



Sudan University of Science & Technology

College of Graduate Studies



Factors Negatively Affecting Teaching English Language at Khartoum Governmental Secondary Schools

**العوامل المؤثرة سلبا علي تدريس اللغة
الانجليزية بمدارس الخرطوم الثانوية
الحكومية**

**A Thesis Submitted in Fulfilment of the
Requirements for the Degree of PhD in
Education (ELT)**

Submitted by:

Osman Abdelkareem Albushra Abuh

Supervised by:

Dr. Abdulmahmoud Idrees Ibrahim

November 2015

Initiation

﴿ بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ ﴾

﴿In the name of Allah, the merciful, the most merciful﴾

: قال الله تعالى

﴿ أَلَمْ تَرَ أَنَّ اللّٰهَ أَنْزَلَ مِنَ السَّمَاءِ مَاءً فَأَخْرَجْنَا بِهِ ثَمَرَاتٍ ﴿٢٧﴾ مُخْتَلِفًا أَلْوَانُهَا وَمِنَ الْجِبَالِ جُدَدٌ بَيضٌ وَحُمْرٌ مُّخْتَلِفٌ أَلْوَانُهَا وَغَرَابِيبُ سُودٍ ﴿٢٧﴾ وَمِنَ النَّاسِ وَالدَّوَّابِّ وَأَلْأَنْعَامِ مُخْتَلِفٌ أَلْوَانُهُ كَذٰلِكَ اِنَّمَّا ﴿٢٨﴾ يَخْشَى اللّٰهَ مِنْ عِبَادِهِ الْعُلَمَاءُ اِنَّ اللّٰهَ عَزِيزٌ غَفُوْرٌ ﴿٢٨﴾

﴿ Did you not see how Allah sends down water from the sky and with it brings forth different coloured fruits and in the mountains there are paths of various colours, of white and red, and jet black. ﴿27﴾ People too, and beasts and cattle have their different colours, but it is only those amongst his worshippers that fear Allah who have knowledge, indeed, Allah is the Almighty and the Forgiving ﴿28﴾ ﴿﴾

صدق الله العظيم

(سورة فاطر - الآيات (27 - 28)

Quran, Sorat Fatir, Verses (27-28)

Dedication

I would like to dedicate this work to my parents, my wife, my brothers, my relatives and all friends for their endless love and encouragement.

Acknowledgements

Praise be to Allah for giving me the patience and diligence to complete this thesis. I would like to express my sincere gratitude to my supervisor Dr. Abdulmahmoud Idrees Ibrahim. I would like with warmth and gratitude to appreciate his patience and his guidance for offering me a chance to see and experience how experimental work can be realized. His advice and guidance have been a driving force to continue my PhD study.

Finally, I would like to express my gratitude to many experts in teaching English language as a foreign language. I would like to acknowledge them for their cooperation in checking every item according to objectives of the study, particularly, I thank Dr. Nada Aljack, Dr. Mohammad Alamin Alshingitee, Dr. Mohammad Alteib, Dr. Kirya Ahmed and Ustaz. Mohammad Haroon. I would like to thank University of Sudan of science and Technology for giving me this chance to study for PhD degree.

Abstract

The study is carried out to identify factors that negatively affecting teaching English language at Khartoum governmental secondary schools. The study deals with improving an effective teaching environment and providing teachers with adequate information in using effective teaching methods. This study focuses on avoiding factors negatively affecting teaching English. The study was hypothesized that an unhealthy learning environment negatively affecting teaching English language. Teachers do not use teaching techniques effectively. Teachers do not frequently use modern teaching aids. Students do not learn English in the environment convenient for learning. Qualitative and Quantative approaches were utilized to find out objectively facts about a negatives factors and to study the relationship between these facts by using scientific techniques. Questions of questionnaires answered by 100 teachers of English language. The interviews questions answered by 25 experienced teachers of English language and 25 experienced teachers of English language are observed in their classrooms. The data collected by using cassette recording and questions sheets. The chi-square is used for analyzing the subjects' responses. The analysis indicated that there are several factors that negatively affected teaching English Language. These factors related to teachers, students and schools. Students are needed constant motivation techniques for helping them arouse

their interest and maintain motivation . Teachers discourage students to learn by construction or creating things or use different kinds of aids, which were relevant to develop motivation among students. Teachers unable to use effective teaching methods, because schools lack of teaching aids and insufficient resources.

Abstract Arabic Version

مستخلص البحث

أجريت هذه الدراسة لتحديد العوامل المؤثرة سلبا علي تدريس اللغة الانجليزية بمدارس الخرطوم الثانوية الحكومية. اهتمت الدراسة بتحسين بيئة تعليمية فعالة. وتزويد المعلمين بمعلومات كافية باستخدام أساليب التدريس الفعال. ركزت الدراسة علي تفادي العوامل المؤثرة سلبا علي تدريس اللغة الانجليزية. افترضت الدراسة بان البيئة التعليمية بيئة غير تعليمية مؤثرة سلبا علي تدريس اللغة الانجليزية. افترضت الدراسة بان المعلمين لم يستخدموا الأساليب التعليمية بطريقة منتظمة. لم يستخدم المعلمين تقنيات تعليمية فعالة ولم يتعلم الطلاب في بيئة تعليمية ملائمة. الطريقة النوعية والكمية استخدمت لتحديد الحقائق الموضوعية المتعلقة بالعوامل السلبية ودراسة العلاقة بين هذه الحقائق. تمت الإجابة علي أسئلة الاستبانة من قبل 100 معلم في تدريس اللغة الانجليزية. تمت الإجابة علي أسئلة المقابلة من قبل 25 معلم من ذوي الخبرة في تدريس

الانجليزية .وتمت ملاحظة 25 معلم من ذوي الخبرة في تدريس اللغة الانجليزية في داخل حجرات الدراسة. استخدام الباحث تسجيل الكاسيت وورقة الأسئلة لجمع البيانات. استخدم الباحث مربع كاي لتحليل استجابات أفراد العينة. ضمنا أكد التحليل بان هناك عوامل مؤثرة سلبا على تدريس اللغة الإنجليزية وهذه العوامل تتعلق بالمعلمين، الطلاب والمدارس. يحتاج الطلاب داخل حجرات الدراسة لتحفيز مستمر يساعدهم في زيادة اهتمامهم والمحافظة على دافعتهم وتهيئة ظروف بيئية تعليمية . لا يشجع المعلمين الطلاب على التعلم ولا يستخدم المعلمين وسائل تعليمية فعالة في خلق أساليب تعليمية تساهم في تعزيز دافعية المتعلمين. لم يستخدم المعلمين الأساليب التعليمية الفعالة وذلك لعدم توفر الوسائل . والمصادر التعليمية

List of Contents

	Title	Page
	Initiation	i
	Dedication	ii
	Acknowledgements	iii
	Abstract	iv
	Arabic Abstract version	v
vi	List of Contents	
	List of Tables	x
	List of Figures	xii

Chapter One: Introduction

- 1.1. Background to the Study
1
- 1.2. Statement of the Research Problem
2
- 1.3. Objectives of the Study
3
- 1.4. Questions of the Study
3
- 1.5. Hypotheses of the Study
4
- 1.6. Significance of the Study
4
- 1.7. Limits of the Research

4	
1.8.	Research Methods
5	

Chapter Two: Review of Related Literature

2.0.	Teacher's Factors	6
2.1.	An untrained teachers	6
2.2.	An unqualified teacher	7
2.3.	Teacher's lack of competence	8
2.4.	Teachers' lack of confidence	9
2.5.	Teacher's low morale	9
2.6.	Teacher's lack of motivation	9
2.7.	Teacher's negative expectation	10
2.8.	An in effective personality of teacher	11
2.9.	Teacher's L ₁ and cultural background	12
2.10.	Teachers' overloaded work	12
2.11.	An inadequate feedback of teacher	13
2.12.	Teachers' negative attitudes towards teaching	14
2.13.	Students' factors	14
2.14.	Student's lack of motivation	15
2.15.	Student's negative expectation	

	15
2.16. Student's misbehaviour	16
2.17. Students' lack of intelligences	16
2.18. Ault student	17
2.19. Students' L ₁ cultural background	17
2.20. Students' lack of confidence	18
2.21. Student's attitude towards learning	19
2.22. School's Factors	19
2.23. Large class's size	19
2.24. Inadequate review of curriculum	21
2.25. The absence of audiovisual aids	21
2.26. An unhealthy classroom environment	22
2.27. Limited time of period	23
2.28. Insufficient resources	23
2.29. Limited testing contents	24
2.30. Family's low income level	25
2.31. Parents' interferences	25
2.32. Teaching factors	26
2.33. Teaching methods	26
2.34. Summary of principles in language teaching	

28	
2.35.	Reviewing the techniques of Audio lingual methods
32	
2.36.	Reviewing the techniques and materials of communicative language teaching
34	
2.37.	Techniques of teaching vocabulary
34	
2.38.	Teaching English pronunciation
34	
2.39.	Techniques use for presenting new pattern items
34	
2.40.	Goals to teach listening skills
35	
2.41.	Goals to teach speaking skills
36	
2.42.	Goals to teach reading skills
36	
2.43.	Goals of teaching writing skill
37	
2.44.	Psychology of teaching
37	
2.45.	Why is teaching philosophy important to the teacher?
38	
2.46.	Negative beliefs about teachers and students
38	
2.47.	Summary of chapter Two
39	
2.48.	Review of the previous studies related to the current study
40	
2.49.	Summary of the previous studies
47	

Chapter Three: Research Methodology

3.0.	Introduction
48	
3.1.	Instruments

48	
3.1.1.	Questionnaires
48	
3.1.2.	Interviews
49	
3.1.3.	Observations
49	
3.1.4.	Reliability and Validity
51	
3.2.	Procedures
51	
3.2.1.	Data collection
52	
3.2.2.	Data analysis
52	
3.3.	Summary of the chapter
52	

Chapter Four: Data Analysis, Results and Discussion

4.0.	Introduction
53	
4.1.	Data collected by various tools
53	
4.2.	Analysis of questionnaires
54	
4.2.1.	Schools names
55	
4.2.2.	Gender of respondents
57	
4.2.3.	Qualification of respondents
58	
4.2.4.	Experience of respondents
59	
4.2.5.	Teacher's factors
60	

4.2.6.	Students' Factors	67
4.2.7.	Schools factors	73
4.2.8.	Summary of questionnaires	80
4.3.	Analysis of interview	80
4.3.1.	Schools names	80
4.3.2.	Gender of respondents	82
4.3.3.	Respondents' qualification	83
4.3.4.	Respondents' experiences	84
4.3.6.	Analysis of interview questions	85
4.4.0.	Analysis of observation	89
4.4.1.	Personal data of respondents	90
4.4.2.	Schools names	90
4.4.3.	Gender of respondents	91
4.4.4.	Qualification of respondents	92
4.4.4.	Experience of respondents	93
4.4.5.	Analysis of classroom observations	94
4.4.6.	Classroom control	94
4.4.7.	Uses of the board	95
4.4.8.	Level of confidence	

96	
4.4.9.	Personality / style
97	
4.4.10.	Accuracy
98	
4.4.11.	Using of positive attitudes
99	
4.4.12.	Explaining of new vocabulary
100	
4.4.13.	Expansion of new pattern
101	
4.4.14.	Encouraging students to participate
102	
4.4.15.	Providing appropriate activities to reflect on students' skills
103	
4.4.16.	Organizing individual and group activities
104	

Chapter Five: Findings, Conclusions and Recommendations

5.0.	Findings
104	
5.1.	Conclusions
106	
5.2.	Recommendations
107	
5.3.	Suggestions for Further Study
110	
	References
111	
	Appendices
114	

List of Tables

page

Table (4.1).	Percent of questionnaires received
54	
Table (4.2).	Names of the schools
55	
Table (4.3).	Gender of respondents
57	
Table (4.4).	Qualification of respondents
58	
Table (4.5).	Respondents' experience
59	
Table (4.6).	An untrained teacher
60	
Table (4.7).	An unqualified teacher
61	
Table (4.8).	An unmotivated teacher
62	
Table (4.9).	Teacher's L ₁ culture
63	
Table (4.10).	Teacher's negative expectation
64	
Table (4.11).	Teaching hours
65	
Table (4.12).	Teacher's inadequate feedback
66	
Table (4.13).	An unmotivated students

67	
Table (4.14).	Students' negative expectation
68	
Table (4.15).	Students' misbehaviours
69	
Table (4.16).	Students' lack of intelligence
70	
Table (4.17).	Adult student
71	
Table (4.18).	Students' L ₁ culture
72	
Table (4.19).	Large class's size
73	
Table (4.20).	Uses of audiovisual aids
74	
Table (4.21).	Learning environment
75	
Table (4.22).	Limited time of period
76	
Table (4.23).	Schools' textbooks
77	
Table (4.24).	Families' low-incomes
78	
Table (4.25).	Limited testing contents
79	
Table (4.26).	Schools names
80	
Table (4.27).	Gender of Respondents
82	
Table (4.28).	Respondents' Qualification
83	
Table (4.29).	Respondents' experience
84	
Table (4.30).	Schools names
90	
Table (4.31).	Gender of respondents
91	

Table (4.32).	Qualification of respondents
92	
Table (4.33).	Experience of respondents
93	
Table (4.34).	Classroom control
94	
Table (4.35).	Uses of the board
95	
Table (4.36).	Level of confidence
96	
Table (4.37).	Personality/style
97	
Table (4.38).	Accuracy
98	
Table (4.39).	Using of positive attitudes
99	
Table (4.40).	Explanation of new vocabulary
100	
Table (4.41).	Explanation of new pattern
101	
Table (4.42).	Encouraging students to participate
102	
Table (4.43).	Providing appropriate activities
103	
Table (4.44).	Organizing individual and group activities
104	

List of Figures

page

Figure (4.1).	Tools for collecting data
53	
Figure (4.2).	Gender of respondents
57	
Figure (4.3).	Qualification of respondents
58	
Figure (4.4).	Experience of respondents
59	
Figure (4.5).	An untrained teacher
50	

Figure (4.6).	An unqualified teacher
61	
Figure (4.7).	An unmotivated teacher
62	
Figure (4.8).	Teacher's L ₁ cultural background
63	
Figure (4.9).	Teacher's negative expectation
64	
Figure (4.10).	Teaching hours
65	
Figure (4.11).	Teacher's inadequate feedback
66	
Figure (4.12).	An unmotivated students
67	
Figure (4.13).	Students' expectation
68	
Figure (4.14).	Students' misbehaviours
69	
Figure (4.15).	Students' lack of intelligence
70	
Figure (4.16).	Adult student
71	
Figure (4.17).	Students' L ₁ culture
72	
Figure (4.18).	Large class's size
73	
Figure (4.19).	Uses of audiovisual aid
74	

Figure (4.20).	Learning environment
75	
Figure (4.21).	Limited time of period
76	
Figure (4.22).	Schools textbooks
77	
Figure (4.23).	Families' low income
78	
Figure (4.24).	Limited test contents
79	
Figure (4.25).	Gender of respondents
82	
Figure (4.26).	Respondents' qualification
83	
Figure (4.27).	Respondents' experience
84	
Figure (4.28).	Gender of respondents
91	
Figure (4.29).	Qualification of respondents
92	
Figure (4.30).	Experience of respondents
93	
Figure (4.31).	Classroom control
94	
Figure (4.32).	Uses of the board
95	
Figure (4.33).	Level of confidence
96	

Figure (4.34).	Personality/style
97	
Figure (4.35).	Accuracy
98	
Figure (4.36).	Using of positive attitudes
99	
Figure (4.37).	Explanation of new vocabulary
100	
Figure (4.38).	Explanation of new pattern
101	
Figure (4.39).	Encouraging learners to participate
102	
Figure (4.40).	Providing appropriate activities
103	
Figure (4.41).	Organizing individual and group activities
104	

Chapter One

Introduction

Introduction

1.0. Background of the Study

An effective teaching develops interaction between teacher and students. The choice of effective teaching depends on the information, culture and skills that are being taught. An effective teaching is affected by the aptitude of students, school environment and teachers' psychological or professional. Teaching methods use for teaching that includes class participation, demonstration, recitation and memorization for developing an effective teaching.

Cooperative learning focuses on effective teaching in developing teaching strategies through pair/group work for giving students chances in using their own methods for developing their learning strategies according to the lesson activities. The cooperative learning deals with students' beliefs when students cooperate with each other for practicing and participating in developing learning process.

