s ushered an era of change and innovation in language teaching methodology. This was the decade during which Communicative Language Teaching came to replace Audio-lingual Approach.

## **2.11 Teaching Grammar in General Education in Sudan:**

At the basic level, grammar can be taught deductively and inductively. In the deductive approach, the pupils are given grammatical rules, and then they are asked to practice the rule. Inductive approach, on

the other hand, the pupils are provided with numbers of examples and then they are asked to imitate these examples before they can deduce the rules from these examples with the help of the teacher.

## **2.12 Recommended Techniques for Teaching Grammar:**

The following procedures can be helpful in teaching grammar to beginners and pre-intermediate learners making use of both approaches.

### **1/ Presentation Stage:**

Teachers draw the pupils' attention to the new structure they want to teach as it appears in the text. Then they give more examples on the same structure to emphasize its form.

### **2/ Drill and Practice:**

Once the structure has been presented, learners are given sufficient time to drill and practice the same structure. Teachers may choose one of the drill types depending on the level of class and the nature of the target activity.

#### **A/ Repetition:**

Teachers can simply provide the model example containing the target structure, then ask the pupils to repeat as individuals, groups, or the whole class.

#### **B/ Substitution:**

In this type of drill, the pupils are given a sentence and a cue word to be substituted in a given slot in the sentence.

Example: St 1: I play tennis every day. (Cue word: foot ball)

St 2: I play tennis every day.

This kind of activity can be implemented by using substitution tables. Pupils are required to form sentences by choosing one item from a number of adjacent columns.

### **C/ Transformation:**

The teacher presents a certain structure, e.g. an affirmative sentence, and asks the pupils to change into other structure, e.g. a question or a negative form.

Example: St1: I visit my uncle every week.

St2: I don't visit my uncle every week.

St3: Do you visit your uncle every week?

### **D/ Completion:**

The teacher presents an incomplete sentence or phrase and ask the pupils to complete it.

Example: I always have my breakfast at 9 am, my ..... at 2 pm and my dinner at 9 pm.

### **E/ Expansion:**

The teacher presents a sentence and asks the pupils to expand it by adding a certain word, phrase or clause.

Example: T: I get up every day (Cue word to add 'early in the morning')

P: I get up early in the morning every day.

### **F/ Role Play**

The pupils may be engaged in a role ply activity to practice certain grammatical structures such as the wh-questions and answers:

## **2.13 Review of the previous Studies Related to the study:**

### **Study (1)**

Hamad Alneil Daffaallah Hamad. "Developing effective English language in overcrowded classes at secondary school level in Technology. & Khartoum". PhD. Degree. Sudan University of Science (2011, 73).

The study aims at providing English language teachers dealing with overcrowded classes with best effective techniques in teaching

English Language. The study utilizes analytical descriptive method. Teachers' questionnaire, interviews and are used as instruments. The results show that majority of respondents face difficulties to use pair/group work techniques in teaching/ learning English Language in overcrowded classes. This proves that this previous study relates to the current study on developing teaching strategies by using cooperative Learning.

### **Study (2)**

Nadia Ali Alshreef Adam. "Evaluation of the effectiveness of English language teachers' training programme conducted at Sudan English language teaching institute". PhD degree. Sudan University of Science & Technology. (2012).

The study aims at evaluating effectiveness of training courses offered at Sudan English language teaching Institute. The study utilizes Analytical descriptive method. Observational sheets are used as instrument for collecting data. The results show that teachers do not make full use of board and their board work is not clear or organized. This proves that this previous study relates to the current study on different kinds of practical factors, such as teacher's training programme, which provides teachers with teaching techniques in using the board.

### **Study (3)**

Adel Awad Mohammed. "The role of Computer in teaching English at grade eight of basic Schools". PhD degree Sudan University of Science & Technology. (2005).

The study aims at investigating the role of computer in teaching English. The study utilizes analytical descriptive method. The main instrument of this study is questionnaire. The results show that from perspective of teachers there is positive relations between computer as

teaching machine and learners' interest. The computer can positively facilitate in learners everyday tasks. This proves that this previous study relates to the current study on developing modern aids, which create learning a foreign / positive attitudes of teachers/students towards teaching language.

#### **Study (4)**

Budruddin Alawad Babikir Ballal. "The impact of using cooperative learning strategy on English foreign language students' performance". PhD degree. Sudan University of science &Technology. (2013).

The study aims at investigating effects of cooperative learning on students' achievements. The study utilizes experimental design. Observation and test are used as instruments for collecting data. The results show that the use of cooperative learning methods has positive effects on learners of foreign Language performance. Cooperative learning improves students' participation, especially among those students who typically resist participation. Increase students' retentions develop their social skills and promote their self-esteem. This proves that this previous study relates to the current study on developing self-esteem of students by using cooperative learning, which focuses on pair/group work activities.

#### **Study (5)**

Alhana Ibrahim Altayeb. "Autonomous Approaches to foreign language learning". PhD degree. University of Alneelin. (2009).

The study aims at suggesting methods of familiarizing teacher of English language with effective teaching methods and to make teachers of English language adapt constructive role in language learning process. This study utilizes Analytical descriptive method. The questionnaire is used as instrument for collecting data. The results show

that teachers of English language are not familiar with autonomous approach to foreign language teaching. This proves that this previous study relates to the current study on developing teachers' competence in using right teaching methods.

### **Study (6)**

Maqsood Ahmed. "A study of factors affecting professional Performances of teachers at higher education level in Khyber pakhtunkhwa". PhD degree. ER, Kohat University of Science Technology. Pakistan. (2012).

This study aims at improving professional performance of teachers by measuring factors affecting performances of teachers at higher level A descriptive method utilizes. The questionnaire of teachers and students are used as instruments. The results show that factors of subjects' mastery are perceived by principals, teachers themselves and learners' to be at highest level among four factors of teachers' job performances. This previous study relates to the current study on providing teachers with knowledge and culture in using teaching principles effectively.

### **Study (7)**

Dalil Ahmed Ediam. "Training students in reading strategies". PhD. degree. University of Sudan of science and technology. (2014). This study aims at identifying strategies and techniques that help learners to reach comprehend English language in better ways. A descriptive method utilizes. The test, observation and questionnaire are used as instruments. The study shows that reading strategies improve learners' comprehension of reading text and enable students to respond in better manners. This proves that this previous study relates to the current study on adapting new teaching strategies in developing reading skills through practical factors such as reading aloud.



In the next part, the researcher is going to review some of the studies on the problem of deterioration of the standard in the English language as a whole, and the issue of decline in grammatical structure in particular at the secondary level.

### **Study (8)**

Kamel Meleika in a report titled "Improvement of the pre-service and in-service training of educational personnel staff training and reforms at Bakhat-er-Ruda Institute of education, submitted to the Government of Sudan in 1985, states that several complaints were voiced in the curriculum conference held in November 1984, that the quality of the graduates of the Institute of Education leaves much to be desired both in subject matter and teaching skills. It is believed that the present practice of appointing graduates of secondary schools to teach directly after graduation in the intermediate schools without prior training is most likely to result in the acquisition of bad teaching habits which would be difficult to extinguish through a one- year in –service course.

### **Study (9)**

Ahmed Gumaa Siddiek in his article "Evaluation of the Sudan School Certificate" mentions that there were and still are continuous complaints, among the community of the English language teachers and students' parents about the poor results achieved by young Sudanese in English examinations. But the most serious complaints come from employers, who are unhappy with the performance of those graduates. Furthermore, he mentions that rumours go around the country that marks in the final exams are processed and modified by using some mathematical tricks to raise the level of the pass mark in the school certificate. This sort of interference or make-up process would definitely yield a negative backwash.

He adds that Al-Busairi notices that the new university entrants come with very poor English or with no English at all. Most of them could hardly write a brief paragraph in simple English; and one out of four is unable to construct even an elementary sentence. Al-Busairi believes that this is due to poor textbooks written in atmosphere of hasty frenzy wave of change concerned with policy of Arabicization. Sidiek believes that there are many factors behind the drop of English standard: such as poor teaching, lack of teaching aids accompanying the textbooks and the unattractiveness of the books themselves.

### **Study (10)**

Alwatan daily, 24<sup>th</sup> August, 2005, publishes an interview titled "The Deterioration of the Education Standard ... Why?" The interview was conducted in Arabic by Amani Abasher, it dealt with the problem of the deterioration in the students' performance in English, and a number of eminent figures in the education field were interviewed.

Amani introduces the interview by mentioning that the result of the Secondary School Certificate Examinations for the academic year 2005 m shows many indications considered as a proof that the performance of the students in the examinations is declining. A number of experts attribute this decline to the bulky material in the textbooks that cannot be comprehended easily. Beside this, those experts add the following reasons: inclination of the schools to concentrate on showing students the examination format, lack of concentration on the prescribed syllabus, and the exaggeration of keeping teachers busy 'spotting' material which may be set in the coming certificate examinations. Moreover, the immigration of the teachers to the rich petro-dollar gulf countries, and the lack of financing teachers' training programmes by the government are two more reasons. But, these are actually not the only reasons.

Professor Mohamed Hassan Hafiz of the University of Sudan for Science and Technology, states that secondary school students are the main cause of the decline in performance. Students are academically weak because of the crowded classrooms. In such a situation, the teacher cannot give individual attention to all students.

Sharaf-el-Din Mohamed Ahmed asserts that in the past, the pass mark in the English test was 30% and students who scored 70% would be considered excellent. Nowadays, a great number of students score more than 90%, but when they pursue university education, they are found to be weak in their academic performance compared with the students in the past. He adds that today's tests are not a good indication that the standard is improving even though the students get higher grades.

The prescribed textbooks are written haphazardly and hastily in a short time, and they have not been piloted or tried out in various schools. The textbooks themselves are full of misprints and some linguistic mistakes. His last comment is quite right. The errors in two books, Spine One and Spine Four, are given as examples.

### **Study (11)**

Abdel-Aziz Mohi-el-Din, the secretary of Sudan Examinations Council in Federal Ministry of Education in Khartoum mentions that there is an exodus of qualified teachers from the different states to Khartoum. This phenomenon has its effect in education in other states.

### **Conclusions of the previous studies:**

The previous studies focus on developing teaching/learning a foreign language. These previous studies focus on using effective techniques, modern aids, positive attitudes, cooperative learning, teaching techniques, adapting new teaching strategies, practical factors, inductive techniques improving teaching environment. The previous studies utilize individual approach such as a descriptive method. An individual approach

provides the research with limited description or explanation about the relation between facts. The use of various instruments helps in collecting reliable data.

**CHAPTER THREE**  
**METHODOLOGY OF THE STUDY**

# **CHAPTER THREE**

## **METHODOLOGY OF THE STUDY**

### **3.0 Introduction:**

This chapter is confined to the field work of the study through which the researcher intends to investigate the problematic areas of the students' low level in English language in general education. In other words, it describes the samples, tools and data collection, and the statistical measurements for data analysis.

### **3.1 Data Collection:**

To verify the hypotheses, the researcher has used three different instruments to collect the data and do the necessary analysis.

#### **3.1.Instruments:**

In this section, the researcher outlines the instruments for developing the tools. He includes the steps that will be followed to realize validity and practicality of the data obtained by utilizing the tools.

For this study, the researcher utilized three different instruments to collect the data; namely,

1. Questionnaires,
2. Guided interviews,
3. Class observations,

The instruments are used for collecting, analyzing and interpreting information to answer the questions and verify hypotheses. In addition to real life experience, information will be collected from many sources. All the data obtained have been organized and tabulated to be processed by computer using the SPSS Program.

As mentioned above, the researcher will mainly utilize questionnaires, interviewing and observations, since none of the methods of data collection provides 100 percent accurate and reliable information.

Furthermore, the Government of the Sudan Publication, earlier researches and mass media will be of some use.

To establish the validity and reliability of the instruments in this study, the input passes through a series of steps; the selection of a sample, the collection of information, the processing of data and the application of statistical procedures. To come up with a reasonably appropriate research, the validity and the reliability of the study used, the sampling strategy adopted, the conclusions drawn and the statistical procedures applied.

The concept validity can be applied to the research process as a whole or to any of its steps. To achieve face and content validity, the items and the questions cover the full range of the issues being measured. The questions in the interview table are designed to relate to the questions and the objectives of the study.

Furthermore, to ensure that the questionnaires are reliable, the researcher has constructed the questions and statements clearly to make sure that there is no ambiguity in the questions and statements and that the respondents will not interpret them differently.

To determine the reliability of the questionnaire which is dealing with the characteristics of the English language teachers in the Gezira State, Pearson Product Moment Correlation Coefficient is used. After computing the scores of all the respondents, five are chosen to come up with the reliability. The following table shows the computations.

Respondents	X	Y	X	Y	XY
1	79	77	3481	3249	3363
2	76	74	3136	2916	3024
3	74	76	2916	3136	3024
4	73	72	2809	2704	2756
5	72	72	2704	2704	2704
SUM	374	374	15046	14704	14871

$$\Sigma x \cdot y - \frac{(\Sigma x)(\Sigma y)}{5}$$

$$\sqrt{(2)\left(\Sigma x^2 - \frac{(\Sigma x)^2}{n}\right)} \sqrt{\left(\Sigma y^2 - \frac{(\Sigma y)^2}{n}\right)}$$

$$(1) 14871 - (274) \frac{374}{5} = 14871 - 14851 = 20$$

$$(2) \left(x^2 - \frac{(\Sigma x)^2}{5}\right)$$

$$15046 - \frac{(374 \times 374)}{5} \quad 14709 - \frac{(371 \times 371)}{5}$$

$$\sqrt{15046 - 15015} = 31 \quad 5.57$$

$$\sqrt{14709 - 14685} = 4.59 = 25.56$$

$$N = 20 / 25.56 = 0.78$$



### **3.1.2 Questionnaires:**

In the questionnaires, no one has to explain the meaning of a question to respondents. So it is important that questions should be clear and easy to understand. For that reason, the researcher provided the respondents with a list of vocabulary items giving the meaning of some words and jargon which may be difficult for novice teachers.

A collective administration of the questionnaires has been adopted. In this procedure, researchers can obtain a captive audience such as students in the class, a staff meeting or people assembled in one place. In such cases, researchers can explain the purpose, relevance and importance of the study and can clarify any question that respondents may face. It is the quickest way of collecting data. The researcher has made use of panel meetings which were held initially to evaluate the pilot scheme of Starter 1 and Sudan Opportunities, the new syllabus for the 3<sup>rd</sup> year of secondary schools. The panel meetings were organized by the Gezira State Ministry of Education with collaboration of Open University of Sudan ( OUS). The panel meetings were held at the OUS premises in Wad Madani.

### **3.1.3 The Ranking Questionnaire:**

Some of the teachers with whom the interviews were conducted were also asked to respond to a ranking questionnaire to rank the factors that the researcher believes contributing to the phenomenon of the deterioration in English in general education.

The questionnaires were designed to lead to collecting information that may help in determining teachers' opinions concerning ranking the factors that attributed to the deterioration of the students' low performance in English language in the general secondary schools in Gezira State.

To ensure that the questionnaires were valid and reliable, they were given to some experienced teachers and educational supervisors to determine whether the items can be easily comprehended and judged appropriately.

Then the questionnaires were written in their finalized version.

### **3.1.4 The Pilot Scheme Questionnaire:**

The second questionnaire is meant to evaluate the pilot scheme of the newly prescribed textbook Sudan Opportunities. It consists of twenty-four statements which serve to verify some of the hypotheses, and hence achieve some of the objectives of the study. The first version of the questionnaire was delivered to carefully selected teachers in Wad Madani town and some of the Gezira lecturers at the Faculty of Education, Department of Foreign Languages for critical study and modifications. The researcher carefully revised and modified the statements in the light of their comments. The finalized version of the questionnaire was distributed amongst 26 English language teachers with different qualifications and teaching experience.

### **3.1.5 Guided Interviews:**

The researcher conducted guided interviews with highly experienced teachers, English language supervisors and school principals. These in-depth interviews were meant to cover a wide range of issues to obtain as much feedback as possible, and to come up with unpredicted factors concerning English language teaching and learning. These interview sessions spread over a long period of time and took much time to contact respondents, arrange appointments and conduct the interviews. The researcher asked a few pre-determined questions. Following are pre-determined questions which were discussed in the interviews:

1. The students' performance in English language is deteriorating in general education in Gezira State. Do you agree?

2. If so, what are the reasons in your opinion?
3. Whom do we blame in this deterioration? Why?
4. How can we tackle this problem?

In this in-depth interviews, information can be supplemented by asking extra questions to make interviewees elaborate when they respond. The interviewer can formulate questions spontaneously during an interview. This approach to data collection is extremely useful in situations where in-depth information is needed.

In interviews, questions can be explained if they are not comprehended. Furthermore, the respondents' mood when providing information can be taken into consideration. The researcher chose a suitable time and a suitable place (a panel meeting at the OUS in Madani) to conduct the captive textbook evaluation and the ranking questionnaires.

### **3.1.5 Observations: (class visitations, teaching practice)**

Observation means watching and listening to an interaction or phenomenon as it takes place. There are many situations in which observation is the most appropriate method for data collection. It is also appropriate in situations where full and / or accurate information cannot be elicited by questioning because some respondents are neither co-operative nor aware of the answers. Some populations, for a number of reasons, may not feel either at ease with a particular method of data collection, such as being interviewed, or comfortable to express opinions in a questionnaire.

So, observation is the best approach to collect the required information. In such situations, watching and listening to activities can result in drawing conclusions from them. The researcher will attend a number of observations and be a non-participant observer. That is because if individuals are aware of being observed will not represent their normal behavior. The researcher was nominated by OUS to visit classes and

evaluate some teachers in their teaching practice for the OUS postgraduate diploma.

### **3.1.6 Statistical Data Obtained from Different Sources:**

Statistical data was also obtained from reference books. Descriptive Statistics and analysis will be discussed in details in Chapter Four.

### **3.2 Population and Sampling :**

The study population will be:

1. Secondary schools English language teachers.
2. Secondary schools students.

Truly representative population samples are selected to save time as well as financial and human resources. Since the selected two population samples are homogeneous and share similar characteristics (English language teachers, graduates, trained and experienced), a small sample can provide reasonably good estimate. The researcher has applied different types of sampling. These are:

#### **3.2.1 Judgmental Sampling:**

This type of sampling depends on the judgment of the researcher as to who can provide the best information to achieve the objectives of the study. So, the researcher only goes to those school teachers who in his opinion are likely to have the required information and be willing to share it.

**CHAPTER FOUR**  
**ANALYSIS OF THE DATA**

# CHAPTER FOUR

## DATA ANALYSIS AND DISCUSSION

### 4.0 Introduction:

This chapter intends to establish the factors that influence performance of English language in public secondary schools in Gezira State. The chapter therefore presents and interprets the findings of the study based on the research objectives. The data is analyzed around the key variables namely; quality of teaching, availability of teaching and learning resources, school climate and home background.

