

Chapter One

Introduction

1.0: Background:-

English language has become the dominant, international language in the world and mass media, particularly in the fields of science, technology, and commerce. It has also become one of the components of tertiary, primary, secondary and even pre-school education in EFL context. Thus, the concept of young learners has started to cover a large age range than it did two or three decades ago.

Teaching English to young learners is a new exciting field in TESOL, unlike TESOL, TEYL focus specifically on the young learners (7-12) years old. It focuses on teaching English language in Basic level school. In view of global shift towards introducing English language early at Basic level school, TEYL has assumed greater value as it provides opportunity for the basic level teachers to gain access to methodologies that address young learners of diverse cultural backgrounds .

Young learners of any language can acquire a language more easily than old ones. The learners who understand new methods the perceive and social processes of second language a acquisition for TEYL is better equipped to help learners navigate the process in classroom learning activity while creating a fun positive environment .

The teaching of English language should be made more practical and language-oriented. English language is taught as a language of comprehension rather than as literary language. The role of English within nation's daily life is influenced by geographical cultural and political factors. The role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of individual.

1.1: The statement of the research:

It is obvious that there is a gap between theory and practice of TEYL, The absence of labs of English language.

English language teachers concentrate on teaching grammar rules whereas they neglect practicing these grammatical rules in classroom. There are not enough trained English language teachers. There are not enough techniques for activities in classroom. There are not enough helping tools e.g (audio visual aid) to enable the teacher to carry out the process of teaching in class room.

1.2: Research questions:-

(This research specifically attempts to answer the following questions:-

- 1- How do young learner acquire language?
- 2- How Does classroom interaction encourage learner to practice the language?
- 3- How Can young learners acquire language easier when using their preferred learning styles?
- 4- What are the specific techniques used by teachers in Karrari locality?)

1.3: Research hypotheses:-

Based on the above statements, the researcher hypothesizes the following:-

- 1- Young learners can acquire language better through the practice. They develop their own strategies to learn and acquire new skills.
- 2- Children learn through class participation
- 3- Young learners acquire language easier when using their preferred learning styles
- 4- There is a lack of clear idea about the benefits of techniques usage.

1.4: Research objectives:-

The study aims to improve learners' skills and encourage them to interact properly, further effectively and reduce boredom.

Moreover, to help teachers to be able to apply be familiar with characteristics and needs of young learners, and be able to assess and evaluate young learners language.

1.5: Research limits:-

This study investigates teaching young learners techniques used by teachers of English language at basic schools in karari. The study is concerned with classroom activities and techniques for promoting young learners.

1.6: Research methodology:-

To measure the hypotheses, the researcher will use a questionnaire as tool for data collection. The questionnaire will be a randomly sample of twenty English language teachers of basic schools in karri.

Representative sample of English language teacher's population from basic level schools in karri locality with focus on the teachers who teach English language for beginners in karari.

The SPSS (statistical procedures for social sciences) will be adopted for data analysis

1.7: Definition of terms:-

- 1- EFL (English foreign language).
- 2- TESOL (teaching English to speaker of other language).
- 3- ELT (English language teaching).
- 4- TEYL (teaching English to young learner).
- 5- TESL (teaching English as the second language).
- 6- TEFL (teaching English as the foreign language).
- 7- SPSS (the statistical procedures for social sciences).
- 8-LTD(Learning Through Discussion)

Chapter Two

Literature review and previous studies

2.0: Introduction:-

This chapter reviews the literature relevant to investigating teaching English techniques to young learners. The chapter will report teaching, teacher, and teaching method. The chapter also reports of type of teaching method, characteristic of teaching method and criteria .Finally, it reviews the previous studies.

2.1: Education:-

The act or process of importing or acquiring general knowledge, developing the powers of reasoning and judgment, intellectually for mature life.The act or process of importing or acquiring particular knowledge or skills as for a profession, a degree, level, Or kind of school; a university education.

The result produced by instructions, training or study: to show one's education.The public and private education systems inherited by the government after independence were designed more to provide civil servants and professionals to serve the colonial administration than to educate the Sudanese. Moreover, the distribution of facilities, staff, and enrollment was biased in favor of the needs of the administration and a Western curriculum. Schools tended to be clustered in the vicinity of Khartoum and to a lesser extent in other urban areas, although the population was predominantly rural. This concentration was found at all levels but was most marked for those in situations beyond the four-year primary schools where instruction was in the vernacular. (teaching today:)

In education, teachers facilitate student learning, often in a school or academy or perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a tutor.

2.2: Teaching:-

Teaching is the process of transferring knowledge by teachers as mediators between the text, written or spoken and the learner by using different techniques and methods. Graham Lock (1998) It is doubtful that any one will ever come up with a perfect method for second language teaching one that will ensure success with every kind of learner in every kind of content. Teaching and science of help together to grow in their knowledge and understanding. But more than that:

- 1- Teaching is holding the hand of a young one and saying it's going to be a learner .
- 2- Teaching is never forgetting that for a moment each day you might be the only person who touches someone's life.
- 3- Teaching is constantly being aware of what you are doing wrong in classroom and trying to find ways to fix them.(krashen,s :1988)

2.3: Teacher's Training:-

This part discusses the personality traits of teacher's which affect their choice of teaching and the influences of professional training on skills, abilities, and attitudes of teachers. The teacher's characteristics affect in two ways one is the selection connected with the desire to become a teacher and formal acceptance of professional training.

The other is the teachers academic education and professional person's decision to teach, but they mean different significance for each person (brown j:1988)

2.4: Teacher's Training in Sudan:-

Sudan is one of the developing countries. It has a long experience in the field of teacher's training and English language teacher preparation. Nevertheless, it would be suitable to begin with

historical background of English language and teacher preparation in Sudan.

In addition, about the year 1948 a new teacher's training institute was added to the Bakhet-er –ruda (teacher training center) when John Bright was ahead of English language department there. Bright believed that comprehensive oral practice by teaching English through English (direct method) and Arabic translation methods, they helped in reducing grammatical mistakes. Nevertheless, oral speaking is better than learning English reading comprehension texts. Moreover, English language teachers and experts adopted several kinds of courses, and selected textbook. During that time, some Sudanese teachers of English language were given opportunity to study abroad in English language teaching in the Sudan.

2.5: Teaching method:-

A **teaching method** comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.(Petrina, S. (2007))

2.6: THE DISCUSSION METHOD

A method in which group discussion techniques are used to reach instructional objectives. A method in which the instructor assigns reading to books, periodicals, project or research papers or exercises for the practice.

Duties and functions:

The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from

a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum.

A teacher's role may vary among cultures. Teachers may provide instructions. in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills.

A teacher who facilitates education for an individual may also be described as a personal tutor, or, largely historically, a governess.

In some countries, formal education can take place through home schooling. Informal learning may be assisted by a teacher occupying a transient or ongoing role, such as a family member, or by anyone with knowledge or skills in the wider community setting.