The use of teaching techniques helps teachers achieve the objectives of lesson, increase interested of students for learning a foreign language, helps teachers overcome difficulties of teaching and engages all students in learning activities. Teaching techniques deals with developing effective teaching to involve students for interesting learning a foreign language. Unhealthy environment of classrooms make teachers unable to develop their strategies of teaching a foreign language.

Sudanese Ministry of General Education provides teachers with training courses for teaching a foreign language. Teachers have difficulties in speaking a foreign language and unable to express their ideas or provide students with enough information about a foreign language course.

Teachers' attitudes closely relate to schools environment, when schools environment is unhealthy, teachers will develop ineffective teaching techniques. Unhealthy environment of classroom discourages teachers to develop teaching strategies. When schools lack of teaching techniques, teachers tend to use traditional methods.

1.1. Statement of the Research Problem

An effective teaching helps students overcome learning difficulties. Teachers have major effects on students' achievement, when teachers use effective teaching methods. Teachers need to learn more information about their students' belief so as to improve students' attitude towards learning a foreign language.

The study aims at investigating factors negatively affecting teaching English language at Khartoum governmental secondary schools. Teachers need to know more information about the students and how to applied teaching methods. Teachers should master the subject matter and have a good planning to attain objectives of teaching process.

An unqualified teacher unable to teach a foreign language properly. Teaching a foreign language focuses on pedagogical

skills, culture and knowledge in developing an effective teaching. A qualified teacher can succeed in developing new teaching strategies. Misbehaviour of students negatively affects teaching environments. When students lack of motivation, teachers will avoid cooperative learning. Self-esteem of students will develop when they participate in each activity.

The use of modern teaching aids makes teaching more interesting, more effective and more realistic. Teaching aids help in developing learning environment by giving student opportunities to interact with the teacher. The use of aids in classrooms are helpful to motivate students to learn in cooperative situations, students can achieve their goals only with natural cooperation and help from members of group when students are comfortable with their peers. Short instructional period with long activities does not only make activities difficult, but it also make it difficult to implement creative models of teaching techniques. Teachers should develop their pedagogical skills and language awareness in using new effective teaching strategies.

1.2. Objectives of the Study

The current study aims at:

- 1.** identifying factors negatively affecting teaching English.
- 2.** improving an effective teaching environment.
- 3.** providing teachers with information in using teaching techniques.

4. avoiding negative factors for creating an effective learning environment.

1.3. Questions of the Study

The current study will answer the following questions:

1. What are the significance factors negatively affecting teaching English?

2. To what extent do the teachers use teaching techniques effectively?

3. Why do the teachers not frequently use modern teaching aids?

4. To what extent do students learn English in the environment convenient for learning?

1.4. Hypotheses of the Study

The current study includes the following hypotheses:

Hypothesis (1): "An unhealthy learning environment negatively affecting teaching English".

Hypothesis (2): "Teachers do not use teaching techniques effectively".

Hypothesis(3): "Teachers do not frequently use modern teaching aids".

Hypothesis(4): "Students do not learn English in the environment convenient for learning".

1.5. The significance of the Study

The study deals with identifying factor negatively affecting teaching English language. This study focuses on improving an effective teaching environment. This study deals with providing teachers with information in using teaching techniques. The importance of this study is to avoid any negative factor for creating an effective teaching environment .

1.6. Limits of the Research

The study does not claim to be exhaustive, but it will be limited to a consideration of only the following aspects:

- a) This study is limited to identify factors negatively affecting teaching English language.
- b) The study is limited to examine negative factors at Khartoum governmental secondary schools and it is conducted to this academic year (2015).
- c) The study is limited for developing effective teaching environment.

1.7. Research Methodology

Qualitative and Quantitative approaches are utilized to find objectively facts about negative factors and to study the relationship between these factors by using scientific techniques. The instruments of this study include teachers' questionnaires, teachers' interviews and observations of their

lessons. The case study is limited to these three types of instruments to investigate and identify factors that negatively affecting teaching English.

The questionnaire items were derived from literature review and personal teaching. Questionnaires are answered by 100 teachers of English language. There are 53 schools and 157 teachers, (84 male and 73 female) at Khartoum governmental secondary schools. Interviews' questions are used to elicit certain information from the subjects through conversations between an interviewer and the subjects. The interviews' questions are answered by 25 experienced teachers of English language and the researcher is going to use cassette recording.

The items of observational questions were derived from literature and persona teaching .The questions of observation take a little time, allowed to observe behaviour of the teachers and the students. The researcher observes 25 experienced teachers of English language in their classroom. The data are collected by using cassette recording and questions sheets. The chi-square is used for analyzing and describing the subjects' responses.

Chapter Two

Review of Related Literature

Chapter Two

Review of Related Literature

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

2.0. Teacher's Factors

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

2.1. An untrained teacher

An untrained teacher has difficulties in developing an effective teaching. An untrained teacher has not abilities to vary his teaching methods. Teachers with limited training tend to use

inappropriate teaching methods. An untrained teacher lack of basic teaching skills, information, culture and techniques of teaching. An untrained teacher faces difficulties in preparing lesson plans, class room management ,teaching of four skills such as reading ,writing ,listening and speaking, techniques for presenting and practicing new teaching items and correcting errors. Training course develops attitudes, knowledge, skills, and behaviour of teachers in making an effective teaching.

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

2.2. An unqualified teacher

An unqualified teacher indicates for the teacher whose qualifications and experiences not well matched to demands of curriculum. An unqualified teacher discourages students to learn a foreign language. The language of an unqualified teachers lack of culture, knowledge, pedagogical skills in explaining and describing activities related to a foreign

language. An unqualified teacher unable to provide students with positive teaching.

In teaching a foreign language, teachers need to have cultural background about teaching a foreign language, pedagogical skills and language awareness in developing teaching process. Paul (2005,75) argues that *"foreign language teachers without language awareness, pedagogical skills, and cultural competence find difficulties to communicate with students"*. This proves that teachers should have teaching skills, culture and knowledge about a foreign language. An unqualified teacher unable to provide students with positive information about an effective learning. An unqualified teacher faces difficulties in speaking a foreign language fluently and unable to express their ideas in a foreign language.

An unqualified teacher has negative effects on students' achievement. When teacher is an unqualified, students will not learn a foreign language properly. Teaching a foreign language depends on skills of how teachers teach, but teachers without any teaching qualification cannot contribute positively in communicating with students. When teachers are not specialized in teaching the subject, teachers will create an ineffective teaching. An unqualified teacher ineffectively teach students and leads dropping students out of high school or pass too easily. David (2001, 108).

2.3. Teachers' lack of competence

Teacher's lack of competence affects on knowledge, ability and belief of the students. Competency focuses on

teacher's education, skills and thought to constitute an effective teaching. Teacher's lack of competence affects in developing learning skills and faces difficulties in using modern teaching aids. If a teacher has teaching skills, teacher can provide an effective teaching. Doris (2006, 97).

A foreign teacher of English language is not competent for teaching English language. Judith (2011) argues that *"teacher's incompetence refers to lack of basic teaching skills, misbehaviour, confusing periods, apathy towards students, unfair testing, boring periods, unintelligent accents, overload, lack of knowledge on subject matter, in appropriate volume and bad grammar/ spelling"*. This proves that teacher without teaching skills, knowledge and cultural background about teaching a foreign language course find difficulties in teaching. Teacher lack of competence has negative effects on student's performance.

Teacher's lack of competence testing avoids knowledge and skills that associated with an effective teaching. Teacher's lack of competence test predict for bad teaching practices. Teacher tends to teach for the test and avoid teaching according to lesson objectives or developing lesson activity according to specific aims of lesson. Susan (1995,254).

2.4. Teacher's lack of confidence

Lack of self-esteem makes teacher not feel very good about themselves and develop ineffective teaching. Teacher's lack of confidence develops ineffective action in the situation and become not very good feelings inside. Also lack of

self-esteem develop negative attitudes of teachers towards teaching a foreign language. Teacher's lack of confidence unable to provide students with adequate feedback about a foreign language and fail to develop effective interaction among students.

Teachers' lacks of confidence due to poor conceptual and phenomena logical physics. Teacher's lack of confidence tends to use direct teaching and avoid to develop teaching activities according to specific objectives of the lesson. Teacher should have confidence in varying their teaching methods. Teachers should answer students' questions and continue developing their skills in teaching English. Kate (2012,4).

2.5. Teacher's low morale

Teacher's low morale develops an ineffective teaching environment. Ineffective teaching environments negatively affect on teachers' performance and students' outcomes. Positive morale of teacher improves learning experience of students. Lower morale of teacher affects students' performance. Casimir (2008,104) claims that in his research according to Nadwi (1997) *"lower teacher's morale with few textbooks for students and few teachers' books to work form, teachers find difficult to teach"*. This proves that teachers find difficulties in teaching, when students have to share one book between three or four as well as lack of teaching resources. Low morale of teacher is attributed to create poor teaching environment. Teachers develop negative morale, when school is absence of teaching aids.

2.6. Teacher's lack of motivation

When teachers' become lack of motivation, the students will become uninterested and learning difficulties occurs. Motivation contributes in developing students' attitudes to work hard. If teachers have positive motivation, the students will be keen to learn more about a subject, but when teachers have negative motivation, the students will do things of fear of failure or punishment. Kay (2008, 79).

Teacher's lack of motivation greatly affects students' performance. When teacher poorly motivates students for learning a foreign language, students will directly bored of teaching. Using right approaches or varies techniques in oral communication teaching can positively affect students' motivation and develop students interaction. Haenakon (2012, 548).

2.7. Teachers' negative expectation

Negative expectation of teacher negatively affects students' performance, but teacher need to be optimistic or focus on valid set of assumptions about their natural endowments. Teaching approaches help teachers develop positive expectation towards teaching a foreign language. Diane (2006, 514). Hamidu (2010,29) argues that *"teachers' expectation focus on developing students performances and competencies. Negative expectation of teacher affects on students' outputs"*. This proves that negative expectation of teacher affects students' performance. Negative expectation of teacher contribute to

inadequate performance of students. Teacher's negative expectation creates poor academic environment, but positive expectation of teacher enhances positive achievement of students. Oliva (1997,140).

When teachers have negative expectations towards teaching a foreign language, students will not act effectively. Negative expectations of teachers harm students' achievements and affect the interaction between teachers and students . Kathryn (2009, 35).

2.8. An ineffective personality of teacher

An ineffective personality of teacher negatively affects on students' outputs. When teacher has an ineffective personality, students will not succeed in learning a foreign language. Negative personality develops negative teaching activities. An effective teacher know more about their students and teacher can select effective teaching strategies to meet their students needs by using arrange of different strategies to support learning. Dannis (2007,22).

Alkhuli (1990,8) argues that *"teacher discovers through personal experience, that some methods of teaching fit him better than other methods, because teacher go better with his own personality structure"*. This proves that teacher selects teaching methods according to their personality for teaching without making efforts. Students do not prefer some ways teachers do and yet teachers continue to teach the way they prefer to learn.

Teachers prefer certain teaching activities, because teachers comfortably match their personality with these activities, but teachers should vary their teaching techniques by focusing on cooperative learning according to objectives of lesson. Richard (1992,183).

Teachers should use an effective personal experiences in teaching a foreign language to understand feelings of students for developing positive communication. Practical activities, maintaining confidential trust, enjoying teaching or expecting students to enjoy learning, listening attentively to students' questions or comments, and respond to students with respect develop positive personality of teachers.

2.9. Teachers' L₁ and cultural background

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

Teachers' L₁ and cultural background have effects on students' performance. Difference styles of learning and difference culture negatively affect students ability to learn a foreign language. Teacher's culture negatively affects in applying teaching methods in ways of which teachers are not aware. Ann (2010, 172).

2.10. Teacher's overloaded work

When teachers have too many periods to teach the class, which is too crowded and many teaching activities need to be performed, teacher will not teach effectively. Teachers with pressure of works in schools are generally overburdened with work. Workloads of teachers affect their performance and teachers engage with improving their income more than developing an effective teaching. Kochhar (2000,100).

Alkhuli (1990,8) argues that *"if teacher is over loaded with an excessive number of teaching hours and other schools' activities, teacher naturally tends to use methods that requires minimal effort and most probably at the expense of efficiency"*. This proves that overloaded work negatively affects teachers' achievement in developing an effective teaching.

Overloaded work has negative effects on teachers' styles in developing effective teaching techniques. Too much works of teachers negatively affect their grade, their ability in teaching a foreign language and their performance to concentrate on students' activities.

2.11. An inadequate feedback of teacher

An inadequate feedback of teacher affect on students' outputs. In adequate feedback of teacher discourages students to understand the subject matter and gives students bad guidance on improving their learning. Inadequate feedback of teacher makes students face difficulties in solving learning tasks. Feedback of teachers affect students' achievement, but

this effects can be either positive or negative, teachers develop model of effective feedback that identifies particular properties and circumstance, which make it works. Hattie & Timperley (2007).

Positive feedback of teachers leads to improve students' performance, but negative feedback of teachers leads to decrease performance of students. Teachers' feedback can be problematic, because students often fail to understand their teachers' indirect comments. Teacher's written feedback is given to a foreign language by it is function as praise, criticism, or suggestions. Teacher feedback does not have to be always explicit to help student-self edit. Hyland (2001,17).

Teacher's inadequate feedback and students' lexical errors can lead to their fossilization of errors. Tom Brown (2011,10) argues that *"teachers express their ideas in English language typical mother tongue lexical variations, which sound ask ward to negative English speakers"* .This prove that teachers express their idea of a foreign language according to their native language and teachers do not provide students with adequate feedback about the lesson or express their idea according to culture of a foreign language. If feedback is consistently poor, teachers will fail in providing students with enough information.

2.12. Teacher's negative attitude towards teaching

Teachers' negative attitudes develop misunderstanding of students towards learning a foreign language. Teachers' negative attitudes have negatively effects on students' behaviour, which directly affect on their performance. Attitude focuses on the belief of teachers towards teaching a foreign language. Positive attitude of teachers is very necessary in order to achieve an effective teaching. Positive attitude of teacher forces their students to learn more.

Attitudes of teachers towards teaching a foreign language are very important variable. Martha (2011,75) argues that *"when teachers possess negative attitude towards teaching and their effectiveness in covering contents matter to students' diminish"*. This proves that teacher should have ability to create warm friendly atmosphere in the classroom and possess positive attitude towards teaching a foreign language.

2.13. Students' factors

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

2.14. Students' lack of motivation

Lack of motivation negatively affects on students performance. If teachers do not uses right teaching techniques, students will not learn a foreign language. Lack of motivation affect on students' expectation. Positive motivation of students help in keep more about the subject, but negative motivations of students will not help for interesting learning. An unhealthy educational environment helps in developing negative motivation. Negative motivation of Students makes teachers develop ineffective teaching and students bored of learning a foreign language.

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

2.15. Students' negative expectation

Negative expectation of students affects on teachers' performance. Negative expectation of students is shaped by teaching difficulties or negative perception of students. Alkhuli (1990, 8) claims that *"what students expect of a foreign language course affect teachers' methods .This expectation is determined by the previous experience of learners with former foreign language courses, the actual needs, study habits, and general learning strategies"*. This proves that negative

expectation of students help teachers develop bad teaching methods, which negatively affect students out puts.

2.16. Students' misbehaviour

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

Negative behaviour of students has negative consequences, but orpositive behaviour of students has positive consequences. Charmine (2010,356) argues that *"students with misbehaviour cannot control and they are less likely to interact with students in the classroom, but teachers who are well trained to teach students' with learning difficulties understand that effective teaching practices can be successful with any students"*. This proves that misbehaviour of students affect teaching environment. Teachers face difficulties in controlling the class. Misbehaviour of students discourages teachers to develop effective teaching methods.

2.17. Students' lack of intelligence

When students unable to acquire knowledge and skills in learning a foreign language lack of intelligence occurs. Student's lack of intelligence negatively affects on teachers' performance. Farideh (2003, 244) argues that *"failure in learning outcomes is due to students' lack of intelligence"*. This proves that when students lack of intelligence, students will not succeed in learning a foreign language course. Students should have ability to understand or to learn new learning activities.

2. 18. Adult student

The age of students is very necessary in learning a foreign language. Teachers develop teaching techniques according to the students' age. A foreign language acquisition is affected by students' age. Adult students have slower reaction times than young students. Young students are better equipped than adults, because their brains are more disposed to a foreign language acquisition. Peter (1997,10).

