

CHAPTER ONE

The General Framework of the Study

1.0 Introduction;

English has already been an international language because the level of proficiency in foreign languages, particularly in English, is positively influential on political, social, technological and intellectual benefits in the society. Using a foreign language or languages effectively has become more essential.

There may be a great number of reasons for learning a foreign language, some of these tentative reasons are:

- a) A learner needs the foreign language if he / she is living in the target language community.
- b) A learner needs it for specific purposes. It is compulsory for the learner because of schools curriculum needs.
- c) Some learners need it because they want to get better jobs.
- d) Some learners are attracted by the culture of the target language.

As it has been mentioned above, using a foreign language effectively has numerous benefits and it also helps a child to become a well-educated person, while he /she is growing up. In order to make them successful, the ministry of education should

provide the children in our country with a well-organized language teaching methods.

Efforts of teachers, supervisors, inspectors and those who are responsible for the teaching process were united and contributed to design learning aids and curriculums, so as to raise the standard of students in the Sudan and to supply needs of schools.

The traditional English program in the Sudanese schools are followed the direct method at the beginning, then the grammar translation method in teaching which introduced the writing and reading skills first followed by listening and speaking skills .This program tended to qualify employees and clerks for civil service. Then English was widely used in various scientific and professional fields to maintain the Sudan's links with the outside world .Consequently there is a need for teaching it communicatively. The syllabus designers were ordered to design courses which fulfill this need.

This research attempts to discuss the difficulties that influence the teaching of English in Sudan .It aims at familiarizing the Sudanese teachers of English language with the key aspects of methodology .It suggests techniques and appropriate methods through which the elements and skills of the language can be taught .It presents many ideas on using approaches, strategies,

methods and techniques for teaching language (sound, grammar, vocabulary and so on.)

The Research problem

A variety of methods have been used in the world for teaching foreign language, nevertheless, there has been no agreement among teachers in general as to be the 'best method'. Extensive investigations in foreign language teaching methodology and other related disciplines such as Linguistics and Psychology have not settled the matter. The differences in methods originated mainly from claims of two major schools in Psycholinguistics. The main approaches are behaviorist and mentalist.

This chapter will summarize the various teaching methods. It is hoped that this will help Sudanese secondary school teachers in teaching process, because a good way of teaching English helps people of various ages and levels, learn a second language, motivates them to continue their study and enables educators to teach.

In this context, Crystal (1987: 3, 4, 7) states that:

“In the long search for the best way of teaching a foreign language hundred of different approaches or methods have been devised. Each method is based on a particular view of language learning, and usually recommends the use of specific set of techniques and materials, which may have to be implemented in a fixed sequence.

Certain methods are widely recognized because of their influential role in the history of ideas surrounding this subject.”

Since the researcher started teaching English language he/she has observed that students who share the same mother tongue always prefer using their mother tongue to the target language.

Harmer (1994:129) emphasizes that "One of the problems that teachers and students sometimes face is that they all share their mother tongue. They use the mother tongue rather than English language to perform classroom tasks .Lack of the learning materials in secondary school level is one of the problems that face E.LT. This makes the teachers prefer translation as solution in teaching. Richards (2003:66) argues that “*The materials are the key to any language program. So the teachers have to pay more attention for that and use them.*”

Large classes are the main problems in interaction and communication between the teachers and students .The majority of the teachers today are university graduates but only a few hold degrees in English language so under the pressure of an increasing number of secondary schools, the ministry of education was compelled to recruit graduates with degree in history , mathematics or even science to teach English language at secondary schools level .These teachers are often sent into

classroom to begin their career without any form of training. This reflects bad teaching which leads them to stick on Grammar Translation Method.

One of the biggest problems that face the teachers is that the students are different in their levels the fact that the teachers are compelled to choose the best methods, techniques, approaches in order to interact and communicate perfectly inside classrooms.

1.1 The Statement of the Problem

Recently it has been noticed that Sudanese secondary schools teachers of English language stick to one teaching method (the Grammar Translation Method), so the result is that learners' academic performance is highly affected.

1.2 The Questions to be answered by the study

The research raised the following questions to meet the foregoing stated objectives:

The main question is:

What is the reasons that ELT teachers in secondary schools stick to grammar translation method?

This question branches to the following questions:

1-Are the majority of Sudanese EFL teachers face difficulties in teaching English in secondary level?

2-Are the majority of Sudanese EFL teachers stick to one teaching method (Grammar Translation Method)?

3- Are there any methods that are entirely ignored by teachers?

4- Is the eclectic method given enough focus by teachers?

1.3 Hypotheses of the Study

1. The majority of Sudanese E.F.L teachers face difficulties in teaching English language at secondary schools level.
2. The majority of Sudanese E.F.L teachers stick to one teaching method (Grammar translation method)
3. There are many methods that are entirely ignored by teachers.
4. The eclectic method is not given enough focus by teachers.

1.4 The Significance of the Study

The study is going to help teachers to develop their teaching methods in their classrooms .It helps the teachers to improve the provision of English language by developing the techniques that are used in the classroom.

The researcher has many reasons for choosing the problem of the study:-

- a) To draw the attention of those interested in teaching for the importance of teaching methods.
- b) The researcher's sense of the importance of the subject and the need to contribute to the issue of teaching methods.

c) To show negatives and shortcomings associated with the teaching process.

1. The research importance is to centralize on how to find the best ways to help teachers improve teaching processes methods so that the learners can acquire knowledge perfectly.

2. To enrich the research library.

3. To insure the importance of the topic.

4. To draw the attention of specialists of the importance of the study.

1.5 The Objectives of the Study

a) To find out the difficulties that face Sudanese teachers in secondary level schools in teaching English language to EFL learners and suggest solutions to these difficulties .

b) To identify the best teaching methods for teaching English language to secondary school students.

1.6 The limits of the study

It is important to bear in mind that the current study is conducted within certain limits. The topic of the research concentrates on the main methods of teaching the English language and tries to cover all the aspects of them and to find solutions of the research problem throughout objectives.

The research is conducted through the period from 2011 to 2014 in the capital of Sudan (Khartoum). But for more specific details, the secondary schools where the study is conducted are Al Sheikh Mustafa El Ameen, Esma AbdulRaheem and Al Gabus school. The populations of the study are male and female teachers and supervisors in secondary school level.

1.7 The Methodology and Procedure

The methodology of the study is descriptive. Two tools will be used for data collection:

- 1- A questionnaire for secondary school teachers
- 2- An interview with five supervisors

1.8 The Definitions of Terms

1. Grammar Translation Method:

Grammar Traditional method is based on translation. This means that the rules of grammar are explained to students in their own language and vocabulary lists are learned with translation of equivalents and then sentence.

2. Technique: - The ways of teaching foreign language inside classroom. It is a particular way of strategies used to accomplish the immediate objective of the lesson.
3. Effective communication: - It is adopted to make interaction and communication easy between the teachers and students.

4. Method: - It is the way of doing something according to a regular plan, procedure for attaining an objective.
5. Implementing: Concise exact statement that sets the boundaries or limits of the subject matter.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

Since this study is entitled “*The Reasons That Make Sudanese English Language Teachers in Secondary School Level Stick to Grammar Translation Method*”, it is justifiable that the scope of this chapter is confined to the discussion of the theoretical part (part one) and previous studies (part two) with respect to the topic of research. In fact the two fundamental parts constitute the general framework of this chapter.

(A)Part One:-

2.1 Review of Theoretical Background

This section discusses and investigates both the reasons that make Sudanese E.L.T teachers in secondary school level stick to grammar translation method and the different methods of teaching.

Teaching English in Sudan was related to Anglo-Egyptian rule at the beginning of the twentieth century when Sir James Currie was the first director of education during the condominium rule. English played an important role as a subject in the curriculum of intermediate and secondary level. English was the language of the administration of the colonized Sudan under the condominium rule; English teaching at that time was employed to serve that

regime in running the administrative machinery. English was official language therefore schools at that time provided their students with practical command. The books that were used in teaching English during that time were '*Standard Method Reader*' written by Michael West. Learning English was linked with opportunities to find a good job and better life. This link created instrumental motivation to master foreign language.

In 1935, there was a turning point in teaching English when the traditional English program for intermediate schools was designed at the institute of Education at Bakht-er-Ruda, which undertook responsibility for education in matters of curriculum, planning, teaching, training and inspection of schools. Various materials and text books were used to teach English language such as *White Nile Readers Bright* (1964), *Alternative Method Readers Michael West* (1940 – 1950:67), *New Method Dictionary and Method Practice Book Palmer* (1938:87).

Language policy was influenced by remarkable change that happened during 1970s .There were changes represented in implementation of new educational ladder 6 +3 +3 instead of 4+4 +4 .This new system reduced the study of English to six years instead of eight years, and the number of hours of period becomes less than before. As a result, many English text books were cancelled.

In 1972, a new guide book was established to revise, modify and improve the traditional English program .This step was followed by introducing *The Nile Course* for the Sudan. It specially designed series of English language text books, intended to bring relevance and integrated approach. *Nile Course* has clear objectives regarding to subject matter to be taught and its relation to the content in which the students find themselves. *Nile Course* had been tried for a period before implementation at intermediate and secondary schools.

In 1990, the current educational ladder with a system of 8 +3 was introduced. This means that the duration of basic level is eight years. The new ladder reduced the years of general education from twelve years to eleven years. English language syllabus was changed and hence the *SPINE* series came into being. Its objective is to create learners who are interactive with their environment and proud of heritage, culture and social value.

SPINE as a text book is taught in Sudan at secondary schools level. *SPINE* series is required by the government. It is a text book where teachers are expected to teach .Because Spine series is required and taught at all secondary schools , this text book will enrich and enhance the learning of the students ' communicative purposes .

Enhancing a text book is a process which involves a sequence of procedures:

- 1- Identifying students need.
- 2- Analyzing, creating and implementing of objectives that meet needs.
- 3- Evaluating the areas of weaknesses and strengths annually.
- 4- Making most of the needed English language teaching methods have assumptions about the role of text books and instruction materials in teaching and learning English process. Text books are finger print of these methods. Therefore, it is necessary to review these assumptions and role, and know how these methods have affected teaching English as a second language.

2.1.1 Reasonsmaking ELT Teachers Resort to Grammar Translation Method

There are numerous reasons that empower ELT teachers at secondary school level to adopt Grammar Translation Method in their teaching the language. Yet, before investigating these reasons, it is worth mentioning that English language occupies the main position among world's languages because it has become almost indispensable in many fields. Indeed it is the first language of the world's most famous eight languages namely: English, Chinese, Spanish, Russian, French, Arabic, Portuguese and German Laura, Richards and Duncan, (1987: 56).

Therefore, it is necessary and useful to teach English language to cope with many fields of life in this world. English language in the Sudan, just like many other countries in the world occupies the main position that comes directly after Arabic and consequently taught at all schools.

It is worth mentioning that the study is geographically bounded to Khartoum Locality, because it has a very good strategic location. It lies at the confluence of the Blue Nile with the White Nile (Al Mugran) and extends southwards between them to the boundaries of Gezira State. The block which is characterized by Sundus and Soba agricultural schemes, is found in both JabalOwlia and Khartoum Locality. It is also in the middle of the Sudan that is why it has a great social importance, for all Sudanese tribes, ethnic groups and even the foreigners live in a peaceful co-existence. It also has a noticeable economical importance, because it plays a vital role in Sudan economy and it has different industries, commercial centers and Central Bank of Sudan. At the same time, it has political importance, because it embraces the most significant political institutions. Above all, it has a considerable educational importance, because it has many schools, universities and other educational institutions. So, Khartoum Locality occupies a very dynamic part in Khartoum State where the Capital of Sudan is situated.

Due to the important role played by English language in life, researchers and teachers who are interested in teaching English language, have expressed their dissatisfaction with the weak performance of students who study this language.

English is an international language. It has the largest number of words (vocabulary) of all languages. At the same time, it is the main language of computing and (80%) of the information stored in computers is in English.

The world's most famous literature has been written in English. A part from British authors, writers from America, Africa, Australia and India have written their great works in English language.

English language is also widely spoken in the field of international trade as well. Moreover, English language is the language of television. Undoubtedly, English language has become the most famous language in the world, so it is necessary for all nations to learn it. Teachers should do their best to select a method that will properly serve the purpose for which it is intended.

Therefore, this study hopes to identify the best methods of teaching English language because most of the students who have finished their school, face difficulties in understanding English language even when they begin their education at the universities.

It is obvious that learning English language at secondary schools has very considerable importance. There is no doubt that language studies constitute a very important field of human knowledge because they deal with the one of the most important phenomena in human life. It is language which every human needs regardless, time, place, race, religion and color. No person can leave a normal life without using a language. Therefore, English language nowadays becomes an international Language so that its importance can be in terms of transferring or receiving ideas and opinions from one person to another. The importance of English language can pave the way for the secondary school's students to communicate easily with each other and to understand the syllabus which consists of three text books (*SPINE Four, Five and Six*). The students study these books as the series to enhance their English language when they continue studying further in universities. English language provides assistance in making reasonable decision in their future life. The contact with the outside world such as European countries also can help students make translation of different types of written books. English language promotes secondary school students to gain further studies or degrees. It motivates students conduct their tasks for the sake of satisfying personal interest. English language helps students to contribute in

various types of activities in their society. It will pave the way for a better academic study in future.

In the light of what has been mentioned-above, it is high time to mention the reasons that make ELT teachers at secondary schools level stick to translation while teaching their students. Hence, these reasons are stated as follows:

2.1.1.1 Mother Tongue Usage

Pupils who share the same mother tongue always tend to use their mother tongue or their native language more than the target language, since they find their own language is easier than English Language.

Harmer (1988: 129) emphasizes that "One of the problems that face the teacher and students who all share the same native language is that (they use their native rather than English language to perform classroom tasks). They know well and certainly they can speak in their language a lot easier than to express themselves with English language ."

While acquiring the mother tongue by a child, the motives become natural and compelling because the language makes it a member of the community and helps it control its surroundings. However, the reasons for learning a foreign (second) language are not as urgent as for the first language Mackey, (1967:102). The objectives to learn a language are usually scholastic rather than

social as in acquiring the first language because learning a second language is not an end for the learner.