Professional educators

A teacher of a Latin school and two students, 1487

Teaching may be carried out informally, within the family, which is called home schooling (see Homeschooling), or in the wider community. Formal teaching may be carried out by paid professionals. Such professionals enjoy a status in some societies on a par with physicians, lawyers,engineers, and accountants (Chartered or CPA).

A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may have responsibility for student discipline.

Around the world teachers are often required to obtain specialized education, knowledge, codes of ethics and internal monitoring.

There are a variety of bodies designed to instill, preserve and update the knowledge and professional standing of teachers. Around the world many governments operate teacher's colleges, which are generally established to serve and protect the public interest through certifying, governing and enforcing the standards of practice for the teaching profession.

The functions of the teacher's colleges may include setting out clear standards of practice, providing for the ongoing education of teachers, investigating complaints involving members, conducting hearings into allegations of professional misconduct and taking appropriate disciplinary action and accrediting teacher education programs. In many situations teachers in publicly funded schools must be members in good standing with the college, and private schools may also require their teachers to be graduates. In other areas these roles may belong to the State Board of Education, the Superintendent of Public Instruction, the State Education Agency or other governmental bodies. In still other areas Teaching Unions may be responsible for some or all of these duties.

The objective is typically accomplished through either an informal or formal approach to learning, including a course of study and lesson plan that teaches skills, knowledge and/or thinking skills.

Different ways to teach are often referred to as pedagogy. When deciding what teaching method to use teachers consider students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. Many times, teachers assist in learning outside of the classroom by accompanying students on field trips. The increasing use of technology, specifically the rise of

the internet over the past decade, has begun to shape the way teachers approach their roles in the classroom.

The objective is typically a course of study, lesson plan, or a practical skill. A teacher may follow standardized curricula as determined by the relevant authority. The teacher may interact with students of different ages, from infants to adults, students with different abilities and students with learning disabilities.

Teaching using pedagogy also involve assessing the educational levels of the students on particular skills. Understanding the pedagogy of the students in a classroom involves using differentiated instruction as well as supervision to meet the needs of all students in the classroom. Pedagogy can be thought of in two manners. First, teaching itself can be taught in many different ways, hence, using a pedagogy of teaching styles. Second, the pedagogy of the learners comes into play when a teacher assesses the pedagogic diversity of his/her students and differentiates for the individual students accordingly.

Perhaps the most significant difference between primary school and secondary school teaching is the relationship between teachers and children. In primary schools each class has a teacher who stays with them for most of the week and will teach them the whole curriculum. In secondary schools they will be taught by different subject specialists each session during the week and may have ten or more different teachers. The relationship between children and their teachers tends to be closer in the primary school where they act as form tutor, specialist teacher and surrogate parent during the course of the day.(tpetriana,s 2007)

2.7: Types of teaching method :-

There are different types of teaching methods which can be categorized into three broad types. These are teacher-centered methods, learner-centered methods, content-focused methods and interactive/participative methods.

(a) instructor/teacher centered methods

Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are expository or lecture methods - which require little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught, that such methods are called “closed-ended”.

(b) learner-centred methods

In learner-centered methods, the teacher/instructor is both a teacher and a learner at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well “so that in his classroom extends rather than constricts his intellectual horizons”. The teacher also learns new things everyday which he/she didn’t know in the process of teaching. The teacher, “becomes a resource rather than an authority”. Examples of learner-centered methods are discussion method, discovery or inquiry based approach and the Hill’s model of learning through discussion (LTD).

(c) content-focused methods

In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach.

(d) interactive/participative method

This fourth category borrows a bit from the three other methods without necessarily laying emphasis unduly on either the learner,

content or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher. They require a participatory understanding of varied domains and factors.

As two or more teachers working harmoniously to fulfill the needs of every student in the classroom. Co-teaching focuses the student on learning by providing a social networking support that allows them to reach their full cognitive potential. Co-teachers work in sync with one another to create a climate of learning.(Loyon j 1968)

2.8: Characteristics of teaching methods:-

a-Listening is the first skill upon which all other are based:-

- 1- Slower, more clearly pronounced delivery.
- 2- Shorter and syntactically similar phrases sentences.
- 3- Higher pitch and wider range of pitch.
- 4- Clear and simple meaning.
- 5- High proportion of imperative and interrogative.
- 6- Lots of repetition.
- 7- Referral to the child himself.
- 8- Responses and comments based on the meaning in the child's speech.

B- it is the content, not the form, that is of interest to the child:

In class you might motivate a drawing lesson and deliberately neglect to pass out the crayons.

a- Children learn with their whole beings.

d- love, self-esteem, and confidence drive the desire to learn:-

- communicating across the language Gap.
- do use English as the language of instruction.
- Do speak slowly, in short sentences and discrete phrases.
- Do give clear demonstrations of the responses you require.
- Do give examples of the response you require.
- Do repeat clearly and cheerfully and patiently.

- Do check student's comprehension frequently:-
 - (1) Giving directions to follow.
 - (2) Asking questions to which students need.
- Do use pictures props, and objects.
- Do look up hand to demonstrate words.
- Do encourage children to act or draw pictures.
- Do keep pictures files.
- Do learn to make quick sketches practice figures to convey the meaning. (Fadul Mohamed 2006)

2.9: Criteria for teaching methods:-

Teaching is a complex, multi-dimensional, interactive activity which needs to be evaluated using multiple sources, and with an appreciation of the fact that there are differences between disciplines and various teaching (<http://teach.com>)

2.10: Previous studies:-

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Title : strategy for teaching listening and speaking skills.

Sudan University of science and technology

This study aims:-

- To find out some effective techniques that might be used in teaching listening and speaking skills
- To subject, materials ,learning activities and teaching method that are appropriate and relevant to pupils.
- To suggest other criteria for effective communication
- To recommend some future techniques, procedures and strategies which help in teaching oral skills.
- To explore some procedure of teaching oral skills as communicative activities.

Rachals J.R(1995)

States that in communicative classroom, teachers need to plan a variety of activities that help learning and teaching process. English teachers need to create seating model and teach students to show their respect of other by listening to what they say in group work. He postulates that the major challenges of teaching large classes are managing the classroom, using group, teaching with limited resources and motivating students. he focuses on setting classroom rules by establishing routines as starting class with the class agenda and writing reasonable rules to the students. The researcher finds out that this previous study concentrates on creating classroom activities that assist students to speak English and communicate with other properly. It also focuses on creating interactive classroom and cooperative.

So, all studies listed above seem to confirm the importance of investigating techniques of teaching English at basic school.

Chapter Three

Methodology

3.0: Introduction

in this chapter the researcher aims at explaining the statistical methods that are to be employed in the research.

The procedures of the research, the description of the population and the sample of the research . Also the questionnaire to explain the tools of the research is questionnaire then the validity and reliability of the questionnaire so as to reach are done the analysis of the data and to answer the questions of the study.

3.1: Method and procedures:-

The researcher adopted the descriptive method which is suitable for the current study. it is useful for investigating a variety of educational problems. The descriptive method aims to collect data objectives through questionnaire.