### 4-1 Questionnaire return rate:

The researcher, with the help of research assistants, sent out 26 questionnaires to teachers of English and 375 questionnaires to students. The return rate for each instrument is indicated in Table 4.1

**Table 4.1 Questionnaire return rate :**

Instrument	Number of Questionnaires Administered	Number of Questionnaires Received	Return Rate Percentage
Students' Questionnaire	375	374	99.7%
Teachers' Questionnaire	26	26	100%
Total	401	400	99.8%

The students' questionnaire had a 99.7% return rate whereas the teachers' questionnaires had a 100% return rate. This high return rate was achieved due to the cooperation from the principals, teachers and students from the sampled schools and the tedious efforts employed by the research

assistants. The study proceeded because Schutt (1999) argues that a 60% and above return rate is adequate since it is representative of the sample.

## **4.2 Demographic characteristics of the respondents:**

This section gives findings around socio-demographic characteristics of teachers and students in Gezira State such as gender, type of school among other.

### **4.2.1 Gender characteristics of students and teachers of English:**

For the students, their gender, type and nature of their schools, class sizes were taken into consideration as part of their demographic characteristics. This was important to ascertain if it has any influence on the way students summarizes the gender characteristics of the 4.2 were learning. Table respondents.

**Table 4.2. Distribution of students and teachers by gender:**

Respondents' Characteristics	Category	Frequency	Percentage
Students	Male	196	52.6 %
	Female	178	47.4 %
Total		374	100 %
Teachers	Male	15	57.7 %
	Female	11	42.3 %
Total		26	100 %

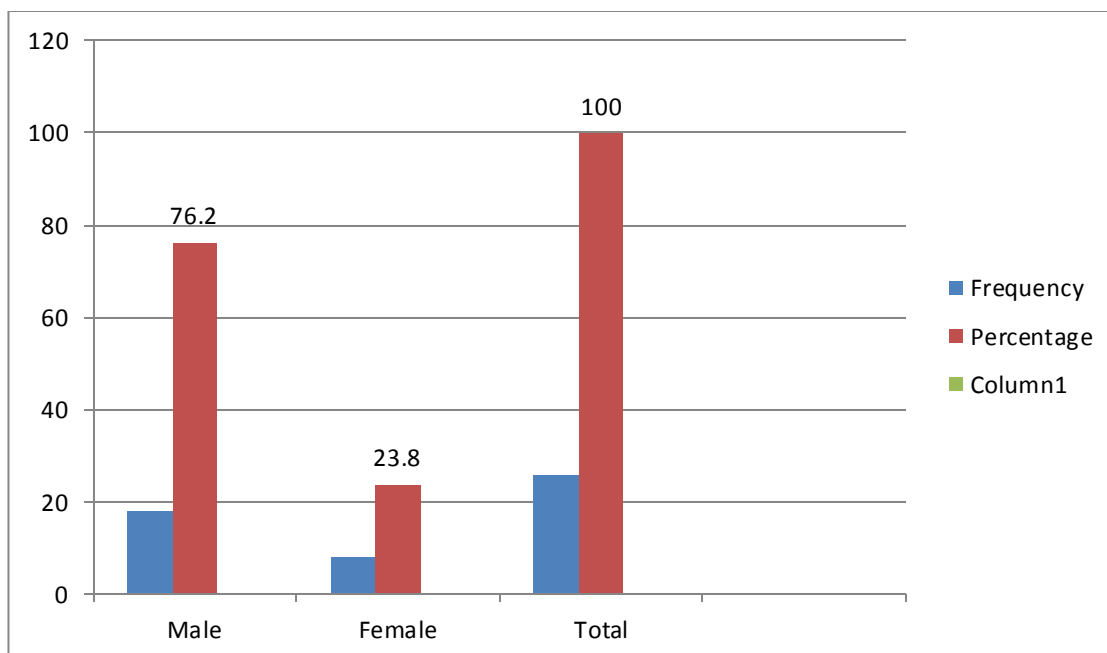


Figure (4.1)

As reported in the table and the figure above a total of 26 teachers at the secondary level in Gezira State participated in the study. 57.7 were male and 42.3 % were female .

#### 4.2.2 Ages of the respondents:

The respondents were further asked to indicate their ages. The age distribution of the teachers is presented in Table 4.2.

**Table 4.3: Age distribution of teachers:**

Age	Frequency	Percentage
21-30 years	11	42%
31-40 years	10	40 %
41- 50 years	5	18%
Total	26	100%



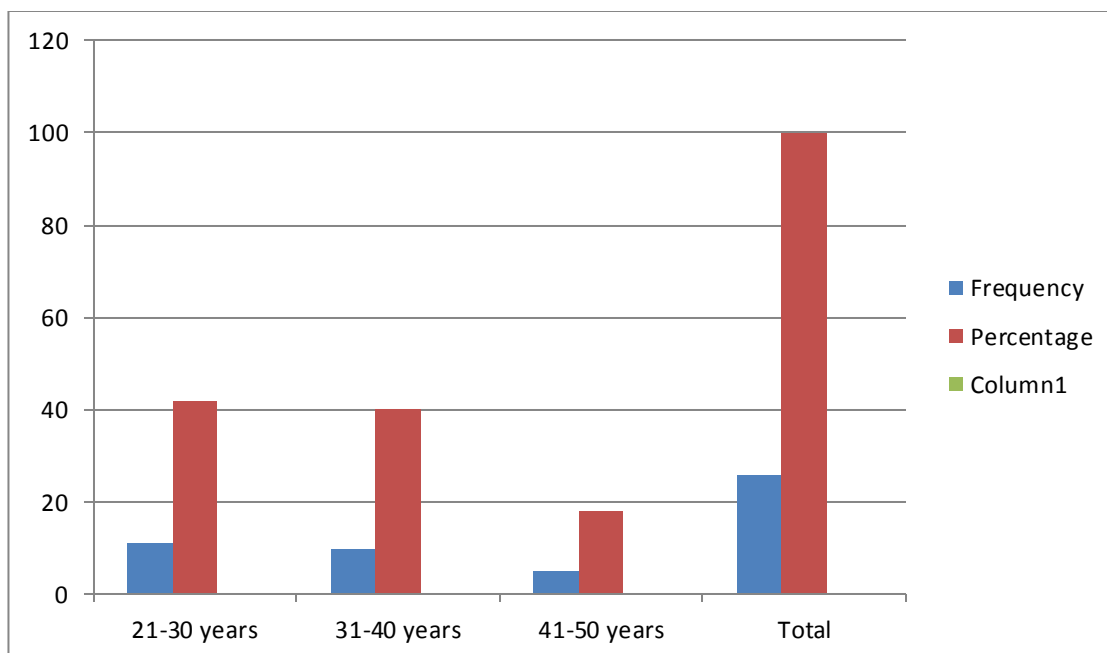


Figure (4.2)

The results shows that teachers of English in Gezira State are still very young mostly at 21 – 40 years where most of the teachers are aged between 21-30 years and between 31– 40 years, while 18 percent are aged between 41 – 50 years. This implies that most of the teachers are still invoice and lack experience which is highly affecting the students' performance.

#### 4.2.3 Teachers Academic / Professional Qualifications:

The teachers were requested to indicate their qualification to better understand how their qualification influenced their performance and the performance of the students. Table 4.3 summarises the various qualifications of the teachers of English.

**Table 4.4. Teachers' academic qualifications:**

Academic qualification	Frequency	Percentage
Bachelor	21	75.8%
Master	5	24.2%
Doctorate	0	0 %
Total	26	100%

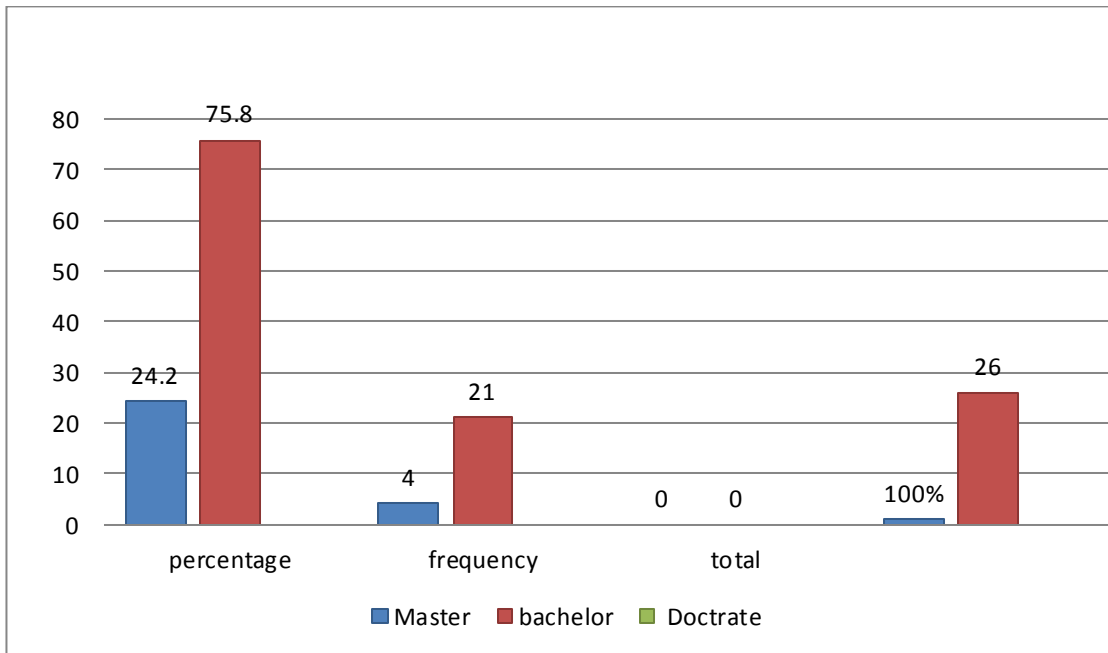


Figure (4.3)

From the table and the figure above table, the number of teachers who had a bachelor degree was 21 (75.8%). The number of teachers who had a master degree was 5 (24.2%). There was no any teacher who had a doctorate degree.

#### 4.2.4 Teaching experience :

The teachers were requested to indicate the number of years they had been teaching since they left college to gauge their experience level. Table 4.5.presents the findings.

**Table 4.5 Teaching experience of teachers of English:**

Experience	Frequency	Percentage
1-5 years	5	19%
6-10 years	4	15%
11-16 years	8	30%
Above 16 years	9	34%
Total	26	100 %

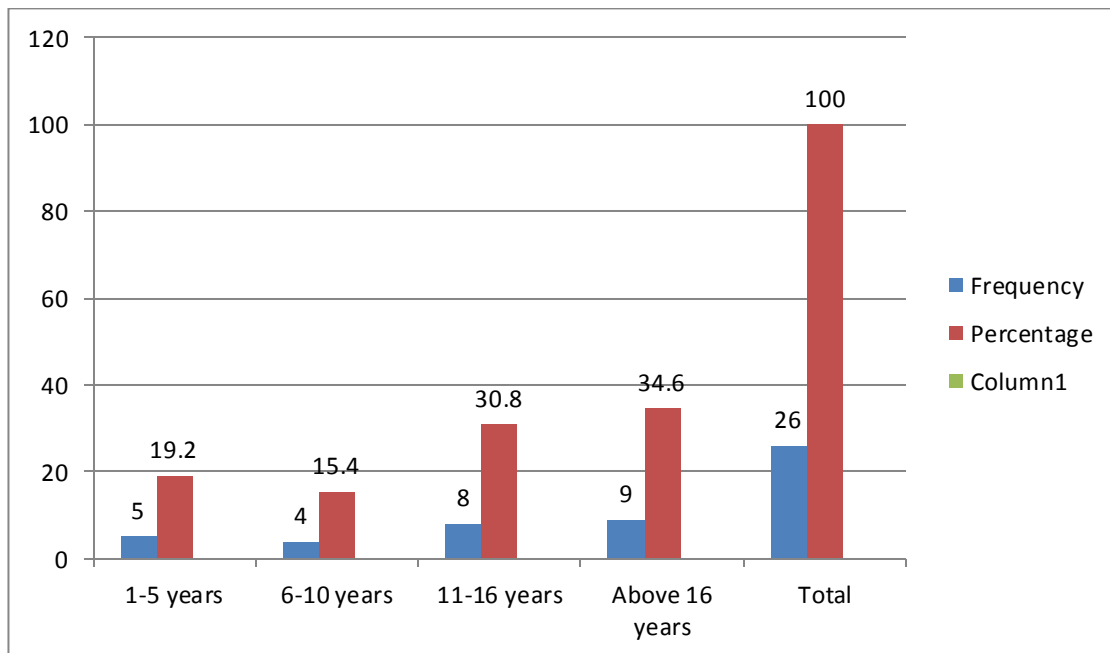


Figure (4.4)

The table and the figure above show that majority of the teachers, 9 (34.6%) indicate that they had taught for more than 16 years. They are followed by those who have taught for 10 16 years, being 8 (30.8%) less than 5 years, 5(19.2%) and 2-5 years being 4 (15.4%). Therefore, the majority of teachers had adequate experience to guarantee good results among students. Teaching experience is a crucial variable in students' learning outcomes in secondary schools.

#### **4.2.5 An unqualified teacher is unable to use appropriate teaching skills:**

**Table (4-6) An unqualified teacher is unable to use appropriate teaching skills:**

Agreement level	Frequency	Percentage
Disagree	1	1%
Undecided	3	4%
Agree	9	34%
Strongly agree	13	61%
Total	26	100%

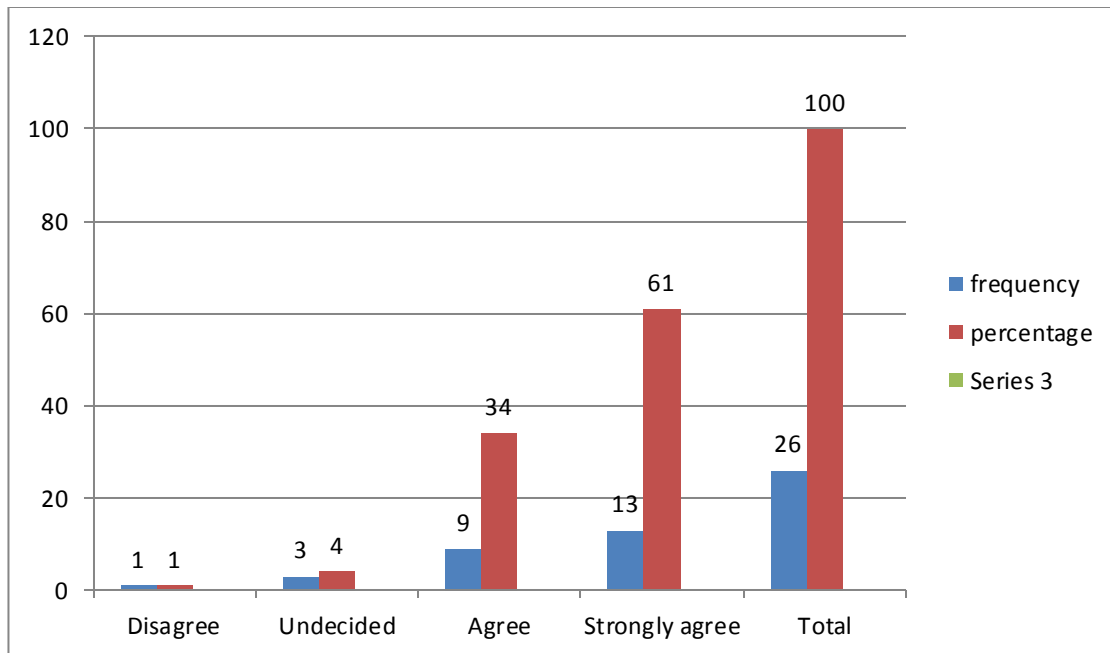


Figure (4.5)

According to the above table and figure 61% respondents are strongly agree 34% respondents are agree 4% respondents are undecided and 1% respondent is disagree. Alkhuli (1990,8) argues that " teachers with limited or no training on teaching a foreign language methods find it rather difficult to vary their methods". This proves that an untrained teacher negatively affecting teaching English .

#### 4.2.5 An unmotivated teacher negatively affects students outcome

**Table (4.7) An unmotivated teacher negatively affects students outcome**

Agreement level	Frequency	Percentage
Disagree	1	2%
Undecided	3	3%
Agree	8	36%
Strongly agree	14	59%
Total	26	100%

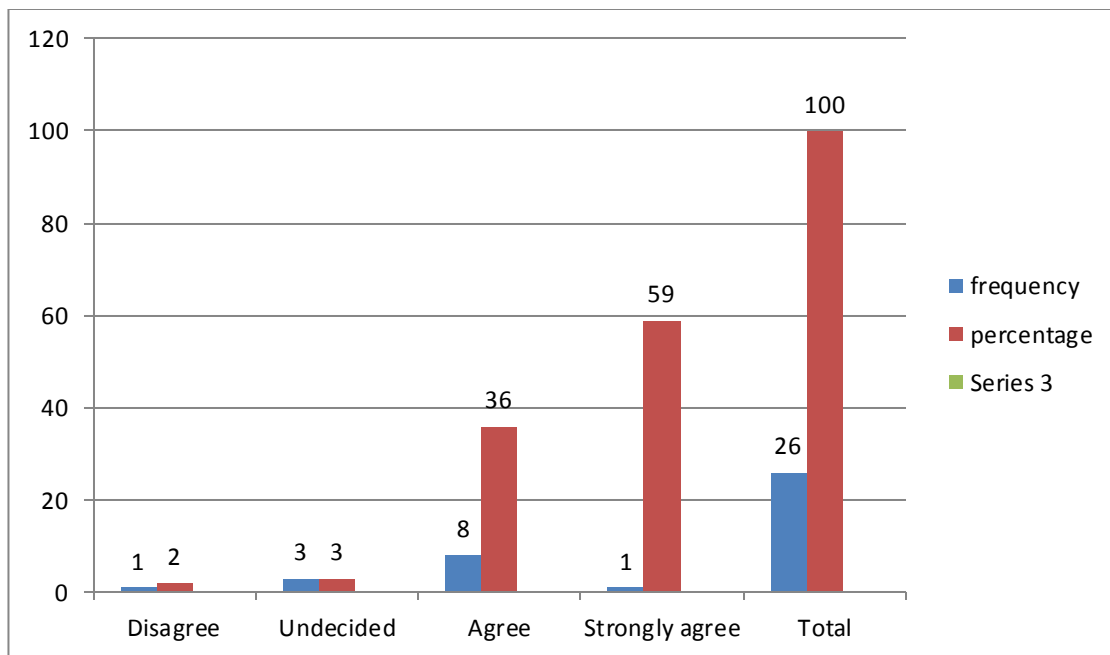


Figure (4.6)

The above table and figure show that 59% respondents are strongly agree, 36% respondents are agree, 3% respondents are undecided and 2% respondents are disagree Haenakon (2012,548) claims that "teacher's lack of motivation greatly affects learning process. When teacher poorly motivates for the teaching process, he will directly affect learner outputs". This proves that an unmotivated teacher negatively affects on students' performances.