If methods and teaching techniques include material suggesting motives and communicative situations in which the learner needs to use the language, the learning will probably be better and a teacher finds no need to use the first language or translation.

2.1.1.2 Learning Materials

Lack of learning materials in secondary schools is one of the problems that face EFL teachers and which make them refer to translation as a solution. Using materials is one of the factors facilitating the process of learning, and the display of materials gives status to it. Moreover, it gives the children a real sense, and ideas of taking notes.

Richard (1994:66) argues that "*The materials are the key to any language program. So teachers have to pay more attention for that, and use them*". Advances in technology have been reshaping old notions of educations. Improved devices such as modern audio – visual aids, highly developed televisions and teaching machines can be used in classrooms. However, to install these technological devices, the construction of school buildings must be very different from traditional ones. Or they will probably need radical physical changes (Rivers, 1981:99)

As Viacheslave and Rosenko (1992:106), indicates, the activities should not be challenging.

Also very little new material should be introduced in one lesson which is combined with previously taught ones. The teachers should choose the most appropriate methods while they are teaching the students in secondary schools. They should prefer pair works and group works. These types of activities give the students opportunities to practice the topic by experiencing the context. The researcher thinks these types of activities give the students a chance to build their relationship, express themselves to discuss any topic.

2.1.1.3 Using Aids

A teacher may face problems in teaching English language as a foreign language in secondary schools if teaching aids are not available so he/she will search for another way to convey his/her message.

Visual and aural aids can be helpful to the teacher in a number of different ways as following points:

- 1- They can brighten up the class room and bring more variety and interest to language lesson.
- 2- Visual aids in particular can help to provide – the situation (context) which lights up the meaning of utterances used.

3- Aural aids in particular can help the teachers to improve their own English and prepare more effective lesson.

4- Both visual and aural aids can stimulate students in secondary school to speak English as well as to read and write it.

5- They can help in giving information of one kind or another about the background of literature and about life in English speaking countries.

Generally speaking, teaching aids play a crucial role in facilitating the process of learning, make the ideas and meanings more concrete, sharpen the learner's memory, increase his/her relation capacity and enhance quick understanding of the target point of teaching. They serve as tools in teaching English and it is only by using teaching aids that a teacher can make his/her teaching effective and lively.

Teaching aids such as posters, photographs, pictures, post cards, maps and others occupy an important place in teaching languages. By making use of these aids teachers can make the teaching of English interesting, easy and comprehensible. They are classified into two main kinds either visual aids or audio aids: visual aids are teaching aids and devices that can be seen. They are such as background pictures, maps, films, and so on. On the other hand, audio aids are the teaching aids and devices that can be heard. They are such as radio, tape recorder, television and so on.

2.1.1.4 Large Classes

Teaching problems are not only the shortage of books, unspecialized teachers, and shortage of materials, but successful teaching needs experience and training, to conduct the size of classes. These factors depend upon teachers abilities.

Palmer (1994:139) explains that: “In big classes it is difficult for the teachers to make contact with students at the back, and it is difficult for the students to ask and receive individual attention. It may seem impossible to organize dynamic and create teaching and learning sessions. Frequently, big classes mean that it is not easy to have students walking around or changing pairs, to form groups.”

In this respect, Genees (1999:45) claims that one of the most important thing in second language learning can be a teacher guiding small groups of students, because each student can find opportunity to participate verbally in skillful and sensitive teacher's class. The teacher can do wide varieties of activities in small groups.

The teachers should be flexible about following the syllabus. So they can deal with the units in the course book according to their students' capacities. They should choose and / or repair more suitable materials in order to replace some parts of a unit when necessary.

The size of the classroom is the one of the most important factors that affects not only the achievement of learning English language but also the acquisition of knowledge by the whole students inside the classroom.

Large classes have been common aspects of the Sudan's educational obstacles. This is because the class is usually overcrowded. In a teaching situation which has five periods of English weekly and a period of forty minutes, the teacher of English cannot provides each student with individual attention which is the basic condition for achieving a successful implementation of so-called communicative language teaching materials.

Then the researcher considers that it is important to keep in mind that learning a foreign language and making proper implementation of a foreign language teaching program and methods, both depend on the extent of interaction between teacher and individual learner or between sender (teacher) and receiver (learner or pupil). But in overcrowded class, applying methods of teaching and achieving this prerequisite would be rather impossible, Alkhuli (1989:113).

2.1.1.5 The Learners

Students play a vital role in learning English language. Many questions should be introduced in order to know more about them,

1. Are they fully motivated when learning English language?
2. What are the purposes of studying English?
3. Do they consider English language too difficult to be learned?
4. Does mother tongue interference affect teaching and studying English Language?

To offer students good learning and avoid them having lower academic standard, it is better to start learning English from early stages – Thus teaching English from early stages helps developing pupils standard in acquiring English language fluency perfectly.

Mordoch (1986: 9) state that "it is generally accepted that the learning of new materials is easier in childhood"

So, teaching Literature is very essential because it has many benefits that improve pupil's standards.

Lazer (1993:13) states that "*Literature exposes students to complex learning materials, and fresh unexpected uses of language. A good novel or short story may particularly grip in that*"

2.1.1.6 Individual Differences

It is known that there are individual differences emerge among the pupils in the classroom when they join secondary schools. Sometimes these differences demand to deal with them carefully to achieve the teaching objectives.

Palmer (1994:78) states that: "Facing with the different descriptions of learners types and styles which have been described

here, it may seem that many different students in front of us, learn due to their individual strengths with activities designed to produce the best results for each of them, yet we also want to address our teaching to the group as a whole.”

2.1.1.7 The Different Levels of Students

One of the daily problems facing teachers are the different levels of students, there are various abilities among them, some are very good whereas others are yet like beginners. These different levels need specialized and well-trained teachers.

Brown (1989:86) explains that “One of the biggest problems teachers face is a lesson where the students are at different levels: some with quite competent English, some whose English is not very good, and some whose English is only getting started as with many other class room subjects. Teachers face this problem every day, unless the most rigorous selection has taken place.”

2.1.1.8 Unspecialized Teachers

Absence of specialized English language teachers at secondary schools in Sudan is considered as one of the problems facing the teachers themselves. They have to deal with the learners as non-English speakers. They should know the difficulties of speaking foreign language and understand their pupils’ needs.

The majority of teachers speak Arabic during English periods because they lack experience. In fact, the researcher has found out that some teachers are not graduated from Education faculties so they ignore the different methods of teaching which can help them to convey their (message) without using Arabic language (translation).

The role of the teacher is to encourage his/her students to speak English and to insure that it is their second language and to tell them about its importance.

Edward (1999:55) states that “Linking with people is easier, if you are talking to another person, and English is second language for both of you, then you understand the difficulties of other side in expressing himself or herself.”

It is noticed that in some States in the Sudan people have their local language as a first language and Arabic as a second language. Then, in such a case, the researcher finds out that such students deal with English as a third language. So it is a heavy duty which needs an experienced teacher to make them deal with English as a second language and use different methods to make them like English language.

2.1.1.9 Non-experienced Teachers (Beginners)

Unfortunately new teachers who work at secondary schools lack experience because most of experienced teachers prefer to work in private schools because of high salary. In addition, the immigration of English language teachers to the Arab rich countries that led to the serious shortage in English language teachers.

In his article entitled: *Perceived problems of beginner's teachers*, Larsen (1986:117) reports that: perceived problems of beginning teachers in their first years of teaching are reviewed. Studies (students) from different countries are included in issues as reality shock, changes in behaviors and attitudes considered. The eight problems perceived must often be classroom, discipline, motivating the students, dealing with individual differences, assessing the students work, relationship with parents, organization of class work, in sufficient and inadequate teaching materials, and supplies and dealing with the problems of students. The researcher believes that all elements which have been mentioned above are the most important for evaluation teaching process.

These beginners (teachers) find that the easiest way for them to use translation, therefore, it is necessary for them to understand the main principles to improve their teaching methods.

There is an excellent way to introduce the language and the child uses the language in formal way (games and songs).

These techniques help students to learn how to co-operate with each others, and work within a set of rules, and also contribute to student in primary whole development.

As pointed out by Anthony (1963:114), the following main principles from his study entitled: “*which is the right method for teaching the adults?*” are:

- 1) Students work in small groups or pairs and use the language in communicative activities such as games, role-play, and problem solving tasks. According to Batchelor and Morgan (1969:93), communicative activities have three characteristics in common: information gap, choice and feedback.
- 2) The goal of language teaching is communication and interaction in the target language.
- 3) The content of the language course includes semantic notions and social functions, not just linguistic structures.
- 4) Students work on all four skills from beginning: one activity might involve reading, listening, and may be even writing.
- 5) Classroom materials and activities are authentic (if possible) to reflect real – life situations and demands.
- 6) The teacher's main role is to facilitate communication interaction.
- 7) Errors are tolerated and seen as natural, in the development of communication skills.

By using all methods, techniques and materials at hand, teachers will pave the way that leads to success which makes the students communicate with confidence and effectiveness in a foreign language.

2.1.1.10 Motivation

Motivation is one of the elements of successful learning in classrooms. Scholars ask what motivation is and who is responsible for motivation? How can teachers motivate students and make them feel the challenge of learning? Numan (1987:62) believes that *“the teachers’ ability is to motivate the pupils to arouse their interest and to involve them in what they are doing in classroom.”*

On the other hand, Palmer (1994:7) gives the following addition: *“the tasks that the teacher gives to the pupils should be a reasonable challenge. High challenge activities have a great negative effect on motivation. At the same time, low challenge activities are equally de-motivated.”*

Gibert(1989:173-175) states that *“second language teachers must be skilled in negotiating and monitoring students’ performance. They must be expert in instructional decision- making. They also must be a model for the use of second language, and learning strategies. They need to design the environment to make the language learning easier.”*

2.1.2 Concept of the Method of Teaching

Teaching methods are means by which the teachers attempt to bring about the desired learning outcome in the learners. Teachers organize and use different strategies and methods with materials (visual aids) in order to meet objectives and student's needs.

There is no best method or technique that will suit all situations. The heart of teaching/learning process is decision-making due to the conditions inside classroom. How the method is displayed in the classroom will depend heavily on the individual teacher's explanation and interpretation of its principles. Some teachers prefer to practice one of the methods to the exclusion of the others. Some teachers prefer picking and choosing in a principled way among the methodological options to existing, creating their own unique blend.

A variety of methods have been used in the world for teaching foreign language, nevertheless, there has been no agreement among teachers in general to the 'best method'. Extensive investigations in foreign language teaching methodology and other related disciplines such as Linguistics and Psychology have not settled the matter. The differences in methods originated mainly from claims of two major schools in Psycholinguistics. The main approaches are behaviorist and mentalist.

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Crystal (1987: 3, 4, 7) states the following:

“In the long search for the best way of teaching a foreign language, hundreds of different approaches or methods have been devised. Each method is based on a particular view of language learning, and usually recommends the use of specific set of techniques and materials, which may have to be implemented in a fixed sequence. Certain methods are widely recognized because of their influential role in the history of ideas surrounding this subject.”

2.1.2.1 The Grammar Translation Method

This method is inherited from the teaching of Latin. It is a traditional method of teaching which concentrates on the teacher. The teacher is the center of teaching process and the source of experience. The role of students is only to learn from the teacher. Carrel (1998: 150) says: “*a pupil doesn't have the role of discussing information with his/her teacher.*”

Aithisen (1999:41) defines the traditional method by saying that “the teacher tells the information, describes the events and explains

the principles, while the students write quietly what the teacher says without any participation.”

According to Loerto (1992:59-60), the committee of political teaching has evaluated the traditional method as follows:

- (1) Teaching method did not lead to a good achievement.
- (2) The students did not have the ability to analyze, construct and generalize the information.
- (3) The students did not learn activities which lead to know how to make a dialogue or conversation.
- (4) Some of the questions which were found in the text books were ambiguous.
- (5) The teachers were deprived from teacher's book.
- (6) The aims were unreal and were difficult to achieve.
- (7) The teaching material in English text books was difficult and unsuitable for learners.

The Grammar Translation Method consists of giving the students grammatical rules and paradigms. Paradigms are lists of forms arranged according to a grammatical pattern. For examples: The first one indicates the forms of the verb "*togo*" in Present Simple Tense and the second one shows the personal pronoun system.

Table(2.1) Showing the forms of the verb “to go” in Present Simple Tense

	<i>Singular</i>	<i>Plural</i>
1 st person	I go	We go
2 nd person	You go	You go
3 rd person	He She goes } It	They go

Table (2.2) Showing the types of personal pronouns system

<i>Number</i>	<i>Singular</i>	<i>Plural</i>
Person	1 st 2 nd 3 rd M-F-N	1 st 2 nd 3 rd M-F-N
Nominative	I, you, he, she, it	We, you, they
Accusative	me, you, him, her	us, you, them
Genitive	mine, yours, his, her, its	ours, yours, theirs
Dative	me, you, him, her, it	us, you, them

Students are also given lists of vocabulary (lexical items) together with their translation equivalent in the mother tongue (L₁) and they are given grammatical rules such as the rule for the usage of ‘some’ and ‘any’, together without any exceptions of the rules.

First the students have to memorize all these "facts about the language and they are often tested on their knowledge by being asked to recite paradigms or give the translation of words, or they are asked to "pare words, for instance: '*He goes*' in the third person singular of the simple present indicative tense of the verb "to go".

Next, the students are made to put their knowledge to use by translation sentences or texts from mother tongue (L₁) to foreign language (L₂) or vice-versa. In retrospect, there are many serious disadvantages to the Grammar Translation Method, here are some obvious ones:

- (1) The grammatical analysis was very neat and satisfactory for grammarians who had devised it, but it often makes facts about the language very focusing to the students. (For example the analysis of personal pronouns on the previous page).
- (2) The method puts a tremendous strain on students' memories.
- (3) Word to word translation is often unsatisfactory.
- (4) The students have to learn a lot of grammatical terms (noun, tense, indicative and so on). In fact they have to learn a new language for talking about the language.