3.2: Population and sample;

The population of the study is the English language teachers at the Basic school in Omdurman locality.

The sample of the study is consisted of (20) teachers randomly chosen from the population of the study .

3.3: Tools of the study

A questionnaire was used for collecting data about the problem of the study which is consisted of (11) items.

In the study the researcher used a questionnaire to collect the needed data. The questionnaire was designed for teachers who teach English language in Basic schools regardless their specializations. It was designed after the researcher had studied different types of questionnaires concerning teaching practice and classroom techniques.

The questions were designed in close ended patterns so as to make easily and quicker to answer. No open ended questions are included in the questionnaire.

The questionnaire is consists of two part:-

{I} IT was designed to obtain information about teachers "personal information "regarding the educational and occupational background of the teachers .

Part two{II} questionnaire items of the study that should be answered by the teachers {participants} which included different areas .

The sample of the study is consists of twenty {20} Basic school teachers "who actually teach English in Basic schools " whom their basic degrees are considered to be bachelors regardless of their specialization.

3.4: Validity of the questionnaire:-

The questionnaire was first given to Dr. fadul who is supervisor in British Educational Institutes. He made some modifications to ensure its validity.

3.5: Reliability:-

For easiness of checking reliability of questionnaire it was designed according to the following formats

- The main options (strongly agree, agree, uncertain strongly dis agree, dis agree).
- Statement grinding system 1-2-3-4..... For importance of objectives, the questionnaire was modified in the light Of remarks made by the experts by reducing the number of the statement to 11 statements only.

After constructing the proposed questionnaire, the researcher presented the questionnaire on selected participants from the study to ensure the clarity and reliability of the questionnaire.

3.5: Summary:-

This chapter has provided full description of the researcher tool, procedures, population, the sample of the study as well as the validity and reliability of the tool

Chapter Four

Data Analysis, Results and Discussions

4.0: Introduction:-

In order to answer the questionnaire items of the study the mean and the standard deviation have been calculated for every term that shows the opinion of English language teachers (technique) at the Basic level schools in karrari locality.

To achieve the aims of the study and answer the questionnaire items the following statistics have been used.

Frequency of answer "percentage, standard deviation, means, and graphic".

The questionnaire is of two sections : section (1) which is personal information that includes the variables " gender, qualifications and experience"

Section two is questionnaire items, of (11) items. That of the teacher, includes all aid that help the teacher in the teaching process and the methods he uses.

According to what we said here we have done questionnaire about the technique that affect teaching in class room.

4.1: Data analysis:

The data analysis of the research was done manually by the researcher himself .

All responses where changed into numbers and then into percentages. Charts contain the result will be provided in the text.

Results of Questionnaire Items (analysis)

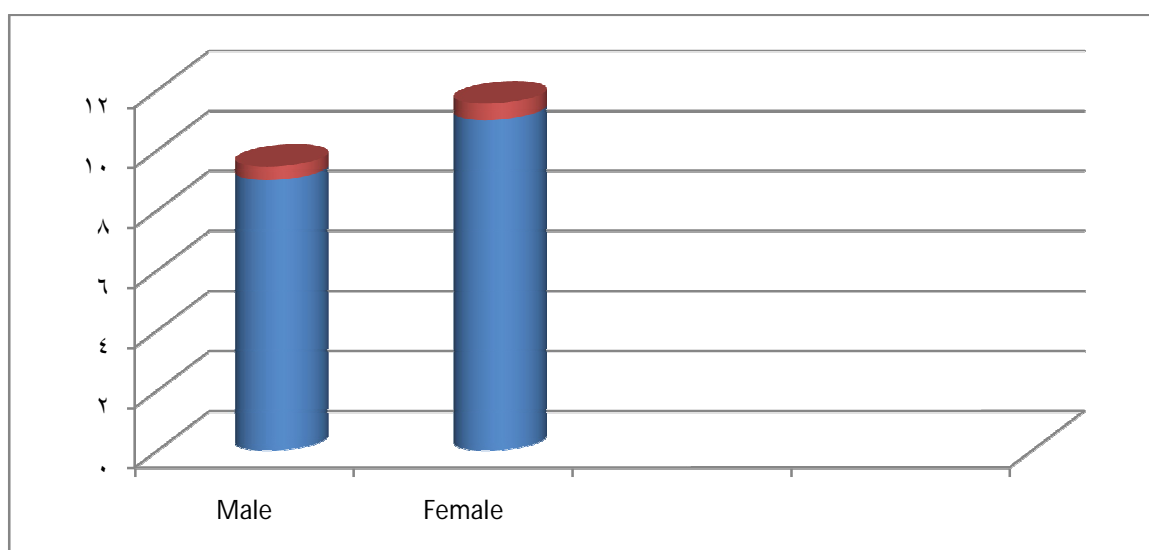
Section (1)

Personal Information

Table (1-4): Frequencies of sample according to gender:

Gender	No	%
Male	9	45%
Female	11	55%
Total	20	100

Table (1-4) shows that the sample of the study female is more than male where (9) of the sample are male teachers which respondents 45% of the total sample and (11) of the sample are female teachers which represents 55% of sample.



Graph (1-4) refers to the percentage of table (1) above.

Table(2-4): Frequencies of sample according to the qualifications

Questionnaire	No	%
Education	8	40%
Diploma	2	10%
Arts	6	30%
Language	2	10%
Agriculture	2	10%
Total	20	100

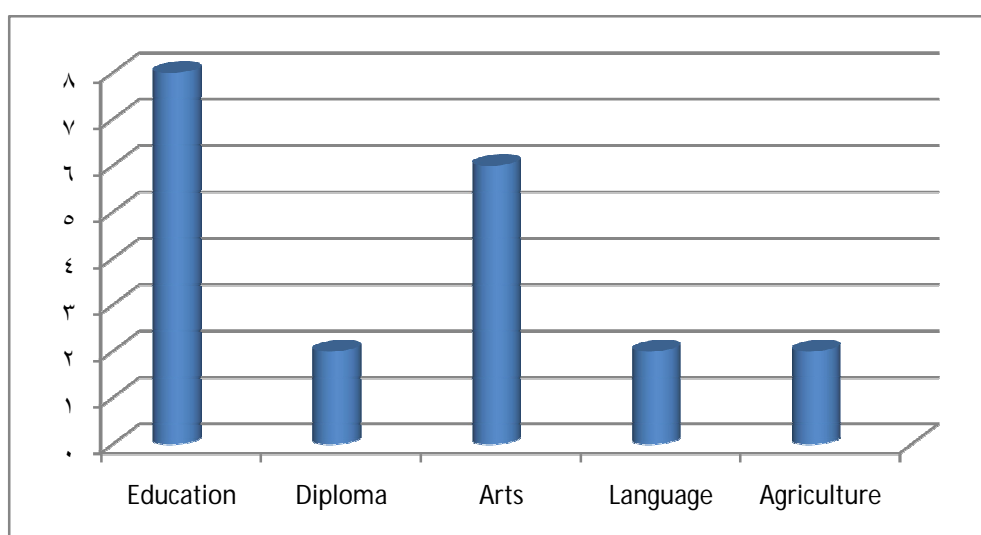
Table (2-4) shows that (8) of the sample are B.E in Education which represents 40% of all sample (20) teachers.