Young students learn a foreign language course without mental skills. Young students widely perceive to acquire a foreign language in a qualitatively different way from adults. Young students before a certain age seems to pick up a foreign language with easy and success, where as older students often fail to learn a foreign language. Stefanie (2006, 2-9).

Tatiana (2007,49), states that *"young students learn a foreign language naturally, because they still have access to their universal grammars, but adults a foreign language*

learning unable to access their language acquisition devices, they need to rely on common reasoning skills in order to make sense of a target language. Young students learn a foreign language grammar naturally or instinctively and adults of a foreign language learning are similar to learning of any other mental skill". This proves that young students acquire a foreign language naturally, the way they learn their mother tongues. Teachers should be proficient user of both language and familiar with general curriculum and principles of how students learn. Students should have ambition to acquire a foreign language naturally.

2. 19. Students' L₁cultural background

L₁cultural background of students affects their performance. Negative cultural background of students affects their outputs. Cultural backgrounds of students affect their attitudes towards learning a foreign language. Some students like to study alone while others prefer to study in small groups. There are some students work independently and other students need direction and encouragement from learning. Judith (1996,80). Zhang (2006) argues that "*cultural backgrounds affect learning and teaching styles*". This proves that students join schools with negative cultural backgrounds that affect their perceptions of teachers. Students' culture affect their backgrounds knowledge and behaviour in schools.

Students' cultural background affects how students understand new material and how students respond to benefit from teaching. Positive belief of students help overcome

learning difficulty, but students' negative belief leads to decrease motivation of learning. Norbert (2012,448). Students should develop positive belief towards learning a foreign language.

2.20. Student's lack of confidence

Lack of confidence develop negative expectation towards participating in learning activities. Lack of confidence will develop when students frustrate of learning. If teacher uses audio visual aids effectively, the students will develop positive confidence toward learning a foreign language. Difficult test discourages students in building self-esteem. Teachers are aware when students lack of self-esteem. Some students' experiences deal of frustration, because they lack of self-confidence.

Julie (2004, 25) argues that *"low self-esteem of students may be associated with their poor and social outcomes"*. This proves that if self-confidence of students are low it negatively affect students' ability to socialize with unfamiliar people, fearing ridicule and failure in learning. Teachers should maintain confidence and motivate students to participate for improving their skills or developing their self-esteem.

2.21. Students' negative attitude towards learning

Students' negative attitudes affect their ability and willingness to learn. If negative attitudes are not altered, students are unlikely to continue their education. Students'

negative attitudes on learning affect their outlook towards learning throughout life. Negative attitudes of students affect students' desire of learning.

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

2.22. School's factors

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

2.23. Large class's size

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

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

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

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

In a small class's size, students prefer contents with inexperienced, unqualified or ignorant instructors, also in a small class's size, it can be easy for teachers to spot problems

and give feedback, identified specific needs and gears teaching to meet them, set individual targets students and to be more flexible and adventurous in the use of different styles of teaching . Small classes' size increase the probability that students will achieve better, faster and more efficiently, but these outcomes are not assured for students. Small classes' size can be beneficial to students, but classes' size transitions need to under taken with great deal of though and planning.

Large class's size negatively affect teachers' performance and develops students' misbehaviour. Class's size does not affect students at the same way. Class has only co-relational not causal effects on achievements. Class's size has negative effects on quality of teaching. There are arranged of methods and strategies to help teachers handling these problems, but some large class's size is often found in circumstances, which are difficult to teach in. Caroline (2010,345).

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

2.24. An inadequate review of curriculum

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

2.25. Absence of audiovisual aids

In absence of audio visual aids, classrooms will consider traditional methods. An ineffective teaching will develop, when classroom lack of audio visual aids. The use of different aids makes teaching/ learning more interesting and reducing verbalism. Absence of teaching aid discourage students participate in cooperative learning. The use of audio-visual aids gives reality to learning situations. Rather (2004,56).

When classroom is absence of teaching aids, teachers will develop negative expectation of the students. The absence of teaching aids discourage teacher to develop an effective teaching. Absence of teaching aids creates an ineffective classroom environment.

2.26. An unhealthy classroom environment

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

A good classroom environment is helpful to motivate students to learn in cooperative situations. Students can achieve their objectives only with natural co operations from members of group, when students are comfortable with their peers. Clear visual cues and use of furniture as boundaries for learning areas help students to focus on task of learning rather than having to concentrate on navigating environment. When classroom is poorly arranged furniture, it will enlarge running in open areas. Susan (2010,9). Classroom should have comfortable desks and chairs as well as full of functional visual cues for students who should feel relax, positive attitudes towards language learning should be favoured. Classroom environment should be positive and healthy to help students to work hard in achieving the lessons objectives.

2.27. Limited time of period

Limited time of periods make activities more difficult to implement creative models of teaching. Short time of period make teachers develops traditional teaching techniques. Limited time makes teachers feel pressure to get through curriculum.

Teachers will provide students with adequate feedback ,when teachers have enough time. If teacher have more time, he will divide students in to small groups and each group will study a particular part of subject, teachers will discuss with each other and teacher will give them feedback. Teachers find it difficult to maintain advisory roles in limited class time and this faces them to return to traditional styles of teaching. Lawrence (2011,214).

Alkhuli (1990, p.8) argues that *" if a foreign language programme plans to continue for a limited time, objectives of programme are usually limited in scope. On other hand if programme is along one, its goals are usually wider. When goals are different, they entail some differences in methods"*. This proves that when time of period is very limited teachers unable to achieve objectives of lesson. Lack of continuity can cause extra work for teachers and confusion for students.

2.28. Insufficient resources

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

Lacks of textbooks have negative effects on quality of education. Shortage of resources and other learning materials as well as equipments are associated with low quality of learning and teaching English language. Lack of teaching and learning materials lead to low level of vocabulary and structure in writing. Lack of resources, equipments and library facilities affect on strategies of learning a foreign language. Habib (2012,374).

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

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

2.29. Limited testing contents

Limited test contents negatively affect on developing an effective teaching and students' wash back. Negative consequences of teaching to the test that teachers have a tendency to ignored subjects and activities that do not directly contribute to passing exam and prefer to drill on multiple choice worksheets, which are likely to boost Scores, but un likely to

promote general understanding of students. When teachers teach to limited testing contents, they will affect on students' learning.

Pressures of state testing are felt not only by students, but also by teachers. Teacher should cover certain units, prepare students with good tests taking strategies and sometimes overlook creativity in lessons for sake of test. Entire test given should be form of regents exam. Smith (1991, 10). Quality of wash back effects may be independent of quality of test. Any test good or bad can be said to have beneficial or determinate wash back depending on educational context. Negative and positive wash back depends on quality of test. Iderson & wall (1993, 10).

2.30. Family's low- income

Financial status of family affects on students to acquire knowledge or to develop their skills. Rich families have financial resources to send a son or daughter to high-quality schools, hire tutors and obtain supplemental education sources. Students from low-income of family may not be able to attend school. Poor teachers prefer to improving their living conditions to developing their teaching . Financial stress on parents can cause child to leave school early to work. Worries about financial lack at home can negatively affect low-income children's ability to learn. Kristin Jennifer (2010).

2.31. Parents' interferences

Interference of parents in teaching process hinders teaching progress. When teachers make efforts to apply new ways of teaching a foreign language, teachers face setbacks due to interfering of parents. If teacher spent time on giving students just listening and speaking practices, parents feel as if nothing has taught. The judge of work on basis of written exercises only -under such circumstances teachers have to change themselves, their methods and teach the way parents like. Thus undue interference of parents deteriorate situations. Teachers should accept interference of parents/schools masters if they are positive and help in developing the learning process. Teachers should use students own styles instead of give chances for parents to affect in their learning strategies. Elizabeth (2004,43).

2.32. Teaching factors

When teachers use appropriate teaching techniques, they will develop an effective teaching. Different teaching techniques make classroom activities more effective. Classroom environment is affected by teaching techniques. Learning becomes difficulty when teachers keep away from using teaching aids.

Teaching principles are used for organizing an effective teaching and learning. Learning a foreign language can't take place without motivating students. Students are interested learning a foreign language according to their own needs and requirements. Teachers use many devices for motivating

students for developing their skills in learning a foreign language. Marlow (2010,5).

2.33. Teaching methods

Teaching methods play an essential role in developing an effective teaching. Teaching methods used for teaching in how to select techniques that match students' level to involve a lot of students in practical activities, what kind of demonstration can be realized and how to develop an effective recitation.

Some teaching methods are used for translating language to help students to learn other language. The study of grammar deductively help student to learn grammar rules. The students need to associate meaning and the target language directly. The study of grammar inductively focus on developing effective interactions among students. The presenting new vocabulary and structural patterns in dialogs increase interaction and interested of students. The culture of a foreign language is contextualized in dialogs.

Teaching methods help students to study and learn through language specific sounds-colour charts. Teaching methods are used to encourage students to take responsibility for their own learning. The use of teaching methods focus on the objectives of lesson for developing effective instructional techniques. Teaching methods provide teachers with adequate information for helping students to communicate with each other.

Teaching methods are used to provide students with an opportunity to increase their understanding. Communicative language teaching is almost everything that is done with communicative activities such as games, role plays, and problem solving tasks. Teaching methods give a chance to students develop strategies for understanding language as it is actually used. Teaching methods are used to provide us with various strategies in developing an effective teaching /learning environment.

2.34. Summary of principles in language teaching

Provided by Dr. Bill Flick, Director of English second language at Auburn

	Grammar-translation	Direct method	Audio-lingual method	Silent way	Desuggestopedia
1. Goals	Read literature in L ₂ . Develop mind. Learn grammar, vocabulary, and culture.	Communication. Think in L ₂ . Direct association in L ₂ without translation.	Communication. Automaticity by learning new habits.	Self expression of learners' independence from teacher.	Everyday communication. Tap students' mental powers by desuggesting barriers to learning.
2. Role of the teacher/student	Traditional. Teacher is the authority. Students learn from the Teacher.	Teacher-centered. Teacher directs.	Teacher-centered. Teacher provides model of L ₂ for imitation.	Teacher as facilitator, resource, provides what learners need.	Students must trust and respect teacher as authority. Students adopt child like roles- once they feel secure.

3. Teaching/learning process?	Translation. Deductive study of grammar. Memorize vocabulary.	Associate L ₂ and meaning directly in real context. Use L ₂ only. Inductive grammar. Syllabus based on topics/situations.	New grammar and vocabulary through dialogues. Drills. Inductive grammar. Learning is habit formation.	Students guided to discover the structure of L ₂ . Initial focus on accurate pronunciation.	Relaxing atmosphere, music, activate the whole brain + peripheral learning. Reception then activation phase.
4. Nature of students / teacher interaction	Teacher to students	Both initiate interaction. student / student interaction.	Teacher-directed. Student / student in drills.	Teacher active, but mostly silent. student / student interaction encouraged.	Teacher/student / student interaction from beginning.
5. How are students' feelings dealt with?	Not available	Not available	Not available.	Positive feelings encouraged, also Student / Student cooperation.	Focus on confidence and sense of security via suggestions.
6. View of language / culture?	Literary language over spoken language.	Spoken language over written.	Language as system of patterns/units. Simple to complex.	Language expresses the spirit of a culture.	Communication as a 2-phase process: language + extra-

					linguistic factors.
7. What language skills are emphasized?	Vocabulary/ grammar. Reading / writing.	Vocabulary over grammar. Focus on communication.	Structure important. Listen-speak-read-write.	Pronunciation & intonation. Structure. Oral before written.	Vocabulary. Explicit but minimal grammar. Language use over linguistic form.
8. Role of the native language?	L ₁ in classroom. Two-way translation.	Not used.	L ₁ habits interfere with L ₂ . Avoid L ₁ .	Used to form sounds in L ₂ and for feedback. Otherwise not used.	L ₁ used in translation of dialogues. As course proceeds, L ₁ reduced.
9. How does evaluation occur?	Written translations. Apply grammar rules.	Use of language (interview).	Discrete point testing for accuracy.	Continuous observation. Students develop their own criteria.	In-class performance.
10. Treatment of errors?	Teacher supplies correct answer.	Self-correction.	Avoid errors by over learning.	Self-correction; peer correction.	No overt correction Modelled correctly.
11. Associated with whom?	Moses	Francois Gouin, Charles Berlitz	Charles Fries	Caleb Gattegno	Georgi Lozanov

	Community language learning	Total physical response	Natural approach	Communicative language teaching
1. Goals	Communication. Promote non defensive learning.	Communication. Learning $L_1 =$ Learning L_2 .	Communicative competence. Facilitate acquisition by providing comprehensible input (i+1).	Communication in social context. Appropriacy. Functional competence.
2. Role of the teacher/student?	Counsellor/client. As students assumes more responsibility, becomes independent of Teacher.	Director. Teacher provides model of L_2 for imitation. Later role reversal.	T as facilitator. Primary responsibility is with S.	Facilitator. Manager of learning activities. Promotes communication among Students.
3. Teaching/ Learning Process	Security, aggression, attention, reflection, retention, discrimination. Ss initiate speech in L_1 , teacher supplies L_2 .	Comprehension before production. Modelling by teacher followed by performance.	Comprehension before production. Developing model approximates L_2 (L_1 , L_2). Gradual emergence of speech. Task oriented.	Students learn to communicate by negotiating meaning in real context. Activities include information gap, choice, feedback.

4. Nature of student/teacher interaction?	Changes over time. Importance placed on cooperative relationship between Teacher/student /student	Teacher speaks, learners respond nonverbally. Later, students verbalize.	Student-centered. Both initiate interaction. student / student interaction in pair and small group activities.	Teacher arranges tasks for communication. student / student interaction.
5. How are students' feelings dealt with?	Students viewed as whole person, no separation of intellect and feelings. Teacher "understands" students.	learners have fun in a non-stressful situation.	Affective factors over cognitive factors. Optimal learner has low affective filter.	Students are motivated to learn through usefulness of language functions.
6. View of language/culture?	Language for developing critical thinking. Culture integrated with language.	Spoken over written.	Language as a tool for communication. Language functions over linguistic form.	Language in social context, for communication.
7. What skills are emphasized?	Learners determine syllabus by what they want to say.	Grammar and vocabulary (initially via imperatives). Comprehension precedes production.	Vocabulary over grammar. Function over form. Comprehension-early production-speech emergence.	Function over form. Discourse and sociolinguistic competence + all four skills.
8. Role of L ₁ ?	Used in the beginning, less in later	Not used.	L ₁ can be used in preproduction (comprehension	Generally not used.

	stages.) activities.	
9.How does evaluation occur?	Integrative tests. Self-evaluation.	By observation.	Communicative effectiveness. Fluency over accuracy. Task oriented.	Communicative tests. Fluency and accuracy.
10.Treatment of errors?	Nonthreatening. Correction by modelling.	Unobtrusive correction.	No error correction unless errors interfere with communication.	No error correction unless errors interfere with communication.
11.Associated with whom?	Charles Curran	James Asher	Tracy Terrell, Stephen Krashen	Various.

Based on Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (1986), Alice Omaggio Hadley, *Teaching Language in Context* (1993).

H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (1994).

2.35. Reviewing the techniques of Audio lingual methods

Dialog or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry. The teacher breaks down the line in to several parts. The students repeat a part of sentence, usually the last phrase of the line. The teacher's cue, the students expand what they are repeating part by part until the end of the sentence (and works backward from there) to keep the

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

A chain drill gets name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That the student responds, then turns to student sitting next him. The first student greets or asks a question of the second student and the chain continues.

The teacher says a line usually from the dialog. Next, the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue in to the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence. This drill is similar to the single slot substitution drill. The students must recognize what part of speech each cue is, or at least, where it fits in to the sentence, and make any other changes, such as subject verb agreement. Then they say the line, fitting the cue phrase into the line where it belongs.

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible

for the teacher to cue the students to ask questions as well. This gives learners practice with the question pattern.

The teacher works with pairs of words, which differ in only one, sound, for example, ship/sheep. Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

Selected words are erased from dialog students have learnt. Students complete the dialog by filling the blanks with the missing words. Games like the supermarket alphabet game describe in this chapter are used in the Audio Lingual Method. The games are designed to get students to practice a grammar point with in a context. Students are able to express themselves, although it is rather limited in this game.

2.36. Reviewing the techniques and materials of communicative language teaching

Students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations. The students are given a passage (a text) in which the sentences are in a scrambled order. This may be passage they have worked with one they have not seen before. They are told to unscramble the sentence so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language. They learn how

sentences are bound together at the supra sentential level through formal linguistic devices such as pronouns.