In conclusion, this method's origin cannot be traced back to any specific point of history of language teaching. It is also known as classical method or traditional method. It was used in teaching foreign and second language. It flourished first in Germany. Then it prevailed in Europe for many centuries up to early decades of the 20th century and spread all over the world. It was pursued as a kind of self-study, not by young beginners but by highly educated people and individual scholars. The teaching technique was depending solely on translation. The teacher taught in the mother tongue of the learner and the learners depended on their mother tongue.

(i) The Features of Grammar Translation Method

The main features of this method are as follows:

- (1) It considers that the target language and its structure are best learnt when compared with that of the mother tongue of the learner and translated into each other accurately.
- (2) The mother tongue of the learner of the target language dominates the teaching process and method requires the translation of each and every word of the target language into the mother tongue of the learner.
- (3) The unit of teaching is word and not a sentence.

- (4) It lays emphasis on reading comprehension through the translation of the written text.

(ii) Advantages of Grammar Translation Method

The advantages of this method are as follows:

- (1) It is an easy method for the teacher. It makes it easy for the teacher to prepare a lesson plan and teach the lessons of the target language easily.
- (2) It is an easy method for the learner. It enables him/her to proceed smoothly and quickly from the known to unknown.
- (3) It helps to build the language structure and vocabulary.
- (4) It helps a teacher teach grammar easily.

(iii) Disadvantages of Grammar Translation Method

The disadvantages of this method are as follows:

According to Palmer (1994:61), the weak points of this method are stated as follows:

- (1) It assumes translation to be the main or only procedure for learning of vocabulary.
- (2) It treats all languages as if they were dead consisting essentially of a collection of ancient documents which are to be deciphered and analyzed.

- (3) It categorically ignores all considerations of phonetics, pronunciation and acoustic images, and boldly places language on a foundation of alphabet, spelling and writing system.
- (4) It marginalizes listening and speaking skills.
- (5) Impossibility of exact translation.

This method came to Sudan with colonial rule. The colonial rule attempted to make the learners capable of understanding simple spoken and written English.

According to the researcher's own point of view, this method does not suit or today's need of teaching because it is a traditional method. The researcher thinks one of the major reasons behind the deterioration in the standard of the language is the usage of this method in the schools by the colleagues especially those who are not specialized or not trained.

2.1.2.2 Direct Method

According to *Oxford Advanced Learners Dictionary of Current English* by Cowie, Hornby and Gimson (1988:144-145), "Direct method is a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in a language itself, without translation, and without the study of formal grammar."

The direct method is the method of teaching English directly by establishing a direct or immediate association between experience and expression, between the English words, phrases or idioms and its meaning.

According to Allen and Campell (1978:23), the direct method has one very basic rule: No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with recourse to the students' native language. In this context, Crystal (1987:374) states that: “the direct method continues to attract interest and enthusiasm, but is not an easy approach to use in school. In the artificial environment of the classroom, it is difficult to generate natural learning situations and to provide every one with sufficient practice.”

According to Brown (1994:189), languages are seen as systems of communication, primarily oral, in which words are used together in sentences.

The teacher demonstrates the meaning of a new target language word or phrase, through the use of reality, pictures or pantomime. He / She never translates it into students' native language. Students speak in the target language a great deal and communicate as if they were in real situations.

In this respect Larsen (1989:29) points out that: “*Grammar is taught inductively. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.*”

According to Mackey (1967:17), the main features of the direct method are stated as follows:

- (1) It lays stress on oral teaching of vocabulary and structures.
- (2) It provides situational and contextual teaching, learning of grammar.
- (3) Translation in all its manifestations including the use of mother tongue and of the bilingual dictionary is avoided.
- (4) Oral teaching precedes reading and writing.
- (5) The use of disconnected sentences is replaced by the use of connected text.

(i) Advantages of Direct Method

- (1) It aims at developing the listening skill and speech fluency as early as possible.
- (2) It improves the learner's skill in correct pronunciation.
- (3) It encourages the teacher to eclipse the use of the mother tongue.

(ii) Disadvantages of Direct Method

- (1) It emphasizes the teaching of pronunciation and oral drills and neglects other skills of the target language such as reading comprehension, grammar and writing.
- (2) It requires a small number of students in the class.
- (3) It is an expensive method that requires the availability of teaching aids and language laboratory.
- (4) Learners cannot interact spontaneously in the target language, especially, when it is a foreign language.

The simple idea behind the direct method is that the learners learn language by hearing it when it is spoken and engaging in conversation. Reading and writing can be developed later. Practitioners of this method immerse their students in a flow of examples of the spoken language, while actively demonstrating the meaning of what they are saying, if possible suiting their actions to the words. At the same time, they can encourage the students to speak (cue them), often by asking questions.

(iii) Aims of Direct Method

Direct Method was introduced in Sudan in 1930. It aims at:

- (1) teaching the Sudanese learners in English.
- (2) avoiding the translation and the Arabic language by training the teacher.

- (3) making the Sudanese learner think and express himself/herself in English.
- (4) teaching the grammar of English language inductively and not deductively.

However, this method failed to achieve this aims in Sudan. It failed because syllabuses which were used were bulky and originally devised for learners of English as a first/second language. There, learners could not cope with their requirements.

A teacher can apply this method in teaching lessons (7) and (8) about ‘*Weddings*’ in the *SPINE* series pupils’ book (4). A teacher reads the conversation and explains the new difficult words and asks students to answer the questions on section (D) page (55).

2.1.2.3 The Communicative Method

It can be defined as the notional approach that adopts or calls for the semantic functional syllabus that builds communicative competence through use- since it is organized around language functions rather than units of grammar; it provides a core of active language which is to be practiced. It presents to the students additional passive language which they recognize but do not need to produce. The method transforms the learning of a foreign language into a set of knowledge to be acquired, in other words to master a language is to be able to perform its functions such as

ordering a meal in a restaurant, inviting a person, introducing one self, and requesting and so on.

In other words, it enables the learners to develop a genuine communicative competence which enables them to use the linguistic system effectively and appropriately, hence the necessity exists for the teacher to provide the learners with truly natural linguistic environment.

According to Numan (1987:68), this approach has created a revolution in the field of teaching English. It has been receiving attention from experts in the field of ELT since the last quarter of 20th century, in the wake of developments in the field of ELT, Psychology, Linguistics, and so on. It developed its own particular views about teaching / learning English by means of many philosophies and theories of language teaching / learning. Psychologists laid emphasis on natural rather than on empirical method of teaching/ learning language. Modern linguists lay emphasis more on semantics and pragmatics of the language rather than on its syntax. It came into existence to endive a vision of teaching the language as a social tool that makes language interaction and imperative of the process of learning it.

(i) The Main Characteristics of Communicative Method

1. It lays stress on language as use rather than as form, or structure.

2. It attempts to make the teacher an on looker and facilitator of learning process whereas the learner has to be actively involved in the learning ability.
3. It attempts to make the learner perceive the grammar of the language intuitively and inductively through notions and functions.

Communicative Method has influenced syllabus design. It advocated the production of authentic learning courses so as to expose the learners to language and foster their communicative competence. It shifted the stress from language as a system to language as a “communicative event”.

According to the researcher’s own point of view, all of these methods and approaches are contradictory to each other. This shows that there is no perfect method or approach of teaching a foreign language. The researcher thinks the successful teacher should be creative in inventing his/her own ways of communicating his/her students in a simple way.

A teacher can apply this method every day during English classes as a warming up activity in the beginning of each period by giving simple questions and asking students to practice with each other’s using question and answer and a teacher himself/herself can share them.

Here are some examples for questions and answers from the *SPINE* series pupil's book (4) pages (168-169) lesson (9) entitled “*Looking after Yourself*”

- (1) *How often do you wash your hair?*
- (2) *How many times a day do you bathe?*
- (3) *When do you go to sleep?*
- (4) *What does your mother cook for your breakfast?*
- (5) *When do you wake up from sleep?*
- (6) *When do you eat your breakfast, lunch and supper?*
- (7) *How often do you have an English lesson?*

2.1.2 .4 The Audio – lingual (Aural-oral approach) method

It could be said that this method consists entirely of drilling in one form or another. Audio lingual means, listening – speaking. The oral method consists of presenting an oral model to the students, on tape or in the teacher's voice and carrying out a series of pattern drills based on the model.

The following principles of this method can be applied:

- (1) Students should first listen, then speak, then read, and finally write the language. (In extreme forms of this method, students have to listen for many hours before they are allowed to speak).

- (2) The grammar should be presented in the form of model patterns or dialogues. Drilling consists of forming new utterances on the basis of original pattern. This is called an analogues pattern drilling. That is why the students form the new utterances by analogy.
- (3) Drilling should follow the stimulus response – reinforcement scheme- students should always be rewarded when they responded correctly by seeing that had got the answer right.
- (4) Students should proceed by very easy steps, starting with simple repetition and going on to simple drills, then more complex drills and so no. Ideally the possibility of a student making an error should be avoided altogether, because positive reinforcement should be avoided all together, because positive reinforcement (reward) is considered more effective than negative reinforcement (punishment).This principle is called error prevention.
- (5) By repeating the stages of stimulus- response – reinforcement, students can develop correct language habits. Once a habit has been formed, students can produce examples of the pattern effortlessly and without thinking about how to do so. The student is then regarded as being fluent in that pattern.

(i) Uses of Audio-lingual Method

This method can be used in: -

A. Dialogue Memorization:

Dialogue or short conversation is often used to begin a new lesson. Certain sentence patterns and grammar points are included within the dialogue. Students have to learn one person's part, then, they switch roles to the other person's part. Another way is that each half of the class takes a role then pairs of individual students might perform the dialogue.

B. Backward build up (Expansion Drill):

This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line.

C. Repetition drill:

Students are asked to repeat the teacher's model as accurately and as quickly as possible.

D. Chain Drill:

The teacher begins the chain by greeting a particular student or asking him a question. That student responds, then turns to the student sitting next to him/her. The first student greets or asks a question of the second student and chain continues.

A chain drill allows some controlled communication, even though it is limited. It also gives the teacher an opportunity to check each student's speech.

E. Single- Slot Subtraction Drill:

The teacher says a line. Then, the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place.

F. Transformation Drill:

The teacher gives a sentence, for example: an affirmative sentence, then, the students are asked to transform it into a negative one, or to change a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

G. Question And Answer Drill:

Questions are given and supposed to be answered very quickly. It is also possible for students to ask questions.

H. Using Minimal Pairs:

The teacher works with pairs of words which differ in only one sound, for example: “*ship/ sheep*”. The sounds are selected after a contrastive analysis between the native and target language.

I. Selected words:

Selected words are erased from the dialogue. Students complete the dialogue by filling in the blanks with the missing words.

The teacher is expected to be resourceful and alert, bringing in a variety of materials, creating interest for students and assisting them to express themselves in an artificial surrounding.

Here is an example from the *SPINE series pupil's book (4)* written by Cuthbertal (2001:56). A teacher can use it as a model to practice the above drills:

Birthday Surprise

Farida: *Don't forget we're having a party for you at my house on Saturday night.*

Afaf: *Oh, thank you – what shall I bring?*

Farida: *Nothing. We will arrange everything.*

Jane: *Yes I'll bring a cake.*

Amna: *My mother will make biscuits.*

Zeinnab: *My father can get bananas from the market.*

Farida: *There will be lots of people.*

Amna: *You have a lot of friends,*

Afaf: *It will be a big party.*

2.1.2.5 The Silent Method

The theoretical basis of Silent Method is the idea that teaching ought to be subordinated on learning and thus students should develop their own inner criteria for correctness. All four major skills: listening, reading, speaking and writing are taught

from the beginning .Students' errors are expected as a normal part of learning.

The teacher's silence help fostering self-reliance and student initiative .The function of teacher should be active in setting up situations, while the students do the most of talking and interacting ,then the role of the teacher is passive .Students can learn from one another ,therefore, the teacher's silence encourages the group cooperation ,moreover, this method is suitable to pair or group work.

2.1.2.6 Community Language Teaching Method

According to Carrel (1998:12), by the decade of the 1970 some innovative methods took place such as Community Language Learning Method. In fact, an effective based method called Community Language Learning Method in which learners in classroom are regarded as a group rather than a class and that a group is in need of certain therapy and counseling .The importance of the group lets the members to interact in an interpersonal relationship in which students and teachers join together to facilitate learning process and evaluate and appreciate each individual in the group . The role of the teacher as a true counselor is to pay attention on the students and their needs.

2.1.2.7 The Total Physical Response Method

This method is an example of a new general approach to foreign language instruction which has been named: “the comprehensive approach”. It is called this because of the importance it gives to listening comprehension.

The idea of focusing on listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue. A baby spends months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby that it must speak. The child chooses to speak when it is ready.

In the total physical response method, students listen and respond to the spoken target language commands of their teachers. The originator of this method is James Asher in 1982.

(i) Reviewing the Techniques

1- Using commands to direct behavior:

It is quite clear that the use of commands is the major teaching technique of this method. The commands are given to get students to perform an action; the action makes the meaning of the command clear. Since Asher suggests keeping the pace lively, it is necessary for teacher to plan in advance just which commands he will introduce in a lesson.

At first to clarify meaning, the teacher performs the action with the students. Later the teacher directs the students alone. The students' actions tell the teacher whether or not the students understand.

Asher advises teachers to vary the sequence of commands so that students cannot simply memorize the action sequence without ever connecting the actions with the language.

Asher believes it is very important that the students must feel successful. Therefore, the teacher should not introduce new commands too fast. It is recommended that a teacher can present three commands at a time. After students feel successful with these, three more can be taught.

2- Role reversal:

Students command their teacher and classmates to perform some actions. Asher says that students will want to speak after ten or twenty hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.

3- Action sequence:

As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure. Example:

Take out a pen , take out a piece of paper.

Write a letter, fold the letter, put it in an envelope, seal the envelope and so on.

This series of commands are called an action sequence or operation.