#### 4.2.6 Advice on Achieving the Highest Marks:

The researcher also sought to know how often teachers of English advised their students on how to get the highest marks. This is because teachers who guide their learners on how to score good marks encourage them to see that it is possible to get quality grades if they know areas to emphasize in their studies. Table 4.14 shows a summary of the findings from both teachers and students.

**Table 4.8: How often teachers advise students on attaining the highest marks:**

Response	Teachers' response Frequency %	Students' response frequency %
Never	0 (0%)	0 (0%)
Once a term	3 (11.5%)	75 (20.1%)
Once a month	20 (76.9%)	229 (61.2%)
Once a week	1 (3.8%)	47 (12.6%)
Every lesson	2 (7.8%)	23 (6.1%)
Total	26 (100%)	274 (100%)

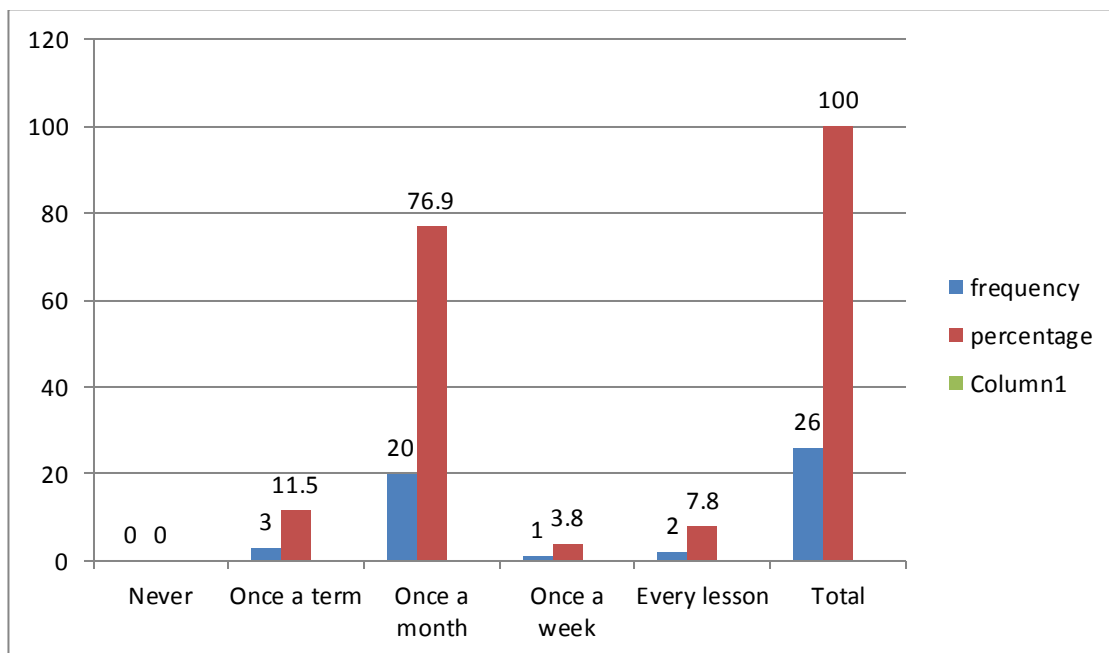


Figure (4.7)

From the table and the figure above 11.5% of the teachers advised students on attaining good marks once a term or less, 76.9% about once a month, 3.8% about once a week and 7.8% nearly in every lesson. Among the students, 20.1% reported that teachers advised them on attaining good marks once a term or less 61.2% about once a month, 12.6% about once a week and 6.1% reported that teachers advised them on attaining good

marks nearly in every lesson. These results are depressing since it is clear that majority of the teachers do not advise students on the value of hard work and attaining good marks. As a result, this can contribute to a majority of students lacking direction and focus as they do not know why they should work hard and practise good study habits. This does not help in improving performance.

#### 4.2.7 Teachers use comprehensible language in class:

**Table 4.9: How often English teachers use comprehensible language in class**

Response	Teachers' response Frequency %	Students' response frequency %
Never	0 (0%)	0 (0%)
Once a term	1(3.8%)	16 (2.8%)
Once a month	2 (7.7%)	20 (5.3%)
Once a week	2 (7.7%)	298 (97.7%)
Every lesson	21 (80.8%)	40 (10.7%)
Total	26 (100%)	274 (100%)

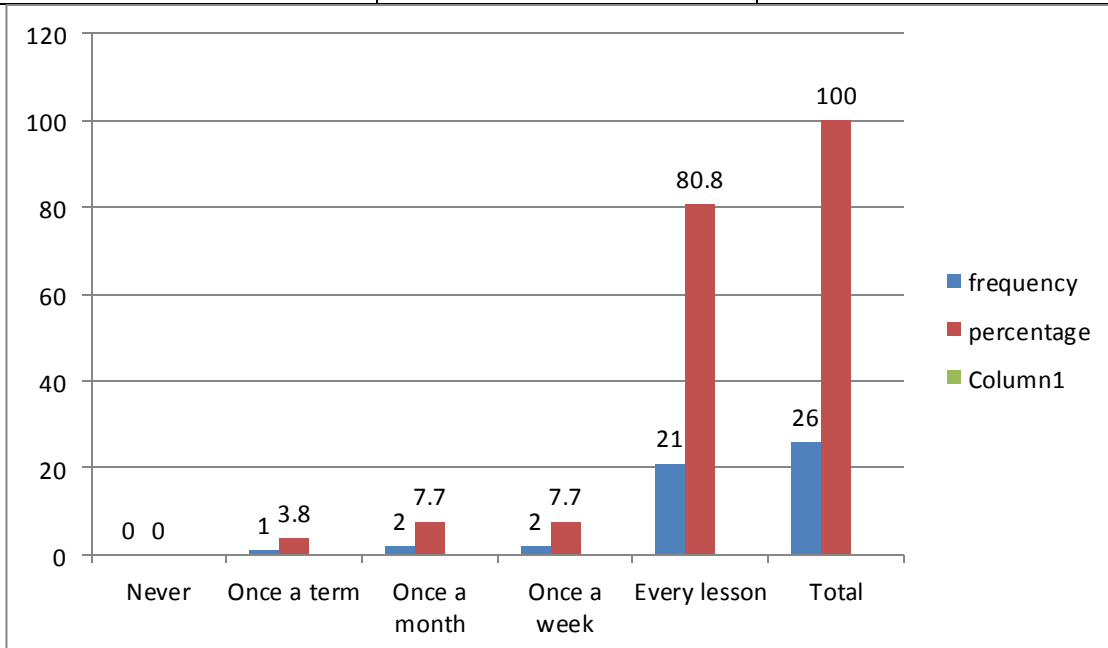


Figure (4.8)

The table and the figure above show 3.8% of the teachers use comprehensible language once a term or less, 7.7% once a month, 7.7% once a week and 80.8% nearly in every lesson. Students too reported similar results to show they understood their teachers in class, a situation that may improve performance in English.

#### 4.2.8 Teachers' punctuality:

**Table 4.10: Teachers' and Students' responses to the statement that teachers of English attend lessons punctually:**

Responses	Students' responses Frequency %	Teachers' responses Frequency %
Strongly agree	57 (15.2%)	19 (73.2%)
Agree	50 (13.4%)	3 (11.5%)
Undecided	13 (3.5%)	1 (3.8%)
Strongly disagree	242 (64.7%)	2 (7.7%)
Disagree	12 (3.2%)	1 (3.8%)
Total	374 (100%)	26 (100%)

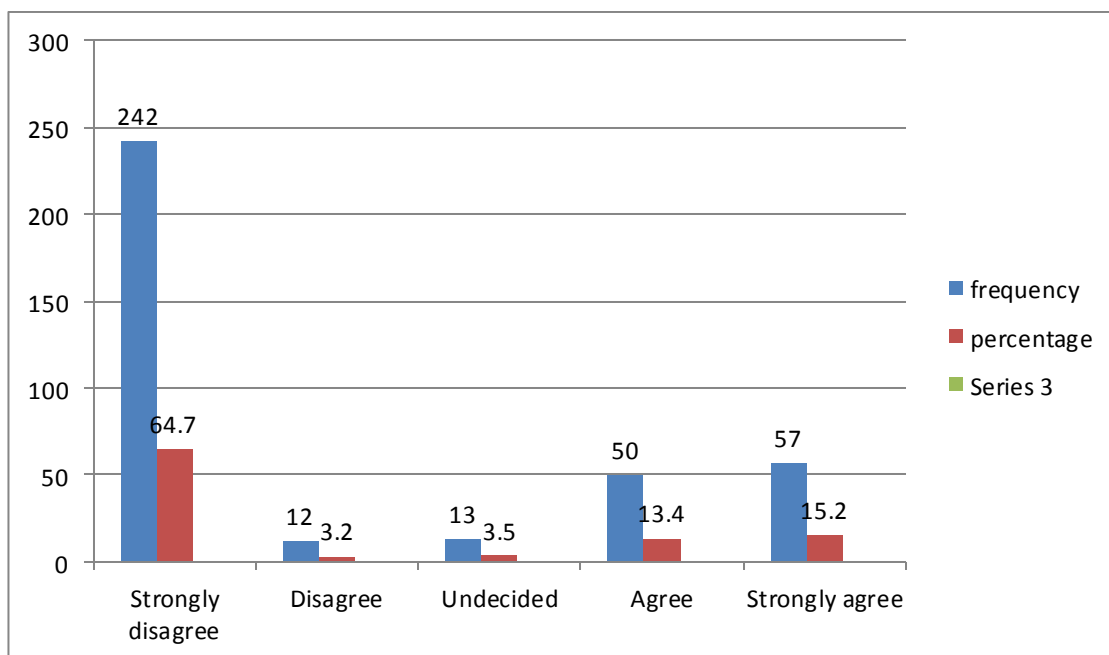


Figure (4.9)



From the table and the figure above 64.7% of the students were strongly disagreed that teachers are usually punctual for English lessons, 13.4% agreed and 3.5% were undecided. This data show that majority of the schools do not have proper teacher management structures to minimize lateness by the teachers. It is imperative that principals delegate to their deputies and heads of department in order to ensure that teachers are punctual in class attendance; otherwise such a trend encourages time wastage and inadequate coverage, both which negatively affect the performance of English.

#### **4.2.9 Teachers are sensitive to individual differences:**

**Table 4.11 Teachers' and students' views on whether teachers of English show sensitivity to individual differences:**

Responses	Teachers' responses Frequency %	Students' responses Frequency %
Strongly agree	5 (19.2%)	286 (76.5%)
Agree	4 (15.4%)	22 (5.9%)
Undecided	2 (7.7%)	14 (3.7%)
Strongly disagree	12 (46.2%)	16 (4.3%)
Disagree	3 (11.5%)	36 (9.6%)
Total	26 (100%)	374 (100%)

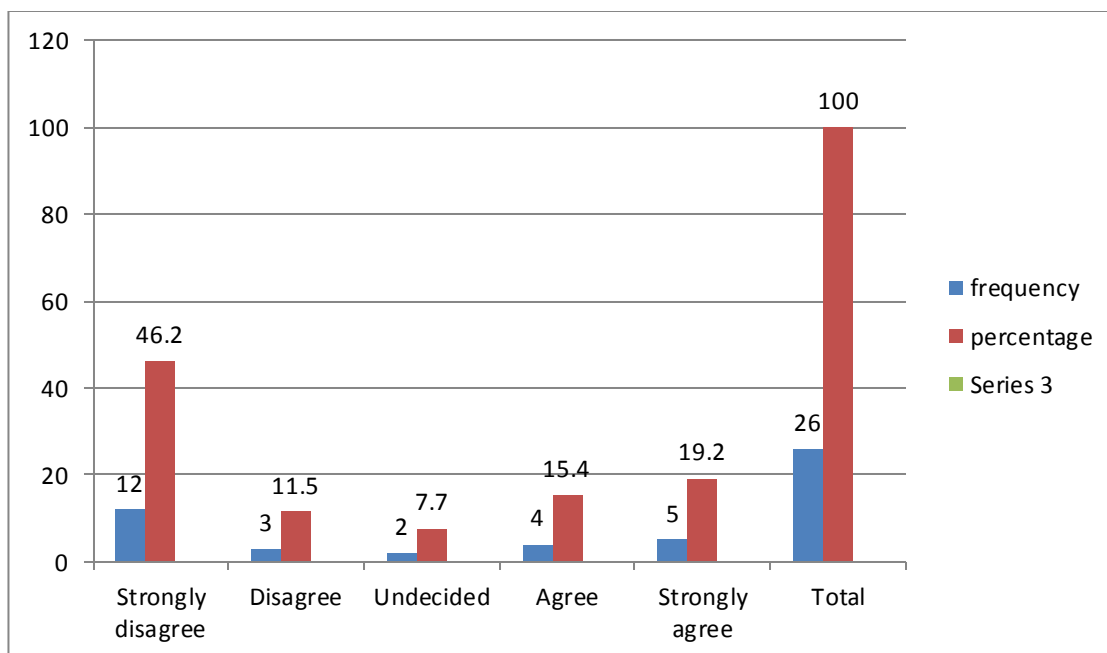


Figure (4.10)

The table and the figure above show that 46.2% of the teachers strongly disagreed with the view that they showed sensitivity to individual differences while 11.5% disagreed. 7.7% were undecided, 15.4% agreed and 19.2% strongly agreed. These are similar to the students' responses. This shows that a majority of the teachers did not bother about individual differences may be due to an overburdened curriculum, excessive workload, ignorance or plain lack of concern. Failure to show sensitivity to student's individual difference may lead to low achievement in English which is a medium of instruction thus affecting the overall performance of the student.

#### **4.2.10. Teachers coping with the Development in the teaching field:**

Teachers of English should always know about current best practices in the field of language teaching and learning. This exposure can be through continuous training, symposia and regular workshops. Table 4.25 shows teachers' responses as to whether they are current with the development in the field of language teaching.

**Table 4.12: Teachers of English responses on whether they cope with development in the field:**

Responses	Teachers' responses Frequency	Teachers' responses Percentage
Strongly agree	15	57.7%
Agree	4	15.4%
Undecided	2	7.7%
Strongly disagree	2	7.7%
Disagree	3	11.5%
Total	12	(100%)

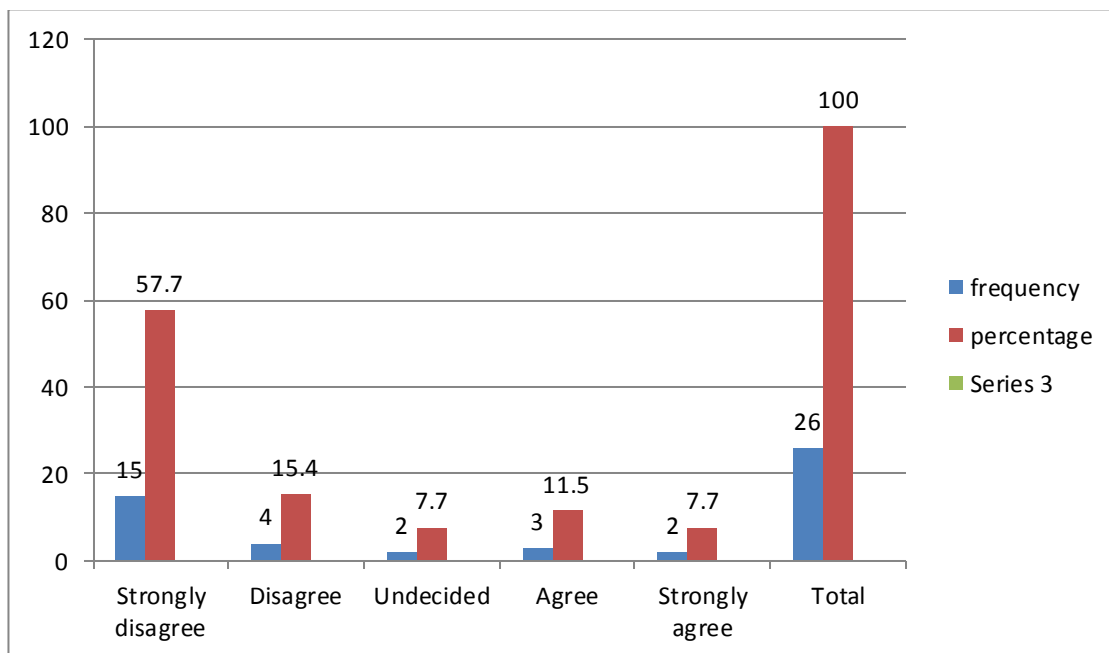


Figure ( 4.11)

From the table and the figure above, it is clear that 57.7% of the teachers strongly disagreed that they are cope with the developments in the field, 15.4% disagreed and 7.7% were undecided. This data shows that the teachers may not be aware of new and modern methods of teaching and evaluating.

#### 4.2.11. Teachers helping the Students at their own Time:

Effective schools have structures that permit learners to consult teachers at their own time. Some schools even provide incentives like four o'clock tea to keep teachers around in case students would wish to have their academic and psychological concerns addressed. Table 4.27 shows the teachers' and students' responses as to whether teachers English were available to assist students during free time.

