

Factors affecting English language teaching methods at Omdurman governmental secondary schools.

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ABSTRACT:

This paper was carried out to identify factors that affect English language teaching methods at Omdurman governmental secondary schools to improve teaching/ learning process. The study hypothesized that there were significant factors that affected English language teaching methods, there were teachers used appropriate methods and teaching techniques and there were learners learnt English language in a good environment. Qualitative and Quantative approaches are utilized. Questionnaire was randomly answered by 100 teachers also the researcher observed 25 experienced teachers in their classrooms and the data were collected by using cassette recording, and teachers' observational sheets. The researcher used SPSS for analyzing the subjects' responses. The analysis showed that there were significant factors that affected English language teaching methods. These factors related to teachers, learners, and schools. Learners needed constant motivation techniques to learn effectively but teachers did not use teaching methods effectively.

Key words Motivation. Teacher's competence Teacher's morale

المستخلص :

هدفت هذه الورقة لتحديد العوامل التي أثرت على أساليب تدريس اللغة الإنجليزية بمدارس ام درمان الثانوية الحكومية لتحسين جودة التدريس. افترضت هذه الورقة بان هناك عوامل أثرت على أساليب تدريس اللغة الإنجليزية، وان هناك معلمين يستخدموا الاساليب التعليمية المناسبة ، وان متعلمي اللغة الإنجليزية يتعلمون في بيئة تعليمية جيدة. استخدم الباحث الطريقة النوعية والكمية حيث تم الرد على تفاصيل الاستبانة بشكل عشوائي من قبل 100 معلم، وقام الباحث بملاحظة 25 معلما من ذوي الخبرة في داخل حجرات الدراسة و تم جمع البيانات باستخدام تسجيل الكاسيت، وأوراق الرصد لتقييم المعلمين. استخدم الباحث الحزمة الإحصائية للعلوم الاجتماعية لتحليل استجابات أفراد العينة . أكد التحليل أن هناك عوامل أثرت على أساليب تدريس اللغة الإنجليزية وهذه العوامل تتعلق بالمعلمين والمتعلمين والمدارس. يحتاج الطلاب في الفصول الدراسية التعليم لتقنيات الدافعية المستمرة ولكن لم يستخدم معلمي اللغة الانجليزية هذه الأساليب التعليمية لكي يتم التعامل مع اللغة الإنجليزية كلغة ثانية أو كلغة أجنبية، وأن تدريسهم لم يكن بطريقة فعالة.

INTRODUCTION :

In this paper, the researcher tried to identify Factors negatively affect English language teaching methods. The researcher used the term English language teaching method to mean that techniques and principles of English language teaching. In the Sudan, Ministry of General

Education had several Educational policies for developing teaching/learning process and the success of any educational system depended on teachers, learners and schools. However, effective teaching process could be achieved by encouraging and supporting learners. In the

Sudan some learners began learning English from the pre-schooling and their families played vital role in their learning process, but the other learners began learning English at fifth grade and their parents were poor and they had not good backgrounds about education, they were not interested in giving good education backgrounds to their children and they were willing to engage their children in some jobs in order to earn money. Learners were discouraged to learn English due to their families' conditions. Schools' buildings, facilities, equipments and classrooms' environments were not sufficient.

Statement of the Research problem

Teachers had difficulties in applying English language teaching methods, because they were limited training in using teaching methods effectively. This study aims at investigating factors that negatively affect English language teaching methods at Khartoum governmental secondary schools. Teachers could affect positively, if they had training on teaching techniques/principles.

The significance of the research

The significance of this paper is to identify factors that negatively affect English language teaching methods. This paper concentrates on how achieve effective teaching. The importance of this paper is to avoid any negative factors and creating effective teaching environment by practical training for teachers to teach and learners to learn.

Objectives of the research

This paper attempts to achieve the following objectives:

To identify factors that negatively affect English language teaching methods.
To improve teaching/learning process.
To provide teachers with information about negative factors, which make ineffective teaching.

Previous studies

(1) Penny Fidler (2002) "The relation between teachers instructional techniques and characteristics and students achievement in reduced size classes). PhD. Degree. Los Angeles University. The study aimed at using multi level statistical techniques to examine, which teaching strategies and techniques observed in classroom, were significant predictions of students' achievement. The study utilized Descriptive approach and the data collect during the observations. The results showed that there were specific observed teaching techniques that had positive impacted students' achievement. This previous study prove that teaching techniques affect positively on learners' performances and this relates to the current study.