2.1.2.8 The Suggestopedia Method

The originator of the method, Georgi Lozanov, believes that language learning can occur at much faster rate than what ordinary transpires. The reason for this inefficiency, Lozanov asserts, is that the learners set up psychological barriers to learning. They fear that they will be unable to perform, that they will be limited in our ability to learn, that they will fail. One result is that they do not use the full mental powers that they have. According to Lozanov and others, they may be using only five or ten percent of their mental nerves. So, the limitations they have need to be “de-suggested”.

Suggestopedia, the application of the study of suggestions to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome the barriers to learning.

(i) Reviewing the techniques and the classroom set-up

Soft music is played to prevent students from being monotonous.

(a) *Classroom Set-up:*

The challenge for the teacher is to create a classroom environment which doesn't look or feel like a normal classroom. The teacher can use dim lights, soft music, armchairs, and walls decorated with scenes from a country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide an environment as relaxed and comfortable as possible.

(b) *Peripheral learning:*

This technique is based upon the idea that depends on perceiving much more in the environment than that to which students consciously attend. It is claimed that, by putting posters containing grammatical information about target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not pay attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

(c) *Positive suggestion:*

The teacher's responsibility is to help students breakdown the barriers to learning that they bring with them. The use of music and comfortable physical environment help the students relax and feel that the learning experience is going to be a pleasant one.

(d) Visualization:

Visualization can be a vehicle for positive suggestion or can be used simply to relax the students. Students are asked to close their eyes and to concentrate on the breathing. After a minute or so, the teacher, speaking in a quiet voice, describes a scene or event. The description is detailed so students feel they are really there. When the description is complete, the teacher asks the student to slowly open their eyes and to return to present.

Teachers can apply this method in *SPINE* (4), lesson (1) entitled “*The Princess and the Pea*”.

(e) Choose a new identity:

The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance later they may be asked to talk or write about their fictional hometown, childhood, and family.

(f) Role play:

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. This is an example from *SPINE* (4), lesson (2) entitled “*Houses in the Sudan*”. Students are asked to talk about their own houses.

2.1.2.9 The Eclectic Technique

All of the methods described show some points of strength as well as points of weakness. The real problem of the methods is that in many cases appear to conflict with each other.

A new approach which tries to combine the best elements of the various methods is what Palmer described as the "Multiple line of Approach" or "Eclectism". It is an empirical approach which embodies all methods taking what is useful from them and rejecting their deficiencies. In other words, it consists of a choice of the most appropriate parts of each of the above methods and others.

An eclectic approach is a selection of various methods and bundle of techniques which a certain teacher encounters by a chance and adopts quite arbitrary. It is the most commonly used in remedial work.

Nowadays it is probable that if few teachers of EFL were asked randomly what method they use, they would reply their approach is 'eclectic'. By this they mean that they do not follow any single method, but rather that they use a selection of techniques. Such an approach to TEFL has many advantages for one thing it is much more flexible and can easily to be adapted to suit a wide variety of teaching situations. Perhaps its biggest advantage is that a teacher who approaches TEFL eclectically is

less likely to become fixed in one single method and more likely to keep an eye open for new techniques and approaches.

Palmer (1994:42) regards it as “a complete approach which: boldly incorporates what is valuable in any system or method of teaching and refuses to recognize any conflict, expect the conflict between the good and the inherently bad”.

This approach has dealt logically with certain questions that have puzzled teachers for a long time. It has dealt, for instance with the teaching of grammar. This approach first admits that modern language teaching has moved away from descriptive grammar in response to the order of Moulton “*Teach the language not about the language*”. It is also admitted that a child grows up monolingual or bilingual without being taught grammatical values explicitly. However, an adult who learns a foreign language may need to know the systematic structures of the new language. Whether or not the learners have powerful deductive minds, they will not be harmed by grammar rules as long as those do not become the subject matter to be learned. In other words, a little time devoted to the teaching of the rules and opportunity for practicing them would be more beneficial.

In the eclectic approach translation has not been entirely eliminated, because translation maintains the proponents of eclectic approach, does not prevent the learner for doing it in

his/her mind. It is believed that there are times when translation should be used to avoid time consuming and elaborate definitions and phrases which often confuse the learner. It is then suggested “If translation leads to mistakes, it must be avoided, if it helps to avoid mistakes, it can be used”.

Rivers (1981:59) describes the eclectic as the one who adopts his/her method to the changing objectives of the day and to the type of students who pass through his/her class, gradually involving a method which suits his/her personality as a teacher. The best type of eclectic teacher is imaginative, energetic and willing to experiment. As a result, the teacher’s lessons are varied and interesting. However, in order to use this approach effectively, the teacher must have a detailed knowledge of the other appropriate elements to present his lesson.

Although much research has been conducted on the effectiveness of different methods of teaching foreign languages, it is really very difficult to demonstrate scientifically what is or is not, a good method. The truth is that a lot of research seems to depend on factors such as the personal qualities of the teacher and his/her ability to get on well with his/her students, which are difficult things to measure. No one method alone is best for every student. Every method is partially successful and partially of

failure. In addition to the methods, motivation is of vital importance to interest pupils when they learn about a certain topic.

(B)Part two:-

2.2 Previous Studies

2.2.1 Mansour Mohammed Galalaldin .(2005).Problems Facing EFL Teachers in ELT in Singa Area” M.A. NileValleyUniversity, College of Postgraduate. It aims at investigating English language teaching problems in Singa area of Sinnar State. The researcher found out that the shortage of teachers, lack of fundamental and non-specialized teachers are responsible for this case. The researcher used questionnaire and descriptive method to investigate these problems .The sample of this study is both students and teachers of English language at secondary school level.

The researcher recommended that the educational authorities have to increase the number of English language teachers and to provide them with visual aids to improve learning process and to update their abilities

2.2.2 BasherAlfadil Ahmed. (2006).Causes of Declining of English Language Communication at Basic Schools in Northern Kordofan State. M.A, University of Gezira, Faculty of Education-Hantoub.The study aims at investigating the causes of declining of English language teaching communication in Northern Kordofan at

basic schools .The researcher stated the problems attributed to un-trained teachers and the nature courses. The researcher used questionnaire to collect data .The researcher suggested that the ministry of education can start in-service training courses for teachers who have not yet received the basic training.

2.2.3 Adarob Adam Omer Ohaj. (2006). M.A. Difficulties Facing Bedwait Pupils Learning English Languages as the Third Language. University of Gezira ,Faculty of Education-Hasahisa.

The study aims at investigating difficulties face Bedwait pupils who learn English language as the third language as perceived by the teachers .The researcher used questionnaire to collect data. The researcher recommended that the ministry of education should make intensive training for the teachers on the strategies for teaching English language as a third language in the Sudan (Area of Bedwait).

2.2.4 Ali Rira Ali Hassan. (2007). M.A. Problems Facing EFL Teachers While Implementing the Methods and Methodologies. Sudan University of Sciences and Technology, Graduate College.

The study aims at investigating the problems faced by teachers and students concerning with implementation of method and methodologies. The researcher found out that the shortage of teaching materials is responsible for this case .The researcher used questionnaire to collect data .Finally the researcher recommended

that the schools should be provided with audio-visual materials such as tape-C.D players ,projector ,video players.

2.2.5 Albasher Abdalla Albasher .(2011). M.A. in applied linguistics and E.L.T entitled “*Viewsof Teachers on Problems of English Language Teachers in Secondary School Level*”. *Khartoum University, Faculty of Education* .The researcher used questionnaire for collecting data.

The researcher found out that large number of students is responsible for this case.

The researcher recommended that the English language teachers should use communicative method and the teachers should use various techniques to improve their abilities of teaching.

2.2.6 Ayman Ofash Mohammed Adam (2008) M.A. in applied linguistics and E.L.T entitled “*The problems of teaching English language (Beja region Sinkat locality as the case of the study)*”. The researcher used questionnaire to collect data The sample of males teachers is *forty -seven* and the females teachers is *thirty-three* from the total number *eighty* .

One of the main findings of this study is that the schools environments are not motivating in target area .The researcher recommended that the teachers should use modern techniques to improve their abilities in teaching process.

CHAPTER THREE

Methodology and Procedure of the Study

3.0 Introduction:-

This chapter consists of the study methodology and the instruments used to test the hypotheses of the study. These instruments were a questionnaire for teachers and an interview for supervisors. All these instruments were proved to be reliable and valid to the study .They gained their reliability and validity by amendments of the experts. This eventually led to the final improved and refined version of these instruments. The validity and reliability of the questionnaire were identified regarding to the respondents' opinions about the sample of the study. The interview was conducted by five experienced supervisors .

3.1 Methodology:-

It is a cross-sectional study design where the descriptive analytical method plus Ch-Square have been used by the researcher in order to investigate the reasons that make Sudanese English language teachers at secondary school level stick on grammar –translation method.

3.2 Population of the study:-

3.2.1 Teachers “population”:-

The population of the study contained two categories, the first was the males and females teachers at secondary school

level in the academic year 2013—2014 in Khartoum state in Khartoum Locality .The total number of these teachers was 600. This population includes governmental school (Model plus geographical Schools) and non-governmental school (Private Schools). Study sample was chosen randomly from Khartoum Locality because it could fairly and satisfactory give the desired results.

3.3 The sample of males and females teachers:

The sample involved sixty males and females teachers. This sample is intentionally and equally divided into (30) males and (30) females to avoid showing any sort of bias. These EFL teachers were selected randomly from the whole population (600) from Khartoum state in Khartoum Locality in year 2013-2014. It is worth noting that the factors of gender (sex), teaching experience and qualifications of the respondents are included and have a considerable presence in this study.

(i)Sex (Gender)

Table (3.1) showing the factor of gender in the study

Sex	Frequency	Percent
Male	30	50.0%
Female	30	50.0%
Total	60	100.0%

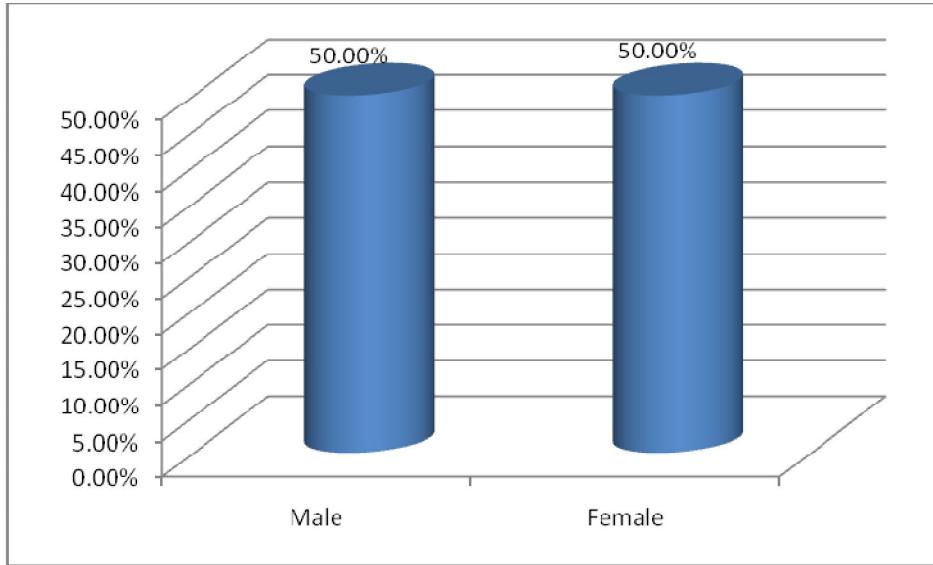


Figure (3.1) showing the factor of gender in the study

The table and figure above show that the distribution of the sample regarding the sex of the respondents is (50.0%) males and (50.0%) females.

(ii) Teaching experience

Table (3.2) showing the teaching experience of the respondents

<i>Years of Experience</i>	<i>Frequency</i>	<i>Percent</i>
1-5 years	22	37.0%
6-11 years	31	52.0%
12 and more	7	12.0%
Total	60	100.0%

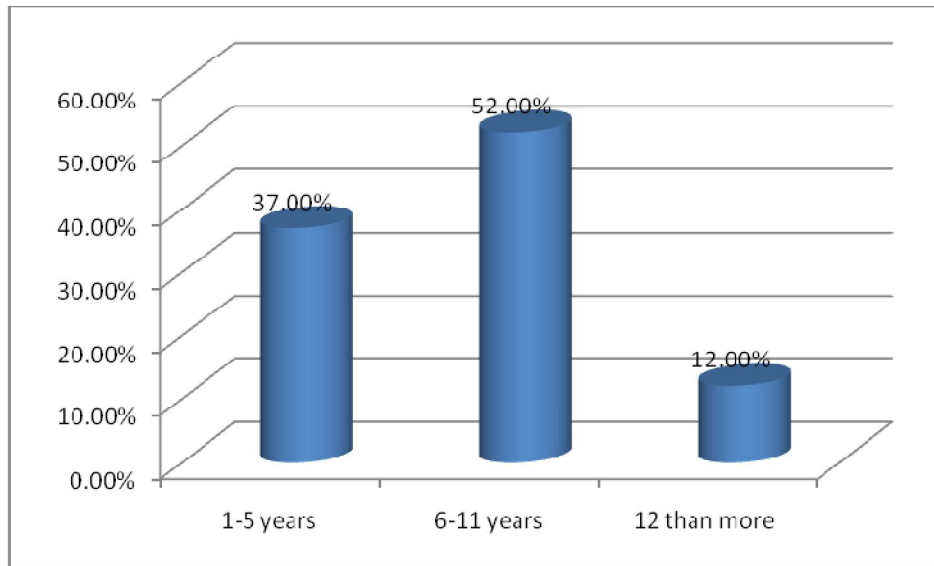


Figure (3.2) showing the teaching experience of the respondents The table and figure above show that the distribution of the sample regarding the teaching experience of 1-5 years is (37.0%) and 6-11 years is (52.0%) and 12 and more is (11.0%).