**Table 4.13 English teachers and students' responses on whether teachers helped students in English at their own time:**

Responses	Teachers' responses Frequency %	Students' responses frequency %
Strongly disagree	2 (7.7%)	261 (69.8%)
Disagree	10 (38.5%)	58 (15.5%)
Undecided	5 (19.2%)	7 (1.9%)
Strongly agree	2 (7.7%)	42 (11.2%)
Agree	7 (26.9%)	6 (1.6%)
Total	26 (100%)	373 (100%)

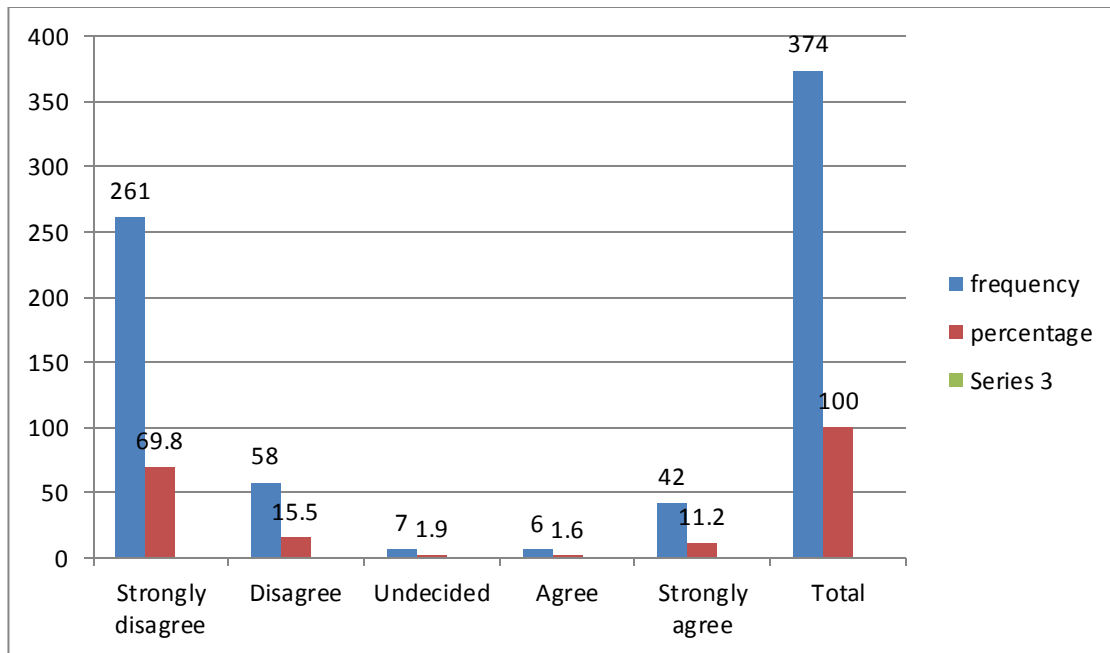


Figure (4.12)

From the table and the figure above 69.8% of the students strongly disagreed, 15.5% disagreed and 1.9% undecided undecided. There is a similarity since both the teachers and students show that teachers of English did not help students at their own time as would be expected of them. This may be due to lack of concern or extreme tiredness experienced by teachers after attending lessons in large classes. This therefore means that consultations between teachers and students after classes and remedial teaching may not be viewed as priorities in school, a factor which may negatively affect the performance of the English language.

#### 4.2.12. Embarrassing the Weak Students:

Teenagers, just like adults, detest embarrassment and victimization especially before their peers.

**Table (4.14) Embarrassing the weak students:**

Responses	Teachers' responses Frequency %	Students' responses frequency %
Strongly disagree	8 (30.8%)	42 (11.2%)
Disagree	2 (7.7%)	38 (10.2%)
Undecided	1 (3.8%)	12 (3.2%)
Strongly agree	6 (23.1%)	74 (19.8%)
Agree	9 (34.6%)	208 (55.6%)
Total	26 (100%)	374 (100%)

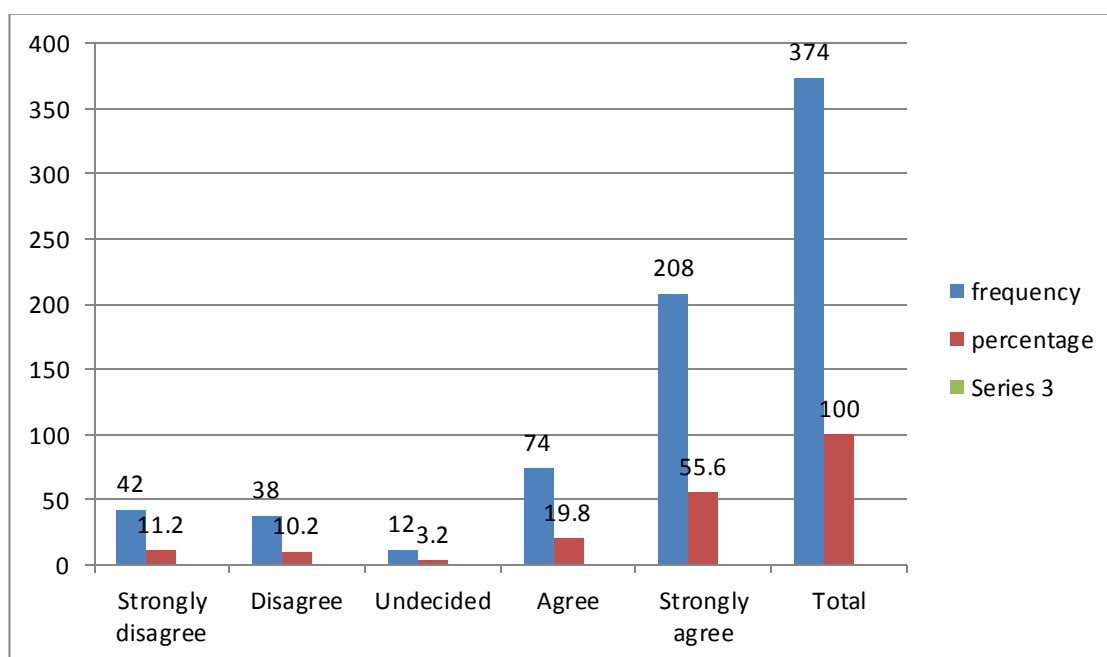


Figure (4.13)

The table and the figure above, show that 11.2% of the students strongly disagreed that teachers embarrassed the weak students, 55.6% of the students strongly agreed that teachers embarrassed them and 3.2% were undecided. The findings are similar to those from the teachers since it is clear that majority of the teachers embarrassed weak students publicly, tendencies which may erode their self esteem and impact negatively on the performance of English.

### 4.3 School Factors:

#### 4.3.1 Average class size taught by teachers in English:

The researcher also sought to find out from the teachers and teachers of English taught. Perry (1995) students the average class size found out that a small class size is more important to school achievement. Table 4.6 reports on the teachers' and students' responses on the question of the average number of students in their classes.

**Table 4. 15Average class size:**

Class size	Teachers' response Frequency %	Students' response Frequency %
10-20	3 (11.5%)	36 (9.6%)
21-30	2 (7.7%)	28 (7.5%)
31-40	15 (57.7%)	238 (63.7%)
41-50	4 (15.4%)	51(13.6%)
51-60	2 (7.7%)	21 (5.6%)
Total	26 (100%)	374 (100%)

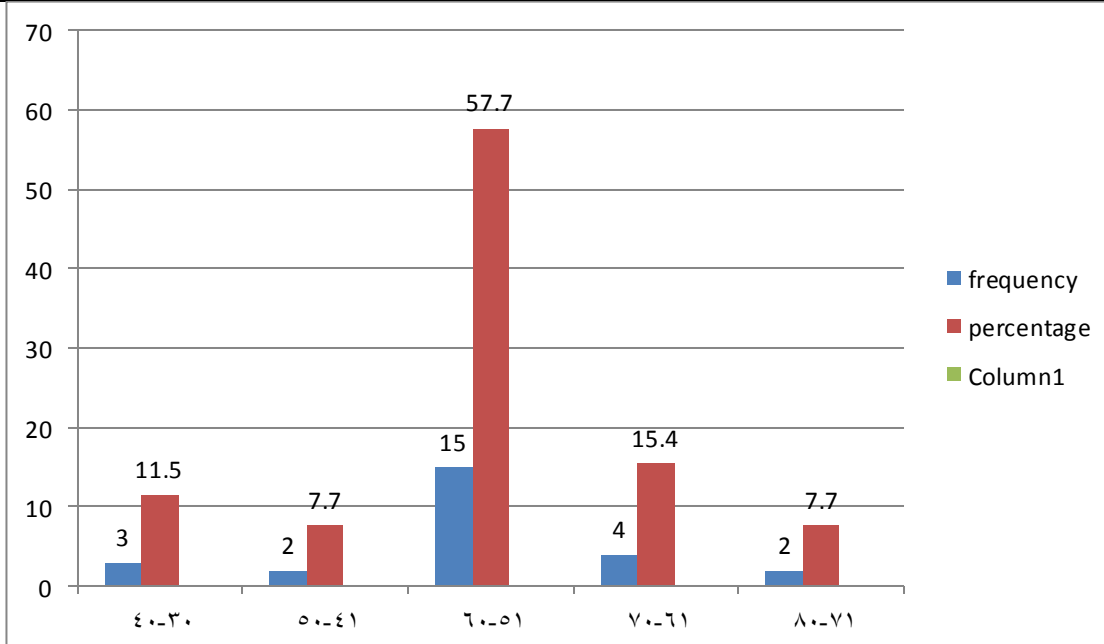


Figure (4.14)

As indicated in Table and the figure above 11.5% of the teachers taught on average classes of between 10-20 students 7.7% taught classes of between 21 – 30 students and a massive 57.7% taught classes of between 31- 40. 15.4% of the teachers taught classes of between 41-50 students and 7.7% taught on average classes of between 51-60 students. Teachers who taught in classes of above 30 students would have their efficiency negatively because it may not be possible to pay attention to affected individual students in such large classes. Wako (1995) in his study on basic indicators of educational systems performance correctly observes that pupils-teachers ratio is one of the most common indicators of planning. He further argues that a low number of pupils per teacher indicate that pupils will have better chances of contact with the teacher and hence better teaching/learning process.

#### **4.3.2 Availability of teaching and learning resource:**

**Table (4.16) Adequacy of English Textbooks:**

Responses	Students' responses Frequency %	Teachers' responses Frequency %
Strongly agree	50 (13.4%)	4 (15.4%)
Agree	286 (76.5%)	19 (73.2%)
Undecided	8 (2.1%)	1 (3.8%)
Strongly disagree	23 (6.1%)	1 (3.8%)
Disagree	7 (1.9%)	1 (3.8%)
Total	374 (100%)	26 (100%)



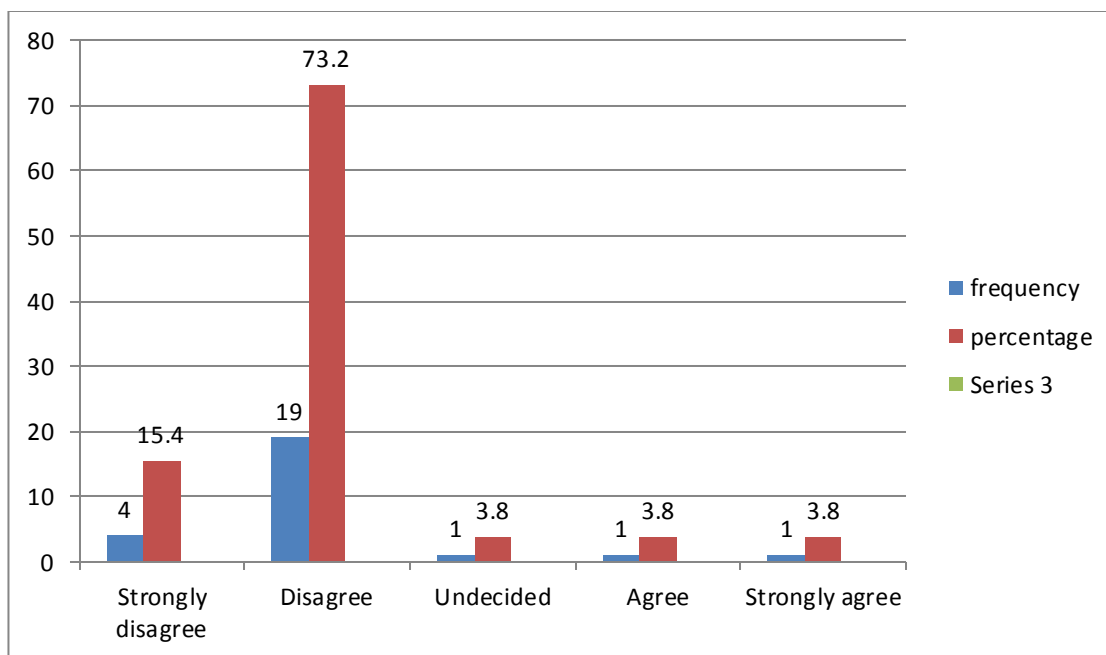


Figure (4.15)

The table and the figure above show that 15.4% of the teachers strongly disagreed with the view that there were adequate teaching and learning resources (Course books, supplementary books etc.), 73.2% disagreed, 3.8% were undecided, 3.8% agreed and 3.8% strongly agreed. The data is similar to the one from the students. From the data above, there is an agreement that schools have inadequate textbooks. This scenario impacts negatively on the performance in English.

### 4.3.3 Satisfaction with the School Support:

Schools are supposed to support the language department by providing the right text books literature set books, poetry and oral literature books. These books are mandatory due to the integration of English and Literature in the syllabus. In addition, schools are expected to provide newspapers, finance symposia and promote drama and debating clubs. These measures expose the learners to contemporary issues and skills. Video shows on the set books enhance their communicative enhance internalization and visualization of events in the set books. The

researcher therefore wanted to establish whether teachers of English were satisfied with how the school supported the teaching and learning of English. Table 4.21 summarizes the teachers responses.

**Table (4.17) Teachers’ Perception on whether they were satisfied with the school support:**

Teachers' responses	Frequency	Percentage
Strongly agree	2	7.7%
Agree	1	3.8 %
Undecided	6	23.2%
Strongly disagree	1	3.8 %
Disagree	18	61.5%
Total	26	100 %

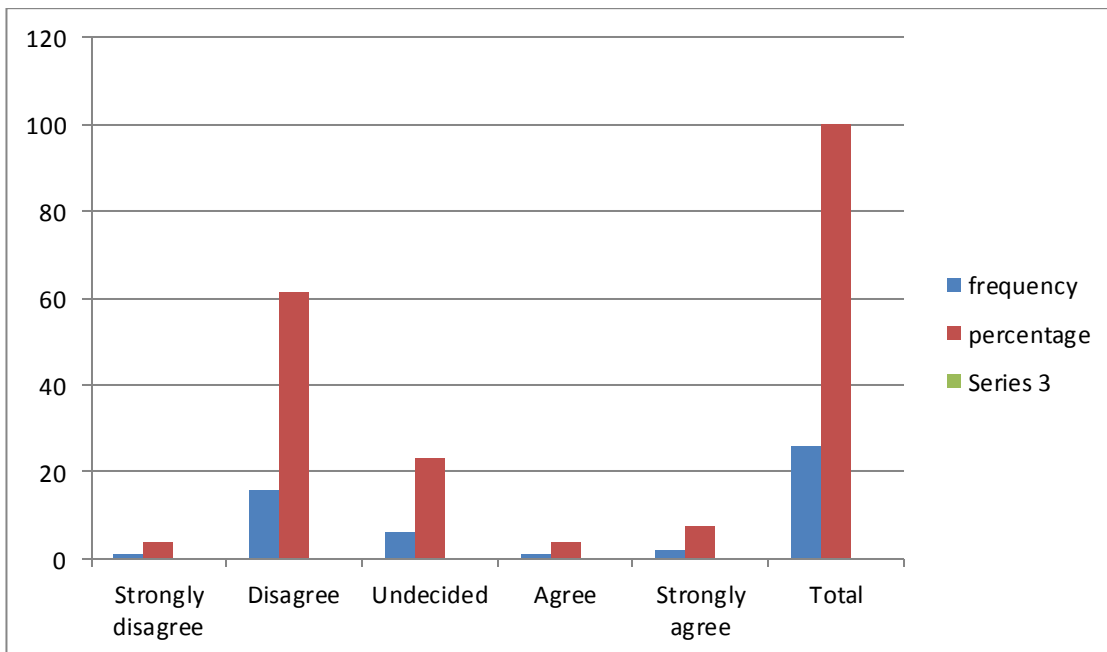


Figure (4.16)

From the table and the figure above 3.8% of the teachers strongly disagreed with the view that they were satisfied with the school support. 61.5% disagreed, 23.2% were undecided. 3.8% agreed and 7.7% strongly agreed. This data shows that more than 61.5% of the teachers were not

happy with the support. This means that there may have been few symposia, live performances of set books and inadequate number of textbooks. This scenario could be due to shortage of funds, personal difference between the teachers and principals or lack of proper communication to prepare the principals to budget for these expenses.

#### **4.4 Students' Factors:**

##### **4.4.1 Students absenting themselves without convincing reasons:**

Truancy and frequent absenteeism among students is an indicator of a school culture that devalues excellence in performance. Good schools have structures that address students' issues and concern so as to eliminate unnecessary students' absenteeism. Table 4.31 summarizes the findings of the study on whether students absent themselves from school without convincing reasons.

**Table (4.18) Teachers' and students' views on whether students absent themselves from school without convincing reasons:**

Response	Teachers' response Frequency %	Students' response Frequency %
Strongly agree	12 (36.2%)	213 (57%)
Agree	6 (23.1%)	29 (7.8%)
Undecided	2 (13.8%)	8 (2.1%)
Strongly disagree	5 (19.2%)	64 (17.1%)
Disagree	1 (7.7%)	60 (16%)
Total	26	374

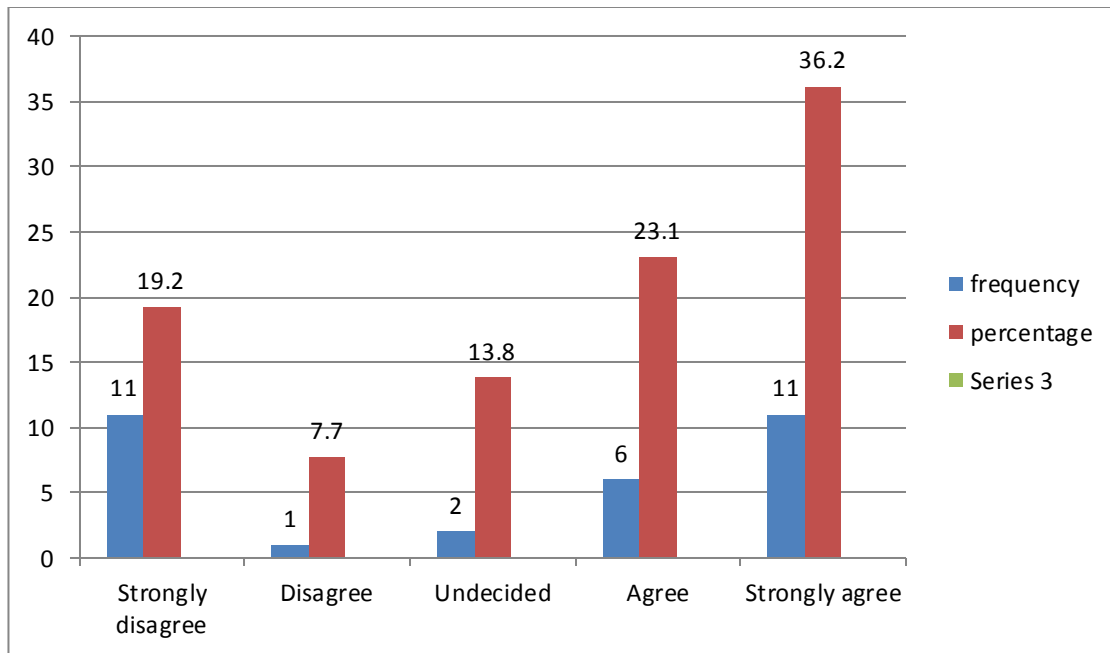


Figure (4.17)

The table and the figure above show that 19.2% of the teachers strongly disagreed that they absent themselves from classes without convincing reasons, 7.7% disagreed and 13.8% were undecided. The data is similar to the one from the students and it show that majority of the students are not self-motivated or highly motivated by the school environment to remain in class and would rather engage in truancy and rampant absenteeism. In the long run, the performance in English is negatively affected by the factors cited above.