The students find games enjoyable, and if they are properly designed, they give students valuable communicative practice. Many activities can be done with picture strip stories. Role -plays are very important in communication language teaching, because they give students an opportunity to practice communicating in different social contexts and in different social roles.

2.37. Techniques of teaching vocabulary

Students listen to word first. After listening to teacher pronouncing word, students repeat word after teacher. Teacher helps students get meaning of word through any technique teacher finds suitable to that specific word. Teacher uses word in sentences to show students how word is actually used. Students are asked to use the word in similar sentences. Teacher asks students questions answers of which require usage of that word. Teacher writes words on chalkboard and may draw his/her students' attention to any spelling problems related to that word. Students read the word. Students are asked to write down words and their meanings in their notebooks. Alkhuli (1990,62).

2.38. Teaching English pronunciation

The accuracy and effectiveness of language depend upon correct writing /spelling of words and correct speaking/pronunciation of words. Correct pronunciation of words

makes the speech effective and meaningful. An effective of speaking skill depends on correct pronunciation of words. Marlow (2010,28).

2.39. Techniques use for presenting new pattern items

When teaching new pattern, one may follow these steps: Writing on chalkboard an example of pattern you want to teach. Drawing studentss' attention to the specific structure you want them to learn by underlining that structure or by using colour chalk. Presenting meaning of structure preferably through a situation, action, dramatization or a context. After presentation of meaning, discuss with your class form of patterns. Explaining or discussing with your class how this new pattern is different from or similar to another related pattern already learnt. Giving more examples to reinforce their comprehension of both meaning and form. Let your students give parallel structures, i.e. examples similar to the new pattern in form. You may ask them questions that lead to those parallel sentences. Helping your students derive any possible generalizations especially regarding the pattern form. You may ask students take note of those generalizations. Starting some suitable oral drills on the new pattern such as substitution drills with their various types, chain drills, loop drills, and four-phased drills. Textbook usually contains at least one exercise on each new. Let students do the related exercise orally. After doing textbook exercise orally, let students write down the exercise in their exercise books. Alkhuli (1990, 50-51) .

2.40. Goals to teach listening skills

language students often make mistakes of thinking that their difficulties in listening are due to their inadequate knowledge of target language, but native speakers can be bad listeners, if they are bored or tired. Listening not only transactional (listening for information), but also interactional (involving listening for purposes of social interaction), which intern involves empathizing with speakers and trying to understand why they are trying something. Both L₁ and L₂ listeners may need to use listening strategies when their listening skills fail, such as inferring words which are unfamiliar or have been missed, asking for clarification and predicting. Esther (2006, 128).

Teacher asks students to think about different meanings, which word (listen) can have. Teacher tells a story, but coughing at certain points so that students have to ask for clarification of missing information or guess what it is good listener shows. Teacher asks students to think of people they know who good listeners are and getting them to compile a list of qualities. Teacher designs his/ her own listening course. Teacher plans how they can do listening practice outside class. Penny (2012,129).

2.41. Goals to teach speaking skills

Teaching speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols. One of methods in teaching speaking is discussion activity such as

describing picture, showing differences in two pictures. It is very important for discussion that level of language is easier than unusual so that learners can speak fluently and without hesitation. The topic of discussion should also be carefully chosen so that everyone can say something about the topic and it is very important that learners keep speaking in the target language. Susanne (2006).

2.42. Goals to teach reading skills

Students should be trained at proper time to use dictionaries so as to look up meanings, pronunciation, derivations, or spelling. Regularities of English should be emphasized at early stages of learning this language. To develop speed of reading, teacher is urged to limit time given to learners to read a certain passage. To increase students' vocabulary, teacher may teach main derivatives of a new word such as noun, verb, adverb and adjective. Flash cards are another technique that may be used to increase reading speed and habituate the eye to catching large units at one glance instead of reading word by word or still worse, letter by letter. If students are guided to see how a good paragraph is usually structured, this will certainly facilitate their understanding of paragraphs, which results in a gain in both comprehension and speed. If students are oriented to variety of possible relationships among sentences within a single paragraph, this will develop their abilities to comprehend reading passage accurately and easily.

2.43. Goals of teaching writing skill

Writing skill aims at helping foreign students of English to improve their writing of letter, stories and other texts. Writing skill is designed to make students aware of what a well-written text is and how it is different from a series of poorly connected sentences. Writing skill is a source book and not a course book. Here are some of main reasons why a student's writing might be difficult to understand or defective in some other way. Sentences may not have clear punctuation. Ideas may not have been presented in order that easily make sense to readers. The relation between ideas may not be clear, because of absence, or in appropriate use, of linking words and phrases such as although. Writer's attitude to what he/she is writing may not be clear. The ideas may not be grouped together in to distinct paragraphs, or students may begin practically every sentence an anew line. A text may contain ideas that are not relevant to what writer wants to express, or writer may find it difficult to think of enough ideas. Norman (1983).

2.44. Psychology of teaching

Teaching is not an easy to teach as it appears. While teaching, teacher has to keep in mind objectives of his subject, needs, interest of his/her students and suitable environment situations. Success of this profession depends upon good planning and mastering of the subject to be taught. A good teacher always wants that his/her teaching should be an effective. Presentation should be a model one in every way, material is to be well selected and should be regarded properly.

Good teaching makes students feel everything for better life and a good teacher tries to correlate his/her teaching with a real life.

Psychological principal is one in which teaching is made an effective by taking in to account psychology of student. This principle is framed by keeping in mind abilities, aptitudes, capacities, and potentialities of students. Psychological principles take helping of motivation of students and work with limited range.

A good teacher prepared students first for his teaching and then only teacher started teaching. Teacher should not give spoon feeding students. Teacher should arouse students' interests and develop in students love for self-learning. This practice reduces load of work of teacher. Students are also able to learn really while teaching group. Teacher should keep in mind group behaviours of students, and then only teacher would be able to teach well. Elizabeth (2004,6).

2.45. Why is teaching philosophy important to the teacher?

Philosophy for teacher can reveal principles that may be used as a quiet for professional action. Every teacher has a philosophy of education, a set of beliefs about how human beings learn and what one should learn in order to live a good life. Teachers differ in regards to amount of efforts. They denote development of their personal philosophy. Some teachers feel that philosophical reflections have nothing to

contribute to actual act of teaching. Philosophy is also important to schools to focus effort of teachers, administrators, students and parents in desire directions. Elizabeth (1974,222).

2.46. Negative beliefs about teachers and students

Teacher's beliefs about students would have great effects on how teacher teaches. Every teacher formulates in his/her mind about what students like. Elizabeth (1974,225). Negative beliefs concern low incomes, minority of students' home lives and communities. Some teachers have negative perceptions of bilingual programme for English language students. Students' lacks of proficiency in English language are handicaps to their social and economic growth. Deluca and Burns (1997,27). Failure of achievements with delivery teaching to multi levels of learning help developing negative out looks towards teachers' beliefs for high achievers. In addition, negative views of students may promote teacher-students relationship base on fear and coercion rather than trust and helpfulness. Elizabeth (1974, 225).

2.47. summary of Chapter Two

An unqualified teacher faces difficulties in using appropriate teaching techniques. Teacher's lack of confidence develop an ineffective action in the situation. Poor motivation of teacher towards teaching English affect on the students' performance. L₁ cultural background of teacher with low moral negatively affect on students' expectation. Misbehaviour of the

students discourage the teachers to use effective teaching techniques. Adults students with lack of confidence negatively affect in developing their learning skills. Large class's size affect on learning environment. An inadequate review of curriculum with an unhealthy classroom environment affect on students interaction. The absence of audiovisual aids discourage the teachers to develop an effective teaching environment.

2.48. Review of the previous Studies Related to the study

Study (1)

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

The study aims at providing English language teachers dealing with overcrowded classes with best effective techniques in teaching English Language. The study utilizes analytical descriptive method. Teachers' questionnaire and students' test are used as instruments. The results show that majority of respondents face difficulties to use pair/group work techniques in teaching/ learning English Language in overcrowded classes. This proves that this previous study relates to the current study on developing teaching strategies by using cooperative learning.

Study (2)

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

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

Study (3)

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

The study aims at investigating the role of computer in teaching English. The study utilizes analytical descriptive method. The main instrument of this study is questionnaire. The results show that from perspective of teachers there is positive relations between computer as teaching machine and learners' interest. The computer can positively facilitate in learners' everyday tasks. This proves that this previous study relates to the current study on developing modern aids, which create positive attitudes of teachers/students towards teaching /learning a foreign language.

Study (4)

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

The study aims at investigating effects of cooperative learning on students' achievements. The study utilizes experimental design. Observation and test are used as instruments for collecting data. The results show that the use of cooperative learning methods has positive effects on learners of foreign Language performance. Cooperative learning improves students' participation, especially among those students who typically resist participation. Increase students' retentions, develop their social skills and promote their self-esteem. This

proves that this previous study relates to the current study on developing self-esteem of students by using cooperative learning, which focuses on pair/group work activities.

Study (5)

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

The study aims at suggesting methods of familiarizing teacher of English language with effective teaching methods and to make teachers of English language adapt constructive role in language learning process. This study utilizes Analytical descriptive method. The questionnaire is used as instrument for collecting data. The results show that teachers of English language are not familiar with autonomous approach to foreign language teaching. This prove that this previous study relates to the current study on developing teachers' competence in using right teaching methods.

Study (6)

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

This study aims at improving professional performance of teachers by measuring factors affecting performances of teachers at higher level.

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

Study (7)

Dalil Ahmed Ediam. "Training students in reading strategies". PhD. degree. University of Sudan of science and technology. (2014).

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

Study (8)

Riaydh Hussein Ali. "The effect of using some teaching methods on the achievement of second year students in

intermediate schools in Arabic Grammar in Iraq". PhD degree. Islamic University of Omdurman. (2002).

The study aims at specifying effects of inductive standard and text methods on learners. A descriptive method utilizes and learners' questionnaire is used as instrument. The results show that teachers do not use inductive, standard and text methods in their teaching. This previous study relates to the current study on using inductive techniques, which engage all students in activities for developing their attitudes towards learning a foreign language.

Study (9)

Naema Mahadi Mohammed . "The attitudes of the English language teachers towards the use of educational technology Aids in teaching English at Khartoum secondary schools". ME degree. University of Sudan of science and technology. (2001).

The study aims at discovering attitudes of teachers of English language towards the use of educational technology aids in teaching English language at Khartoum secondary schools. A descriptive method utilizes. Teachers' questionnaire and learners' questionnaire are used as instruments. The results show that teachers have positive attitudes towards the use of educational technology. This previous study relates to the current study on establishing positive attitudes towards teaching/learning English language by motivating teachers use modern aids in order to make teaching very interesting, which positively affect learners' attitudes to participate in classrooms activities.

Study (10)

Ahmed Gasim Elsaheed. "The communicative approach and its techniques in teaching English in Sudanese schools" MA. Degree. University of Khartoum. (2002).

The study aims at investigating about nature of techniques used in teaching English language .A descriptive method utilizes. The questionnaire and interview are used as instruments. The results show that teachers do not use communicative techniques. This previous study relates to the current study on developing teachers for using right teaching skills developing interaction between teacher and learners in teaching and using English language.

Study (11)

Kamal Heidari Soureshjani and Parisa Riahipour. "Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers' Attitudes". PhD degree. Islamic Azad University, Shahrekord Branch, Shahrekord, Iran. (2012).

This study attempts to get perspectives of two groups who are basically involved in teaching/ learning process, language teachers and learners, regarding their views about factors that negatively affect speaking performances of language learners and to see what similarities and differences are between learners' and teachers' attitudes on the same issue. Descriptive approach utilizes. Interview and questionnaire are used as instruments for collecting data. The results show that speaking skill is strongly affected by demotivating factors, which

negatively influence on learners' oral ability. This prove that this previous study relates to the current study on developing effective teaching through oral communication by avoiding negative factors such as demotivating factors that negatively affect learners' performance.

Study (12)

Selami Aydin. "Factors causing demotivation in English foreign language teaching Process: A Case Study University of Balikesir. Turkey. (2012).

The study aims at examining demotivation factors in English foreign language teaching process. A qualitative case study utilizes and face-to-face conversations MSN chats and a diary maintained by subjects are used as instruments. The results show that subjects are lack of knowledge about the teaching profession. This previous study relates to the current study in qualifying teachers, because teachers are lack of knowledge and basic skills of teaching English.

Study (13)

Shruti Agarwal. "Influence of environments on English learning of students in India". PhD degree. University of Bhopal. India. (2014).

This study aims at influencing of environment factors on English learning. A descriptive method utilizes. Questionnaire is used as instrument. The results show that students do not use a foreign language in the class and students develop their interaction related to their mother tongue. This previous study

relates to the current study on inadequate feedback of teachers when they express their ideas typical to their mother tongue also using L₁ cultural back ground in teaching/learning a foreign language, this negatively affect on learners performances.

Study (14)

Penny Fidler. "The relation between teachers instructional techniques and characteristics and students achievement in reduced size classes". PhD degree. University of Los Angeles. (2002).

The study aims at using multi level statistical techniques to examine, which teaching strategies and techniques observed in classrooms. The study utilizes descriptive method. The data collect through observations. The results show that there are specific observed of teaching techniques that have positive affected on learners' achievements. This proves that this previous study relates to the current study on using proper teaching techniques so as to develop learners' performances as well as avoid using in effective techniques.

2.49. Conclusions of the previous studies

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

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

Chapter Three

Research Methodology

Chapter Three

Research Methodology

3.0. Introduction

Quantitative and Qualitative approaches used for collecting various data, which were reliable and limited to describe /explained facts and to study relationship between these facts for investigation factors negatively affecting teaching English at Khartoum governmental secondary schools. The data collected through questionnaires, interviews and direct lesson observation of the teachers. The data stored in data base , the chi-square used for analyzing the data. The participation of the respondents was voluntary.

3.1. Instruments

This study dealt with various instruments for collecting reliable data. The instruments of this study included questionnaires, interviews and direct lesson observations of the teachers for investigating factors negatively affecting teaching English language. The study carried out qualitatively and quantitatively as the tools mentioned helping to provide data from participant's perspective.

3.1.1. Questionnaires

Questionnaires took little time and allowed to involve a lot of people in the study. Questionnaires used to find out facts, ideas and opinions about factors negatively affecting teaching

English language. The questionnaires designed by generating list of items from literature reviews and the personal experience in teaching English. Questionnaires did not required direct contact and it could be answered wherever the subjects preferred.

Specific of questionnaires classified into two sections: Section one included biographic information of subjects. In this second, quantitative approach used for collecting data to identify factors that significantly contributed to variability of teaching English. The section included school name, the gender, the qualification, and the experience of the subject. Section two included statement of negative factors. In this section, the questionnaires distributed to 100 teachers of English language at Khartoum governmental secondary schools for participating. There were 53 governmental secondary schools and 157 teachers of English language (84 males and 73 females). This section included factors related to the teachers 7 items, factors related to the students 6 items and factors related to the schools 7 items. There were 20 statements and each statements item had a list of alternative, each choice represented a range from which subjects could choose and tick (✓) in most appropriate responses. This was essentially a survey research utilized questionnaires of teachers based Likert-type rating scale. Chi square used to analyze the data collection. The following formula used for analyzing the data:

$$X^2 = \frac{(O - E)^2}{E} \quad \text{or} \quad X^2 = \frac{N (ad - bc - N/2)^2}{(a + b)(c + d)(a + c)}$$

(b

+

d)

The above formula dealt with arranging data in a matrix with rows and column. The questionnaires Likert- scales comprise had five-responded ratings of (strongly agree, agree, doubtful, disagree, and strongly disagree). Entered the data in to SPSS by having each questions represented by a column in SPSS, which translated the response to choices and used chi square for analysing and describing the data.

3.1.2. Interviews

Interview was a conversation between the researcher and the respondents with the purpose of eliciting certain information. Interview of teachers used for collecting valuable information. In this study, 25 experienced teachers asked to answer 9 open ended questions in order to find out new facts or support their arguments and these questions enabled the subjects express their feelings/views more fully. The cassette recording and questions sheet used for collecting data, but it was very difficult to quantify these results.