(iii) Qualifications

Table (3.3) showing the qualifications of the respondents

Qualification	Frequency	Percent
Diploma	20	33.3%
Bachelor	40	66.7%
Master	0	0.0%
Total	60	100.0%

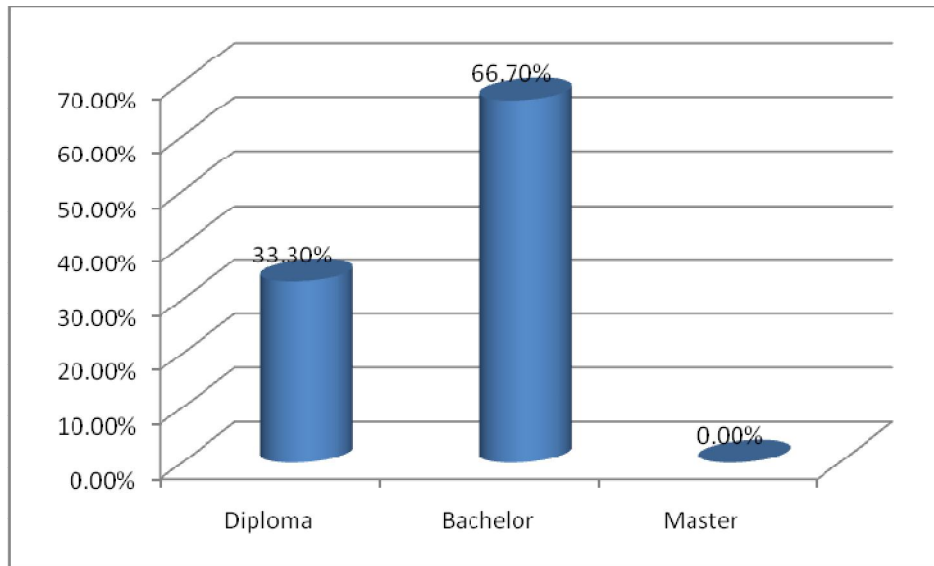


Figure (3.3) showing the qualifications of the respondents The table and figure above show that the distribution of the sample, regarding the qualifications of the respondents, is (33.3%) for Diploma and (66.7%) for Bachelor, while (0.0%) for Master.

3.4 Tools for Collecting Data:

3.4.1 The data collection Methods (Questionnaire)

The researcher designed a questionnaire to ensure maximum degree of validity and reliability. (60) EFL teachers (males and females) were given enough time to tick the optional choice. Finally the researcher received all the 60 questionnaires.

3.4.2 Validity of the Questionnaire

The questionnaire is to be valid if it measures what it intends to measure. Five lecturers judged the questionnaire and confirmed its validity. It is ‘face validity’ at the meantime, they conform

every question separately. Based on their comments the questionnaire was put in its final draft.

3.4.3 Reliability of the Questionnaire

It means the consistency of the questionnaire. The ‘Split Half Method’ has been followed. The questions have to be divided into odd and even numbers. A co-efficient of reliability can be made for the two separate units using the formula:

$$r = 1 - \frac{6\sum D^2}{N(N^2-1)}$$

$N(N^2-1)$ where N = number of respondents

D = rank difference

r = co-efficient of reliability

X	Y	D	D ²
1	2	1	1
3	4	1	1
5	6	1	1
7	8	1	1
9	10	1	1
11	12	1	1
13	14	1	1
15	16	1	1
			8

$$r = 1 - \frac{6 \times 64}{60(3600-1)} = 1 - \frac{384}{215940} = 0.99$$

The Spearman formula is used to make co-efficient of reliability for the whole unit:

2x co-efficient of reliability of the first half

1+ co-efficient of reliability of the second half

$$R = \frac{2 \times 0.99}{1 + 0.99}$$

$$= \mathbf{0.9}$$

The result obtained is 0.9 which means that the questionnaire is reliable and consistent.

$$V = \sqrt{R} = \sqrt{0.9} = \mathbf{0.95}$$

Where V = the validity

R = the reliability

Also, Moment of Correlation (Person R) or Equivalent Form Method is used for calculating the reliability and validity of the questionnaire.

X	Y	XY	X ²	Y ²
1	2	2	1	4
3	4	12	9	16
5	6	30	25	36
7	8	56	49	64
9	10	90	81	100
11	12	132	121	144
13	14	182	169	196
15	16	240	225	256
64	72	744	680	816

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2][N(\sum Y^2) - (\sum Y)^2]}}$$

Where r = Co-efficient of reliability

R = Reliability of questionnaire

N = Number of the respondents

X = Odd numbers of questions

Y = Even numbers of questions

\sum = Sum

V = Validity

$$r = \frac{60 \times 744 - 64 \times 72}{\sqrt{[60(680) - (64 \times 64)][60(816) - (72 \times 72)]}}$$

$$= \frac{40084}{40032} = 0.99$$

$$R = \frac{2 + 0.99}{1 + 0.99} = 0.9$$

$$V = \sqrt{R} = \sqrt{0.9} = 0.95$$

Thus, the questionnaire is valid and reliable.

3.5 Instrument for Data Analysis

Both percentage and frequency are used to analyze the responses of the respondents to the questionnaire. Statistical Package for Social Sciences (SPSS) program is followed for data analysis. In other words, the questionnaire has been analyzed by using descriptive statistical procedure.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter is concerned with the analysis and interpretation of the obtained data regarding to the reasons that make Sudanese English language teachers at secondary school level stick to grammar translation method. The results of the analysis of the questionnaire and interview are showed in the form of frequency tables and percentages.

4.1 Analysis of the Questionnaire

The results of the questionnaire will be presented in tables and graphs. Each table and figure will be dealt separately.

Table (4.1) Educational visual aids are not available in most Sudanese secondary schools.

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	53	88.3%
not sure	6	10.0%
Disagree	1	1.7%
Total	60	100.0%

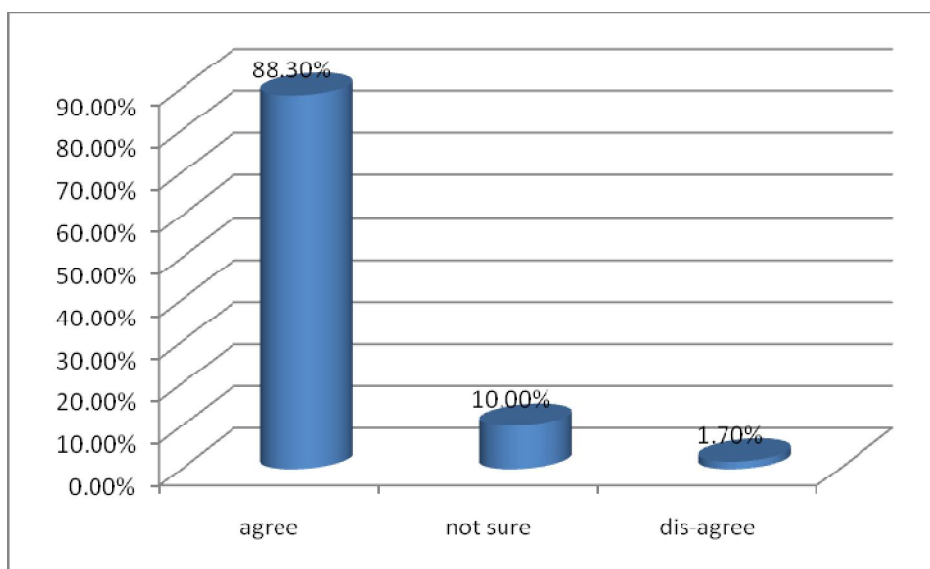


Figure (4.1) Educational visual aids lacking in most Sudanese secondary schools.

The table and figure above show that the majority of the respondents (88.3%) agree that educational visual aids are not available in most Sudanese secondary schools, (10%) not sure, while only (1.7%) disagree with this idea. This shows that most of the respondents consider educational visual aids are not available in most Sudanese secondary schools.

Table (4.2) The schools environments are not motivating in teaching

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	56	93.3%
not sure	2	3.3%
Disagree	2	3.3%
Total	60	100.0%

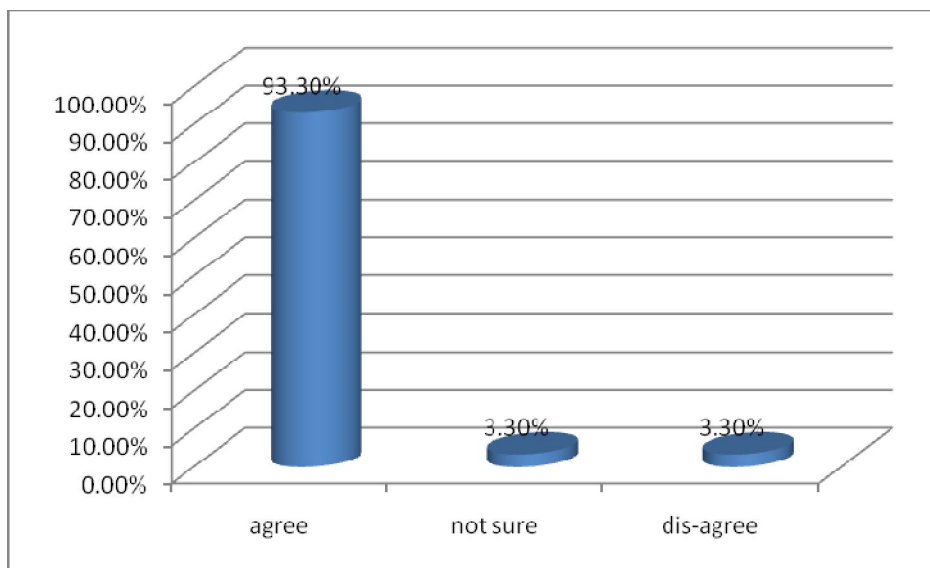


Figure (4.2) The school environments non-motivating in teaching

The table and figure above show that (93.3%) of the respondents agree with the idea that the school environments are not motivating in teaching, (3.3%) not sure but (3.3%) disagree. This indicates that a considerable number of respondents make sure that the school environments are not motivating in teaching.

Table (4.3) There is a lack of experienced English language teachers

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	52	86.7%
not sure	3	5.0%
Disagree	5	8.3%
Total	60	100.0%

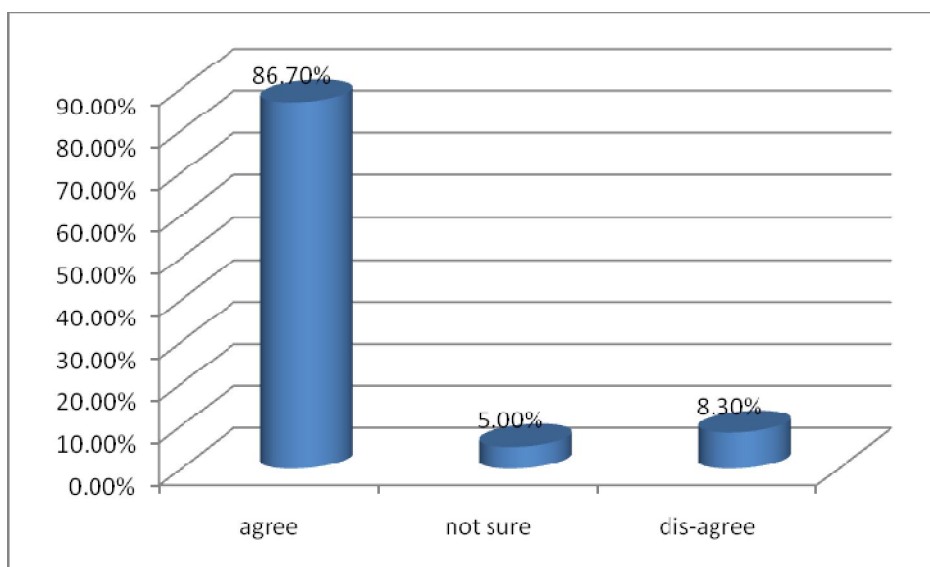
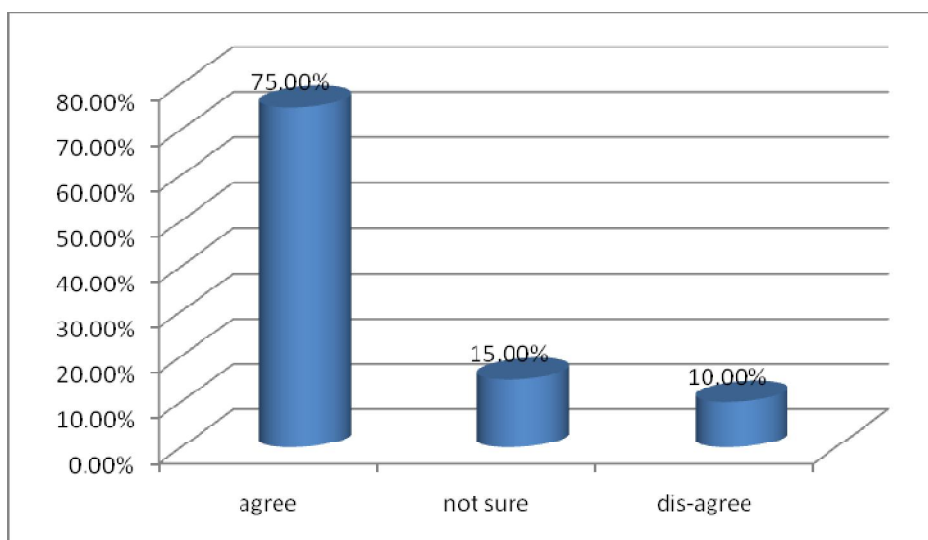


Figure (4.3) A lack of experienced EFL teachers

The table and figure above show that the distribution of the sample by the statement as follows (86.7%) agree, (5%) not sure, while (8.3%) disagree. This means that the respondents are quite aware of the existence of the lack of experienced EFL teachers in secondary schools.