#### 4.4.2 Students Debates :

**Table (4.19) How often students have class debates:**

Response	Teachers' response Frequency %	Students' response frequency %
Never	0 (0%)	5 (1.3%)
Once a term	19 (73.1%)	249 (66.6%)
Once a month	4 (15.4%)	68 (18.2%)
Once a week	2 (7.7%)	43 (11.2%)
Every lesson	1 (3.8%)	9 (2.4%)
Total	26 (100%)	274 (100%)

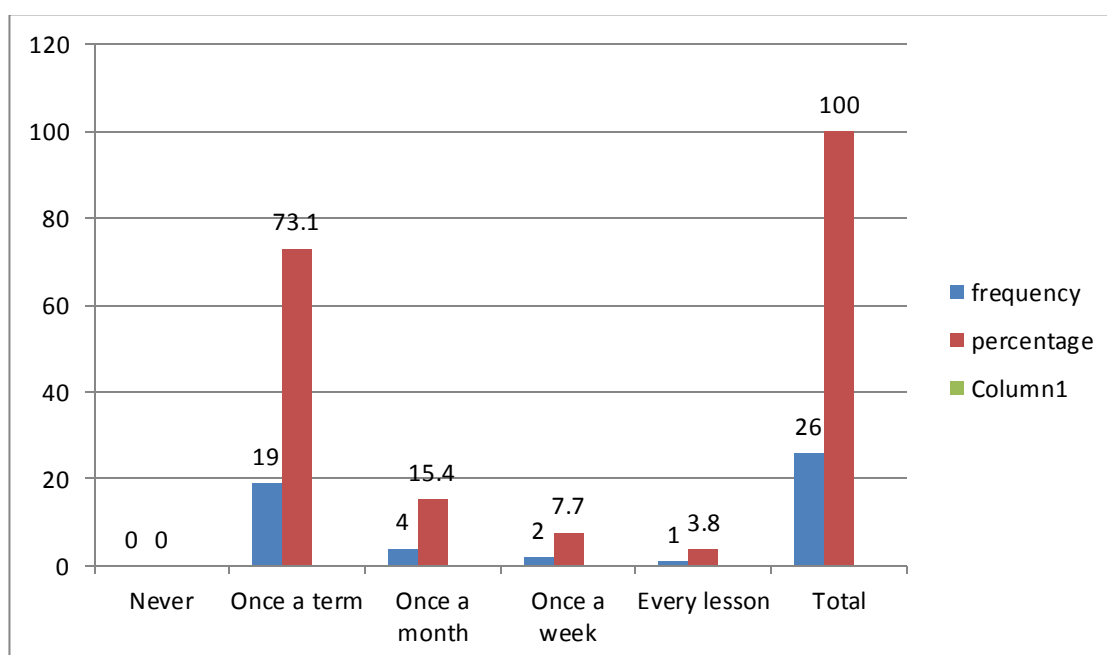


Figure (4.18)

From Table 4.12, 73.1% of the teachers reported that students had class debates once a term or less, 15.4% about once a month, 7.7% about once a week and only 3.8% of the teachers reported students had class debates nearly in every lesson. Similar results came from %66.6 students who 1.3% of them reported they never had class debates had class debates once a term or less, 18.2% about once a month, 11.5%

once a week and only 2.4% had class debates nearly in every lesson. These findings show teachers may be overworked and do not over prioritize class debates. This is detrimental to effective language teaching and learning.

#### **4.4.3 Students mark their home works:**

Marking the work of students is a critical role of teachers of English. Regular marking of the students' assignment ensures that they receive feedback fast and make the necessary corrections. The researcher requested the teachers and students to indicate how often the teachers marked the students' work and gave it back quickly. Their responses are shown in Table 4.14.

**Table (4.20) Students mark their home works:**

Response	Teachers' response Frequency %	Students' response frequency %
Never	0 (0%)	0 (0%)
Once a term	1 (3.8%)	23 (6.2%)
Once a month	5 (19.3%)	74 (19.8%)
Once a week	17 (65.4%)	239 (63.8%)
Every lesson	3 (11.5%)	38 (10.2%)
Total	26 (100%)	274 (100%)

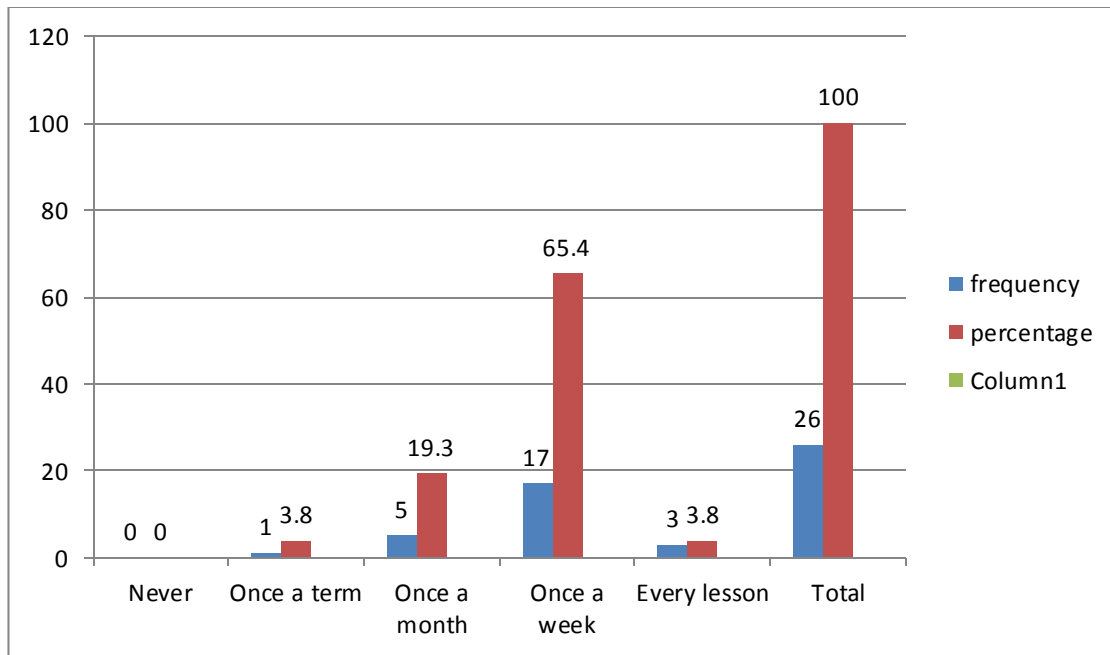


Figure (4.19)

The table and the figure show that 3.8% of the teachers marked students work once a term or less, 19.3% about once a month, 65.4% about once a week and only 11.5% nearly in every lesson. From the students' responses, it is also clear that teachers do not mark students' work. When teachers do not mark students work, it means that they can not only be unable to evaluate students' achievement but also demoralize them as this shows the teacher is less concerned with their performance. Demotivation may result in poor performance. Eshiwani (1988), on the determinants of students' achievement in Kenya argues that promptness with which homework is assessed has no bearing on a school's performance for all subjects except languages. This is in agreement with Tomlison (1993) who describes a professional teacher in part as one who marks students' work and keeps proper records of students' progress in school.

#### **4.4.4 Principals setting an example by working hard:**

It is said in management circles that a company is as good as its manager. The same could be said that a school is as good as its principal. The principal who has set a culture of hard work and excellence will

encourage and expect the same from their subordinates. Teachers will find such a principal a good role model and aspire to make them happy. Table 4.33 summarizes the findings on whether principals were good role models in good performance.

**Table (4.21) Teachers and students’ responses on whether principals were setting a good example by working hard:**

Responses	Teachers' responses Frequency %	Students' responses frequency %
Strongly disagree	18 (69.3%)	312 (83.4%)
Disagree	1 (3.8%)	23 (6.1%)
Undecided	1 (3.8%)	5 (1.3%)
Strongly agree	4 (15.4%)	11 (3.0%)
Agree	2 (7.7%)	23 (6.1%)
Total	26 (100%)	374 (100%)

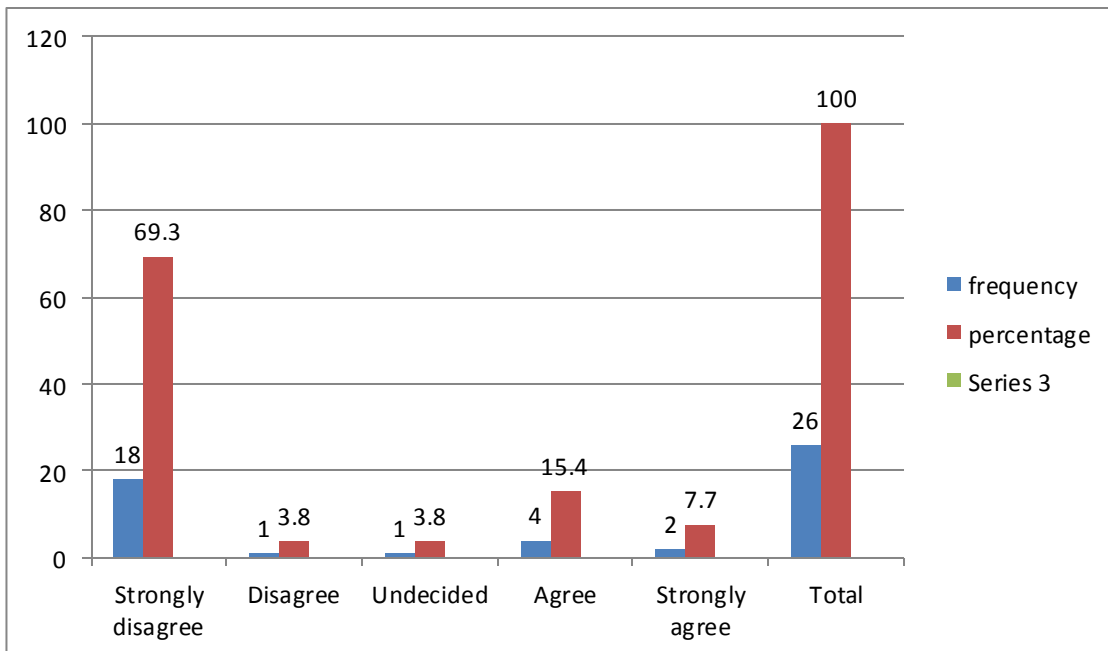


Figure (4.20)

The table and the figure above, show that 69.3% of the teachers strongly disagree that principals set a good example by working hard, 15.4%



agreed and 3.8% undecided. This is similar to the data from the students which show that a majority of the principals were not good role models for other teachers to emulate, a factor which may contribute to a decline in the performance in English.

#### **4.5 Home background:**

The researcher also wanted to establish the influence of home background on performance in English in the study area.

##### **4.5.1 Adults that resided with students as reported by the students:**

The adults who resided with the students were a crucial component in shading light on the students' background and their influence on their performance. The researcher sought this information from students. Their responses are reported in table 4.37.

**Table 4.22. Adults that resided with students as reported by students:**

Parent/ Guardian	Frequency	Percentage
Both parents	271	72.5 %
Father only	9	2.4 %
Mother only	76	20.3 %
Brothers and sisters only	18	4.8 %
Total	374	100 %

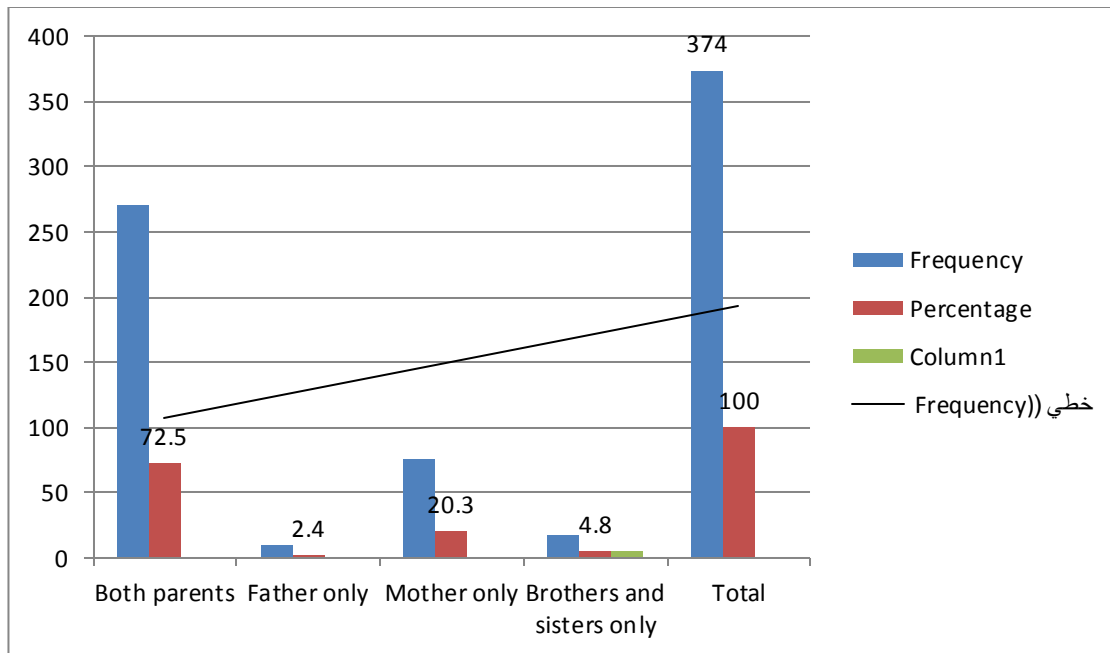


Figure (4.21)

The study findings as reported in the table and the figure above revealed study lived with all their that 72.5% of the students involved in the parents. The remaining 27.5% either lived with single parents or siblings. Such students could be faced with life's challenges such as lack of textbooks and stationery, which could impact negatively on their concentration and achievement.

#### 4.5.2 Highest educational level of parent / guardian:

Honan (1996) observed that student whose parents are educated score higher on standardized tests than those whose parents were not educated. Highly educated parents act as good role models to their teenage children who aspire to emulate them. The researcher sought the responses of both teachers and students on the average educational level of parents / guardians. This report is summarized below.

**Table 4.23. Highest educational level of the students' parents/guardian:**

Response	Frequency	Percentage
Masters and above	28	7.5%
Bachelors	91	24.3%
Secondary School Certificate	101	27.0%
Below Secondary School	154	41.2%
Total	374	100%

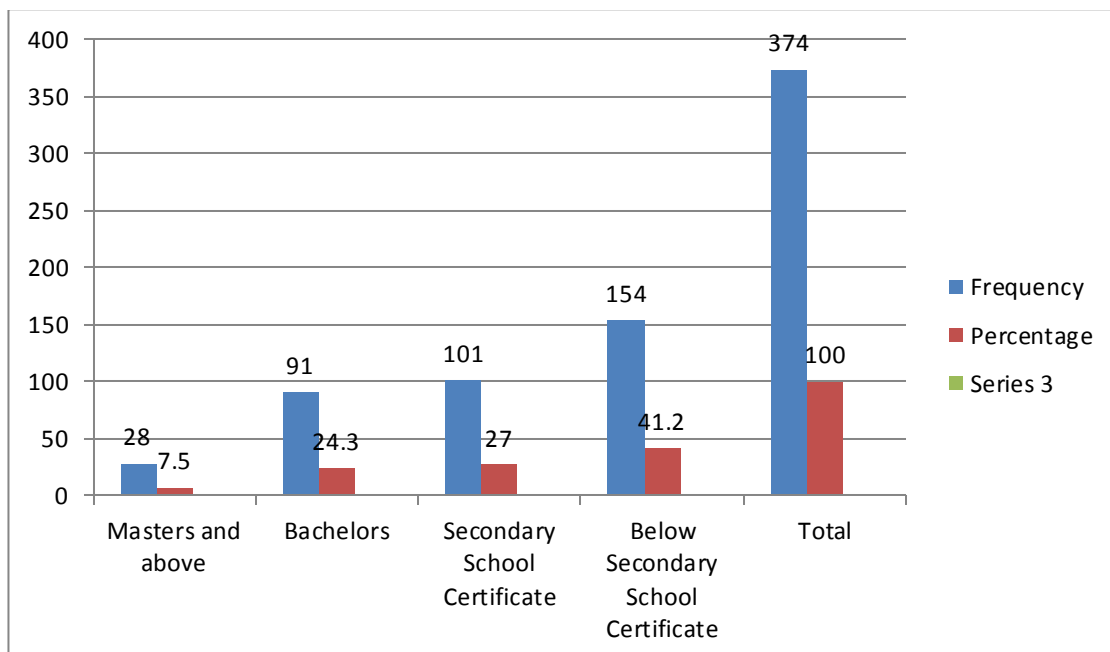


Figure (4.22)

From the table and the figure above, parents who had Masters and above were 7.5%. Bachelors 24.3%. Se 27.0% secondary School Certificate and 41.2% were below Secondary School Certificate. The findings indicates that the majority of students were from families with very low levels of education. This could affect performance in English since parents with low level of education are least concerned with their children's academic achievement.

## 4.6 Interviews:

### 4.6.1 Analysis of the Interviews:

In this section, the researcher has interviews with 26 teachers for eliciting certain information and uses effective techniques for collecting data, which help in developing the objectives of the research in finding new facts. The interviews included personal information of the subjects and 4 open questions.

**Table4.24 Schools' names:**

No	Schools' name
1	Sidairah Shargiah secondary school for boys.
2	Sidairah Shargiah secondary school for girls.
3	Sidairah Gharbiah secondary school for boys.
4	Sidairah Gharbiah secondary school for boys.
5	Kab Aljidad secondary school for boys.
6	Kab Aljidad secondary school for girls.
7	Frajeen secondary school for boys.
8	Habeebah secondary school for boys.
9	Bagair secondary school for boys.
10	Bagair secondary school for girls.
11	Aftas secondary school for boys.
12	Tabat secondary school for boys.
13	Alnoubah secondary school for boys.
14	Saadah secondary school for boys.
15	Aljadeed secondary school for boys.
16	Aljadeed secondary school for girls.

The above table shows that the survey covers 16 secondary schools at Gezira State, Kamleen Province.