Standard set of questions are asked for collecting positive answers on adequate time. These questions of interview designed by generating list of items from literature review and personal experience in teaching English. The questions of interview designed in advanced thought so as to receive the possible answers in advancing too. The subjects asked to

answer the questions of interview to examine their experiences in teaching English as well as the conduciveness of school environment for effective learning. There were 10 open-ended questions and some of interviews recorded in a cassette.

3.1.3. Observations questions

Direct lesson observations used for collecting data on wide behaviours to capture great varieties of interactions. By directly observing operations and activities, evaluation developed a holistic perspective. Observation could be useful during both formative and summative phases of evaluating. Observation was a method of collecting data, which involved watching phenomena and reporting them as they happened. This direct observation method was suitable for language acquisition, language teaching, classrooms interactions, and language behaviours.

Direct observation used to observe behaviours of students and teachers in side classrooms. The researcher sat in front of students and audio recording observational sheets developed. The structure of observational sheets depended on variables being observed. The observational questions designed by generating list of items from literature review and personal experience. Observation questions took little time, allowed to observe behaviours of teachers and students in classrooms.

In section one, observation questions included biographic information of the subjects. In this section, quantitative approach used for collecting data to identify factors that significantly contributed to variability of teaching English. This

section dealt with school name, the gender, the qualification and the experience of the subject. Section two included 11 statements related to teaching English and each statement item had list of alternatives, each choice represented a range from which the researcher could choose to tick (✓) in most appropriate response as the researcher observed.

A checklist was a list of behaviours, characteristics, principles and teaching techniques. Each item checked on the list observed. The means used as statistical standard due to the conformity of standard deviation for all questionnaires items. Observation question Likert-scales comprise had five-responded ratings of (0—20%), (21—40%), (41—60%), (61—80%), and (81—100%). The data collected from samples. Chi square used to analyze the data collected. The following formula used for analyzing the data:

$$\chi^2 = \frac{(O - E)^2}{E} \quad \text{or} \quad \chi^2 = \frac{N(ad - bc - N/2)^2}{(a + b)(c + d)(a + c)(b + d)}$$

The above formula required arranging data in a matrix with rows and column. The observations Likert- scales had five-response ratings of (0—20%), (21—40%), (41—60%), (61—80%), and (81—100%). Entered the data in to SPSS by having each responded of individual statement by a column in SPSS, which translated the response in to choices.

3.1.4. Reliability and Validity

The questions of questionnaires, interviews and observations derived from literature review and the personal experience in teaching English. These questions designed according to the level of participant and avoided using item that created confusion for the participant. The questionnaires and the observations were Likert-type items. The questions of interview designed in advance though so as to receive the possible answers in advance too.

The validation of the study checked by group of referees and experts in teaching English as a foreign language. The validity of instruments ascertained by presenting the questions of questionnaires, interview and observation to the group of referees and experts in the area of educational psychology, educational technology, curriculum and instruction to be validated.

3.2. Procedures

In this section, the study utilized mixed approaches (qualitative and quantitative) to find out facts, views and ideas to identify factors negatively affecting teaching English. The study utilized quantitative approach for collecting data numerically and utilized qualitative approach for analysing, describing and explaining the facts, ideas and views related to negative factors.

3.2.1. Data collection

The purposes of mixed approaches were complimentary in the case of the following questionnaires with interviews to elaborate the findings from first method to the results of the

latter developmental using the findings of questionnaires, interviews and observations of the subjects to inform the programme and evaluation of the same and expansion using variety of different methods for different inquiry components. These instruments used to ensure the validity of the data obtained.

The data were limited to identify factors negatively affecting teaching English language. The study strategy required the use of number of instruments for collecting reliable data. Quantitative data enable standardised, objectives comparisons to be made and brought objectivity to the research. Qualitative approach was recommended for studying real-life.

3.2.2. Data analysis

The data collected were stored in a database for retrieval, concept mapping and categorization. In the concept mapping process, the data noted line by line transferred to three concept maps derived from each data source. Validating of data and the findings from all three sources compared using the concept maps. When comparing the statements in each concept map, the findings appeared similar. The data were valid, and there were no possible effects of the researcher during collection, interpretation and evaluation of the data.

3.3. Summary of the chapter

In this chapter, quantitative and qualitative approaches utilized to find out facts, views and ideas related to factors negatively affecting teaching English. In addition to three kinds

of instruments used to find more reliable about phenomena. The questionnaires, interviews and direct observations of the teachers used for collecting data and these questions checked by groups of referees and experts in the area of educational psychology, educational technology, curriculum and instruction to be validated.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis , Results and Discussions

4.0. Introduction

This chapter includes analysis and interpretation of the data collected through the survey questionnaires of teachers, observations of their lessons and the views of their experienced through the interviews' questions. Analysis is the process of examining the data collected under investigations by breaking them up to original components or classifying them according to certain criteria and relating these components to the purpose of the research.

Statistic deals with quantitative data collected through questionnaires, interviews and observations. Once the raw data are coded into number is called value. Calculation method is used with data collected through questionnaires, interviews and observation.

4.1. Data collected by various tools

The researcher has collected the following types of data for the current study, which is shown with the help of the following diagram.

Figure No (4.1) Tools for collecting data.

4.2. Analysis and interpretation of questionnaires.

Of a total of 100 questionnaires distributed and they completed by the teachers of English language at Khartoum governmental secondary schools Questionnaires collected from the teachers and analysed by statistician. The chi-square used for the data analysis. The findings are discussed according to the sections of questionnaires and with the reference to the responded of teachers.

Table No. (4.1). Percent of questionnaires received.		
Percent of response	Total number of questionnaires received.	Total number of questionnaires sent..
100.0	100	100

The above table shows that 100% questionnaires are received by. The questionnaires consist of two important sections: 1) Section one includes personal data of respondents, which includes the school name, the gender, the qualification, and the experience of the respondents. 2) Section two includes factors that negatively affect English language teaching methods. This section includes factors negatively affecting teaching English.

Section one: Personal data of respondents

4.2.1. Schools names

Table No. (4.2). Names of the schools

perce nt	frequen cy	School name	N o
3.0	3	Elsheihk Mustafa Alamein model secondary school for girls	1
2.0	2	Alsalam secondary school for boys	2
2.0	2	Albarary secondary school for girls	3
3.0	3	Alsheikh Alqurania secondary school for boys	4
3.0	3	Alkhartoum Alamiryah secondary school for boys	5
2.0	2	Suba secondary school for girls	6
2.0	2	Burry model secondary school for girls	7
2.0	2	Suba secondary school for boys	8
2.0	2	Burry Alamiryah secondary school for boys	9
2.0	2	Ali Elseid secondary school for boys	10
2.0	2	Arkweit Aljadeida secondary school for girls	11
3.0	3	Khartoum Algadeima secondary school for boys	12
2.0	2	Alryadh secondary school for girls	13
3.0	3	Almajmaa Alyamani model secondary school for boys	14
2.0	2	Algreif west secondary school for boys	15
2.0	2	Aleish secondary school for girls	16
2.0	2	Tahnun Model secondary school for girls	17
3.0	3	Sudanese Belgian Technical secondary school for boys	18
2.0	2	Al-Khartoum Algadeima model secondary school for girls	19
3.0	3	Aljadeida model secondary school for boys	20
2.0	2	Aldium secondary school for girls	21
3.0	3	Hasunaa secondary school for boys	22
3.0	3	Alguds secondary school for boys	23

2.0	2	Abdullah ben Rwaha secondary school for boys	24
3.0	2	Muhammad Hamza secondary school for girls	25
3.0	3	Ali Alseid Elsehafa secondary school for boys	26
2.0	2	Tahnun secondary school for boys	27
3.0	3	Halweiat Saad secondary school for girls	28
1.0	1	Aldium secondary school for boys	29
3.0	3	Gabra model secondary school for boys	30
2.0	2	Alzuhoor model secondary school for girls	31
2.0	2	Tuti secondary school for boys	32
2.0	2	Um-Elmuameneen secondary school for girls	33
3.0	3	Alhumayra secondary school for girls	34
3.0	3	Muhammad Ali Maki secondary school for girls	35
2.0	2	Ali Elseid Elsehafa secondary school for girls	36
2.0	2	Alimtidad secondary school for boys	37
4.0	4	Elsheikh Model Secondary School for boys	38
2.0	2	Alsida Aaisha secondary school for girls	39
1.0	1	Wad Ajeeb secondary school for boys	40
3.0	3	Halweiat Saad sodel secondary School for girls	41
1.0	1	Sharwani Institute for boys	42
2.0	2	Alshgrah secondary school for girls	43

The above table shows that the study covers 43 governmental secondary schools. This proves that the survey covers 81% of Khartoum governmental secondary schools in spite of there are 53 governmental secondary schools.

4.2.2. Gender of respondents

Table No. (4.3). Gender of respondent		
Gender	Frequen cy	Percent
Male	69	69.0
Female	31	31.0
Total	100	100.0

Figure No. (4.2). Gender of respondents

The above table and figure show that 69% male respondents and 31% female respondents. This proves that most respondents are males in spite of there are (84 males and 73 females).

4.2.3. Qualification of respondents

Table No. (4.4). Qualification of respondents		
Qualification	Frequenc y	Percent
Bachelor	72	72.0
Post Graduate Diploma	9	9.0
Master	13	13.0
PhD	6	6.0
Total	100	100.0

Figure No. (4.3). Qualification of respondents

The above table and figure show that 72% respondents have bachelor degree 13% respondents have master degree 9% respondents have post graduate diploma and 6% respondents have PhD degree. This proves that most respondents are qualified.

4.2.4. Experiences of respondents

Table No. (4.5). Respondents' experiences.		
Experience	Frequenc y	Percent
(1-5) years	9	9.0

(6-10 years	2	2.0
(11-15) years	30	30.0
(16 - 20) years	36	36.0
No Respond	19	19.0
Total	100	100.0

Figure No. (4.4). Teaching experience of respondents

The above table and figure show that 36% respondents have 16 to 20 years experience in teaching English 30% respondents have 11 to 15 years experience in teaching English 9% respondents have less than 6 years experience in teaching English 2% respondents have 6 to 10 years experience in teaching English and 19% respondents are not responded . This proves that all the respondents have experiences in teaching English language.

Section two:

4.2.5. Teacher's factors

1. An untrained teacher ineffectively uses teaching aids.

Table No. (4.6). An untrained teacher.		
Agreement level	Frequenc y	Percent
Disagree	1	1.0
Doubtful	4	4.0
Agree	34	34.0
Strongly agree	61	61.0
Total	100	100.0

Figure No. (4.5). An untrained teacher.

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

2. An unqualified teacher is unable to use appropriate teaching skills.

Table No. (4.7). An unqualified teacher		
Agreement level	Frequenc y	Percent
Agree	24	24.0
Strongly Agree	76	76.0
Total	100	100.0

Figure No. (4.6). An unqualified teacher

The above table and the figure show that 76% respondents

are strongly agree and 24% respondents are agree. David (2001,108) argues that *"an unqualified teachers have negative effects on learners' achievements. When teacher is unqualified, he will not teach effectively"*. This proves that an unqualified teacher is unable to develop an effective teaching.

3. An unmotivated teacher negatively affects students' outcome.

Table No. (4.8). An unmotivated teacher		
Agreement level	Frequenc y	Percent
disagree	2	2.0
doubtful	3	3.0
agree	36	36.0
strongly agree	59	59.0
Total	100	100.0

Figure No. (4.7). An unmotivated teacher

The above table and figure show that 59% respondents are strongly agree 36% respondents are disagree 3% respondents are doubtful and 2% respondents are disagree. Haenakon (2012,548) claims that *"teacher's lack of motivation greatly affects learning process. When teacher poorly motivates*

for the teaching process, he will directly affect learners' outputs". This proves that an unmotivated teacher negatively affects on students' performances.

4. Teacher's L₁ cultural background negatively affects students' attitudes toward learning English.

Table No. (4.9). Teacher's culture		
Agreement level	Frequenc y	Percent
Doubtful	6	6.0
Agree	61	61.0
Strongly agree	33	33.0
Total	100	100.0

Figure No (4.8). Teacher's culture

According to the above table and figure 61% respondents are agree, 33% respondents are strongly disagree and 6% respondents are doubtful. Danis (2010, 38) states that in his research according to Howard (2006) *"teachers' lack of cultural understanding negatively affect academic success of learners. Culture can affect teachers' attitudes and expektorations, thus affecting learners' academic performances".* This proves that teacher's L₁ cultural background negatively affects on students' attitudes towards learning English.

5. Negative expectation of the teacher towards English language course develops negative teaching styles.

Table No. (4.10). Teacher's expectation		
Agreement level	Frequency	Percent
Disagree	2	2.0
Doubtful	5	5.0
Agree	51	51.0
Strongly agree	42	42.0
Total	100	100.0

Figure No. (4.9). Teacher's expectation

The above table and figure show that 51% respondents are strongly agree 42% respondents are agree %5 respondents are doubtful and 2% respondents are disagree. Hamidu (2010,29) argues that *"teachers' expectations focus on developing learners' performances and competencies. The effect of teachers' expectations affect on teaching/learning process"*. This proves that negative expectation of the teacher towards a foreign language course develops negative teaching styles.

6. An excessive number of teaching hours negatively affect the teacher's performance.

Table No. (4.11). Teaching hours		
Agreement level	Frequency	Percent

Disagree	2	2.0
Doubtful	3	3.0
Agree	24	24.0
Strongly agree	71	71.0
Total	100	100.0

Figure No (4.10) Teaching hours

According to the above table and figure 71% respondents are strongly agree 24% respondents are agree 3% respondents are doubtful and 2% respondents are disagree. Alkhuli (1990,8) argues that *"if teacher is over loaded with an excessive number of teaching hours and other schools' activities, teacher naturally tends to use methods that requires minimal effort and most probably at the expense of efficiency"*. This proves that an excessive number of teaching hours negatively affect the teacher's performance.

7. Ineffective feedback of teacher towards his/her students affect learning skills.

Table No. (4.12). Teacher's feedback		
Agreement level	Frequenc y	Percent
Disagree	1	1.0
Doubtful	4	4.0
Agree	62	62.0
Strongly agree	33	33.0
Total	100	100.0

Figure No (4.11) Teacher's feedback

The above table and figure show that 62% respondents are agree, 33% respondents are strongly agree 4% respondents are doubtful and 1% respondent is disagree. Tom Brown (2011,10) argues that *"teachers express their ideas in foreign language a typical mother tongue lexical variations, which sound awkward to native English speakers"* .This proves that ineffective feedback of teacher towards his/her students affect learning skills.

4.2.6. Students factors:

8. An unmotivated student discourages the teacher to use effective teaching methods.

Table No. (4.13). An unmotivated student		
Agreement level	Frequenc y	Percent
Disagree	1	1.0
Doubtful	4	4.0
Agree	56	56.0
Strongly agree	39	39.0
Total	100	100.0

Figure No (4.12) An unmotivated student

The above table and figure show that 56% respondents are agree 39% respondents are strongly agree 4% respondents are doubtful and 1% respondent is disagree. Dristoll (2000,30)

argues that " *lack of motivation among learners derive from failure in teaching methods. In the absence of proper motivation, learners take no interest in memorizing contents*". This proves that unmotivated learners discourage the teacher to use effective teaching methods.

9. Negative expectation of student towards a foreign language course negatively affects the teacher's performance.

Table No. (4.14). Learners' expectation		
Agreement level	Frequenc y	Percent
Disagree	5	5.0
Doubtful	8	8.0
Agree	54	54.0
Strongly agree	33	33.0
Total	100	100.0

Figure No. (4.13). Student's expectation

According to the above table and figure 54% respondents are agree, 33% respondents are strongly agree 8% respondents are doubtful and 5% respondents are disagree. Alkhuli (1990,8) claims that " *what students expect of foreign language course affect teachers' methods .These expectations are determined by their previous experience with former foreign language courses, their actual needs, study habits, and general learning strategies*". This proves that negative

expectation of student towards a foreign language course negatively affect the teacher's performance.

10. Student's misbehaviour discourages the teacher to develop new teaching strategies.

Table No. (4.15). Student's misbehaviour		
Agreement level	Frequenc y	Percent
Disagree	1	1.0
Doubtful	7	7.0
Agree	33	33.0
Strongly agree	59	59.0
Total	100	100.0

Figure No (4.14). Student's misbehaviour

In the above table and figure 59% respondents are strongly agree, 33% respondents agree 7% respondents are doubtful and 1% respondent is disagree. Roland (1999,5) argues that *"student's misbehaviour discourage teachers to upgrade quality of education including retention and development of highly capable teachers"*. This proves that student's misbehaviour discourages the teacher to develop new teaching strategies.

