

The Importance of Instructional Material in English Language Teaching: A Case Study of Secondary School Teachers in Medani Sudan

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Abstract:

Teaching techniques are absolutely crucial to EFL teaching and learning English. The fact always remains that effective teaching techniques result in competent learners who master English at all levels. This study aimed at investigating the nature of techniques used in teaching English at secondary schools. The study also aimed at discovering the most common English teaching techniques utilized by EFL teachers at secondary level and whether the teachers follow specific techniques in teaching their student. In addition, the study intended to find out the extent of utilizing modern technologies in the teaching process and to provide certain suggestions for the purpose of teaching English of affectingly. The descriptive analytical method was adopted to conduct the study. The sample comprised (50) EFL experienced teachers who were chosen randomly from the school in Madani. Two tools for data collection were used: A questionnaire for EFL secondary school teachers and an observation. Check list which was used by the researcher in the classroom to find out the nature of teaching techniques employed in secondary school. The data gathered through both tools were analyzed by means of (SPSS) program me. The main of the tools together indicated that (100 %) of the teachers used translation in teaching English. (100 %) used definitions to present and explain new vocabulary, (82 %) did not adopted special techniques, (25 %) used taps recording (35 %) used role play whereas (48 %) utilized modern technologies in teaching English at hte4 secondary level. The main finding of the study are: the majority of teachers do not use specific teaching

techniques when they teach secondary school students, definition and translation are the dominant English teaching techniques collaborative learning and role play are not given more consideration and utilization of modern technologies is not satisfactory enough. The study recommends that EFL teachers should adopt the teaching techniques that suit the nature of the lesson in question, collaborative learning and role play should be considered in the teaching process, EFL teachers should not only focus on definition as teaching techniques, and modern technologies should be utilized when every possible.

المستخلص:

إن لوسائل تدريس اللغة الإنجليزية أهمية قصوى في تدريس اللغة الانجليزية بوصفها لغة أجنبية. كما تظل الحقيقة دائماً أن أساليب تدريس اللغة الإنجليزية الفعالة ينتج عنها معلمين أكفاء يجيدون اللغة الإنجليزية وفي جميع المستويات. هدفت الدراسة لبحث تطبيق الوسائل المستخدمة في تدريس اللغة الإنجليزية بالمدارس الثانوية بود مدني، كما هدفت لاكتشاف أكثر وسائل التدريس شيوعاً والتي يستخدمها معلمو اللغة الإنجليزية بوصفها لغة أجنبية بالمدارس الثانوية، وما إذا كان المعلمون يتبعون وسائل معينة في تدريس طلابهم، بالإضافة إلى ذلك هدفت الدراسة لمعرفة إلى أي مدى تساهم وسائل التقنية الحديثة في دفع العملية التعليمية وإيجاد مقترحات لتدريس اللغة الإنجليزية بفعالية. استخدمت الدراسة المنهج الوصفي التحليلي من أدوات جمع البيانات الاستبانة التي وزعت على عينة عشوائية من معلمي اللغة الإنجليزية والتي بلغ حجمها (50) معلم وقائمة تحقق عن طريق الملاحظة قامت بها الباحثة من داخل الفصول لمعرفة طبيعة وسائل التدريس المستخدمة ثم تحليل البيانات عن طريق برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS). توصلت الدراسة لعدة نتائج أهمها: أن (100 %) من المعلمين يستخدمون الترجمة لتدريس اللغة الإنجليزية و(100 %) يستخدمون التعريف لعرض وشرح الكلمات الجديدة و(82 %) من المعلمين لم يستخدموا وسائل محددة، وأن (25 %) فقط يستخدمون الأشرطة المسجلة و(35 %) يستعملون لعب الأدوار بينما (48 %) يستخدمون وسائل حديثة في تدريس اللغة الإنجليزية بالمدارس الثانوية، ويتضح عن ذلك أن أغلبية المعلمين لا يستخدمون وسائل تعليمية محددة في تدريس طلاب المدارس الثانوية أما التعريف والترجمة فكانت من أكثر الطرق المتبعة في تدريس اللغة الإنجليزية ، لم يعط التعليم التعاوني ولعب الأدوار أي أهمية إلا أن استخدام الوسائل الحديثة غير مرض تماماً. توضح الدراسة معلمي اللغة الإنجليزية كونها لغة أجنبية ويتبنى وسائل تعليمية تناسب طبيعة الدرس المعنى كما يجب إعطاء التعليم التعاوني ولعب الأدوار أهمية في العملية التعليمية. ولا يجب أن يركز معلم اللغة الإنجليزية على التعريف والترجمة كطريقتين للتدريس فقط وأن تستخدم التقنية الحديثة كما سنحت لفرصة لذلك.

INTRODUCTION

For several years, EFL instruction has been criticized for not reaching an acceptable level of accomplishment. This view is due to the dissatisfaction felt by many concerned people. EFL students' performance does not reflect any adequate level of proficiency in English. This has raised very important and tempting issue for research at various levels and for different objectives. Researchers conduct scientific studies in classroom methodology, classroom interaction, teaching and learning process, teaching techniques and teaching learning environment.