#### 4.6.2 Gender of the Respondents:

**Table (4.25) Gender of the Respondents:**

Valid	Gender	Frequency	Percentage
	Male	18	72.6%
	Female	8	27.4%
	Total	26	100%

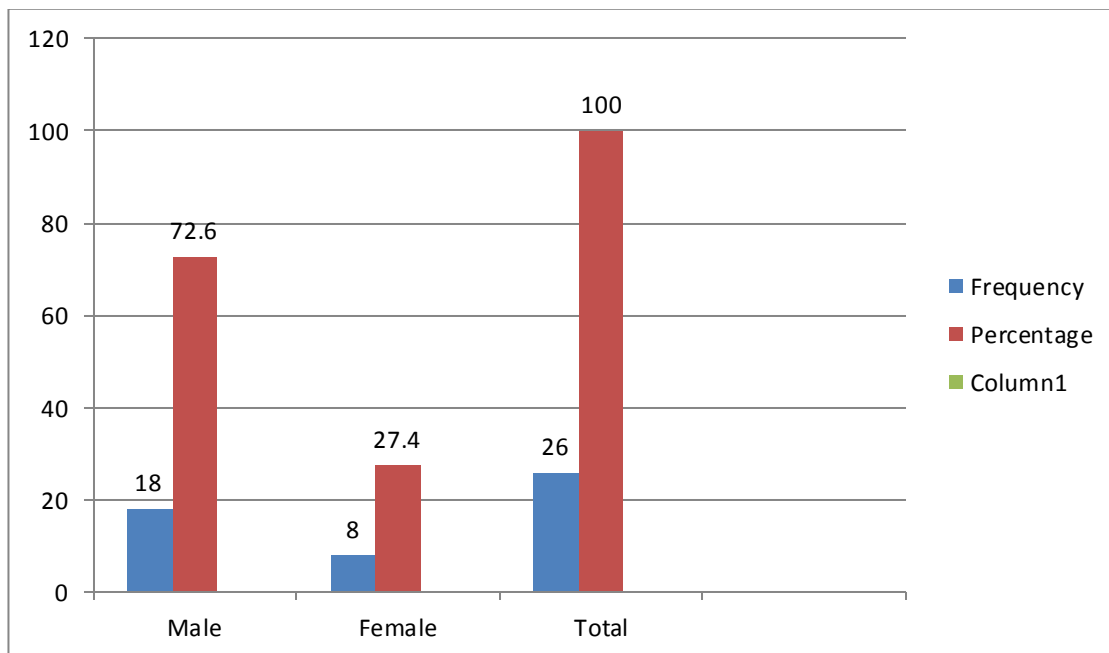


Figure (4.24)

The above table and figure show that 72.6% male respondents and 27.4% female respondents. This proves that most of respondents are males.

**Table 4.26. Teachers’ academic qualifications:**

Academic qualification	Frequency	Percentage
Bachelor	21	75.8%
Master	5	24.2%
Doctorate	0	0 %
Total	26	100%

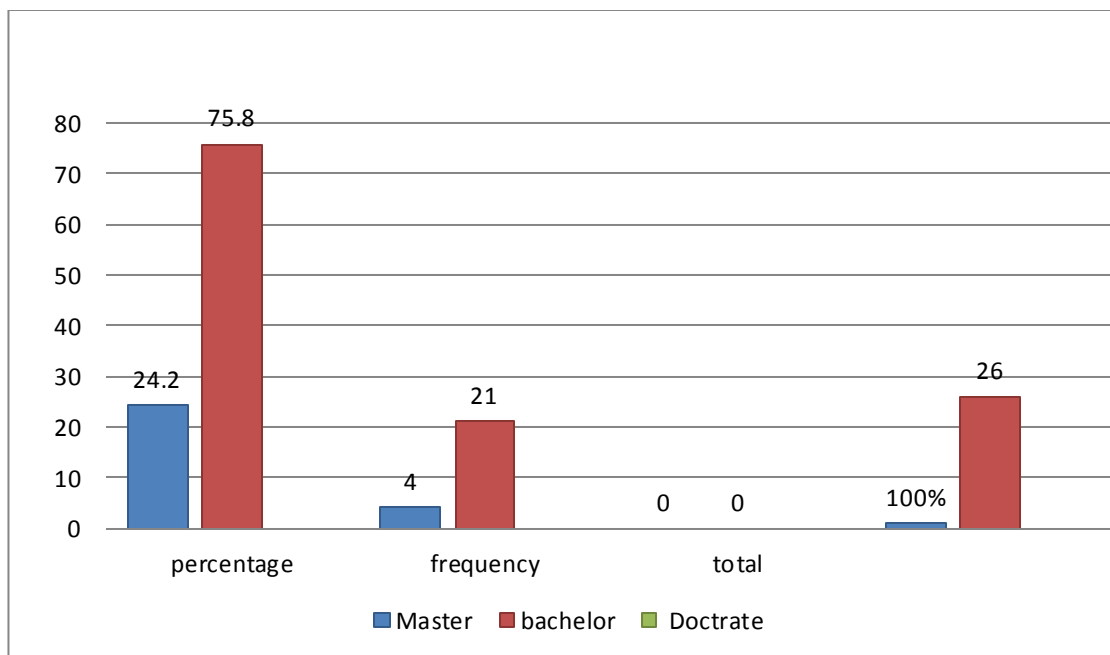


Figure (4.25)

From the table and the figure above table, the number of teachers who had a bachelor degree was 21 (75.8%). The number of teachers who had a master degree was 5 (24.2%). There was no any teacher who had a doctorate degree.

#### **4.6.3. Teaching experience:**

The teachers were requested to indicate the number of years they had been teaching since they left college to gauge their experience level. Table 4.5.presents the findings.

**Table 4.27 Teaching experience of English teachers :**

Experience	Frequency	Percentage
1-5 years	5	19.2 %
6-10 years	4	15.4 %
11-16 years	8	30.8 %
Above 16 years	9	34.6 %
Total	26	100 %

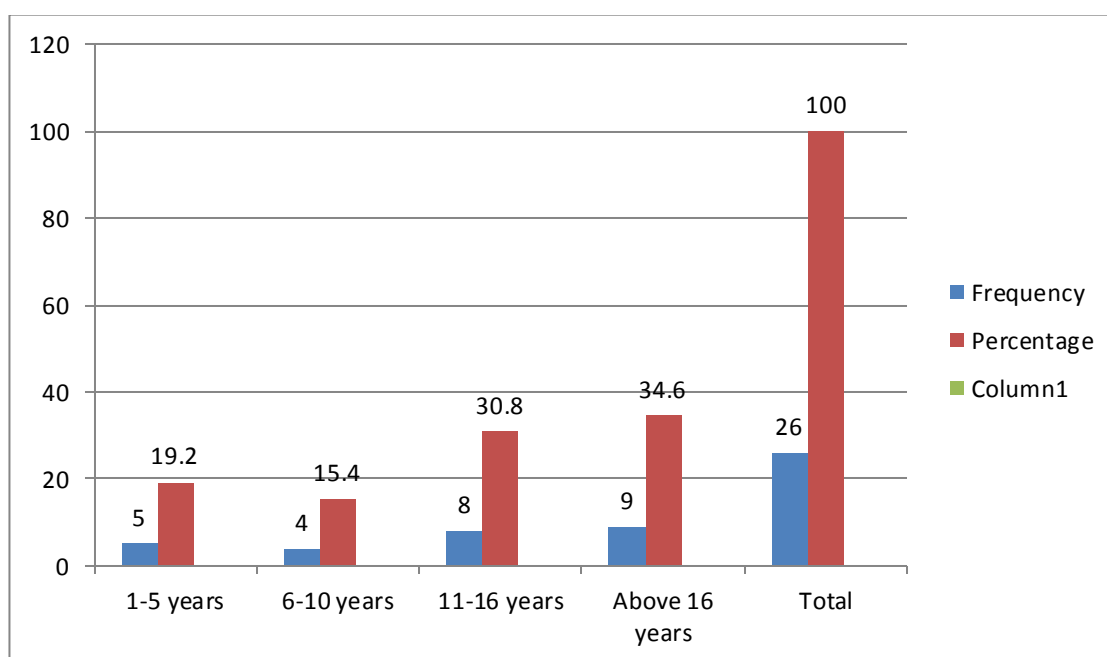


Figure (4.26)

The table and the figure above show that majority of the teachers, 9 (34.6%) indicate that they had taught for more than 16 years. They are followed by those who have taught for 10 16 years, being 8 (30.8%) less than 5 years, 5(19.2%) and 2-5 years being 4 (15.4%). Therefore, the majority of teachers had adequate experience to guarantee good results among students. Teaching experience is a crucial variable in students' learning outcomes in secondary schools.

#### **4.6.4. Analysis of the questions of the interview:**

As mentioned before, the researcher has conducted interviews with highly experienced English language teachers, at the Gezira State Ministry of Education. The following are the predetermined questions which are discussed in the interviews:

1. The students' standard of performance in English language is declining in general education in the Gezira State. Do you agree?
2. If so, what are the reasons in your opinion?
3. Whom do we blame for this decline? Why?
4. How can we remedy this problem?

Following are some of the responses:

- a) The interviewees, unanimously, agreed that there is a disastrous decline in the students' performance in English language in general education in Gezira State, and in all over the Sudan.
- b) They believe that the main reason for this decline is the teachers. Other reasons are dealing with the syllabus, and the students' indifference. Some of them mention that students and the pupils are weak even in their native language. They assert that if a student or a pupil is weak in the native language (L1) he will surely be weak in the foreign language (L 2).
- c) They blame the 'Government' one of the interviewee mentioned that many workshops discussed this issue of decline, but their outcome has never been taken into consideration. So may be those who are responsible such as the Ministry of Education. The syllabus designers are to be blamed in the first place.
- d) They believe that this problem can be remedied by:
  1. Implementing a continuous training program for teachers.
  2. Designing a syllabus that suits the needs of the learners to help them develop their communicative competence.
  3. Improving and reinforcing the teaching of the mother tongue.



4. Working on the education environment and conditions.
5. Creating job opportunities for outstanding university graduates.
6. Revising the syllabus from time to time.

But they think that the financial resources of the Sudan are not adequate to implement their suggestions and remedy the problem.

According to the respondents' feedback, it is clear that teachers of English in the Gezira State have the following positive characteristics:

1. Love the subject they teach.
2. Begin classes in time.
3. Care for their students' success.
4. Create a sense of fun with a sitting or the learning tasks.
5. Do not teach from a sitting or a leaning position.

But they have the following negative characteristics:

1. Do not know the subject they teach very well.
2. Do not plan or prepare their lessons daily.
3. Do not use audio-visual aids.
4. Do not end classes on time.
5. Are not supportive, encouraging and friendly to students.
6. Are not consistent in attitude when dealing with students.
7. Do not treat students with due consideration.
8. Allow a few students to dominate the class.
9. Embarrass and criticize students in class.
10. Do not consider individual differences.
11. Do not give individual attention to their students.
12. Use corporal punishment.
13. Do not use a variety of learning activities.
14. Do not use a good pace while teaching.
15. Are slaves to textbooks.

16. Do not keep accurate records o attendance.

The respondents are in doubt concerning three issues. These are:

1. Love their job.
2. Are firm in a tactful manner.
3. Keep accurate records of test results.

#### **4.7 Observations :**

##### **4.7.1 Analysis questions of observations:**

The analysis of classroom observations includes two types of analysis, the social communication skills and responses. Classroom's interaction is one of the issues that receive considerable amount of research, which led to the emergence of many systems for interaction analysis. In this section, 26 experienced teachers observed. This observation was done with examining certain questions related to an effective teaching. The observation includes two sections, the first section includes the personal data of the respondents and the second section includes classroom observations questions.

##### **4.7.2 Schools' names:**

**Table (4.28) Personal data of the respondents:**

No	Schools' name
1	Sidairah Shargiah secondary school for boys.
2	Sidairah Shargiah secondary school for girls.
3	Sidairah Gharbiah secondary school for boys.
4	Sidairah Gharbiah secondary school for boys.
5	Kab Aljidad secondary school for boys.
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8	Habeebah secondary school for boys.
9	Bagair secondary school for boys.

10	Bagair secondary school for girls.
11	Aftas secondary school for boys.
12	Tabat secondary school for boys.
13	Alnoubah secondary school for boys.
14	Saadah secondary school for boys.
15	Aljadeed secondary school for boys.
16	Aljadeed secondary school for girls.

The above table shows that the survey covers 17 secondary schools at Gezira State, Kamleen Province.

#### 4.7.3 Gender of the Respondents:

**Table (4.29). Gender of the Respondents:**

Valid	Gender	Frequency	Percentage
	Male	18	72.6%
	Female	8	27.4%
	Total	26	100%

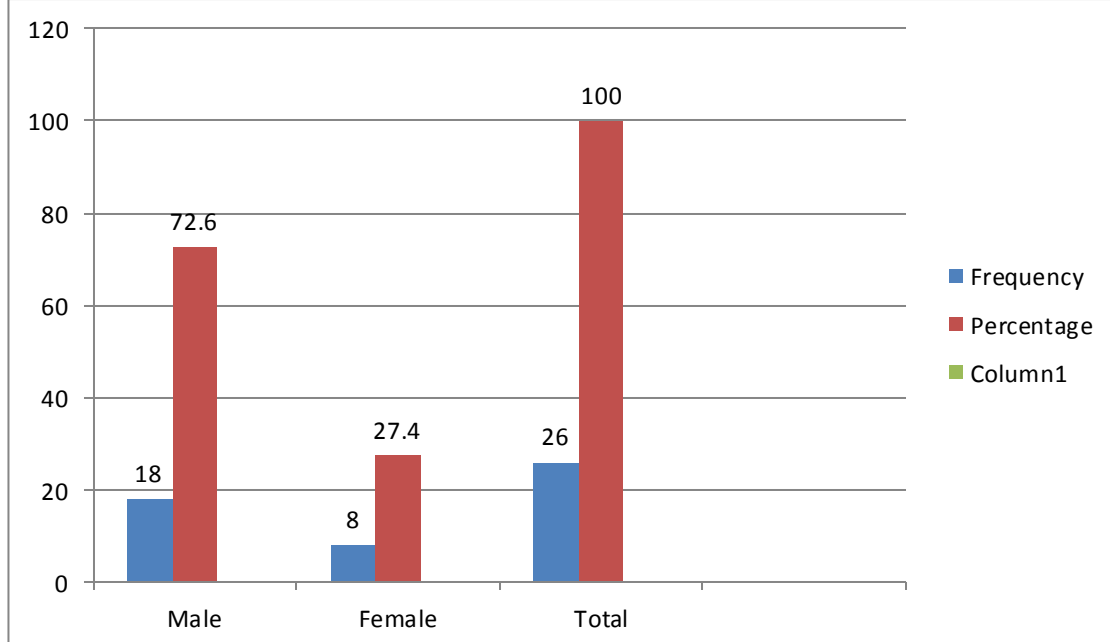


Figure (4.28)

The above table and figure show that 72.6% male respondents and 27.4% female respondents. This proves that most of respondents are males.

**Table (4.30).Teachers’ academic qualifications:**

Academic qualification	Frequency	Percentage
Bachelor	21	75.8%
Master	5	24.2%
Doctorate	0	0 %
Total	26	100%

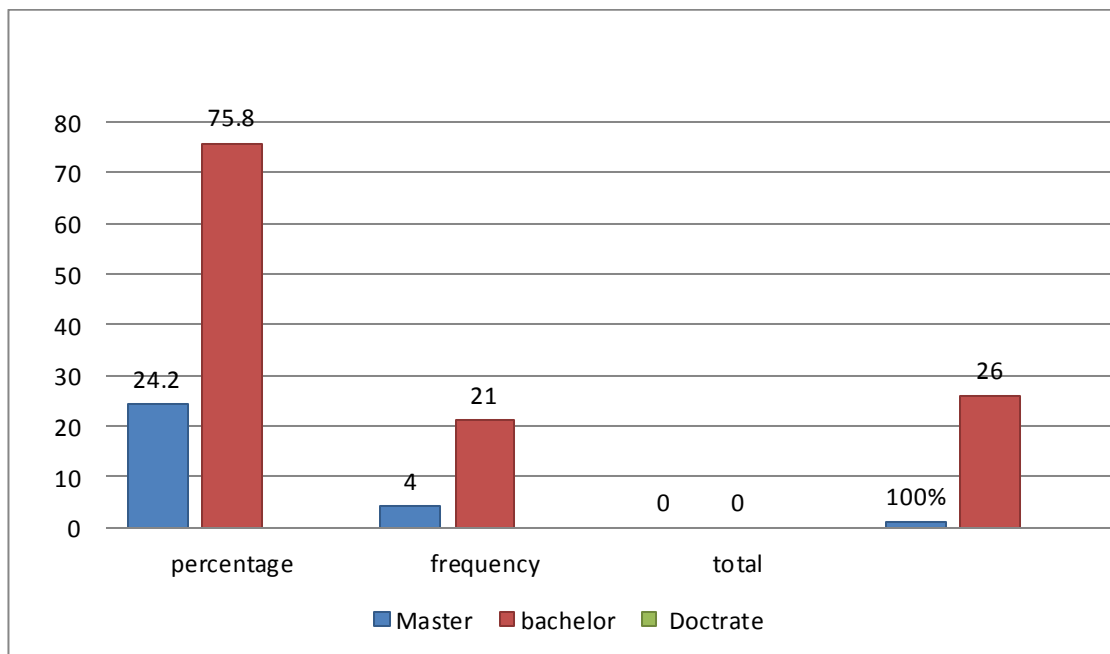


Figure (4.29)

From the table and the figure above table, the number of teachers who had a bachelor degree was 21 (75.8%). The number of teachers who had a master degree was 5 (24.2%). There was no any teacher who had a doctorate degree.

#### 4.7.4 Teaching experience:

The teachers were requested to indicate the number of years they had been teaching since they left college to gauge their experience level. Table 4.32.presents the findings.