(2) Of the sample are Diploma holders in(TEFL-ENGRINEERING) that represents 10% of the sample.

(6) of the sample are B.A in arts of basher which represents 30% of the sample.

(2)of the sample are languages degree which represents 10% of the whole sample which is (20) teachers.

(2) of the sample are agriculture graduate which represents 10% of the sample.



Graph (2-4) refers to the percentage of table (2)above.

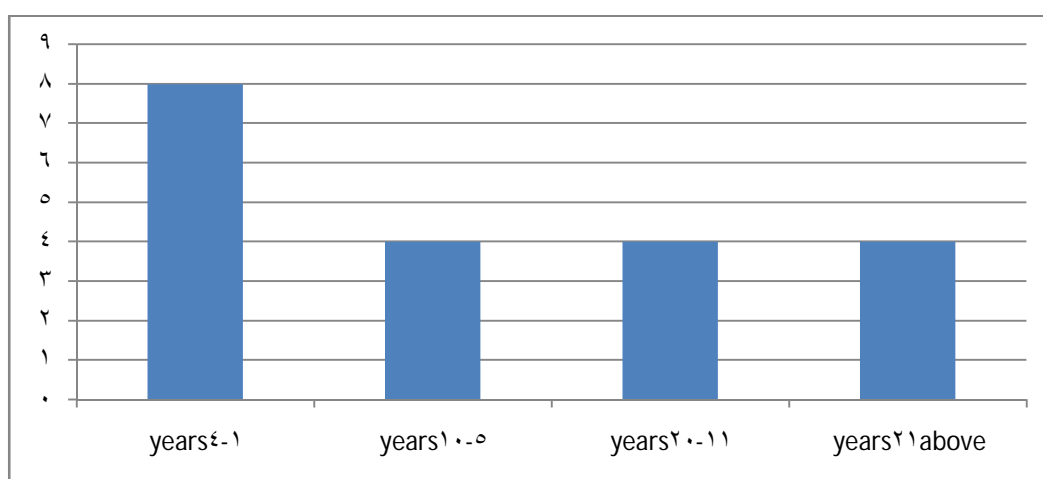
Table (3-4): Frequencies according to the experience:

Experience	NO.	%	Mean	Standard deviation
1-4 years	8	40%	5	1
5-10 years	4	20%	3	-1
11-20 years	4	20%	-1	-5
Above 21 years	4	20%	-1	-5
Total	20	100	6	1.5

Table(3-4) shows that (8) of the sample are (1-4 years)experience as teachers of English language. They represent 40% out of the sample which 20 teachers.

(4) of the sample are (5-10 years) of experience, that represents 20% of the sample.

(4)of the sample have (11-20 years)of experience that represents 20% of the sample as teachers of English language and (4)of the sample have more than twenty (20 years)of experience as teachers of English language which represents 20% of the sample which is (20)teachers of English.



Graph (3-4) refers to the percentage of table (3)above.

Section (11)

Analysis of Questionnaire Items

Table (4-4): frequencies of the sample answers for item(1)

Frequencies of the answer for item (1) "do young learners acquire language:- a- directly from teacher's presentation?

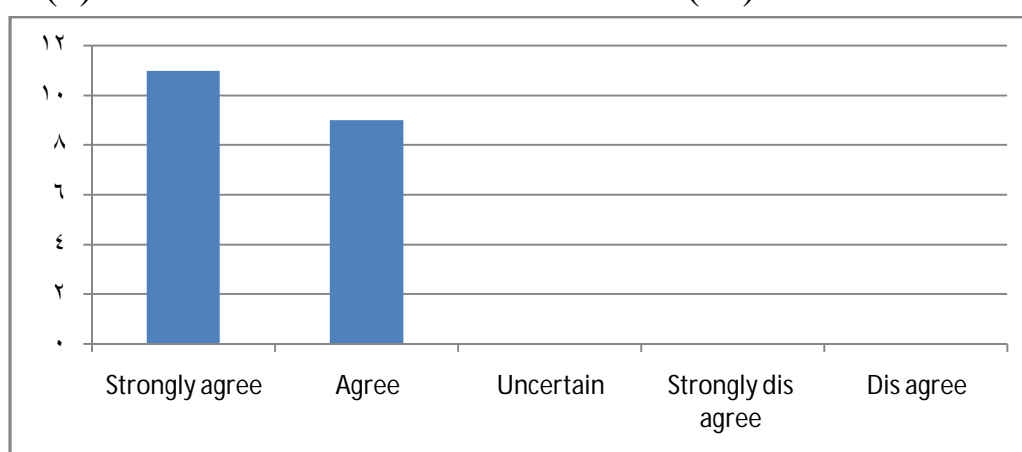
b- For listening to a cassette play? C-through (a and b).

Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	11	55%		7
2	Agree	9	45%		5
3	Uncertain	0	0%		
4	Strongly Dis-agree	0	0%		
5	Dis-agree	0	0%		
6	Total	20	100	4	12
7	1	20			

Table (4-4) of the answers for items(1) shows that 5 of the sample agree with the statement. It represents 55% of the answers are (20) for each statement "strongly agree".

(9)of the sample agree which represents45% of the answer of the statement of all the answers.

item (4)and also with a standard deviation (12).



Graph (4-4) refers to the percentage of table (4)above.

**Table (5-4): frequencies of the sample answers for item(2)
" can young learners accept language easier":**

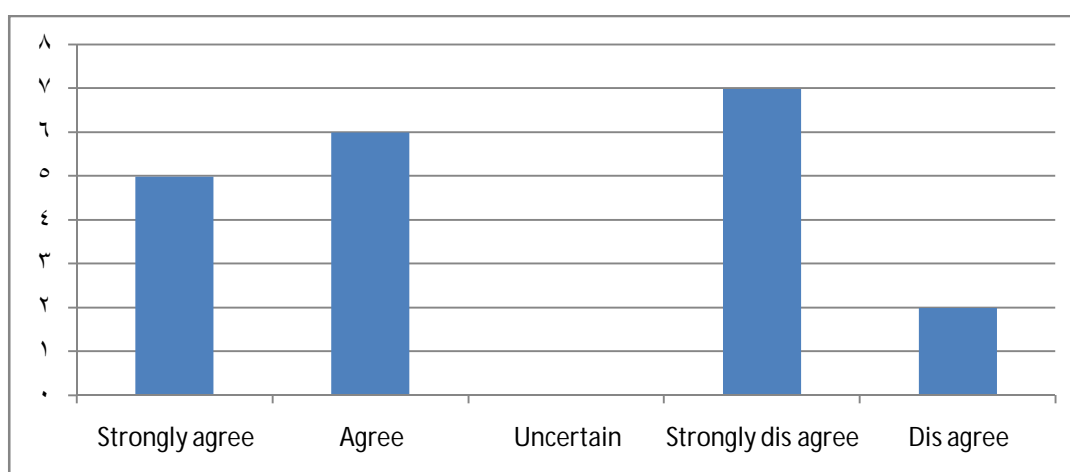
Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	5	25%		1
2	Agree	6	30%		2
3	uncertain	0	0%		0
4	Strongly Dis-agree	7	35%		3
5	Dis agree	2	10%		-2
6	Total	20	100	4	3
7	1	20			

In table (5-4) 5 of answers strongly agree with the item(5-2) of the questionnaire which represents 25% of the sample "20" teachers answers.