11. Learners' lack of intelligence makes the teacher develop negative teaching methods.

Table No. (4.16). Student's lack of intelligence

Agreement level	Frequency	Percent
Disagree	4	4.0
Doubtful	7	7.0
Agree	52	52.0
Strongly agree	37	37.0
Total	100	100.0

Figure No (4.15). Student's lack of intelligence

The above table and figure show that 52% respondents are strongly agree 37% respondents are agree 7% respondents are doubtful and 4% respondents are disagree. Farideh (2003,244) argues that *"failure in learning outcomes is due to students' lack of intelligence"*. This proves that student's lack of intelligence makes the teachers develop negative teaching methods.

12. Adult student's discourages the teacher to teach a foreign language effectively.

Table No. (4.17). Adult student		
Agreement level	Frequency	Percent
Disagree	1	1.0
Doubtful	4	4.0
Agree	53	53.0
Strongly agree	42	42.0
Total	100	100.0

Figure No (4.16). Adult student

According to the above table and figure 53% respondents are agree, 42% respondents are strongly agree 4% respondents are doubtful and 1% respondent is disagree. Tatiana (2007,49), states that *"young students learn a foreign language naturally, because they still have access to their universal grammars, but Adults a foreign language learning are unable to access their language acquisition devices, they need to rely on common reasoning skills in order to make sense of a target language"*. This proves that adult student discourages the teacher to teach English effectively.

13. Student's L₁culultural background discourages the teacher to use appropriate teaching methods.

Agreement level	Frequenc y	Percent
Disagree	2	2.0
Doubtful	3	3.0
Agree	34	34.0
Strongly agree	61	61.0
Total	100	100.0

Figure No (4.17).Student's culture

The above table and figure show that 61% respondents are strongly agree 34% respondents are agree 3% respondents are doubtful and 2% respondents are disagree. Norbert (2012,448) argues that " foreign language students' beliefs influence their

attitudes or motivation, and their success. Students' positive beliefs help to overcome problem and thus sustain motivation, but students' negative beliefs lead to decrease motivation, frustration and anxiety". This proves that student's L₁culutural background discourages the teacher to use appropriate teaching methods.

4.2.7. Schools factors

14. Large class's size discourages the teacher to use effective teaching methods.

Agreement level	Frequenc y	Percent
Disagree	2	2.0
Doubtful	4	4.0
Agree	35	35.0
Strongly agree	59	59.0
Total	100	100.0

Figure No (4.18). Large class's size

In the above table and figure 59% respondents are strongly agree 35% respondents are agree 4% respondents are doubtful and 2% respondents are disagree. Alkhuli (1990,9) argues that "*methods successful with small class's size may not be equally so with large class's size*". This proves that large class's size discourages the teacher to use effective teaching methods.

15. The appropriate uses of audiovisual aids develop students' skills.

.Table No. (4.20). Uses of audiovisual aids		
Agreement level	Frequenc y	Percent
Doubtful	3	3.0
Agree	24	24.0
Strongly agree	73	73.0
Total	100	100.0

Figure No (4.19). Uses of audiovisual aids

The above table and figure show that 73% respondents are strongly agree 24% respondents are agree and 3% respondents are doubtful. Rather (2004,54) argues that *"in absence of audio visual aids, classrooms will consider traditional ones. The use of teaching aids makes teaching /learning more effective and realistic. Teaching aids help in developing learning process"*. This proves that the appropriate uses of audiovisual aids develop students' skills.

16. A well-prepared learning environment minimizes negative English language teaching methods.

Table No. (4.21). Learning

environment		
Agreement level	Frequency	Percent
Agree	19	19.0
Strongly Agree	81	81.0
Total	100	100.0

Figure No (4.20). Learning environment

According to the above table and figure 81% respondents are strongly agree and 19% respondents are agree. Susan (2010, 9) argues that *"clear visual cues and use of furniture help students to focus on task of learning rather than having to concentrate on navigating environment. When classroom is poorly arranged furniture, it will enlarge running in open areas"*. This proves that a well-prepared learning environment minimizes negative English language teaching methods.

17. Limited time of English language period discourages the teacher to use ineffective teaching methods.

Table No. (4.22). Limited time of period		
Agreement level	Frequency	Percent
Disagree	2	2.0
Doubtful	4	4.0
Agree	29	29.0
Strongly agree	65	65.0
Total	100	100.0

Figure No (4.21). Limited time of period

The above table and figure show that 65% respondents strongly agree 29% respondents are agree 4% respondents are doubtful and 2% respondents are disagree. Alkhuli (1990,8) argues that " *if the foreign language programme plans to continue for a limited time, objectives of programmes are usually limited in scope. On other hand if programme is along one, it is goals are usually wider. When goals are different, they entail some differences in methods*". This proves that limited time of a foreign language period discourages the teacher to use effective teaching methods.

18. Insufficient schools textbooks/facilitates/equipment make the teacher develops inappropriate teaching techniques.

Table No. (4.23). Schools textbooks		
Agreement level	Frequenc	Percent
Agree	29	29.0
Strongly agree	71	71.0
Total	100	100.0

Figure No. (4.22). Schools textbooks

In the above table and figure 71% respondents are strongly agree and 29% respondents are agree. Habib (2012,374) argues that "*lack of textbooks have negative effects*

on quality of education. Shortage of resources and other learning materials as well as equipments are associated with low quality of learning and teaching. Shortages of resources affect quality of teaching and learning. Lack of teaching and learning materials lead to low level of vocabulary and structure in writing. Lack of resources, equipments and library facilities affect on the strategies of learning process". This proves that insufficient schools textbooks / facilitates / equipment make the teachers develop inappropriate teaching techniques.

19. Families' low-incomes discourage the teacher to develop their children skills.

Table No. (4.24). Families' low-incomes		
Agreement level	Frequenc y	Percent
Disagree	2	2.0
Doubtful	5	5.0
Agree	64	64.0
Strongly agree	29	29.0
Total	100	100.0

Figures No (4.23). Families' low-incomes

In the above table and figure 64% respondents are agree 29% respondents are strongly agree 5% respondents are doubtful and 2% respondents are disagree. Kristin Jennifer (2010) argues that *"students from low-income families may not be able to attend school. Financial stress on parents can cause child to leave school early to work. Worries about financial lack*

at home can negatively affect low-income children's ability to learn". This proves that families' low-incomes discourage the teacher to develop their children's skills.

20. Limited testing contents make teachers focus on certain teaching activities.

Table No. (4.25). Limited testing		
Agreement level	Frequenc y	Percent
Doubtful	5	5.0
Agree	24	24.0
Strongly agree	71	71.0
Total	100	100.0

Figure No (4.24). Limited test

According to the above table and figure 71% respondents are strongly agree 24% respondents are agree and 5% respondents are doubtful. Smith (1991,10) argues that " negative consequences of teaching to the test that teachers have a tendency to ignored subjects and activities that do not directly contribute to passing exam and do not promote general understanding of students. This proves that limited testing contents make teachers focus on certain teaching activities and negatively affect on students' interaction.

4.2.9. Summary of Questionnaires

The analysis and interpretation show that there are several factors negatively affecting teaching English language.

These factors are an untrained teacher, an unqualified teacher, teacher's lack of motivation, teachers' L₁ cultural background, negative expectation of the teacher , an excessive number of teaching hours, ineffective feedback of teacher , student's lack of motivation ,negative expectation of student, student's misbehaviour, adult student, student's L₁culutural background, Large class's size, absence of audiovisual aids, limited time of English language period, family low income and insufficient resources of schools.

4.3. Analysis of interviews

In this section, the researcher has interviews with 25 teachers for eliciting certain information and uses effective techniques for collecting data, which help in developing the objectives of the research in finding new facts. The interviews included personal information of the subjects and 9 open questions.

4.3.1. Schools names

perce nt	frequen cy	School name	N o
1.0	1	Burry secondary school for girls	1
2.0	2	Elsheikh Mustafa Alamein model secondary school for girls	2
1.0	1	Alzuhoor model secondary school for girls	3
2.0	2	Sudanese Belgian Technical secondary school for boys	4
1.0	1	Alkhartoum Algadeima model secondary school for boys	5
1.0	1	Aljadida model secondary school for boys	6
1.0	1	Muhammad Hamza secondary school for girls	7

2.0	2	Halweita Saad model secondary school for girls	8
1.0	1	Gabra model secondary school for boys	9
1.0	1	Alimtidad secondary school for boys	10
2.0	2	Alguds secondary school for boys	11
2.0	2	Alsheikh model secondary school for boys	12
2.0	2	Aljadida model secondary school for girls	13
2.0	2	Abuabida Amir ben Gerah secondary school for boys	14
1.0	1	Alsalam secondary school for boys	15
2.0	2	Khartoum Algadima model secondary school for girls	16
1.0	1	Suba West Secondary School for boys	17

The above table shows that the survey covers 17 secondary schools at Khartoum locality in spite of there are 53 governmental secondary schools.

4.3.2. Gender of respondents

Table No. (4.27). Gender of respondents			
	Gender	Frequency	Percent
Valid	Male	18	72.0
	Female	7	28.0
	Total	25	100.0

Figure No (4.25). Gender of respondents

The above table and figure show that 72% male respondents and 28% female respondents. This proves that most of respondents are males.

4.3.3. Qualification of respondents

Table No. (4.28). Qualification of respondents			
	Qualificatio n	Frequency	Percent
Valid	Bachelor	21	84.0

	Post Graduate Diploma	2	8.0
	Master	2	8.0
	Total	25	100.0

Figure No. (4.26). Qualification of respondents

The above table and figure show that 84% respondents have Bachelor degree 8% respondents have post graduate diploma and 8% respondents have master degree. This proves that most of respondents are qualified according to their certificates.

4.3.4. Experience of respondents

Table No. (4.29). Respondents' experiences			
	Experience	Frequency	Percent
Valid	6-10	3	12.0
	11-15	7	28.0
	16-20	11	44.0
	over21	4	16.0
	Total	25	100.0

Figure No (4.27). Experience of respondents

The above table and figure show that 44% respondents have 16 to 20 years experience in the teaching English 28% respondents have 11 to 15 years experience in the teaching English 16% respondents have over 21years experience in the teaching English 12% respondents 6 to 10 years experience in teaching English language. This proves that most of respondents have experiences in teaching English language.

4.3.6. Analysis questions of interview

1. Have you received sufficient training programme in how to teach English language? Describe.

The respondents argue that they receive receiving training courses in teaching English as foreign language, but these training courses were inadequate information about how to use English teaching methods effectively. The time of these courses were very limited for practicing English teaching methods. They receive these training courses without vision correction or developing teaching skills. Richard (2002,542) argues that *"training course develops attitudes, knowledge, skills, and behaviour of teachers in making an effective teaching. Trained teachers teach foreign language effectively"*. This proves that effective training course helps teachers to develop their skills in applying effective teaching methods.

Teachers become lack of competence, because teachers never receive an effective training in teaching English as a foreign language.

2. What model of classroom do you prefer when you teach English language?

The respondents argue that the classroom should have adequate materials, comforted chairs and desks. The classroom should be cleaned, organized and not very crowded. The teachers should put positive pictures on the class's walls to explain grammar and vocabulary. The teachers should use right teaching techniques to motivate students for participate in lesson activities and develop cooperative learning. Blatchford (2013,25) argues that *"reducing class's size does not automatically result in higher achievements and lower failure rates, because of many other factors such as behaviour, quality of teaching are very important, when class's size reduces, teachers tend to teach small class in exactly the same way, they teach large class's size with no adaptations make and limited individual attention for students. Class's size begins to have positive effects, when class contains fewer than twenty students"*. This proves that small class's size with positive educational environment helps teachers to develop new teaching strategies and they have positive effects on students' learning.

3. How can you avoid negative attitude / feedback / behaviour of the students?

The respondents argue that teacher should use positive attitudes towards teaching a foreign language and provide

students with adequate activities to cover the subject. The teachers should focus on positive behaviours towards students, never use bad language or verbal abuse, enhance self-esteem of the students, aware of teaching, focus on pleasure and interest with the subject matter and continue to reward a good behaviour. Manish (2009) argues that *"positive attitudes of teachers are very necessary in order to achieve effective teaching. Teachers with positive attitude force their students to learn more"*. This proves that positive attitudes of teachers develop students' achievements and reduce misbehaviour of students.

4. How can you make your teaching follow up of the students' everyday English activities?

The respondents argue that the teachers could make their teaching follow up of students' activities by creating a positive atmosphere to conductive academic exploration to develop a lesson plan with real world connection to advising alternative forms of assessment. Teachers could motivate students or generate new methodologies of their own design, self-assessment and work sheet at the end of each chapter, Teachers should provide students opportunities to practice new materials to clear confusion and to use social media affectively. Rather (2004,56) argues that *"the use of audio-visual aids gives reality to learning situations, motivate young students, arouse their feelings curiosity, make ideas really, help in making learning more effective and provide variety in classroom situations. Varieties in instructional techniques help students to be alternative. The uses of audio visual aids help in developing*

skills among learners''. This proves that teaching aids make students/teachers more interested and more effective towards learning/teaching a foreign language.

5. What will you do if parent and schoolmaster interfere with your teaching process?

The respondents argue that the teacher should be patience and polite while teaching the students and never allow to parent / schoolmaster to interfere with their participation in his/her teaching process. Teacher should accept positive interferences of parent /schoolmaster and never allow to parents to talks in front of students as well as teacher should focus on the positive attribute of students. Teacher should avoid parent's/ schoolmaster's interference by focusing on using right teaching techniques to develop students' abilities in learning a foreign language. Elizabeth (2004,43) argues that *"interference of parents in teaching process hinders teaching progress. When teachers make efforts to apply new ways of teaching a foreign language, they face setbacks due to interfering of parents whose children study there"*. This proves that interference of parents does not help teachers to develop new teaching strategies for improving skills of students towards learning a foreign language.

6. How do you develop self-esteem in yourself and your students?

The respondents argue that the teacher should encourage cooperative learning by using pairs /groups work to develop students' self-esteem. Teacher should establish positive

atmosphere and set realistic expectation to the level of each student's abilities and build the students' awareness of themselves as competent and encourage the students to participate. Teacher should be socialized and interacted with all students. Teacher should make his eyes contact while teaching and do good things to reinforce beliefs. Judit (2011,117) argues that *"teachers help to build self-esteem by setting tasks that students are already easily capable of, before teaching them to next stage and helping them to succeed with supporting at first. Small test of success help to motivate and give confidence to students"*. This proves that the teacher develops his/her self-esteem by acquiring skills and knowledge in teaching a foreign language also develops self-esteem of students by motivating them to participate in all activities.

7. When do the learning difficulties occur?

The respondents argue that the learning difficulties occur when the teacher used inappropriate teaching techniques, the poor relation between the teacher and the students and unhealthy classrooms environment with irrelevant curriculum to the students' real world life. Students loss of confidence develop negative behaviour/attitudes towards learning a foreign language courses. Emotional and behavioural problems can cause and effect of learning difficulty. Roland (1999,5) argues that *"students' misbehaviours affect learning environment of schools. Teachers believe that students' misbehaviours interfere with their teaching and discourage teachers to upgrade quality of education including retention and development of highly capable teachers"*. This proves that learning difficulty occurs

when the class has negative expectation towards learn a foreign language or behave badly.

8. Would you rather try new teaching strategies? Explain.

The respondents argue that the teacher should work for all students by giving them a chance to interact and talk to each other according to the lesson activities also teacher should write new words, the meaning of these words and give student' time to match the words with their meaning and use the aids to explaining new words and let students create new learning strategies. The teacher should focus on reading aloud to develop pronunciation skills by reading the dialogue in pairs and speak clearly to help the students to hear and understand a foreign language. Elizabeth (2004 2) argues that "a good teacher always wants that his/her teaching should be an effective. Presentation should be a model one in every way, material is to be well selected and should be regarded properly. Good teaching makes students feel everything for better life and a good teacher tries to correlate his/her teaching with life". This proves that the teacher should try new teaching strategies and help students develop their new methodologies in learning English language.

9. How do you create and promote a safe teaching atmosphere in your classroom?

The respondents argue that teacher should focus on creating a positive classroom environment, make students feel relax towards learning a foreign language, reinforce positive interaction among students by building positive activities to participate or to use positive behaviour during discussion of

students and ask them to generate new activities. Paul (2004,43) argues that *"classroom should have comfortable desks and chairs as well as full of functional visual cues for students who should feel relax and ease, positive attitudes towards language learning should be favoured"*. This proves that positive environment/ behaviour of students develop positive attitudes of teachers towards teaching a foreign language.