Methodology

The researcher utilized mixed approaches "quantitative and qualitative approaches" to determine factors that negatively affect English language teaching methods. This paper implemented two-steps procedures: Data collection and Data analysis. Data were gathered from two sources: teachers' questionnaire and direct lesson observations.

Subjects

The populations of this paper were teachers of English language who taught English language at Omdurman governmental secondary schools. Those teachers were different in number of years teaching backgrounds/experiences and attitudes towards teaching English. For collecting data the researcher randomly selected subjects, and this information was collected and taken in to consideration during quantitative and qualitative data analysis procedures.

Instruments

Instruments for data collection of this study included teachers' questionnaire and

observations of their lessons. The study carried out qualitatively and quantitatively as tools to provide data from participant's perspective.

Questionnaire

The researcher designed teachers' questionnaire by generating a list of items, which were derived from literature review. The researcher distributed questionnaire to 100 teachers of English language at Omdurman governmental secondary schools. The teachers' factors had seven items, the learners' factors had six items, and the schools' factors had seven items. There were 20 statements and each statement item had a list of alternative, each choice represented a range from which subjects could choose and tick (✓) in the most appropriate response. Chi square was used to analyze the data collection and Chi square was used the following formula:

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

The questionnaire Likert- scales comprise had five-response ratings of (strongly agree, agree, doubtful, disagree, and strongly disagree).

Direct lesson observations

The researcher designed observation questions by generating a list of items, which were derived from literature review. The researcher sat in front of learners and used recording cassette also observational sheets. Structure of observational sheets depended variables being observed. The researcher designed observation questions and observed 25 five experienced teachers of English at Omdurman governmental secondary schools. There were eleven statements and each statement item had a list of alternative, each

choice represented a range from which the researcher could choose to tick (✓) in the most appropriate response. Chi square was used to analyze the data collected. For example:

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

Reliability and Validity

Questions of questionnaire and observation were derived from literature review. The researcher designed these kinds of questions according to the participants' level to avoid using item that created confusion for the research subjects, there were adequate time for revising and checking these questions and these questions were given to group of referees and experts in areas of educational psychology, educational technology, curriculum and instruction to validate them.

Procedures

In this paper, mixed approaches are used to answer research questions. The data were limited to factors that negatively affect English language teaching methods. During teachers' questionnaire and observations, the researcher and the subject discussed teaching environment and problems related to English language teaching. The researcher took notes during questionnaire, recording interviews and observations of lessons.

Data analysis

Data collected were stored in a database for retrieval, concept mapping and categorization then data noted line by line transferred on to three concept maps derived from each data source. Validating of data, the findings from all three sources compared using the concept maps.

Table: Presentation of questionnaires

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

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

Table No. (3). Teacher's culture		
Agreement level	Frequency	Percent
Doubtful	6	6.0
Agree	61	61.0
Strongly agree	33	33.0
Total	100	100.0

Table No. (4). 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

Table No. (5). Teaching overloaded

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

Table No. (6). Teacher's feedback

Agreement level	Frequency	Percent
Disagree	1	1.0
Doubtful	4	4.0
Agree	62	62.0
Strongly agree	33	33.0
Total	100	100.0

Table No. (7). Unmotivated learners

Agreement level	Frequency	Percent
Disagree	1	1.0
Doubtful	4	4.0
Agree	56	56.0
Strongly agree	39	39.0
Total	100	100.0

Table No. (8). Learners' expectation

Agreement level	Frequency	Percent
Disagree	5	5.0
Doubtful	8	8.0
Agree	54	54.0
Strongly agree	33	33.0
Total	100	100.0

Table No. (9). Learners' misbehaviors		
Agreement level	Frequency	Percent
Disagree	1	1.0
Doubtful	7	7.0
Agree	33	33.0
Strongly agree	59	59.0
Total	100	100.0

Table No. (10). Learners' culture		
Agreement level	Frequency	Percent
Disagree	2	2.0
Doubtful	3	3.0
Agree	34	34.0
Strongly agree	61	61.0
Total	100	100.0