Table (4.4) Using mother tongue language during English periods should not be allowed

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	45	75.0%
not sure	9	15.0%
Disagree	6	10.0%
Total	60	100.0%

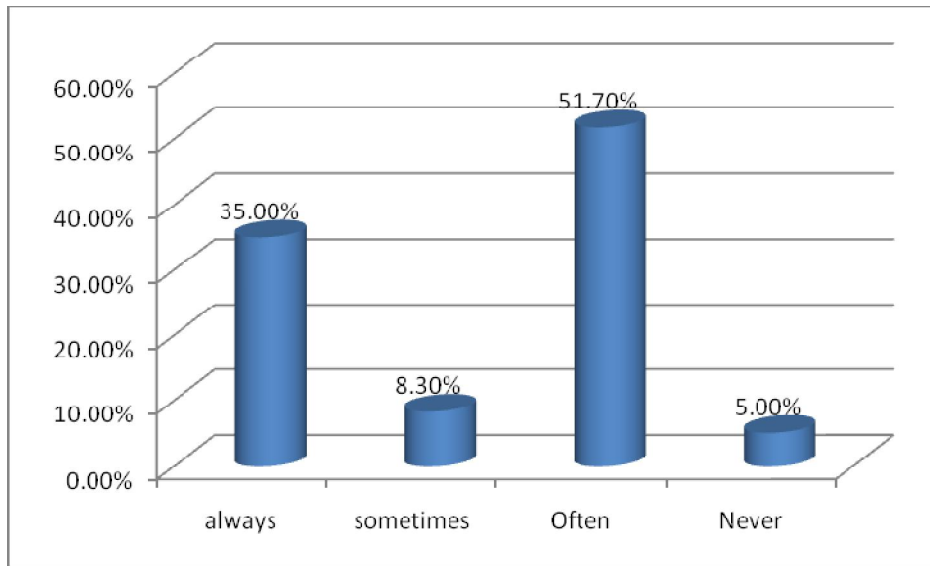


Figure(4.4) Banning of using the mother tongue language during English periods

The table and figure above show that the distribution of the sample by the statement as follows (75%) agree, (15%) not sure but (10%) disagree. The results show that a large number of the respondents assure of using mother tongue language during English periods should not be allowed.

Table(4.5) Doteachers give enough focus to teaching methods while teaching EFL learners?

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Always	21	35.0%
Often	31	51.7%
Sometimes	5	8.3%
Never	3	5.0%
Total	60	100.0%

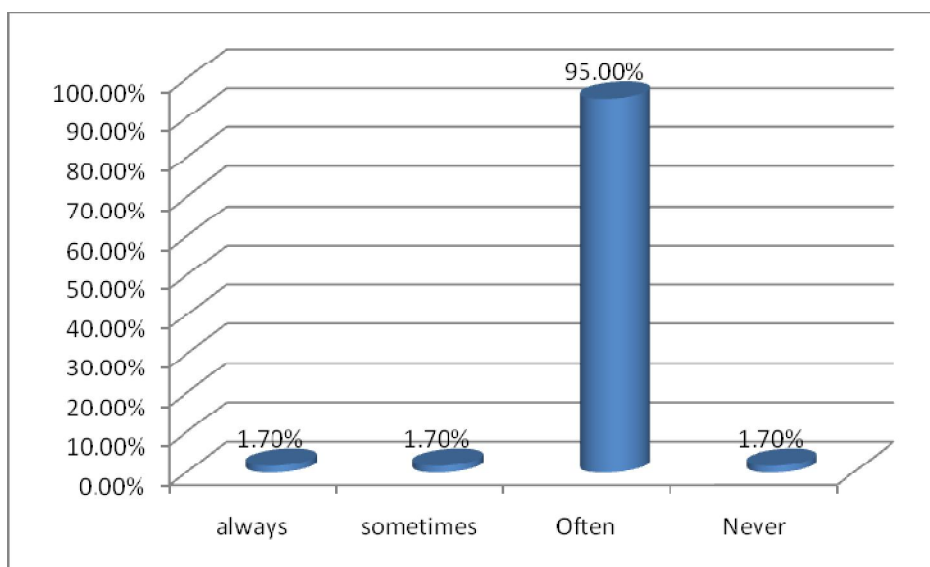


Figure(4.5) Teachers give enough focus to teaching methods while teaching EFL learners

The table and figure above show that the distribution of the sample by the statement as follows: (35%) always, (8.3%) sometimes, (51.7%) often, while only (5%) never. This means that a large number of the respondents believe that teachers give enough focus to teaching methods while teaching EFL learners.

Table(4.6) Are teaching methods given enough focus in EFL learners syllabus?

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Always	1	1.7%
Often	57	95.0%
Sometimes	1	1.7%
Never	1	1.7%
Total	60	100.0%



Figure(4.6) Teaching methods are given enough focus in EFL learners' syllabus

The table and figure above show that the distribution of the sample by the statement as follows: (1.7%) always, (1.7%) sometimes, (95%) often, while only (1.7%) never. This result means that the respondents assure of the teaching methods are given enough focus in EFL learners' syllabus.

Table (4.7) Do teachers give EFL learners enough exercises to know about the various teaching methods?

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Always	5	8.3%
Often	53	88.3%
Sometimes	1	1.7%
Never	1	1.7%
Total	60	100.0%

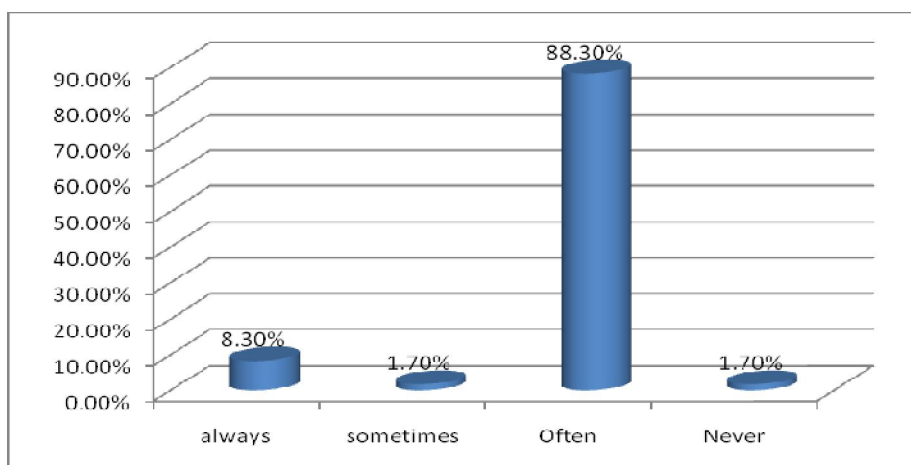


Figure (4.7) Teachers give EFL learners enough exercises to know about the various teaching methods

The table and figure above show that the distribution of the sample by the statement as follows: (8.3%) always, (1.7%) sometimes, (88.3%) often, while only (1.7%) never. The result indicates that the majority of the respondents confirm that the teachers give EFL learners enough exercises to know about the various teaching methods.

Table (4.8) Do teachers use the communicative approach while teaching EFL learners?

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Always	28	46.7%
Often	24	40.0%
Sometimes	4	6.7%
Never	4	6.7%
Total	60	100.0%

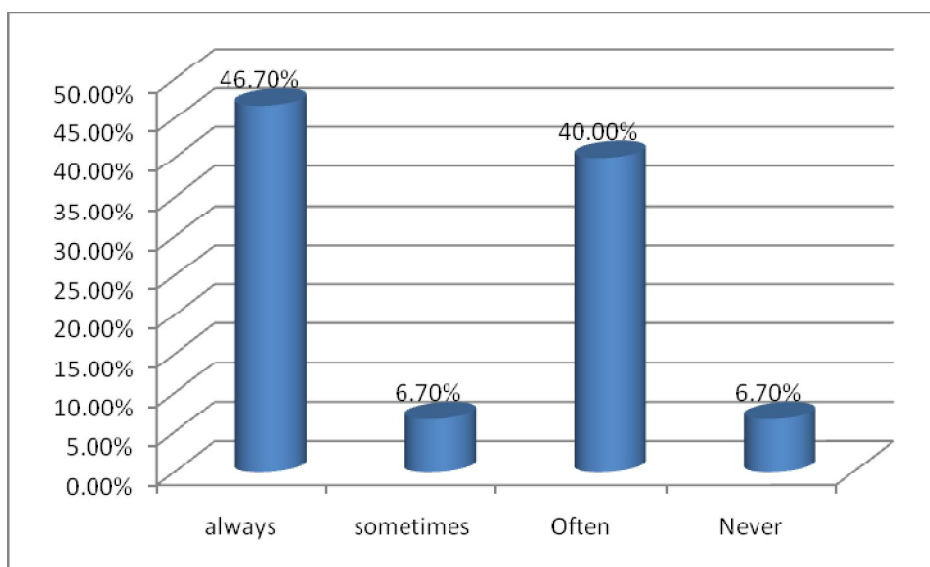


Figure (4.8) Teachers use the communicative approach while teaching EFL learners

The table and figure above show that the distribution of the sample by the statement as follows: (46.7%) always, (6.7%) sometimes, (40%) often, while (6.7%) never. This result indicates that teachers use the communicative approach while teaching EFL learners.

Table (4.9) Using only one teaching technique in an English lesson is not effective

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	57	95.0%
Agree to some extent	1	1.7%
Disagree	2	3.3%
Total	60	100.0%

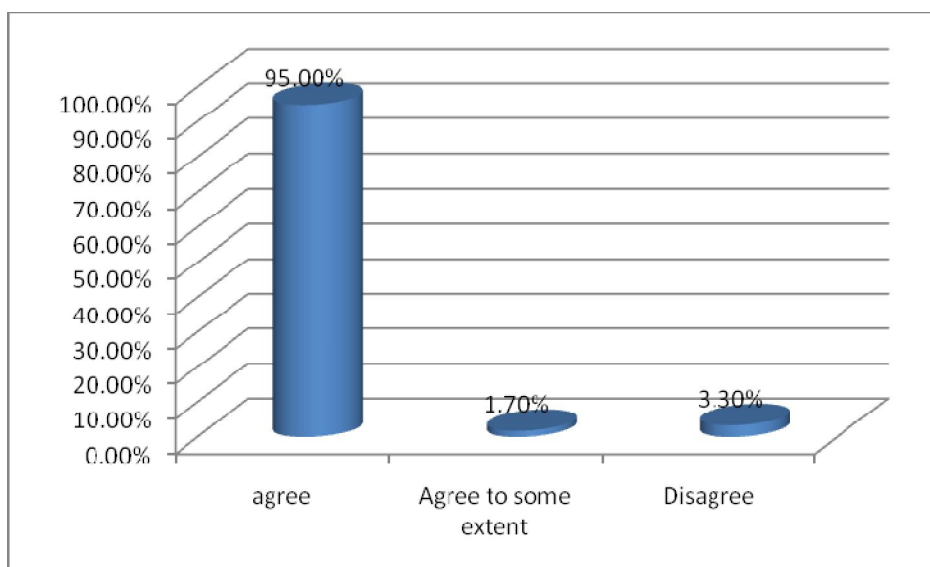


Figure (4.9) Ineffectiveness of using only one teaching technique in an English lesson

The table and figure above show that the majority of the respondents (95%) agree with this statement, (1.7%) agree to some extent, while only (3.3%) disagree. This indicates that a considerable number of the respondents are quite aware that using only one teaching technique in an English lesson is not effective.

Table (4.10) There are some methods such as Eclectic and Suggestopedia which are entirely ignored by Sudanese EFL teachers

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	52	86.7%
Agree to some extent	5	8.3%
Disagree	3	5.0%
Total	60	100.0%

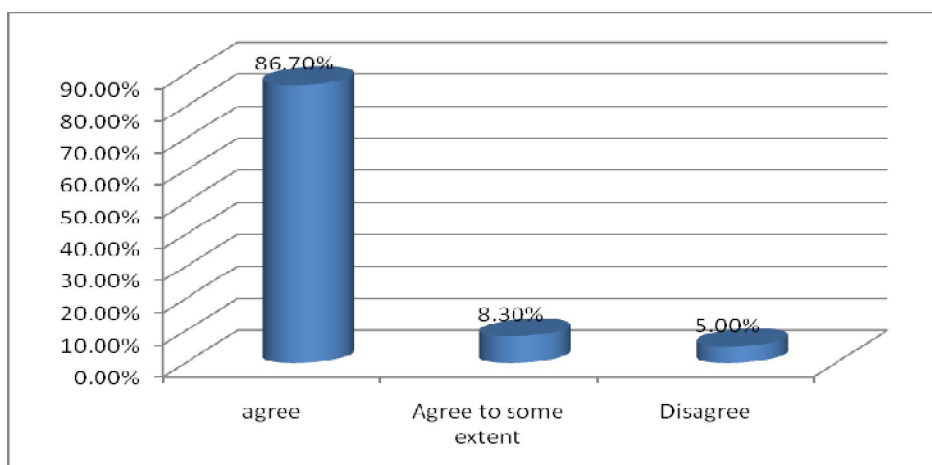
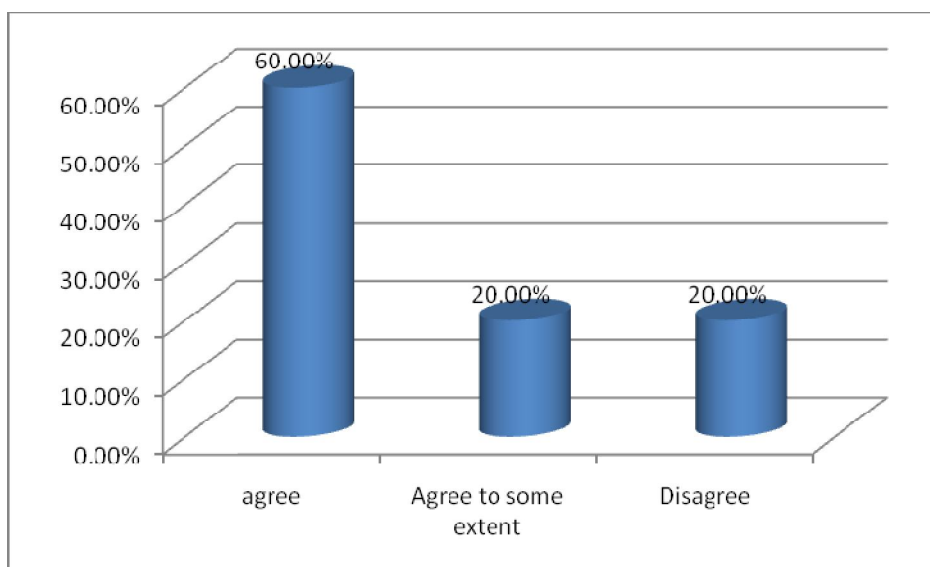


Figure (4.10) Negligence of some methods such as Eclectic and Suggestopedia by Sudanese EFL teachers

The table and figure above show that (86.7%) of the respondents agree with this statement, (8.3%) agree to some extent, while only (5%) disagree. This means that the majority of the respondents believe that there are some methods such as Eclectic and Suggestopedia which are entirely ignored by Sudanese EFL teachers.