**Table: (4.31) Teaching experience of teachers of English:**

Experience	Frequency	Percentage
1-5 years	5	19.2%
6-10 years	4	15.4%
11-16 years	8	30.8%
Above 16 years	9	34.6%
Total	26	100 %

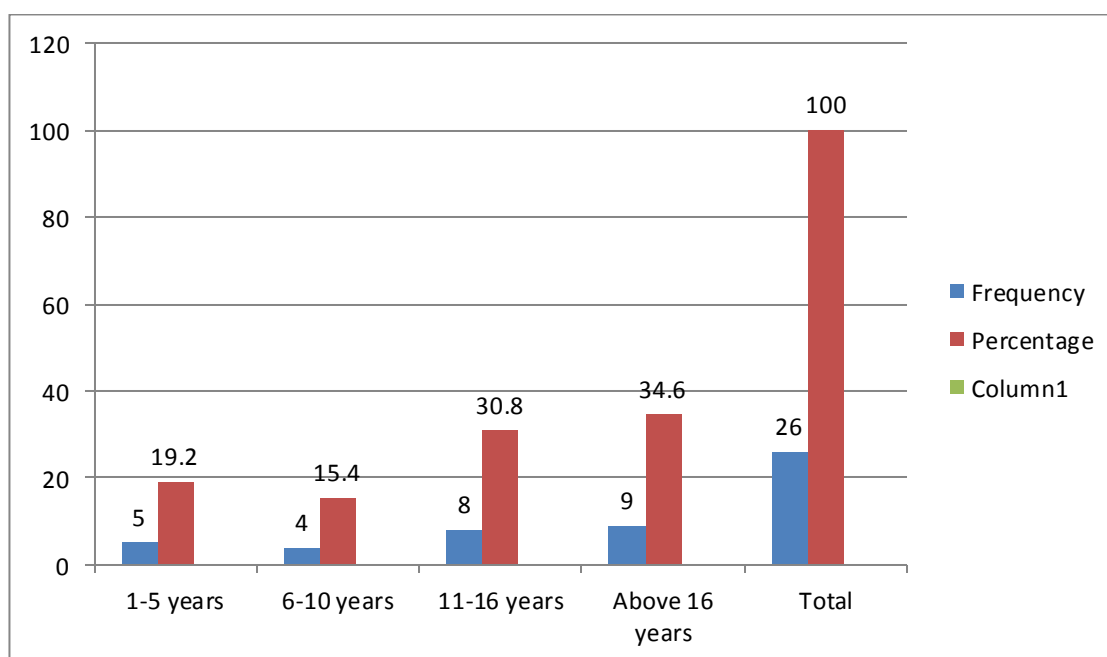


Figure (30)

The table and the figure above show that majority of the teachers, 9 (34.6%) indicate that they had taught for more than 16 years. They are followed by those who have taught for 10 16 years, being 8 (30.8%) less than 5 years, 5(19.2%) and 2-5 years being 4 (15.4%). Therefore, the majority of teachers had adequate experience to guarantee good results

among students. Teaching experience is a crucial variable in students' learning outcomes in secondary schools.

#### 4.7.5 Analysis questions of observations:

**Table: 4.32 Classroom control :**

	Frequency	Percentage
Valid	4	12%
	10	40%
	8	36%
	4	12%
	26	100%

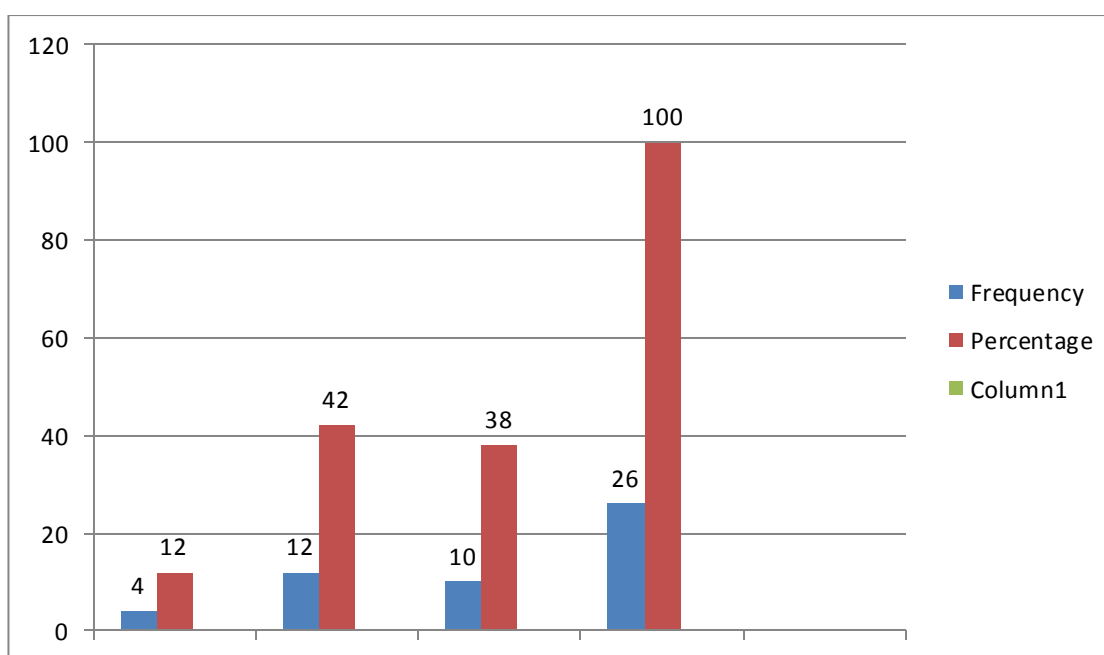


Figure (4.31)

The above table and figure show that 12 respondents score 42% which is the highest proportion of the teachers who manage the class well, 10 respondents score 38%, 4 respondents score 12%. Roland (1999,5) argues that "students' misbehavior affects learning environment. Teachers believe 'that students' misbehaviours interfere with their teaching and discourage teachers to upgrade quality of education including retention

and development of highly capable teachers". This proves that students' misbehaviour discourage teacher in controlling the class.

**4.7.6 Uses of the board:**

**Table No. (4.33). Uses of the board:**

	Frequency	Percentage
Valid	4	17%
	13	46%
	7	24%
	2	13%
	26	100%

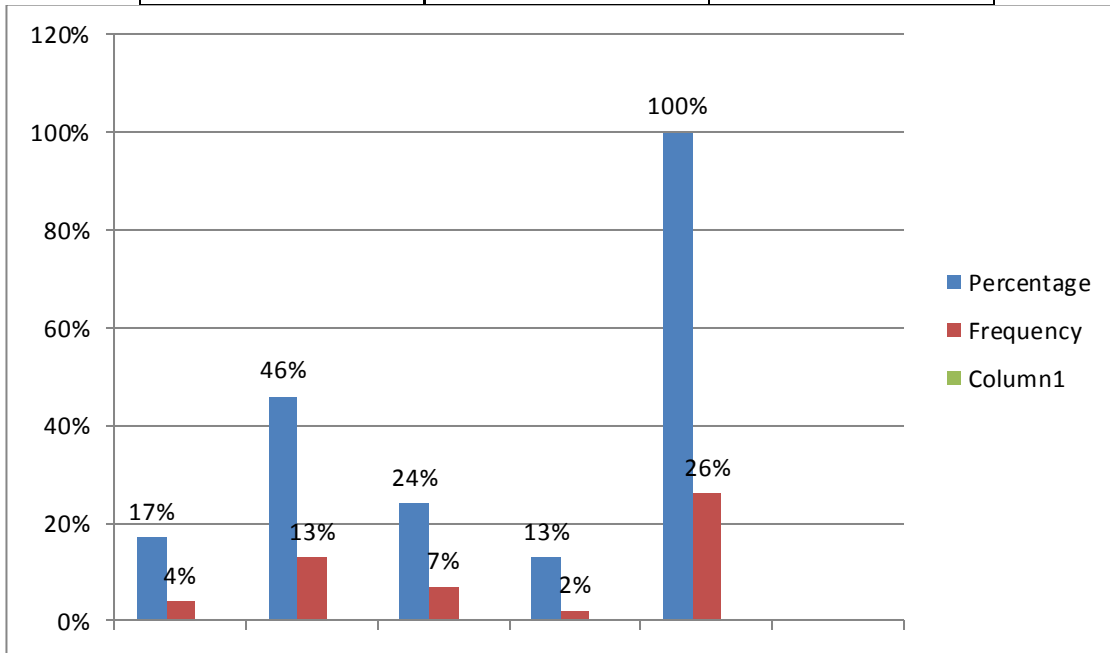


Figure No. (4.32). Uses of the board

The above table and the figure show that 13 respondents score 46% which is considered the majority who use the board probably, 7 respondents score 24%, 4 respondents score 17% and 2 respondents score 13%. Jeannine (2001,4) argues that "there are many ways the board can be used during class to support teaching, draw stick figures form on the board and have learners compose oral/written stories about them. Teachers can write vocabulary or statement drawn from a course book".

This proves that when teachers use the board properly, they will positively affect students' outputs also the above tables and figure prove that the respondents do not have ability to write on the board while still keeping sharp eyes on their students, the respondents just write new vocabulary. The respondents never use the board to provide records of new words, structures and how a word is used. The respondents do not display all sorts of items - posters, pictures and flashcards. The respondents do not draw pictures or use play game or ask students to come out to draw, write, present or even work.

#### 4.7.7 Level of confidence:

**Table No. (4.34). Level of confidence:**

	Frequency	Percentage
Valid	5	22%
	12	42%
	9	36%
	26	100%

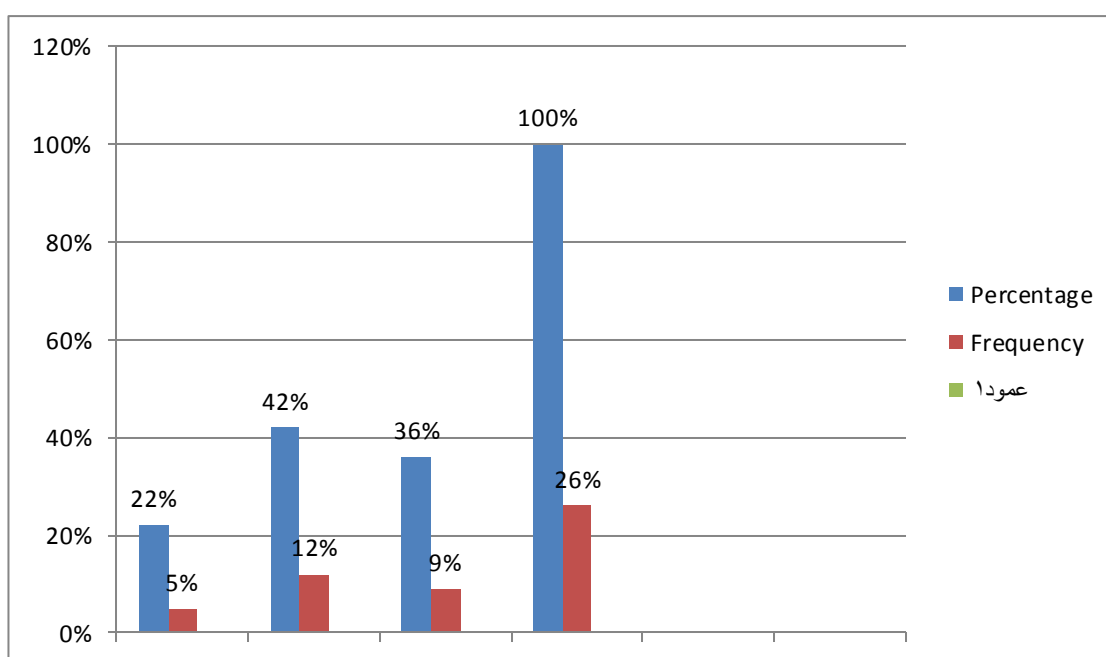


Figure (4.33)



The above table and the figure show that 12 respondents score 42% which is considered the highest proportion of teachers who are self-confident, 9 respondents score 36%, 5 respondents score 22%. Kate (2012, p.4) argues that "confidence is the ability to take appropriate and effective action in the situation. Confidence is not about good feelings inside, although it is a bonus if teachers do". This indicates that confidence develops students' attitudes towards learn/ use a foreign language also the above table and figure prove that the respondents never give the students chances to use a language in pair/group work activities so as to develop their self-esteems.

#### 4.7.8 Personality / style :

**Table No. (4.35). Personality / style:**

	Frequency	Percentage
Valid	8	33%
	15	55%
	3	12%
	26	100%

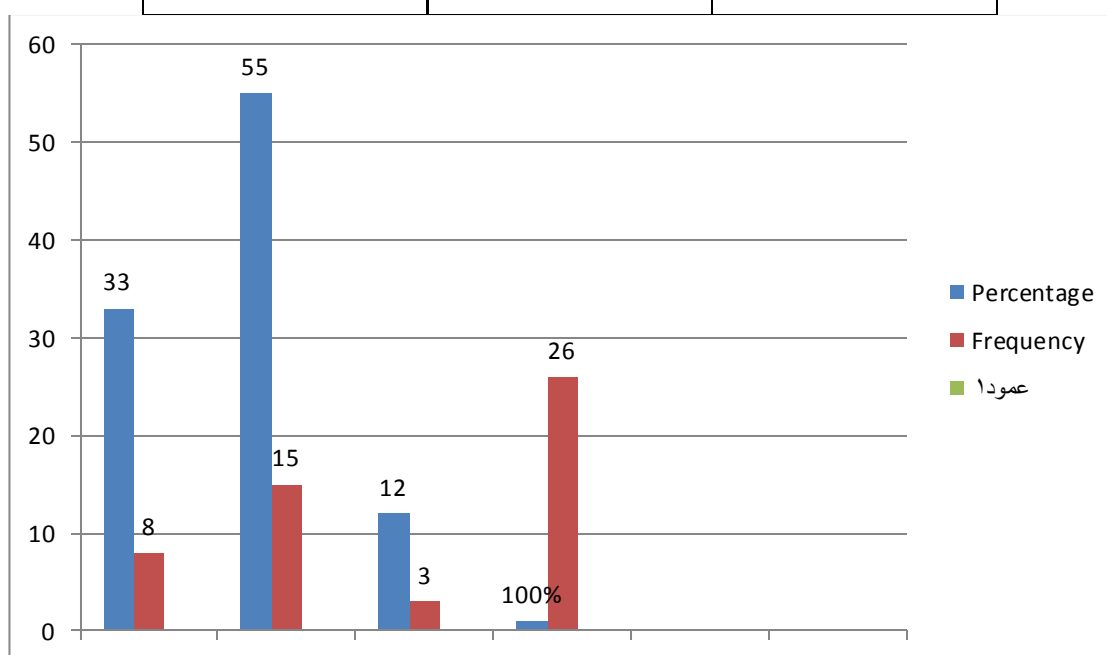


Figure (4.34)

The above table and figure show that 15 respondents score 55% which is the majority of teachers who have good personality, 8 respondents score 33% and 3 respondents score 12%. Alkhuli (1990, 8) argues that "teachers discover through personal experience that some methods of teaching fit them better than other methods because they go better with their own personality structure". This indicates that teachers use teaching techniques according to their personality also the above table and figure prove that the respondents have no good experience in controlling of a classroom. Classrooms are not allowed for verbal practices and real interactions. They tend to retain short information and they have no more positive attitudes towards a foreign language course.

#### **4.7.9 Accuracy :**

**Table (4.36) Accuracy:**

	Frequency	Percentage
Valid	9	32%
	15	60%
	2	8%
	26	100.0

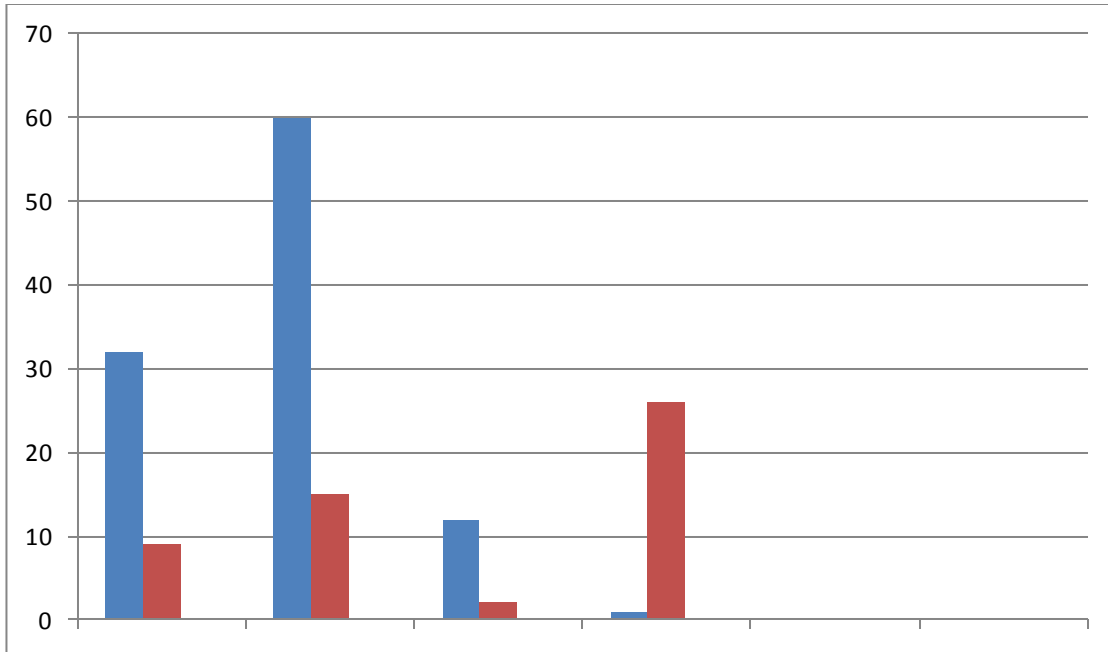


Figure (4.35)

Table and figure show that 15 respondents score 60% which is the majority of teachers who are inaccurate, 9 respondents score 32% and 2 respondents score 8% . Marlow (2010,28 ) argues that the accuracy and effectiveness of language depend upon correct writing or correct spelling of words and correct speaking or correct pronunciation of words. Correct pronunciation of words makes the speech effective and meaningful. Effective of speaking skills depends on correct pronunciation of words". This illustrates that the accuracy help in developing an effective teaching. The above table and figure prove that respondents don't use correct grammar and vocabulary, but they develop grammatical mistakes.

#### 4.7.10 Encouraging students to participate:

**Table No. (4.37). Encouraging students to participate:**

	Frequency	Percentage
Valid	11	32%
	13	52%
	2	6%
	26	100%

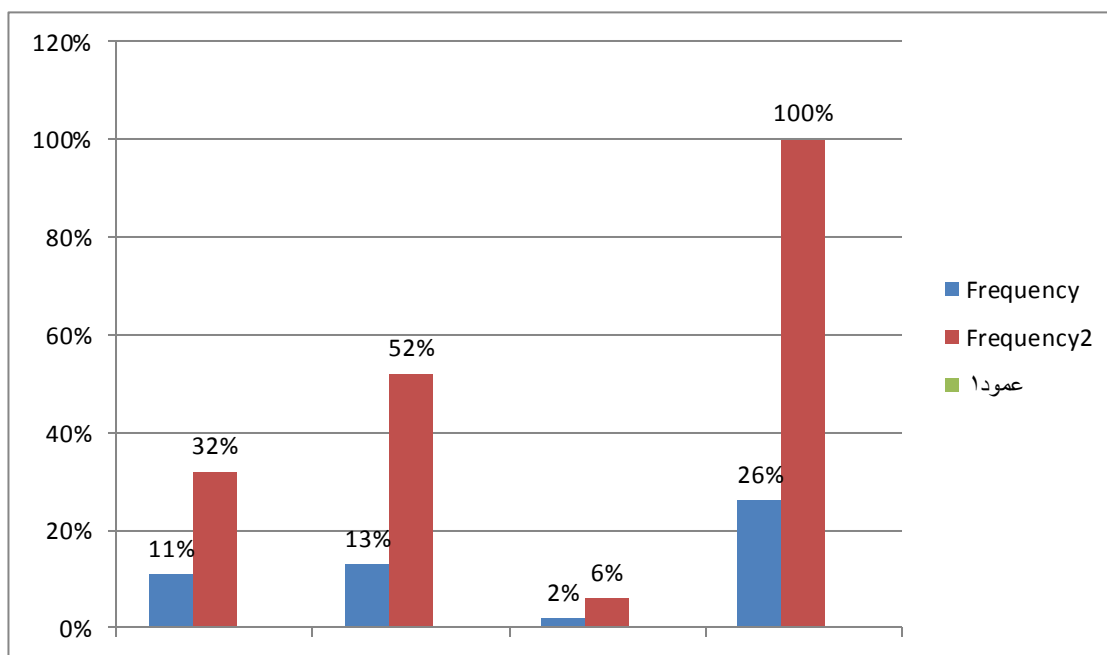


Figure (4.36)

According to the above table and figure13 respondents score 52% which is the highest proportion of teachers who encourage their students to participate. 11 respondents score 32% and 2 respondents score 6%. Dristol (2000,30) argues that "in the absence of proper motivation, students take no interest in memorizing Contents. This indicates that positive motivations help students to develop their attitudes towards learning a foreign language. The above table and figure prove that the respondents never plan or organize each class session. They never use a variety of teaching methods to encourage participation or create positive environment. They never give the learners time to think before they response to their questions.