(6)of the answers agree with the item which represents 30% of the answers.

(7) answered were strongly dis- agree. It represents 35% of the answers for the item.

(2) of the answers dis agree with the item which represents 10% of the selected answers for the standard deviation (3).



Graph (5-4) refers to the percentage of table (5)above.

Table (6-4): frequencies of the sample answers for item(3)
The best way to teach young learners to acquire language1:-is through the cassette

Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	5	25%		1
2	Agree	7	35%		3
3	Uncertain	1	5%		-3
4	Strongly dis-agree	5	25%		1
5	Dis agree	2	10%		-2
6	Total	20	100	4	0
7	1	20			

In this table (5-3)of the sample strongly agree with the item(5-3) which represents 25% of the sample which(20)

(7) of sample agree with the item (3) which represents 35% of the selected answers.

(5)of the sample strongly dis agree with the item(5-3) which represents 25% of the sample which(20).

(2)of the sample dis agree with the item which represents 10% of the sample which(20).

(1)of the sample is uncertain about the item(5-3) which represents 5% of the sample answers.

Graph (6-4) refers to the percentage of table (6)above.

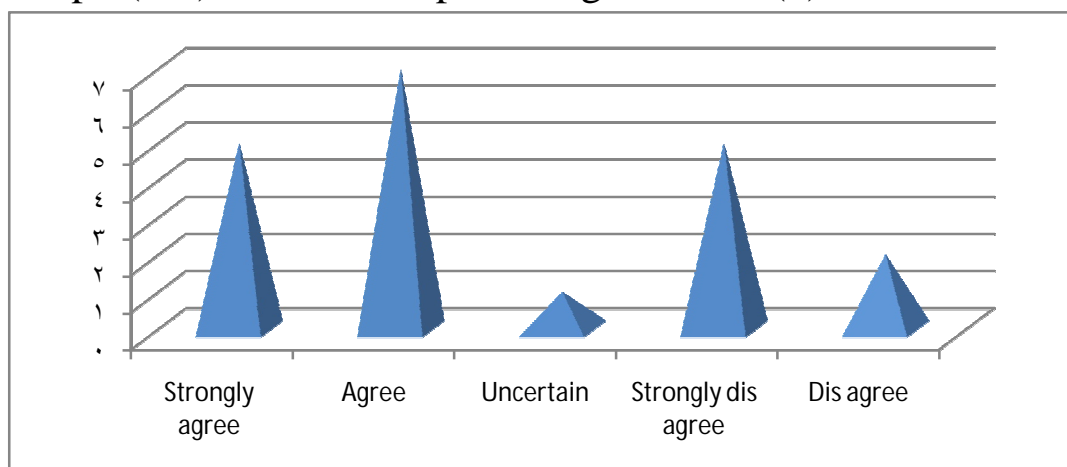


Table (7-4): frequencies of the sample answers for item(4)
Teachers provide times for learners to practice listen English
inside the classroom.

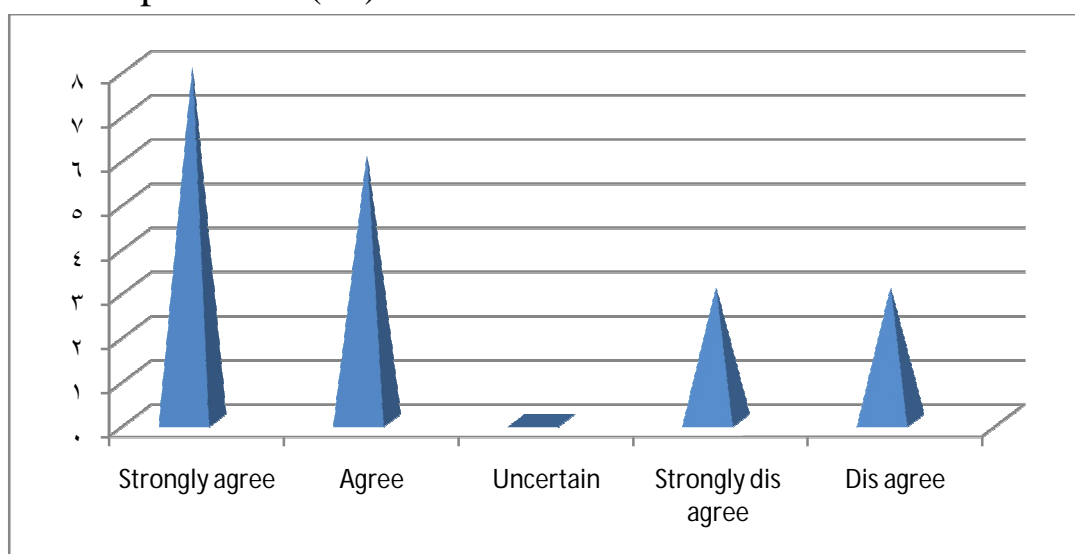
Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	8	40%		4
2	Agree	6	30%		2
3	Uncertain	0	0%		-1
4	Strongly dis-agree	3	15%		-1
5	Dis agree	3	15%		
6	Total	20	100	4	4
7	1	20			

In this table (8)of the sample strongly agree with the item(4) which represents 40% of the sample which(20)

(6) of sample agree with the item (4) which represents 30% of the selected answers.

(3)of the sample strongly dis agree with the item which represents 15% of the sample which(20).

(3)of the sample dis agree with the item which represents 15% of the sample which(20).



Graph (7-4) refers to the percentage of table (7)above.

Table (8-4): frequencies of the sample answers for item(5)

Learners to listen carefully to the teachers taking time in colleague learners to the teachers.

Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	1	5%		-3
2	Agree	12	60%		8
3	Uncertain	5	25%		1
4	Strongly dis-agree	5	25%		1
5	Dis agree	1	5%		-3
6	Total	20	100	4	0
7	1	20			

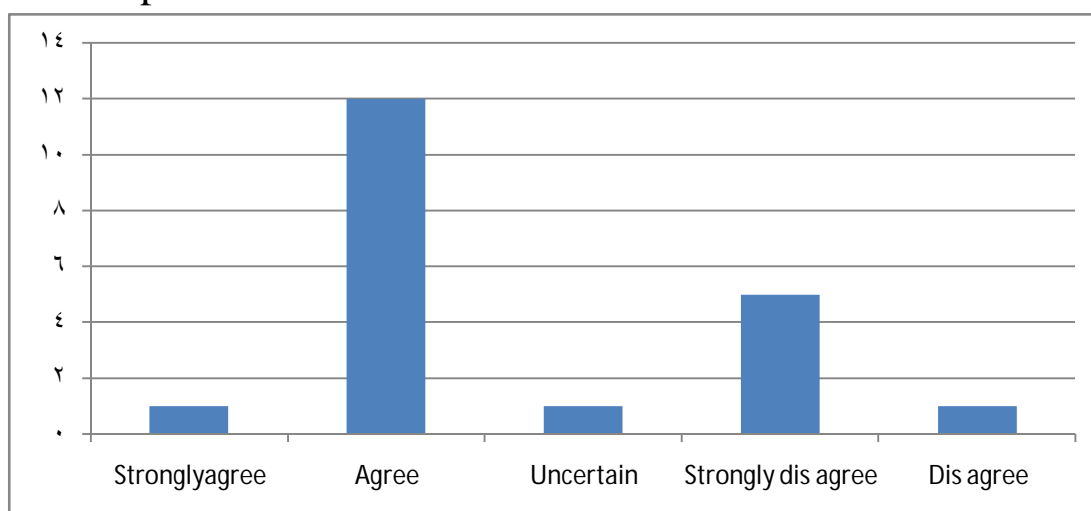
In this table (1)of the sample strongly agree with the item which represents 5% of the sample which(20)

(12) of sample agree with the item (5) which represents 60% of the selected answers.

(5)of the sample strongly dis agree with the item which represents 25% of the sample which(20).

(1)of the sample dis agree with the item which represents 5% of the sample which(20).

(1)of the sample uncertain with the item which represents 5% of the sample answers.



Graph (8-4) refers to the percentage of table (8)above.

Table (9-4): frequencies of the sample answers for item(6)

Most of the present text books lesson focus on reading rather than listening.

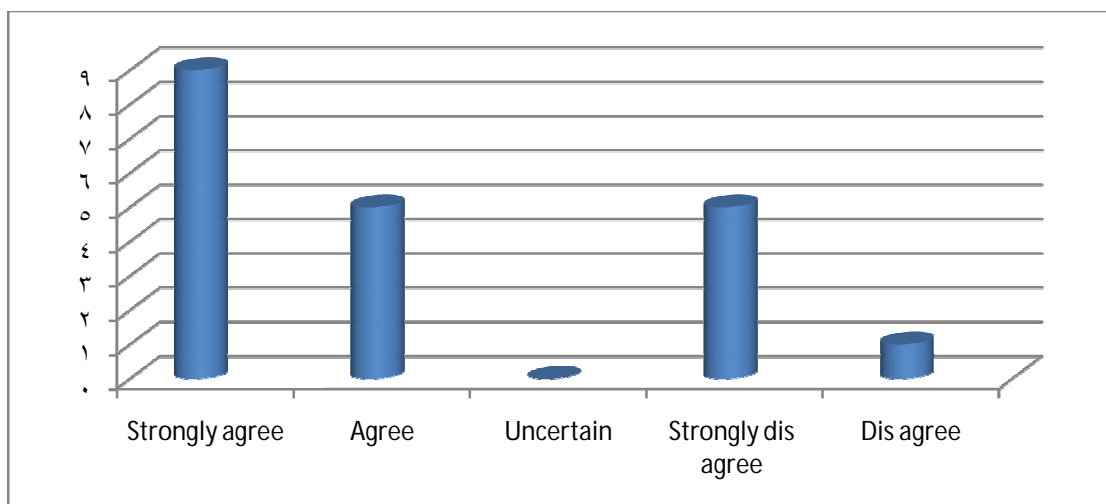
Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	9	45%		5
2	Agree	5	25%		1
3	Uncertain	0	0%		
4	Strongly dis-agree	5	25%		1
5	Dis agree	1	5%		-3
6	Total	20	100	4	4
7	1	20			

In this table (9)of the sample strongly agree with the item which represents 45% of the sample which(20)

(5) of sample agree with the item (6) which represents 25% of the selected answers.

(5)of the sample strongly dis agree with the item which represents 25% of the sample which(20).

(1)of the sample dis agree with the item which represents 5% of the sample which(20).



Graph (9-4) refers to the percentage of table (9)above

Table (10-4): frequencies of the sample answers for item(7)

The time devoted for teaching in basic school is not enough.

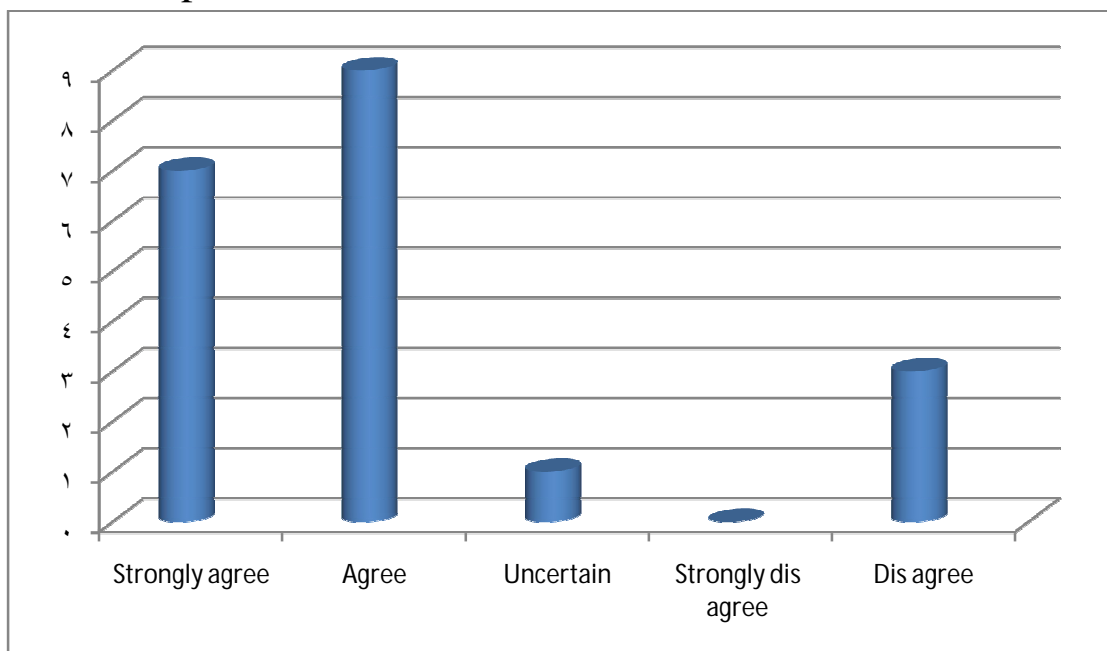
Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	7	35%		3
2	Agree	9	45%		5
3	Uncertain	1	5%		-3
4	Strongly dis-agree	0	0%		
5	Dis agree	3	15%		-1
6	Total	20	100	4	4
7	1	20			

In this table (7)of respondents strongly agree with the item which represents 35% of the sample which(20)

(9) of sample agree with the item (7) which represents 45% of the selected answers.