Table(4.11) The teaching process cannot go successfully without using English teaching methods

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	36	60.0%
Agree to some extent	12	20.0%
Disagree	12	20.0%
Total	60	100.0%



Figure(4.11) The success of teaching process versus using English teaching methods

The table and figure above show that (60%) of the respondents agree with this statement, (20%) agree to some extent, while (12%) disagree. The results show that the teaching process cannot go successfully without using English teaching methods.

Table(4.12) Teachers training should be continuous, so as to know about various teaching methods.

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	45	75.0%
Agree to some extent	6	10.0%
Disagree	9	15.0%
Total	60	100.0%

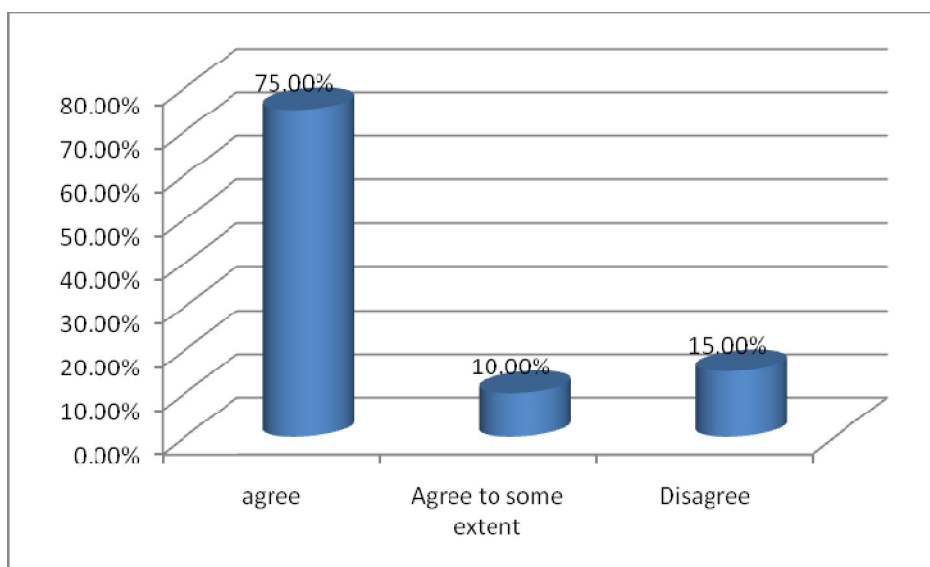
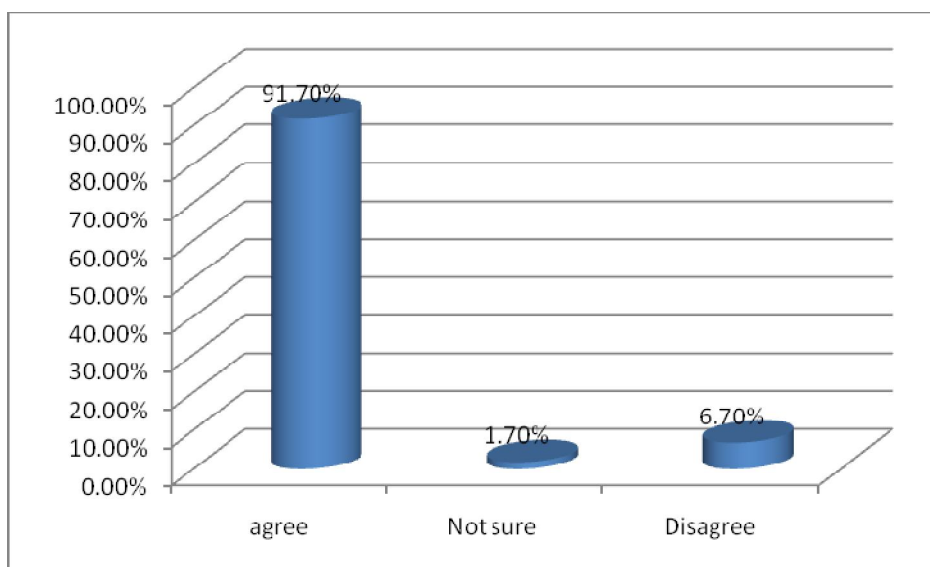


Figure (4.12) Continuous training of teachers needed for knowing about various teaching methods

The table and figure above show that (75%) of the respondents agree with this statement, (10%) agree to some extent, while (15%) disagree. This means that the majority of the respondents believe that teachers training should be continuous so as to know about various teaching methods.

Table(4.13) Some teachers do not give enough focus to the eclectic method while teaching EFL learners.

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	55	91.7%
Not sure	1	1.7%
Disagree	4	6.7%
Total	60	100.0%



Figure(4.13) Little focus to the Eclectic method by some teachers while teaching EFL learners

The table and figure above show that (91.7%) of the respondents agree with this statement,(1.7%) not sure, while (6.7%) disagree. This means that some teachers do not give enough focus to the Eclectic method while teaching EFL learners.

Table (4.14) A teacher can select the best teaching method for each lesson

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	51	85.0%
Not sure	6	10.0%
Disagree	3	5.0%
Total	60	100.0%

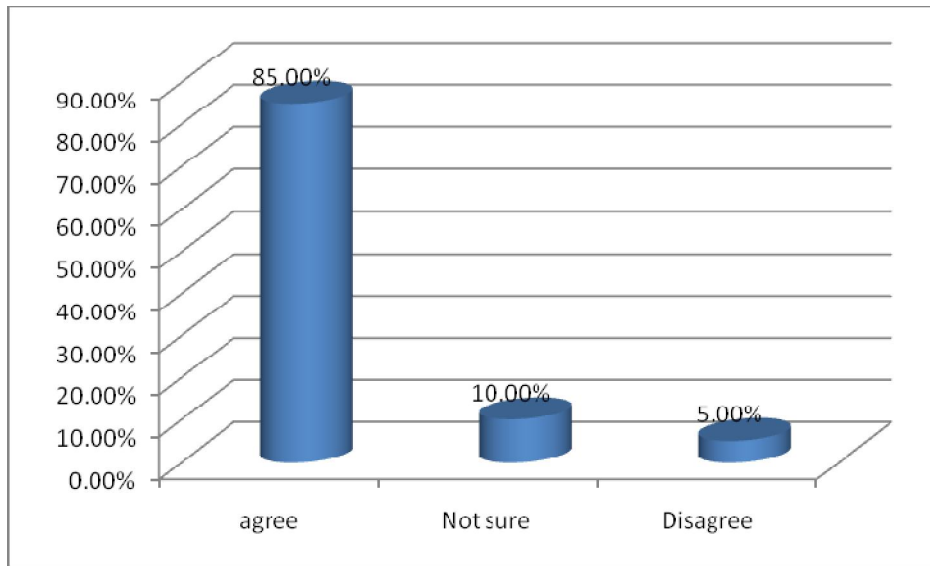
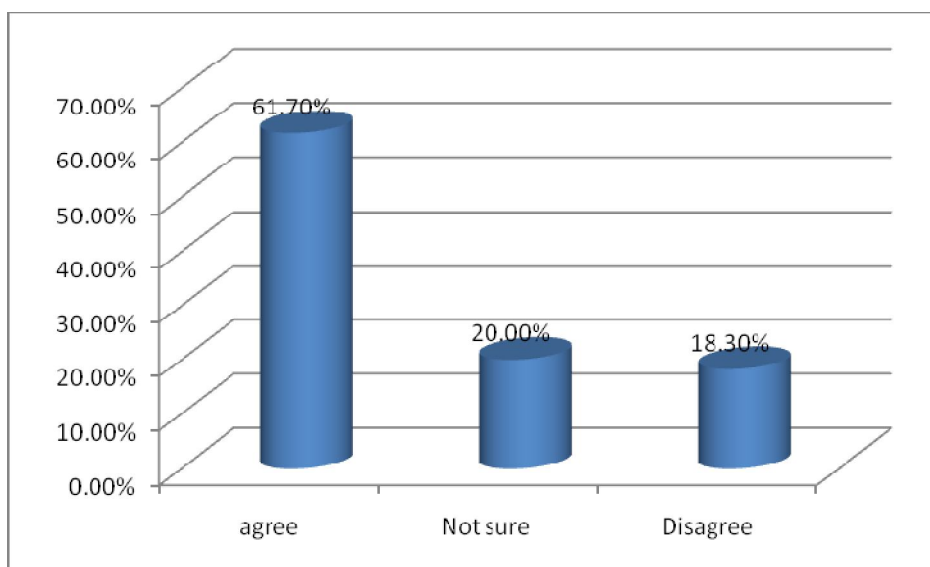


Figure (4.14) Selection of the best teaching method for each lesson by a teacher

The table and figure above show that (85%) of the respondents agree with this statement, (10%) not sure, while only (5%) disagree. This means that the majority of the respondents believe that a teacher can select the best teaching method for each lesson.

Table (4.15) The eclectic technique enables teachers to take the best of what each method offers.

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	37	61.7%
Not sure	12	20.0%
Disagree	11	18.3%
Total	60	100.0%

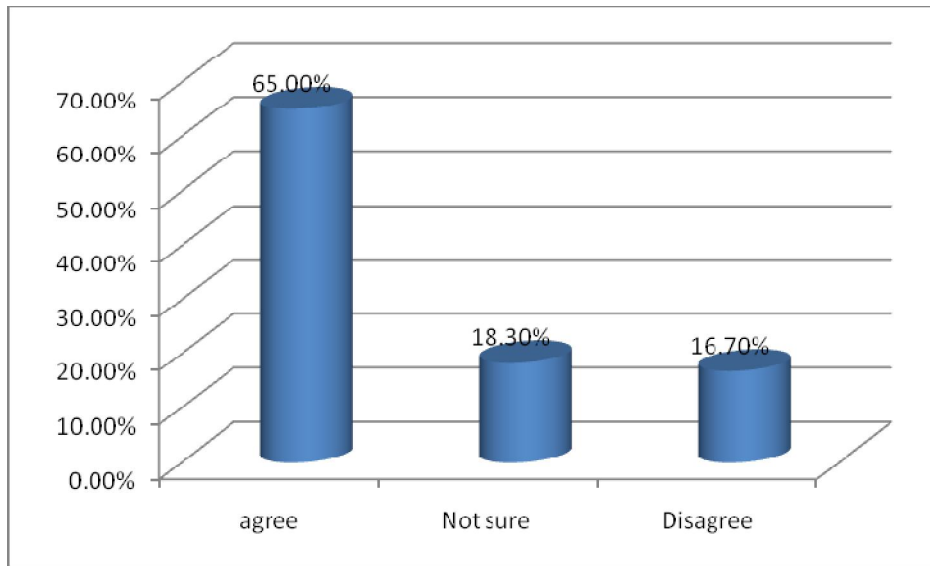


Figure(4.15) The Eclectic Technique enabling teachers to take the best of what each method offers

The table and figure above show that (61.7%) of the respondents agree with statement, (20%) not sure, while (18.3%) disagree. The results show that a considerable number of the respondents make sure that the eclectic technique enables teachers to take the best of what each method offers.

Table(4.16) It is difficult to apply the eclectic technique in large classes.

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	39	65.0%
Not sure	11	18.3%
Disagree	10	16.7%
Total	60	100.0%



Figure(4.16) Difficult application of the Eclectic Technique in large classes

The table and figure above show that (65%) of the respondents agree with this statement, (18.3%) not sure, while (16.7%) disagree. This indicates that the bulk of the respondents consider that it is difficult to apply the eclectic technique in large classes.

4.2 Discussion of Hypotheses in Relation to the Results of the Questionnaire

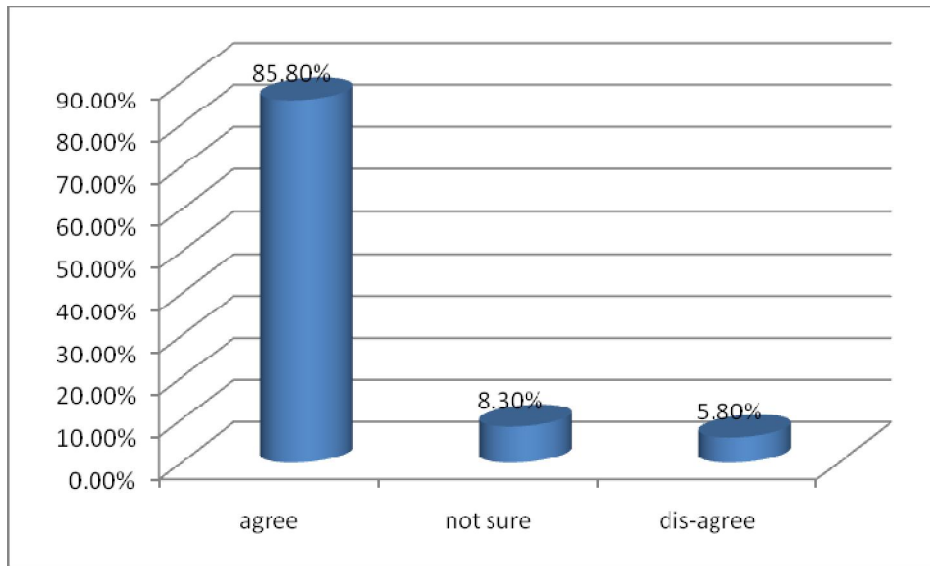
This section is limited to the discussion of four hypotheses which have been put forward by the researcher in chapter one with relevance to the results of the questionnaire. Each hypothesis will be dealt separately.

Hypothesis One: “The majority of Sudanese EFL teachers face difficulties in teaching English in secondary level.”