4.4. Analysis questions of observations

The analysis of classroom observations includes two types of analysis, the social communication skills and responses. Classroom's interaction is one of the issues that receive considerable amount of research, which led to the emergence of many systems for interaction analysis. In this section, 25 experienced teachers observed. This observation was done with examining certain questions related to an effective teaching. The observation includes two sections, the first section includes the personal data of the respondents and the second section includes classroom observations questions.

4.4.1. Personal data of respondents

4.4.2 Schools names

Table No. (4.30). Schools names.			
perce nt	frequen cy	School name	N o
2.0	2	Elsheikh Mustafa Alamein Secondary	1

		School for girls	
1.0	1	Albarary model Secondary School for girls	2
1.0	1	Alzuhur model Secondary School for girls	3
2.0	2	Khartoum model Secondary School for boys	4
2.0	2	Aljadida model Secondary School for boys	5
2.0	2	Ali Alseid Arkweit for boys	6
2.0	2	Halwyat Saad model Secondary School for girls	7
1.0	1	Alsalam Secondary School for boys	8
1.0	1	Suba west Secondary School for boys	9
2.0	2	Gabera model Secondary school for boys	10
2.0	2	Alguds Secondary School for boys	11
2.0	2	Alsheikh Mustafa model Secondary School for boys	12
1.0	1	Muhammad Hamza Secondary School for girls	13
2.0	2	Tahnun Secondary School for boys	14
1.0	1	Aleish Secondary School for girls	15
1.0	1	Sudanese Belgian Technical School for boys	16

The above table shows that the survey covers 16 secondary schools. This proves that the survey covers more than 25% of Khartoum governmental secondary schools.

4.4.3. Gender of respondents

Table No. (4.31). Gender of respondents			
		Frequency	Percent

Valid	Male	16	64.0
	Female	9	36.0
	Total	25	100.0

Figure No. (4.28). Gender of respondents

The above table and figure show that 64% male respondents and 36% female respondents. This proves that the survey covers male respondents more than female respondents.

4.4.4. Qualification of respondents

Table No. (4.32). Qualification of respondents			
		Frequency	Percent
Valid	Bachelor	23	92.0
	Master	2	8.0
	Total	25	100.0

Figure No. (4.29). Qualification of respondents

The above table and figure show that 92% respondents have bachelor degree 8% respondents have master degree. This proves that most of respondents are qualified according to their certificates.

4.4.5. Experience of respondents

Table No. (4.33). Experience of respondents			
	Experience	Frequency	Percent
Valid	6-10	4	16.0
	11-15	8	32.0
	16-20	11	44.0
	over21	2	8.0
	Total	25	100.0

Figure No. (4.30). Experience of respondents

The above table and figure show that 44% respondents have 16 to 20 years experience in teaching English, 32% respondents have 11 to 15 years experience, 16% respondents have over 21 years experience and 8% respondents 6 to 10 years experience. This proves that all the respondents have experiences in teaching English language.

4.4.5. Analysis questions of observations

4.4.6. Classroom control

Table No. (4.34). Classroom control			
		Frequency	Percent
Valid	0 - 20%	3	12.0
	21-40%	10	40.0
	41-60%	8	32.0
	61-80%	4	16.0
	Total	25	100.0

Figure No. (4.31). Classroom control

The above table and figure show that 40% respondents score 21% to 40%, 32% respondents score 41% to 60%, 16% respondents score 61% to 80% and 12% respondents score (0 to 20%). Roland (1999,5) argues that *"students' misbehaviour affects learning environment. Teachers believe that students' misbehaviours interfere with their teaching and discourage teachers to upgrade quality of education including retention and development of highly capable teachers"*. This proves that students' misbehaviour discourage teacher in controlling the class.

4.4.7. Uses of the board

Table No. (4.35). Uses of the board			
	Rate	Frequency	Percent
Valid	0 - 20%	4	16.0
	21-40%	8	32.0
	41-60%	7	28.0

	61-80%	5	20.0
	81-100%	1	4.0
	Total	25	100.0

Figure No. (4.32). Uses of the board

The above table and the figure show that 32% respondents score 21% to 40%, 28% respondents score 41% to 60%, 20% respondents score 61% to 80%, 16% respondents score 0 to 20% and 4% respondents score 81% to 100%. Jeannine (2001,4) argues that *"there are many ways the board can be used during class to support teaching, draw stick figures form on the board and have learners compose oral/written stories about them. Teachers can write vocabulary or statement drawn from a course book"*. This proves that when teachers use the board properly, they will positively affect students' out puts also the above tables and figure prove that the respondents do not have ability to write on the board while still keeping sharp eyes on their students, the respondents just write new vocabulary. The respondents never use the board to provide records of new words, structures and how a word is used. The respondents do not display all sorts of items - posters, pictures and flashcards. The respondents do not draw pictures or use play game or ask students to come out to draw, write, present or even work.

4.4.8. Level of confidence

Table No. (4.36). Level of confidence			
	Rate	Frequency	Percent
Valid	0 - 20%	3	12.0
	21-40%	9	36.0
	41-60%	5	20.0
	61-80%	6	24.0
	81-100%	2	8.0
	Total	25	100.0

Figur No. (4.33). Level of confidence

The above table and figure show that 36% respondents score 21% to 40%, 24% respondents score 61% to 80%, 20% respondents score 41% to 60%, 12% respondents score 0 to 20%, and 8% respondents score 81% to 100%. Kate (2012, p.4) argues that *"confidence is ability to take appropriate and effective action in the situation. Confidence is not about good feelings inside, although it is a bonus if teachers do"*. This indicates that confidence develops students' attitudes towards learn/ use a foreign language also the above table and figure prove that the respondents never give the students chances to use a language in pair/group work activities so as to develop their self-esteems.

4.4.9. Personality / style

Table No. (4.38). Personality / style			
	Rate	Frequency	Percent
Valid	0 - 20%	7	28.0
	21-40%	13	52.0
	41-60%	2	8.0
	61-80%	1	4.0
	81-100%	2	8.0
	Total	25	100.0

Figure No. (4.35). Personality / style

The above table and figure show that 52% respondents score 21% to 40%, 28% respondents score 0 to 20, 8% respondents score 41% to 60%, 8% respondents score 81% to 100% and 4% respondents score 61% to 80%. Alkhuli (1990, 8)

argues that *"teachers discover through personal experience, that some methods of teaching fit them better than other methods because they go better with their own personality structure"*. This indicates that teachers use teaching techniques according to their personality also the above table and figure prove that the respondents have no good experiences in controlling of a classroom. Classrooms are not allowed for verbal practices and real interactions. They tend to retain short information and they have no more positive attitudes towards a foreign language course.

4.4.10. Accuracy

Table No. (4.39). Accuracy			
	Rate	Frequency	Percent
Valid	0 - 20%	6	24.0
	21-40%	13	52.0
	41-60%	3	12.0
	61-80%	2	8.0
	81-100%	1	4.0
	Total	25	100.0

Figure No. (4.36). Accuracy

Table and figure show that 52% respondents score 21% to 40%, 24% respondents score 0 to 20%, 12% respondents score 41% to 60%, 8% respondents score 61% to 80% and 4% respondents score 81% to 100%. Marlow (2010,28) argues that *"the accuracy and effectiveness of language depend upon correct writing or correct spelling of words and correct speaking or correct pronunciation of words. Correct pronunciation of words makes the speech effective and meaningful. Effective of speaking skills depends on correct pronunciation of words"*. This illustrates that the accuracy help in developing an effective teaching. The above table and figure prove that respondents don't use correct grammar and vocabulary, but they develop

grammatical

mistakes.

4.4.11. Using of positive attitudes

	Rate	Frequency	Percent
Valid	0 - 20%	6	24.0
	21-40%	12	48.0
	41-60%	3	12.0
	61-80%	4	16.0
	Total	25	100.0

Figure No. (4.37). Using of positive attitudes.

The above table and figure show that 48% respondents score 21% to 40%, 24% respondents score 0 to 20%, 12% respondents score 41% to 60%, and 16% respondents score 61% to 80%. Manish (2009) argues that " *positive attitudes of teachers towards teaching are very necessary in order to achieve an effective teaching. Teachers with positive attitude force students to learn more*". This illustrates that positive attitude of teacher towards teaching makes an effective teaching. The above figure proves that the respondents never use positive attitudes towards teaching a foreign language.

4.4.12. Explaining of new vocabulary

	Rate	Frequency	Percent
Valid	0 - 20%	1	4.0
	21-40%	14	56.0
	41-60%	5	20.0

	61-80%	4	16.0
	81-100%	1	4.0
	Total	25	100.0

Figure No. (4.38). Explanation of new vocabulary

The above table and the figure show that 56% respondents score 21% to 40%, 20% respondents score 41% to 60%, 16% respondents score 61% to 80%, 4% respondents score 0 to 20% and 4% respondents score 81 to 100%. Alkhuli (1990,62) argues that *"teacher writes words on chalkboard and may draw his/her students' attention to any spelling problems related to that word. Learners read the word. Students are asked to write down words and their meanings in their notebooks"*. This indicates that using teaching techniques properly develop an effective teaching. The above table and figure prove that the respondents never introduce or give enough time to repeat or to pronounce the words. They never present the meaning/ example of the words clearly. They never check understanding of the students.

4.4.13. Explanation of new pattern

Table No. (4.42). Explanation of new pattern			
	Rate	Frequency	Percent
Valid	0 - 20%	3	12.0
	21-40%	11	44.0
	41-60%	5	20.0
	61-80%	4	16.0
	81-100%	2	8.0
	Total	25	100.0

Figure No. (4.39). Explanation of new pattern

The above table and figure show that 44% respondents score 21% to 40%, 20% respondents score 41% to 60%, 16% respondents score 61% to 80%, 12% respondents score 0 to 20% and 8% respondents score 81% to 100%. Alkhuli (1990,50)

argues that *"write on chalkboard an example of pattern. Draw learners' attention to the specific structure. Present meaning of structure preferably through a situation, action, dramatization or a context. Explain with your class how this new pattern is different from or similar to another related pattern already learnt. Give more examples to reinforce their comprehension of both meaning and form. Let your learners give parallel structures Help your class derive any possible generalizations especially regarding the pattern form"*. This indicates that teaching strategies in teaching new pattern help in developing students' out puts. The above table and figure prove that the respondents do not connect new pattern points with larger communication contexts. The respondents do not provide students with a descriptive understanding of each point of new pattern. The respondents do not provide students with enough time to expansion a new pattern. The respondents present a new pattern in written way and not in oral way.

4.4.14. Encouraging students to participate

Table No. (4.43). Encouraging students to participate			
	Rate	Frequency	Percent
Valid	0 - 20%	8	32.0
	21-40%	14	56.0
	41-60%	2	8.0
	61-80%	1	4.0
	Total	25	100.0

Figure No. (4.40). Encouraging students to participate

According to the above table and figure, 56% respondents score (21-40%, 32% respondents score (0 to 20%), 8% respondents score (41 to 60%) and 4% respondents score (61 to 80%). Dristoll (2000,30) argues that *"in the absence of proper motivation, students take no interest in memorizing contents"*. This indicates that positive motivations help students develop

their attitudes towards learning a foreign language. The above table and figure prove that the respondents never plan or organize each class session. They never use a variety of teaching methods to encourage participation or create positive environment. They never give the learners time to think before they response to their questions.

4.4.15. Providing appropriate activities to reflect on students' skills.

Table No. (4.44). Providing appropriate activities			
	Rate	Frequency	Percent
Valid	0 - 20%	9	36.0
	21-40%	7	28.0
	41-60%	5	20.0
	61-80%	3	12.0
	81-100%	1	4.0
	Total		25

Figure No. (4.41). Providing appropriate activities

The above table and figure show that 36% respondents score (0 to 20%), 28% respondents score (21% to 40%), 20% respondents score (41% to 60%), 12% respondents score (61% to 80%) and 4% respondents score (81% to 100%). Karen (2000, p.2) argues that "teachers develop objectives of their teaching on following factors: content of curriculum, knowledge that is valued by society, interest of learners, educational philosophy of schools, theories on educational teaching and practices". This indicates that appropriate activities help in developing effective methods in teaching a foreign language. The above table and figure prove that the respondents never use real objects or help the learners to learn through hands-on, direct experiences. The curriculum does not provide opportunities for the students to explore, reflect, interact, and communicate with other students. The respondents never use

of varied instructional strategies to meet the learning needs of the students.

4.4.16. Organizing individual and group activities

Table No. (4.45). Organizing individual and group activities			
	Rate	Frequency	Percent
Valid	0 - 20%	11	44.0
	21-40%	8	32.0
	41-60%	3	12.0
	61-80%	2	8.0
	81-100%	1	4.0
	Total	25	100.0

Figure No. (4.42). Organizing individual and group activities

The above table and the figure show that 44% respondents score 0 to 20%, 32% respondents score 21% to 40%, 12% respondent score 41% to 60%, 8% respondents score 61% to 80% and 4% respondents score 81% to 100%. Richard (2002, p.94) argues that *"competence bases on teaching, description of essential skills, knowledge and behaviour, which necessary for effective performances of real world task activities"*. This indicates that if a teacher has teaching skills in organizing pair/group work according to lesson activities s/he can provide students with effective activities. The above table and figure prove that the respondents never arrange or organized pairs/group for developing the skills of students.

Chapter Five

Findings, conclusions and recommendations

Chapter Five

Findings, Conclusions and Recommendations

This chapter presents the results of the findings of the statistical analysis of the data collection through the survey questionnaires of the teachers, observation of their lessons and the views of the experienced teachers through the interviews' questions of this study. An expressive presentation is used explained the data in qualitative linguistic oriented research in order to investigate factors negatively affecting teaching English. This chapter begins with the discussion of the findings by answering the questions of the study. The next relates to offer conclusions about the findings and it ends with suggesting recommendations for further study.

5.0. Findings

In this section, there are four questions/ hypotheses of the study and the summary for each question/ hypothesis is presented in this section.

Question(1): What are the significance factors negatively affecting teaching English?

Hypothesis(1): An unhealthy learning environment negatively affecting teaching English.

According to the statistical analysis of the data collection, the researcher finds that an unhealthy learning

environment discourages teachers to develop effective teaching techniques . There are several significance factors negatively affecting teaching English language. These factors include an untrained teacher, an unqualified teacher, teachers' lack of competence, teachers' lack of confidence, teachers' low morale, teachers' overloaded work, teacher an ineffective personality, teachers' inadequate feedback, teachers' lack of motivation, teachers' negative expectation, teachers' L₁ cultural background, teachers' inadequate feedback, negative attitudes of teachers, students' lack of motivation, negative expectations of students, students' misbehaviour, students' lack of intelligence, adult students, students'L₁cultural backgrounds, students' lack of confidence, students' negative attitudes, large class's size, inadequate review of curriculum, the absence of audiovisual aids, unhealthy classroom's environment, limited time of period, insufficient resources of school, limited testing contents, families' low incomes and interfering of parents/schools masters.

Question(2): To what extent do the teachers use appropriate teaching techniques?

Hypothesis(2): Teachers do not use appropriate teaching techniques.

According to the statistical analysis of data collection, the researcher finds that the respondents do not use appropriate teaching techniques that treat English language as a foreign language. The respondents do not try to accelerate students' natural tendency for acquiring a foreign language by providing

grammatically or focus on the lessons that raise students' conscious awareness of how a foreign language works. They ignore concentrate on appropriate learning activities that develop abilities of students.

Question(3): Why do the teachers not frequently use modern teaching aids?

Hypothesis(3): Teachers do not frequently use modern teaching aids.

According to the statistical analysis of data collection, the researcher finds that the respondents do not make their teaching more effective, because they do not use modern teaching aids. Improving and developing new teaching strategies focus on effective modern teaching aids. The schools lack of teaching techniques such as tape, recorders, radios, television sets, video players or computers. The absence of teaching devices and equipment develop negative attitudes of students towards learning English. The teachers find that the text books do not designed according to teaching methods and they find difficulties in developing effective teaching methods.

Question (4): To what extent do students learn English in the environment convenient for learning?

Hypothesis(4): Students don not learn English in the environment convenient for learning.