(3)of the sample dis agree with the item which represents 15% of the sample which(20).

(1)of the sample is uncertain about item(7) which represents 5% of the sample answers.



Graph (10-4) refers to the percentage of table (10)above.

Table (11-4): frequencies of the sample answers for item(8)

Teachers make use of video as teaching aid to promote listening skills.

Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	8	40%		4
2	Agree	1	5%		-3
3	Uncertain	2	10%		-2
4	Strongly dis-agree	4	20%		0
5	Dis agree	5	25%		1
6	Total	20	100	4	0
7	1	20			

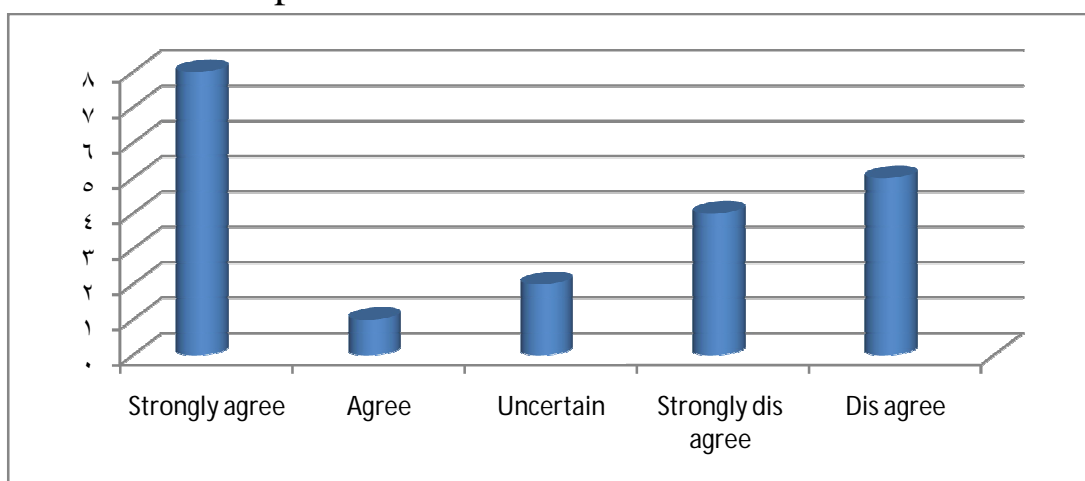
In this table (8)of respondents strongly agree with the item which represents 40% of the sample which(20)

(1) of sample agree with the item (8) which represents 5% of the selected answers.

(4)of the sample strongly dis agree with the item which represents 20% of the sample which(20).

(5)of the sample dis agree with the item which represents 25% of the sample which(20).

(2)of the sample is uncertain about the item(11) which represents 10% of the sample answer



Graph (11-4) refers to the percentage of table (11)above.

Table (12-4): frequencies of the sample answers for item(9)

Teacher use picture in classroom and flash cards enhance the learners.

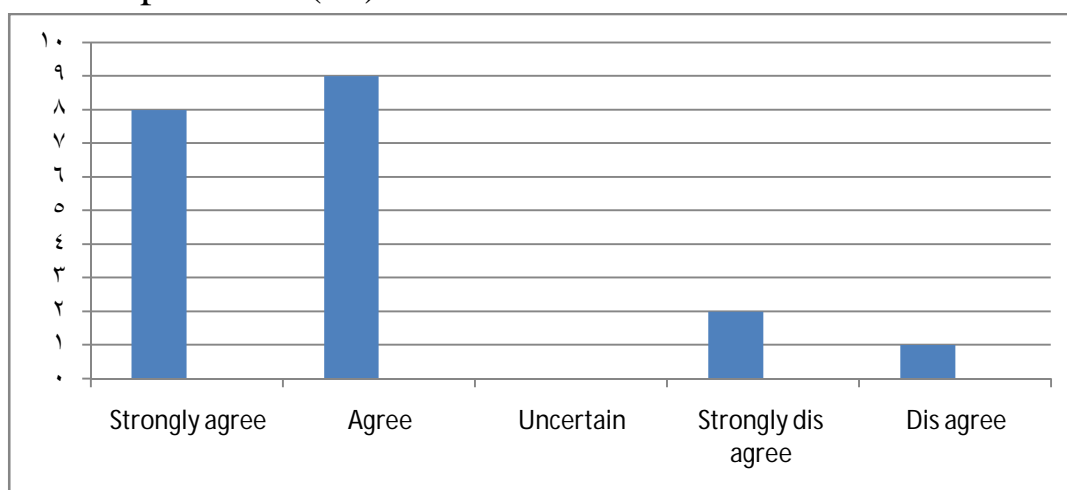
Serial NO	Statement	No	%	Me an	Stander deviation
1	Strongly agree	8	40%		4
2	Agree	9	45%		5
3	Uncertain	0	0%		
4	Strongly dis-agree	2	10%		-2
5	Dis agree	1	5%		-3
6	Total	20	100	4	4
7	1	20			

In this table (8)of the sample strongly agree with the item which represents 40% of the sample which(20)

(9) of sample agree with the item (9) which represents 45% of the selected answers.

(2)of the sample strongly dis agree with the item which represents 10% of the sample which(20).

(1)of the sample dis agree with the item which represents 5% of the sample which(20).



Graph (12-4) refers to the percentage of table (12)above.

Table (13-4): frequencies of the sample answers for item(10)

Teachers use computer as teaching aid to teach listening

Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	6	30%		2
2	Agree	3	15%		-1
3	Uncertain	1	5%		-3
4	Strongly dis-agree	6	30%		2
5	Dis agree	4	20%		0
6	Total	20	100	4	0
7	1	20			

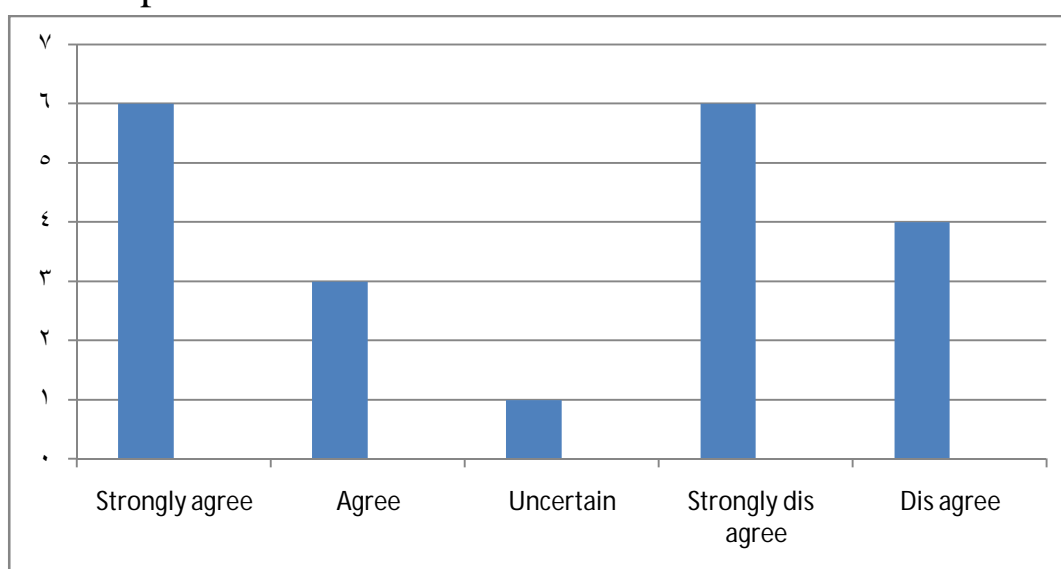
In this table (6)of the sample strongly agree with the item which represents 30% of the sample which(20)