This hypothesis is justified by means of the results of (4) items (1,2,3,4) which support this hypothesis positively by (88.3%), (93.3%), (86.7%), and (75%) respectively. All the above results support this hypothesis as enough as the enormous number of respondents agree over the interrelated information of these statements which support that Sudanese EFL teachers encounter problems in teaching English at secondary level. Thus, hypothesis one is judged reliable and valid according to the results of the mentioned statements that correlatively agree over the majority of Sudanese EFL teachers face difficulties in teaching English at secondary level.

4.17The majority of Sudanese EFL teachers face difficulties in teaching English in secondary level

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	206	85.8%
not sure	20	8.3%
Disagree	14	5.8%
Total	240	100.0%



Figure(4.17) The majority of Sudanese EFL teachers face difficulties in teaching English in Secondary level.

<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>
240	2.8	0.5270	297.900	2	0.000

It is noted from the table above that the value of chi-square is (297.9), but significance value is (0.000) which is less than the probability value (0.05). This means that the majority of Sudanese EFL teachers face difficulties in teaching English in secondary level with an average (2.8) and standard deviation (0.527).

Hypothesis Two: “The majority of Sudanese EFL teachers stick to one teaching method (Grammar Translation Method).”

The results of the statements (5, 6, 7, 8) confirm this hypothesis. In statement (5), (95%) have responded positively agreeing that teachers give enough focus to teaching method while teaching EFL learners. Statement (6) justifies this hypothesis by (98.3%) of the respondents who have positively responded to the idea that teaching methods are given enough focus EFL learners’ syllabus. Also,(98.3%) of the respondents have responded positively to statement (7) which shows that teachers give EFL learners enough exercises to know about the various teaching methods. In addition, in statement (8), (93.3%) of the respondents have responded positively to the idea that teachers use the communicative approach. Thus, hypothesis two is reliable and valid as a solution to the problem of study.

Table(4.18) The majority of Sudanese EFL teachers stick to one teaching method (grammar translation method)

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Always	55	22.9%
Often	165	68.8%
Sometimes	11	4.6%
Never	9	3.7%
Total	240	100.0%

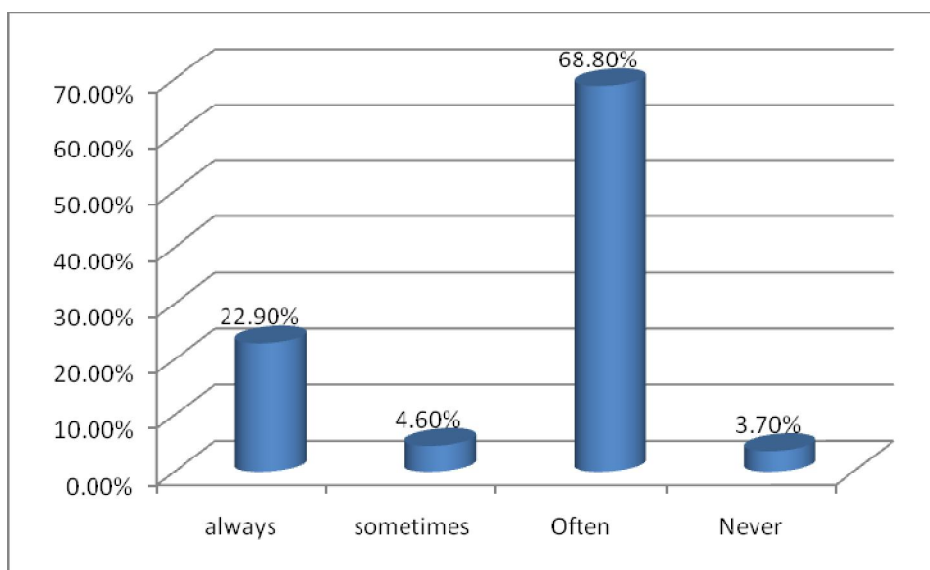


Figure (4.18) Teachers use the communicative approach while teaching EFL learners

<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>
240	2.4667	0.8862	267.533	3	0.000

It is noted from the table above that the value of chi-square is (267.533) but significance value is (0.000) which is less than the probability value (0.05). This means that the majority of Sudanese EFL teachers stick to one teaching method (Grammar Translation Method) with an average (2.4667) and standard deviation (0.8862).

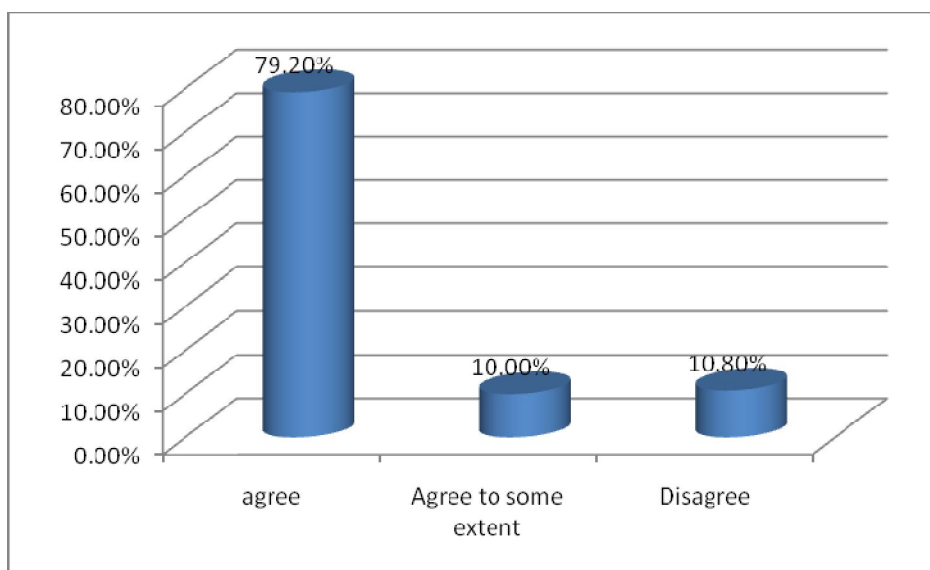
There are many entirely methods that are ignored by teachers

Hypothesis Three: “There are methods that are entirely ignored by teachers”

Hypothesis three is sustained to be valid and reliable by the results of the statements: (9, 10, 11, 12), they have received positive attitudes of the respondents which are represented by (96.7%), (95%), (80%), (85%) successively. Statement (9) justifies the ineffectiveness of using only one teaching method in an English lesson. Then, statement (10) supports the negligence of some methods such as Eclectic and Suggestopedia by Sudanese EFL teachers. Statement (11) also verifies that the teaching process cannot go successfully without using English teaching methods. Finally, statement (12) highlights teachers training should be continuous so as to know about various teaching methods.

Table(4.19) There are many methods that are entirely ignored by teachers

Options	Frequency	Percent
Agree	190	79.2%
Agree to some extent	24	10.0%
Disagree	26	10.8%
Total	240	100.0%



Figure(4.19) There are many methods that are entirely ignored by teachers

N	Mean	Std. Deviation	Chi-Square	df	Sig.
240	2.6833	0.6594	226.900	2	0.000

It is noted from the table above that the value of chi-square is (226.900), but significance value is (0.000) which is less than the probability value (0.05). This means that there are many methods that are entirely ignored by teachers with an average (2.6833) and standard deviation (0.6594).

Hypothesis Four: The Eclectic Technique is not given enough focus by teachers

Results of the statements (13, 14, 15, 16) are supportive to this hypothesis, for (93.3) of the respondents in the statement (13), have positively accepted that some teachers do not give enough focus to the Eclectic Method while teaching EFL learners. Besides, (95%) of the respondents in statement (14) have responded positively to the fact that a teacher can select the teaching method for each lesson. Also, in statement (15), (81.7%) of the respondents have positive attitudes to the idea that the Eclectic Technique enables teachers to take the best of what each method offers. Finally, (83.3%) of the respondents have responded in statement (16); they emphasize that it is difficult to apply the Eclectic Technique in large classes.

For further explanation and verification of ***hypothesisfour*** ‘*The eclectic technique is not given enough*

focus by teachers’, the table and figure below are shown as follows:

Table (4.20) The Eclectic Technique is not given enough focus by teachers

<i>Options</i>	<i>Frequency</i>	<i>Percent</i>
Agree	182	75.8%
Not sure	30	12.5%
Disagree	28	11.7%
Total	240	100.0%

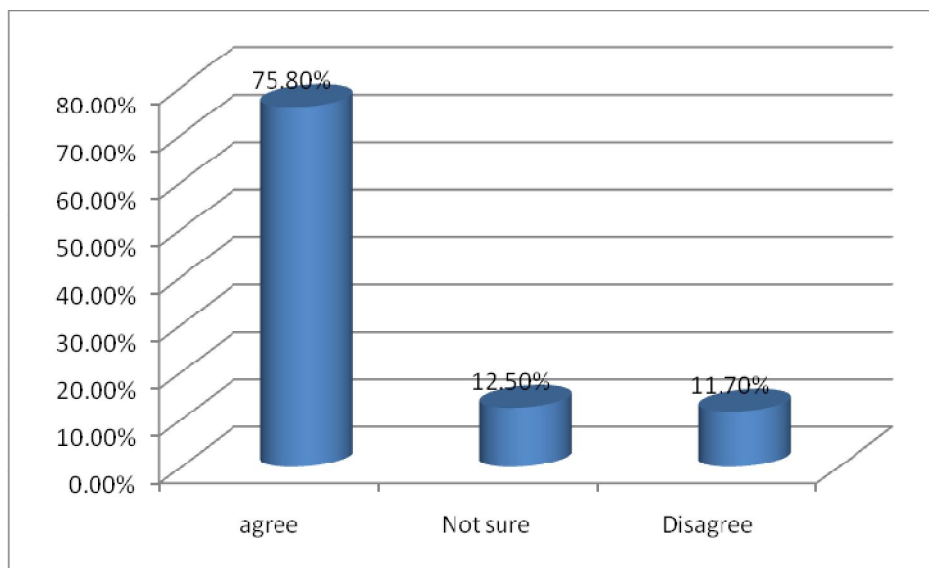


Figure (4.20) The Eclectic Technique not given focus by teachers

<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>
240	2.6417	0.6820	195.100	2	0.000

It is noted from the table above that the value of chi-square is (195.100) and significance value is (0.000) which is less than the probability value (0.05) .This means the Eclectic Technique is not given enough focus by teachers with an average =(2.6417) and standard deviation =(0.6820) .

4.3 Comments on Data Analysis

The researcher observes that the whole four hypotheses corresponding with the ideas of the respondents. Therefore, the researcher thinks that it is better for the Ministry of Education to apply the Direct Methods in basic school because the Direct Methods enhance basic school students and secondary school students to speak fluently and to communicate directly with their colleges and the people around them. The Ministry of Education can carry out intensive training courses in these methods among the teachers at basic schools and secondary schools levels to promote their learning in the future and also to conduct intensive course among supervisors of English language at basic school and secondary school in order to receive the better feedback in teaching process of English language as a foreign language. A significant number of the teachers highlighted the fact that students' performance in speaking English language is weak. At the same

time, a larger number of the teachers pointed out that teaching process cannot be available or even possible in larger classes.

CHAPTER FIVE

CONCLUSION, RESULTS, RECOMMENDATIONS AND SUGGESTIONS

5.1 Conclusion

This study is an investigation of the reasons that make Sudanese teachers at secondary school level stick to Grammar Translation Method. Therefore, a questionnaire has been used as a tool for collecting the required data. (60) EFL teachers and supervisors at different secondary schools in Khartoum Locality responded to the questionnaire. The data has been analyzed and the results which have been obtained, provide the following findings:

5.2 Findings

The main findings of this study are as follows:

- 1- In most classes, the number of students which was above sixty, hindered active interaction and communication between teachers and students, and made the teachers stick to Grammar Translation Method
- 2- It is clear to say that the majority of respondents agreed that the Eclectic Technique is not given enough focus by teachers because it is difficult to apply in large classes despite the fact

that the Eclectic Technique enables teachers to apply various and the best of what each method offers.

- 3- If teachers apply various methods, techniques and approaches in teaching English language, the students' abilities and learning process will be improved.
- 4- Training is the basic requirement for teachers particularly for those un-trained, un-specialized and un-experienced in order to promote and facilitate their teaching methods and techniques .Teachers training should be continuous so as to cover various teaching methods and techniques.

Finally, the opinions of the supervisors related to the findings of the study are that the majority of English language teachers stick to Grammar Translation Method. At the same time, they recognized that the majority of the students in secondary school level are not able to express themselves fluently as the result of using the Grammar Translation Method by their teachers.

5.3 Recommendations

In the light of the results of the study, the researcher recommends the following:

- 1- The awareness should be raised among English language teachers to use various kinds of methods, techniques and

- approaches in teaching English language at secondary school level in large classes to enhance interaction process.
- 2- A permanent training program in various kinds of methods and using the visual aids can be stressed.
 - 3- Practice should be intensive and extensive in order to develop fluency among students at secondary schools level

5.4 Suggestions for Further Studies

The following topics should be investigated in the further studies:

- 1- Continuous program of training in various methods, techniques and approaches to improve the performance of secondary school teachers.
- 2- Raising awareness among English language to avoid using Grammar Translation Method helping students to express themselves fluently.
- 3- The importance of the eclectic technique in teaching process.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Appendix (1) Sudan University of science and
Technology
College of Postgraduate Studies
College of Education.
Questionnaire:-**

**The Reasons that make Sudanese English language
teachers in secondary school level stick to Grammar
Translation method.
(A case study of Khartoum Locality)**

**A Thesis submitted in fulfillment of the Requirements
for the Degree of master in Education.**

Appendix (2)

The List of lecturers who checked the validity and reliability of the questionnaire:-

- 1- TarigAlshiekh .Assistant professor and Head department of Educational sector in Faculty of Education in Sudan University of Science and Technology.
- 2- Ali Khalid Modawi .Professor in Sudan University of science and Technology
- 3- Montasour. Deputy Dean in Faculty of Education in Sudan University of Science and Technology.
- 4- Dr. HamadAlnielDallallaHamad .Assistant instructor in English language teaching and part-timer in Khartoum University, Faculty of Education.
- 5- Hassan Mahil, lecturer and coordinator for Distance learning.