According to the statistical analysis of the data collection, the researcher finds that the classrooms are poorly arranged furniture and lack of functional visual cues, which do

not give the students and the teachers information about where the teachers expect to teach, what kinds of materials are used and how to clean up successfully when an activity ended. An unhealthy environment negatively affecting on the students' attitudes, experiences, expectations, behaviours and their outcomes. The students do not learn English properly, because the environment is not convenient for the effective learning.

5.1. Conclusions

One conclusion that will be drawn from this current study is that there are several factors negatively affecting teaching English language. It is clearly focus on improving the quality of the teachers to teach a foreign language effectively and to avoid any negative factor by creating an effective teaching environment. Indeed there are the significance factors negatively affecting teaching English language, some of these factors are related to teachers who should be psychologically and professionally prepared themselves to use practicing different kinds of teaching methods to go well with different educational activities. The teachers should be used appropriate teaching methods for developing an effective teaching. Also some of these factors are related to methods designers who neglected practical factors, which may interfere in the actual process of teaching such as teacher's training. Therefore, some of these factors are related to students who should focus on positive motivations or expectations towards learning a foreign language. The study is focused on negative factors, because these negative factors develop ineffective teaching. Also some of these factors are related to schools environment, which

should be a well-prepared environment to minimize the negative effect of both a disabling condition and environmental factors.

Yet, we should accept the fact that there are several factors negatively affecting teaching English language at Khartoum governmental secondary schools. The solutions in this case are focused on developing new strategies of practical factors, to overcome any negative factors in order to render appropriate teaching methods, to understand the basic philosophy of teaching English language, to create effective learning environments, to choose convenient teaching styles matching the students' styles, to engage all students with the lesson's activities, to develop self-esteem of the students, to establish the classroom experience, to increase understanding of students, to establish positive cooperative learning, to select effective teaching strategies, to train teachers for applying appropriate teaching methods and to establish positive attitudes towards teaching a foreign language.

5.2. Recommendations

These kinds of recommendations based on the findings of this study.

1. The training programme should focus on the basic teaching skills and techniques.
2. The teachers should have positive effects on students' achievements.
3. The teaching competence should base on the teaching skills, knowledge and behaviours in order

to help the teachers make effective performances of a real world task activity.

4. The teachers' morale should be developed by creating a good atmosphere.

5. The teachers should have positive motivation / expectation for affecting positively on the students' learning.

6. The teachers should have effective personalities, which positively affect in getting students to learn.

7. The teachers' L₁ and cultural backgrounds should be relevant to a foreign language teaching methods, which positively affect the teachers' attitudes and expections, thus affecting students' academic performance.

8. The teachers should offer high salaries in order to avoid an excessive hours of work, which negatively affect their performance.

9. The teachers should have positive feedback to develop and perform high expectations of the students.

10. The teachers should have abilities to create warm friendly atmosphere in the classroom by using positive attitudes/behaviour to encourage students to feel that they are closed friends.

11. The students should have positive motivation/ expectation to learn more about a subject matter and develop their achievements in the classroom.

12. The students should have abilities to understand and learn new activities or knowledge of a foreign language.

13. The students should focus on developing their skills in using the language effectively.

14. The students should have ambitions to acquire a foreign language naturally.

15. The teacher should be proficient user of both language and familiar with the general curriculum and the philosophy of how students learn.

16. The teacher should develop students' beliefs on a foreign language 'culture in order to avoid their negative cultures to words learning process.

17. The teacher should motivate the learners to participate in improve their skills and developing their self-esteem.

18. The class size should have fewer than twenty students for engaging all students in learning activities.

19. The curriculum should be comprehensive, skilled, knowledge, organized scope and sequence of lessons.

20. The teaching aids should be used frequency for developing an effective teaching.

21. The class room's climate should be convenient of teaching/ learning process, because it's very helpful to motivate learners to learn in cooperative situations.

22. The classroom should be a comfortable environment for the students who should feel relax and ease positive attitudes

towards language learning and it should be full of functional visual cues.

23. The teachers should have enough time to help weaker students to achieve the goals of programme by using various methods.

24. The textbook should be perfect, match the teaching methods and designed according to students real world.

25. The test design should be an obedient servant of teaching so it may result in a positive wash back.

5.3. Suggestions for Further Studies

The following studies are satisfied to be done in order to cover other areas of the more deeply to the current study.

1. Personality of teachers affect teaching a foreign language.
2. Effects of large class's size in utilizing modern teaching aids.
3. Students' expectation negatively affecting teaching a foreign language at secondary schools.
4. Effects of school's environment in improving the quality of teaching.

5. Factors negatively affecting developing students' interactions.

References

References

Ahmed M. Alsamawi. "Research techniques in linguistic and literature". Sana'a University. (2000).

Alkhuli, Muhammad Ali "Teaching English to Arab students". Amman- Alflah house .4thed. (1990).

Ann Miles Gordon .Kathryn Williams Browne. "Beginning and beyond: Foundations in early childhood education". USA. Library of Congress. (2010).

Beverlee Jobrack. "Tyranny of the text book: An insider exposes how educational materials undermine reforms". United Kingdom. (2012).

Blatchford, Rusell, Bassect, Brown & Martain. "The effect of Class size on teaching Pupils aged (7-11) years". Published in School effectiveness and improvement. (2003).

Caroline Clause Ehlers. "Encyclopaedia of cross cultural school psychology". USA. (2010).

Casmir Chanda. "Teaching and learning of English in secondary school". London. (2008).

Dannis G.Wisman, Gilbert H.Hunt. "Best practice in motivation and management in the classroom". USA. (2007).

David Edward Gray, Colin Griffing Tony Nasta. "Training to teach in future and adult Education". United Kingdom. (2001).

Dennise E Murraopy & Mury Ann Christison "What English teachers need to know. Volume 1: Understanding learning. Francis. (2010).

Diane August, Timothy Sharehan. "Developing literacy in second language learner". USA. (2006).

Esther Uso- Juan- Alicia Martinez- Flor. "Current trends in the development and teaching of the four languages skills". USA. (2006).

Farideh Salili & Rumjahn Hoosain. "Teaching, learning and motivation in multicultural context". (2003).

Habib Zafrwllah Ahmed Safiquel Huque. "Managing development in globalization world: Concept, progresses and institutions". Toylore and Francis Group. (2012).

Haenakon. "Environmental factors teaching are nothing without the good relationship between the teacher and students". (2012).

Howard .M. Knoff. "Implement ting Response - to -intervention at the school District and state level". USA. (2006).

Jeannine Dobbs "using the board in the language classroom". Cambridge university press. (2001).

Judith Kormos and Anne Margaret Smith. "Teaching language to students with specific learning differences". Canada. (2011).

Judith W.Rosenthal. "Teaching science to language minority Students: Theory and Practice '.Great Britain. (2006).

Julie A.-Slilva. "Teaching inclusive mathematics to special learners". USA. (2004).

Kathryn Wentzel, Allan Vig field. "Hand book of motivation at school". New York. (2009).

Karen Legge, philppe Harari. " Psychology and Education". Jordan. (2000).

Kate Burton, Brinley N.Pattts. "Boost your confidence in a day for dummies. British library. (2012).

Keith W. Richard, Roberyt Mclarn Sawyer. "Hand book of college teaching: Theory and applicants". (1994).

Lawrence A. Tomei. "Advancing education with information communication Technologies". USA. (2011).

Manish A.Yogesh L.PATEL. "Teaching English as a foreign language". New York. (2009).

Norbert M Seal. "Encyclopaedia of the sciences of learning". Germany. (2012).

Norman Coe and Robin Rycroft. "Writing skills a problem solving approach teacher's approach". Cambridge University. (1983).

Oliva N. Saracho. "Teachers' and students cognitive styles in early childhood Education". USA. (1997).

Paul Robert son. "English language learning in the Asian context". British. (2004).

Paul Zions, Laura Zoints & Richard L. Simpson. " Emotional and behavioural problems: A hand book for understanding and handling". USA. (2005).

Penny Ur. "A course in English language teaching ". United Kingdom. (2012).

Robert. J. Harder, Richard G. Callahan &Michael S. Trevisan. "Teaching strategies, 10th ed: A guide to effective instruction". USA. (2011).

Richard .R. Melick, Jr, Sheru Melick. "Teaching that transforms: Facilitating life change through Adult bible teaching'. New York. (2002).

Ronald Vandenberghe. A. Michael Huberman. "Understand and preventing teacher burnout". USA. (1999).

Stefanie Hoffman. "Classical motivation theories - similarities and differences between them ". Germany. (2006).

Susanne Flohr, Pia Paesler. "Teaching listening and speaking". Germany. (2006).

Susan Kabot. "Setting up class room spaces that support students with Autism spectrum disorders". USA. (2010).

Tatiana Gordon. "Teaching Young children a second language". USA. (2007).

Tom Brown, Joy M. Eagles. "Teaching psychiatry to undergraduates. London". (2011).

Yueh- Min Ray Hwany. "Advances in multimedia information processing". New York. (2008).

Appendices

Appendices
Appendix No. (A)
Sudan University of Science & Technology
College of Graduate Studies

Research Questionnaire

A Thesis title is Factors Negatively Affecting Teaching English Language at Khartoum Governmental Secondary Schools.

Section One:

Biographical information

1. **School name**

.....

2. **Gender:** a. Male . b. Female .

3. **Qualification:** a. Diploma . b. Bachelor . c. Post Graduate Diploma . d. Master . e. PhD .

4. **Experience:** a. (1—5) . b. (6—10) . c. (11—15) .

d. (16—20) . e. (over 21) .

Section two:

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

No	Statements	Strongly agree	Agree	Doubtful	Disagree	Strongly disagree
Teacher's factors						
1	An untrained teacher ineffectively uses teaching aids.					

2	An unqualified teacher is unable to use appropriate teaching skills.					
3	An unmotivated teacher negatively affects on the students' outcome.					
4	Teacher's L ₁ cultural background negatively affects on the students' attitudes towards learning English.					
5	Negative expectation of the teacher towards English language course develops negative teaching styles.					
6	An excessive number of teaching hours negatively affect the teacher's performance.					
7	Ineffective feedback of teacher towards his/her students affect learning skills.					
Students' factors						
8	An unmotivated student discourages the teacher to use effective teaching methods.					
9	Negative expectation of students towards English foreign language course negatively affects the teacher's performance.					
10	Students' misbehaviours discourage the teacher to develop new teaching strategies.					
11	Student's lack of intelligence makes the teacher develop negative teaching methods.					
12	Adult student discourages					

	the teacher to teach a foreign language effectively.					
13	Student's L ₁ cultural background discourages the teacher to use appropriate teaching methods.					
Schools' factors						
14	Large class size discourages the teacher to use effective teaching methods.					
15	The appropriate uses of audiovisual aids develop students' skills.					
16	A well-prepared learning environment minimizes negative English teaching methods.					
17	Limited time of English period discourages the teacher to use ineffective teaching methods.					
18	Insufficient schools' textbooks/facilities/equipments make the teacher develop inappropriate teaching techniques.					
19	Families' low-incomes discourage the teacher to develop their children skills.					
20	Limited testing contents make teachers focus on certain teaching activities.					

Appendix No. (B)
**Sudan University of Science &
Technology**
College of Graduate Studies

Interview Questions

The thesis title is **Factors Negatively Affecting Teaching English Language at Khartoum Governmental Secondary Schools.**

Section one: Biographic information

1. **School name**.....
2. **Gender:** a. Male . b. Female
2. **Qualification:** a. Diploma . b. Bachelor .
- c. Post Graduate Diploma . d. Master . e. PhD .
3. **Experience:** a. (0—5) . b. (6—10) . c. (11—15)

□.

d. (16—20) □ e. (over 21) □.

Section two:

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

No	Question
1	Have you received sufficient training programme in how to teach English language? Describe.
2	What model of classroom do you prefer when you teach English language?
3	How can you avoid negative attitude / feedback / behaviour of the learners?
4	How can you make your teaching follow up the students' everyday English activities?
5	What will you do if parents / schoolmasters interfere with your teaching process?
6	How do you develop self-esteem in yourself and your students?
7	When do the learning difficulties occur?
8	Would you rather try new teaching strategies? Explain.
9	How do you create and promote a safe teaching atmosphere in your classroom?

Appendix No. (C)
**Sudan University of Science &
Technology**
College of Graduate Studies

-----Research Observation

The thesis title is **Factors Negatively Affecting Teaching English Language at Khartoum Governmental Secondary Schools.**

Section one:

Biographic information

1. **School name**.....

2. **Gender:** a. Male . b. Female

2. **Qualification:** a. Diploma . b. Bachelor .
c. Post Graduate Diploma . d. Master . e. PhD .

3. **Experience:** a.(0—5) b.(6—10) c.(11—15)
d.(16—20) . e.(over 21)

Section two:

Instructions:

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

No	Statement	0-20 %	21-40 %	41-60 %	61-80 %	81-100 %
1	Classroom control.					
2	Uses of board.					
3	Level of confidence.					
4	Personality / style.					
5	Accuracy.					
6	Using of positive attitudes.					
7	Explanation of new vocabulary.					
8	Explanation of new pattern.					
9	Encouraging students to participate.					
10	Providing appropriate activities to reflect on learners' skills.					
11	Organizing individual and group activities					

Appendix No (D)

Validation of the research tools

 ----- Experts teachers and English language specialists who checked approved the tools of the study.

No	Name	Academic/administrative position	Place of work
1	Dr. Mohammad Alshingitee	Assistance professor	University of National Ribat
2	Dr. Nada Seid Ahmed Aljack	Assistance professor	University of Sudan of Science and technology
3	Dr. Mohammad Alteib	Assistance professor	University of Sudan for Science and technology
4	Dr. Kirya Ahmed Mohammad	Head of English language department	Open university of Sudan
5	Ustaz. Mohammad Haroon	Head of Academic supervisors	Ministry of general Education

Appendix No (E)

Names of Khartoum Governmental Secondary Schools

School's name	No
Elsheikh Mustafa Alamein Model Secondary School for girls	1
Alsalam Secondary School for boys	2
A new burry Secondary School for girls	3
Alsheikh Alqurania Secondary School for boys	4
Alkhartoum Alamiryah for boys	5
Suba West Secondary School for girls	6
Burry Model Secondary School for girls	7
Suba Secondary School for boys	8
Burry Alamiryah Secondary School for boys	9
Ali Elseid Arkweit Secondary School for boys	10
Arkweit Aljadeida Secondary School for girls	11
Khartoum Algadeima Model Secondary School for boys	12
Alryadh Secondary School for girls	13
Almajmaa Alyamani Model Secondary School for boys	14
Algreif west Secondary School for boys	15
Aleish Secondary School for girls	16
Tahnun Model Secondary School for girls	17
Sudanese Belgian Technical Secondary School for boys	18
Al-Khartoum Algadeima Model Secondary School for girls	19
Aljadeida Model Secondary School for boys	20
Aldium Secondary School for girls	21
Hasunaa Secondary School for boys	22
Alguds Secondary School for boys	23
Abdullah Ben Rwaha Secondary School for boys	24
Muhammad Hamza Secondary School for girls	25
Ali Alseid Elsehafa Secondary School for boys	26
Tahnun Model Secondary School for boys	27
Halweiat Saad Geographical Secondary School for girls	28
Aldium Algadimah Secondary School for boys	29
Gabra Model Secondary School for boys	30
Alzuhoor Model Secondary School for girls	31
Alsheikh Ibrahim Alabas Secondary School for boys	32

Um-Elmuameneen Secondary School for girls	33
Alhumayra Secondary School for girls	34
Muhammad Ali Maki Secondary School for girls	35
Ali Elseid Elsayafa Secondary School for girls	36
Alimtidat Secondary School for boys	37
Elsheikh Mustafa Alamein Model Secondary School for boys	38
Alsida Aisha Secondary School for girls	39
Wad Ajeeb Secondary School for boys	40
Halweiat Saad Model Secondary School for girls	41
Sharwani Institute for boys	42
Alimtidat Secondary School for Girls	43
Alazhari Secondary School for boys	44
Abu Abida Amir bin Grah Secondary School for boys	45
Alamal Almuhtlat Secondary School for girls	46
Awatif Abdelmtaal Secondary School for girls	47
Alkhartoum Aljadidah Secondary School for girls	48
Alkhartoum Model Secondary School for girls	49
Alshgrah Alhirfi Secondary School for boys	50
Suba west Secondary School for boys	51
Alshgera Secondary School for boys	52
Alkhartoum Alhirafi Institute for boys	53