Table No. (11). Class size		
Agreement level	Frequency	Percent
Disagree	2	2.0
Doubtful	4	4.0
Agree	35	35.0
Strongly agree	59	59.0
Total	100	100.0

Table No. (12). Uses of audiovisual aids		
Agreement level	Frequency	Percent
Doubtful	3	3.0
Agree	24	24.0
Strongly agree	73	73.0
Total	100	100.0

Table No. (13). Learning environment		
Agreement level	Frequency	Percent
Agree	19	19.0
Strongly Agree	81	81.0
Total	100	100.0

Table No. (14). Limited time		
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

Table No. (15). Schools' textbooks		
Agreement level	Frequency	Percent
Agree	29	29.0
Strongly agree	71	71.0
Total	100	100.0

Table No. (16). Limited testing		
Agreement level	Frequency	Percent
Doubtful	5	5.0
Agree	24	24.0
Strongly agree	71	71.0
Total	100	100.0

Observations of subjects

Table No. (17). Classroom control			
	Rate	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

Table No. (18). 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

Table No. (19). 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

Table No. (20). 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

Table No. (21). 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

Table No. (22). 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

Table No. (23). Explanation 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

Table No. (24). 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

Table No. (25). 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

Table No. (26). 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	100.0

Results Discussion

There were four research hypotheses. The first research hypothesis was. There are significant factors that negatively affect English Language teaching methods. According to the statistical analysis, the researcher found that there were significant factors that negatively affect English language teaching methods such as un trained teachers, teachers' lack of motivation, teachers' negative expectation, teachers' personality, teachers' L₁ cultural background, teachers' overloaded work, teachers' negative attitudes, Learners' negative expectations, misbehavior, lack of intelligence, L₁cultural background, lack of confidence, negative attitudes, large class size, inadequate review of curriculum, the absence of audiovisual aids, unhealthy class room environment, limited time of period, insufficient of resources, limited testing contents, families' low incomes and interfering of parents.

The second research hypothesis was. The teachers use appropriate methods in their teaching. According to the statistical analysis, the researcher found that teachers did not use teaching methods, they did not try to accelerate learners' natural tendency to acquire language and they did not focus on lessons that raise students' conscious awareness.

The third research hypothesis was. It hypothesize that learners learn English language in a good environment. According to the statistical analysis, the researcher found that environment negatively affected on learners' attitudes, experiences, expectations, behaviour and their outcomes and these factors make negative effects on learners.

Conclusions

There are significant factors affect English language teaching methods. This study focuses on improving teaching process and avoids any negative factors. These negative factors are related to teachers' psychologically and professionally, but teachers should prepared themselves to use practicing different kinds of principles and techniques of teaching English to suit different educational activities, teachers should be used appropriate methods and teaching techniques in teaching/learning process, 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 , culture, load and motivation. Therefore, some of these factors are related to learners who should focus on positive motivation or expectation in learning a foreign language. The researcher concentrates on these

factors, which make ineffective teaching. However, 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 affected English language teaching methods and the solution in this case is either to tolerate a slight modification of the methods so as to deal with those practical factors or to overcome any negative factors in order to render appropriate methods.

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' achievement.
3. The teachers' morale should be developed by creating a good atmosphere.
4. The teachers should have positive motivation and positive expectation in order to affect positively on the learners' learning with different levels of English proficiency and instructional approaches and how to treat the learners' self-concepts.
5. The teachers should have various personalities, which positively affect in getting students to learn.
6. The teacher's L₁ and cultural background should be relevant to English language teaching methods, which positively affect the teachers' attitudes and expections, thus affecting student's academic performance.
7. The teachers should have abilities to create warm friendly atmosphere in the classroom by using positive attitudes/ behaviour and encourage students to feel that they are closed friends.

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

9. The learners should focus on developing their skills in using the language effectively.

10. The learners should have ambitions to acquire the foreign language naturally.

11. The class room's climate should be conducive to the teaching.

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

Suggestions for further studies

The researcher suggests the following studies

1. The effects of the culture on language development of foreign English learners.
2. The factors influence on students' performance in learning English language at Basic schools.
3. The effects of the teacher's motivation in developing the learning process.

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