**CHAPTER FIVE**  
**CONCLUSIONS, RECOMMENDATIONS AND**  
**SUGGESTIONS**

# **CHAPTER FIVE**

## **CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS**

### **5.0 Introduction:**

This research deals with the problem of the problem of the deterioration of the standard of performance in the English language in secondary Schools. It displays the reasons and the actions that can be taken to remedy this issue.

Students fail School for a variety of reasons. In some cases, their academic difficulties can be directly attributed to deficiencies in the teaching and learning environment. Other students may have learning difficulties stemming from linguistic or cultural differences. These difficulties may become more serious over time if instruction is not modified to address the students' specific needs.

Improving the academic performance of students requires a focus on the prevention of failure and on early intervention for struggling learners. Prevention of failure among English language learners involves two critical elements: the creation of educational environments that are conducive to their academic success and the use of instructional strategies known to be effective with these students. Teachers can share instructional resources, observe each other's classrooms, and offer suggestions for improving instruction or managing behavior. But interventions that focus solely on remediation of students learning and behavior problems will yield limited results.

Early intervention means that supplementary instructional services are provided early in students Schooling, and that are intensive enough too baring at-risk students quickly to a level at which they can profit from high-quality classroom instruction. Examples of early intervention are

offering tutorial or remedial instruction. Teachers School conducts curriculum-based assessment to monitor students' progress and use the data from these assessments to plan and modify instruction.

Positive School environment is characterized by strong administrative leadership, high expectations for student achievement, appropriate curricula and instruction, a safe and orderly environment, ongoing systematic evaluation of student progress, and shared decision-making among teachers, administrators and parents. There should be collaborative School and community relationships. There should be effective strategies for working with culturally and linguistically diverse families and communities.

## **5.1 Conclusions:**

This part of this chapter gives a detailed account of the factors that are attributed to the decline in the performance of English learners in secondary Schools in the Sudan. It verifies the hypothesis stated in chapter one.

### **5.1.1 Teachers:**

1. The majority of teachers at present are unqualified to teach English they are non- specialists.
2. Most of the non-specialists teachers of English have not received pre-service or in-service training.
3. Most teachers who graduate from departments of foreign language in Sudanese universities do not update their knowledge in the field of their specialization after graduation. Furthermore, they do not develop their professional knowledge or advance their career by pursuing further studies, or referring to periodicals dealing with teaching English as a foreign language.

4. Some who have joined the teaching profession do not have job satisfaction or even the initial interest or desire to be teachers. To novice teachers, teaching is regarded as a temporary job. Teaching is the profession of those who have no profession. Graduates refrain from being teachers and consider the Ministry of Education as the last resort of appointment. So they unwillingly join this profession.
5. The loyalty of teachers – their faithfulness to their job- in most cases is generally doubtful.
6. Some teachers exert more effort in teaching private classes at language institutions, private Schools and students homes, while very little of their efforts is devoted to their actual teaching load at their School .
7. Most of the teachers if English use Arabic unnecessarily most of the time in their English classes, especially when teaching lexical items and grammatical structures. This will certainly lead to weakness in the communicative competence of the learners.
8. Most teachers are under stress due to their social and financial status and their heavy teaching load.
9. Teachers themselves are not competent enough to execute the academic material they are supposed to teach. They are weak academically and professionally.
- 10- Most English language teachers are School mistresses. Unlike male teachers, they usually absent themselves or ask for temporary leaves after giving birth, etc.

### **5.1.2 Students:**

1. Students in -difference has led them to being idle, not attentive, nor punctual. Students prefer chatting and playing to studying, especially during their leisure time.
2. Some students lack the necessary motivation, active participation, and liveliness during English classes. They abstain from taking part



during lessons for fear of making mistakes and being laughed at or reprimanded.

3. Students come to the secondary stage with low standards from the previous level (the basic level) Eighth grade pupils can be promoted to the next education stage, the secondary level, when they score just 50% (140 marks) on the Basic level Certificate Examinations, even if they score a very low mark or do not pass the English test .
4. Most students do not bother about doing their assigned homework, as required.
5. Students are worried about their unknown future after sitting for the secondary School certificate examinations.

### **5.1.3 Schools:**

1. Schools encourage individual competition instead of group cooperation.
2. The main pre-occupation of Schools is to finish the academic material, and they neglect the intended objectives of education.
3. The major sources of knowledge are the teacher and the textbook, but autonomous learning is not encouraged.
4. Use of corporal punishment and threatening to keep order in class are evident.
5. Students hate the School atmosphere and long for short holiday and summer vacations.
6. There is a lack of School facilities and activities that create good young citizens.
7. The execution of the curriculum is too traditional; the teacher provides information and summarizes the teaching material. The role of the students is a passive one.

8. To make students pass their examinations, concentration is on previously set tests, spotted questions and model answers. In some Schools, the prescribed books are not taught. Spine six for the 3<sup>rd</sup> form is an example.
9. No supplementary reading or School libraries.
10. Cheating in examinations (especially utilizing crib notes in the form of photocopied material in miniature) without students being penalized, in addition to policy of the rumored scaling-up of the students marks are disastrous.
11. Overcrowded classes lead to less concentration in learning, lack of individualized instruction, follow-up and marking exercise-note-books, some students are not given enough personal attention by their teachers. Consequently, some students leave Government School and join private School and institutes.
12. The number of the English language periods is sharply reduced to four or five per week in the first and second forms, and five in the third form. So there is less exposure to the English language.
13. No extra-curricular activities such as: (the debate societies, the English language clubs, the wall- papers, etc...) are found.
14. Absence of School libraries, together with the cancellation of free reading classes have made the students command of English very poor.
15. Audio-visual aids are not available in School. Lessons executed by chalk and talk.
16. Cancellation of the English literature paper in the secondary School certificate examinations has weakened the students command in the English language.

17. The concentration on enabling the students to pass the examinations has become the function of School and a headache for the teachers.

#### **5.1.4 English Language Syllabus:**

1. The weaknesses in the new English language syllabus (the Spine Series) compared to the abolished ones (West's and the Nile Course) are noticeable. In the past learners were supposed to cover intensive material. (Refer to Chapter two) .
2. In the spine series, the four language skills do not receive the same degree of emphasis. More concentration is given to reading and writing. Speaking is clearly neglected.
3. Time allotted for executing the syllabus is inadequate. Most teachers cannot properly cover the material in the textbooks. The federal ministry of Education assumes that students receive instruction for 210 days. But due to the numerous national holidays, and many other occasions, students in fact do not receive more than 150 days of instruction.
4. Teacher guides are not available at School, and teachers who are lucky to obtain copies do not bother to consult them before giving their lessons.
5. The recent textbooks have not been appropriately piloted in different Schools, nor checked before printing the finalized version. Unfortunately, they are full of lots of misprints. Referring to the misprints and errors in spine one and spine four, Appendices C and D give complete lists of misprints and errors with their corrections. There are also some wrong answers in the teachers' guides.
6. The textbooks are not attractive and do not have clear illustrations, colorful pictures, diagrams, etc...

7. The syllabus lacks logical gradation of material, and integration of teaching units. Many teachers believe that spine four is easier than spine three, and book five is more difficult than book six.
8. Most of the exercises are often too short and no teaching points are given to help students answer the exercises properly.

### **5.1.5 Families:**

1. Most parents have a passive role in following up their children learning and academic duties.
2. Some parents are illiterate, and their role in their families is being bread winners.
3. The family's socio-economic status has a great impact.
4. The frequency of truancy of students from School for no obvious reasons and without the families' knowledge is noticeable.
5. The students' homes milieu is not always convenient or encouraging for studying.
6. The pre-occupation of students, especially girls, with household chores is evident.
7. There is a lack of coordination and co-operation between the students' homes, the School administration, and form-masters. Parents' Associations are no longer active as used to be.

### **5.1.6 The Federal Ministry of Education and the State Ministries:**

1. Politicization of the curriculum: the English language syllabus has been designed to reflect some tribal, religious, political, social practices and some Sudanese values, (the point was considered to be a debatable political issue) especially during Nimeri's regime, when some of Nimeri's public speeches such as between the people and the leader were translated, published and taught at some

secondary Schools in Khartoum. The same trend can be found in spine six, where the former minister Abdel-Wahab Ahmed Hamza has been interviewed.

2. The 'Ingath' government sacked some of the experienced teachers, and recruited others in political and administrative jobs. So, Schools unwillingly paid by the students.
3. Schools receive no budgets, and needed monthly petty cash is unwillingly paid by the students.
4. Teachers are under-paid and salaries are not regularly paid. These issues have their impact on teachers' performance.
5. There is favoritism in recruiting, promoting, training and nominating teachers for proctoring tests and marking the School certificate examinations.
6. The unstable teachers' way of life, financial status and lack of job satisfaction have made teachers immigrate to other countries especially the Gulf States. Immigration has led to brain-drain and a shortage in experienced teachers.
7. There is a lack of incentives and financial allowances for teachers compared to other officials in different sectors of the civil service.
8. The horizontal expansion of secondary Schools has not been planned properly. Most new Schools have been established only for political and popular pleasing. This horizontal expansion of Schools, (quantitatively-wise) has been done at the expense of the vertical expansion, (quantitatively-wise).
9. English is taught for no obvious reason (T.E.N.O.R). The only objective is to include it a compulsory subject in the secondary School certificate examinations.
10. The impact of introducing Eradication on the standard of English is evident. This problem is an issue in Sudanese universities. But the

educationists at the top cadre of the federal ministry of Education do not support this assumption.

11. Khidma Ilzamia i.e 'National service' has added a number of casual teachers of English who teach without any orientation or training some School have found themselves obliged to depend on such teachers despite their lack of experience and graduation in majors other than English .

12. Too many School subject have been crammed in the School curriculum for the student to absorb in first and second forms at secondary School. This is really a heavy academic load.

### **5.1.7 English Departments at Sudanese Universities:**

1. Too many electives which are not related to English studies should be covered.
2. Demonstration lessons, peer-teaching and micro-teaching sessions are rare and are of poor quality.
3. Student-teachers are visited by their university lecturers once during their teaching practice, and there is no follow-up after graduation and joining the teaching profession.
4. Student-teaching are not well-prepared academically and profession- wise to undertake a teaching career.

To sum up, there is really a formidable deterioration in the English language in general education in Sudan. The reasons discussed above are attributed to many variables including: the policy makers, the federal ministry of Education (FMOE), the states' ministries of Education (FMOE), the teacher and his training, the student him self- herself, the School, the family and its social and economic status, etc .

## **5.2 Recommendations:**

This part of this chapter gives a detailed account of some recommendations that can be carried out to remedy the decline in the performance of English learners in general education in the Sudan. It verifies the following hypothesis:

H6: many actions can be successfully taken to remedy this problem of deterioration.

To remedy the problem off deterioration in the students performance in general education, the researcher presents the following recommendations:

1. Conducting pre-service training sessions for English language teachers in the form of crash courses of a fortnight's or a month's duration.
2. Introducing professional training which implies in-service courses for all teachers in rotation during School vacations.
3. Assigning the more experienced members of the staff to have a positive professional responsibility to their younger and less experienced colleagues at Schools.
4. Improving the system of English language professional supervision and guidance.
5. Enhancing the English teachers personals, culture and self-education by providing School with periodicals, such as English teaching forum, in a foreign teaching journal, TESOL,WSP, world English reading in a foreign language so that teachers can adopt suggested methods for putting them into practice .
6. Encouraging Sudanese expatriate teachers in Arab countries after termination of their contracts to come to work in their country.

7. Introducing extra-curricular activities such as debating societies, English clubs, wall-magazines, etc. To arouse interest and enhance the opportunities for exposure to English.
8. Establishing School libraries, with the collaboration of parents councils efforts, the assistance off the Bakht-er-Ruda .That is because of the steady rise in prices of books.
9. Conducting numerous supervision visitations to university students during their teaching practice, instead of the usual one lesson attendance.
10. Following up the university graduates during their teaching career to see how those who have graduated from their universities are doing and make sure that they are applying appropriate teaching techniques. This will help universities to renovate their curriculum and introduce more appropriate syllabi.

### **5.3 Suggestions for Further Studies**

**The following aspects are recommended for further studies:**

1. English language teachers training in the Sudan should be highly considered.
2. Evaluation of prescribed textbooks (such as the Nile course, the spine series, and Sudan opportunities) .
3. Characteristics of Effective English language teachers.
4. The Role of English language departments at universities in educating and training undergraduates to teach English at the basic and secondary levels.



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# APPENDICES

## Appendix (A)

Sudan University of Science & Technology

College of Graduate Studies

A Thesis title Investigating the Causes of Secondary School Students' Low Level in English Language in Public Schools Gezira State.

### Research Questionnaire:

Section One:

Biographical information

1. School name .....
2. Gender: a. Male . b. Female
3. Qualification: a. Diploma . b. Bachelor . c. Post Graduate Diploma . d. Master . e. PhD
4. Experience: a. (1—5) . b. (6—10) . c. (11—15) . d. (16—20) . e. (over 21)

Section two:

Instruction: This questionnaire is composed of (20) statements. Please, tick (✓) in the appropriate response.

No	Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Teachers Factors						
1	An untrained teacher Ineffectively uses teaching aids.					
2	An unqualified teacher is unable to use appropriate teaching skills.					

3	An unmotivated teacher negatively affects on the students' outcome.					
4	Teacher's L1 cultural background negatively affects on the students' attitudes towards learning English.					
5	Negative expectation of the teacher towards English language course develops negative teaching styles.					
6	An excessive number of teaching hours negatively affect the teacher's performance.					
7	Ineffective feedback of teacher towards his/her students affect learning skills.					
Students Factors						
8	An unmotivated student discourages the teacher to use effective teaching methods.					
9	Negative expectation of students towards English foreign language course					

	negatively affects the teacher's performance.					
10	Students' misbehaviours discourage the teacher to develop new teaching strategies.					
11	Student's lack of intelligence makes the teacher develop negative teaching methods.					
12	Adult student discourages the teacher to teach a foreign language effectively.					
13	Student's L1 cultural background discourages the teacher to use appropriate teaching methods.					
School Factors						
14	Large class size discourages the teacher to use effective teaching methods.					
15	The appropriate uses of audiovisual aids develop students' skills.					
16	A well-prepared learning environment minimizes negative English teaching methods.					

17	Limited time of English period discourages the teacher to use ineffective teaching methods.					
18	Insufficient schools' textbooks/facilities/equipments make the teacher develop inappropriate teaching techniques.					
19	Families' low-incomes discourage the teacher to develop their children skills.					
20	Limited testing contents make teachers focus on certain teaching activities.					



## Appendix (B)

Sudan University of Science & Technology

College of Graduate Studies

A Thesis title Investigating the Causes of Secondary School Students' Low Level in English Language in Public Schools Gezira State.

Research Interview:

Section One:

Biographical information:

1. School name .....
2. 2.Gender: a. Male . b. Female  3.Qualification: a. Diploma .  
b. Bachelor . c. Post Graduate Diploma .  
d. Master . e. PhD
3. 4. Experience: a. (1—5) . b. (6—10) . c. (11—15)  d.  
(16—20) . e. (over 21)

### Section two:

The researcher is going to ask the following questions and write down the answers according to response of experienced teachers.

No	Questions
1	The students' standards in English is declining in general education in the Gezira State. Do you agree?
2	If so , what are the reasons in your opinion?
3	Whom do we blame for this decline? Why?
4	How can we remedy this problem?

## Appendix (C)

Sudan University of Science & Technology

College of Graduate Studies

A Thesis title Investigating the Causes of Secondary School Students' Low Level in English Language in Public Schools Gezira State.

### **Class Observation :**

Section One:

Biographical information:

1. School name.....
2. Gender: a. Male  . b. Female
3. Qualification: a. Diploma  . b. Bachelor  . c. Post Graduate Diploma  . d. Master  . e. PhD
4. Experience: a. (1—5)  . b. (6—10)  . c. (11—15)  d. (16—20)  . e. (over 21)

Section two:

Instructions:

**The researcher is going to tick {√} in the following alternative:**

No	Statements	0-20	21-40	41-60	61-80	81-100
1	Classroom control.					
2	Uses of the board.					
3	Level of confidence.					
4	Personality/ Style.					
5	Accuracy.					
6	Encouraging students to Participate.					

## Appendix (D)

### Validation of the research tools

No	Name	Academic/administrative position	Place of work
1	Dr. Abdulgadir Mohammed Ali	Assistant professor	Gezira University
2	Dr. Ibrahim Al-Faki	Assistant professor	Nile Valley University
3	Dr. Mustafa Shazali	Assistant professor	Nile Valley University
4	Dr. Ienas Mohammed Ahmed	Assistant professor	University of Sudan of Science and technology

## Appendix (E)

### Secondary Schools: Names of Gezira Governmental

No	Schools' name
1	Sidairah Shargiah secondary school for boys.
2	Sidairah Shargiah secondary school for girls.
3	Sidairah Gharbiah secondary school for boys.
4	Sidairah Gharbiah secondary school for boys.
5	Kab Aljidad secondary school for boys.
6	Kab Aljidad secondary school for girls.
7	Frajeen secondary school for boys.
8	Habeebah secondary school for boys.
9	Bagair secondary school for boys.
10	Bagair secondary school for girls.
11	Aftas secondary school for boys.
13	Tabat secondary school for boys.
14	Alnoubah secondary school for boys.
15	Saadah secondary school for boys.
16	Aljadeed secondary school for boys.
17	Aljadeed secondary school for girls.