(3) of sample agree with the item (10) which represents 15% of the selected answers.

(6)of the sample strongly dis agree with the item which represents 30% of the sample which(20).

(4)of the sample dis agree with the item which represents 20% of the sample which(20).

(1)of the sample uncertain with the item which represents 5% of the sample answers.



Graph (13-4) refers to the percentage of table (13)above.

Table (14-4): frequencies of the sample answers for item(11)

Teachers use real object to encourage learning

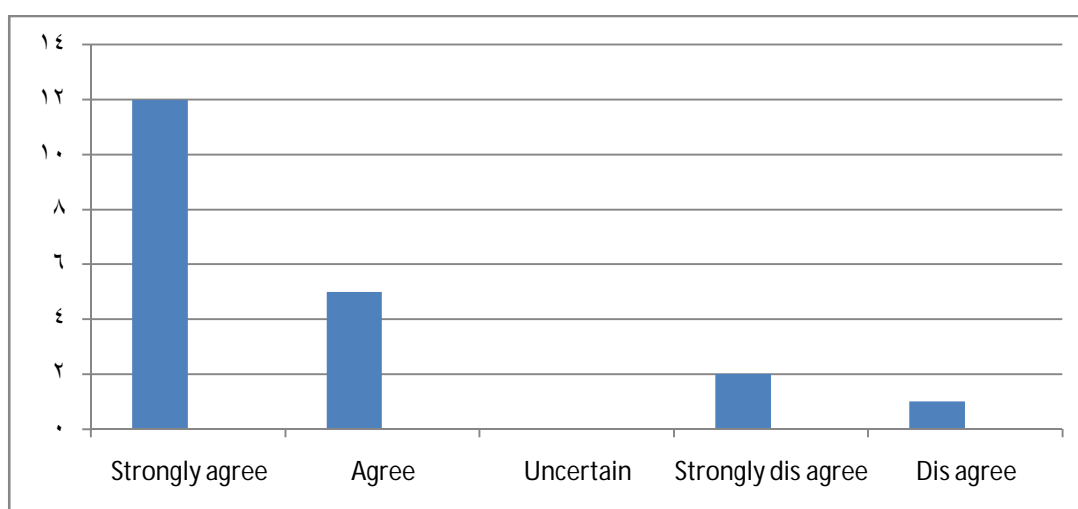
Serial NO	Statement	No	%	Mean	Stander deviation
1	Strongly agree	12	60%		8
2	Agree	5	25%		1
3	Uncertain	0	0%		
4	Strongly dis-agree	2	10%		-2
5	Dis agree	1	5%		-3
6	Total	20	100	4	4
7	1	20			

In this table (12)of the sample strongly agree with the item which represents 60% of the sample which(20)

(5) of sample agree with the item (11) which represents 25% of the selected answers.

(2)of the sample strongly dis agree with the item which represents 10% of the sample which(20).

(1)of the sample dis agree with the item which represents 5% of the sample which(20).



Graph (14-4) refers to the percentage of table (14)above.

Chapter five

Conclusions, Recommendations, and Suggestions for further studies

5-0:- Introduction:-

This chapter presents the main findings of the study and suggestions for future studies.

5.1: Conclusion:-

This study is an investigation techniques of teaching English at basic school. Four hypotheses were set by the researcher, first:

Young learners can acquire language better through the practice. They develop their own strategies to learn and acquire new skills. Second children learn through class participation third, young learners acquire language easier when using their preferred learning styles finally, there is a lack of clear idea about the benefits of techniques usage.

The results of the study lack the hypotheses that most teachers are not using technique in classroom, so there is a gap in practice.

5-2:Recommendations :-

Back to objectives of the questionnaire and the observation according to experience and that of previous studies, I would suggest the following:-

- 1-To lessen teacher's talking time and to increase students
- 2- To reduce students number in the classrooms.
- 3-To supply students each a book and each teacher if not : each school with a teachers guide book

5-3: suggestion for further:-

This poses some important questions that need further investigation in teaching of technique of English language at basic school. So the researcher suggests the following:-

- More research should be conducted on investigating the other problem faced by teachers in class room.

- More research is needed to increase to use technique in school.

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5-4:- Summary :-

The present chapter contains the conclusion, recommendations as well as some suggestions for further studies on the same topic.

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The teachers Questionnaire

Dear college

This questionnaire is a part of M.A study on the teaching English techniques to young learners used by teachers of English language at Basic level schools in Karrari. I would be most grateful if you could just spare some of your valuable time to fill out this questionnaire.

Please , be assured that , they information elicited will only be for academic purposes.

Thank you for your co operation

Awatif Hassan Gebreel Ali

M.A candidate

Department of English

College of language

Sudan University of science
and Technology

Teachers questionnaire

Part one (1) general information :

Sex : Male () female ()

Basic Degree:

Faculty:

University:

Post graduate studies :

Years of experience:

Work at Basic level school in:

Khartoum () Omdurman () Bahri ()

Have you undertaken any training courses?

Yes () No ()

If yes (list them)

When :

Where:

Theme:

Serial number	Statements	Strongly Agree	Agree	Strongly Disagree	Disagree	Uncertain
1-	Do young learners acquire language: a-Directly from teachers presentation? b-For listening to a cassette player. c-Through(a and b)					
2-	Can young learners accept language easier?					
3-	The best way to teach young learners to acquire language:- Is through the cassette?					
4-	Teachers provide times for learners to practice listening English inside the classroom.					
5-	Learners to listen carefully to the teachers taking time in colleague learners to the teachers.					
6-	Learners to listen carefully to the teachers taking time in colleague learners to the teachers.					
7-	The time devoted for teaching in basic school is not enough.					
8-	Teachers make use of video as teaching aid to promote listening skills.					
9-	Teacher use picture in classroom and flash cards enhance the learners.					

10-	Teachers use computer as teaching aid to teach listening					
11-	Teachers use real object to encourage learning					
total						
%						
Mean						
Standar d deviation						