Statement of the Problem

Being a teacher of English for four years, the researcher has noticed that EFL teachers do not adopt specific techniques teaching English at secondary level. Hence, this topic of study as intended to investigate this problem since teaching English to techniques are one of the determining factors in learning and mastering English language.

Objectives of the Study

The study has the following objectives:

1. To investigate the nature of techniques utilized by EFL teacher at secondary schools.
2. To explore the most commonly EFL techniques used by EFL teachers at secondary schools.
3. To discover the extent of utilization of modern technologies in teaching English at secondary level.
4. To suggest appropriate teaching techniques for teaching secondary schools' students.

Questions of the Study

The study is set out to find answers for the following questions:

1. What type of teaching techniques are used by EFL teachers at secondary level?
2. To what extent do EFL teachers use a combination of teaching techniques at secondary schools?
3. To what extent do EFL teachers used modern technologies in teaching English at secondary level?

4. What are the effective teaching techniques to be suggested for teaching English at secondary level?

Hypotheses of the Study

The study assumes the following points:

1. EFL teachers do not adopt specific teaching techniques at secondary level.
2. Definitions and translation are the dominant teaching techniques at secondary level.
3. Modern technologies are neglected with respect to EFL teaching techniques.
4. Collaborative learning and role play are neglected in teaching English at secondary level.

Significance of the Study

The study is hoped to be of value to EFL teachers in general and secondary school EFL teachers in particular. The study will contribute to the area of applied linguistics and adds to the knowledge of those who are interested in field of methodology.

Methodology of the Study

The descriptive analytical method will be followed to conduct the study. A sample of (50) EFL teachers will be chosen randomly for the study. Questionnaire and observation check lists will be the tools for collecting data required SPSS programme will be used for data analysis.

Limits of the study

The study is limited to the investigation of the English teaching techniques used at secondary level. The sample of the study is limited to the secondary school in El Gezira State. The study will be conduct during the years (2018 -2019)

In fact, teachers are required and urged how to teach as well as possible for several reasons:

- a. An effective teacher is a happy person because effectiveness leads to success, which in turn secures self-satisfaction.
- b. Effective teaching is one step towards optimal learning. If a teacher teaches well, students often learn well.

- c. Effective teaching implies minimal waste of time and effort on the part of students because the teacher in this case selects those methods that lead to best results with time and effort economy.

Effective teaching is often accompanied not only with good learning, but with happy learning too, because Alkholi, (1983: 18) points out that effective teaching involves motivation, variation, aids, social warmth and similar functions that make learning pleasant experience to students.

Objectives of ELT in Sudan

It is believed that the shortest way of reaching the target destination is having objectives clearly stated and with no clear objectives teachers will not be able to organize learning-teaching activities and learners will not be motivated to learn. When people in charge fail to formulate clear objectives, other aspects as methods, approaches, training and preparation all become aimless as these so interacted and linked.

According to the plans of the Sudanese Ministry of Education, the instructional objectives of the higher level syllabus state that pupils are expected to acquire the following skills:

- a. Listening and speaking: learner are expected to listen to and understand dialogues whether recorder or oral and to participate in similar situations as listeners.
- b. Reading: to develop the learners' reading skill, so those interest as a good reader with simple texts.
- c. Writing: to develop the learners' writing skills in constructing and composing accurate sentence and paragraphs.

Learning Strategies

The term strategies, in the second-language – learning sense, has come to be applied to the conscious moves made by second-language speakers intended to be useful in either learning or using the second language-strategies can be very different in nature, ranging from planning the organization of one's learning (a meta-cognitive learning strategy), through using memorize devices to learn vocabulary (cognitive learning strategies) and rehears-

ing what one expects to say (a performance strategy) to bolstering one's self-confidence for a language task by means of "self-talk" (an effective strategy).

Ever since Naiman et al, (1976) have noted that "good" language learners appeared to use a larger number and rang of strategies than "poor" language learners, the implications of understanding strategy use have seemed increasingly important, whereas Ellis (1994) asserts that:

"The study of learning strategies holds considerable promise, both for language pedagogy and for explaining individual differences in second language learning. It is probably true to say, however, that it is still in its infancy. For this reasons perhaps, discussions of learning strategies typically conclude with the problems that have surfaced and that need to be addressed before progress can be made".

Definition of Learning Strategies Instruction

Weinsten, (1986:315) insures that students who analyze and reflect on their learning are more effective learners; that is, they are more able to acquire, retain, and apply new information and skills. Yet students often use learning strategies in a sporadic manner applying them in appropriately or overusing the limited number they know.

Learning strategies instruction is one means of improving students' acquisition of a foreign language. It gives them an explicit vocabulary to use in talking about their learning experiences so that they can build a repertoire of strategies. Students' do not just acquire new strategies, they discover how and when to apply them. Their ability to use strategies effectively and to match them appropriately with tasks has board implications for learning both content and language.

Certainly the goal of learning strategies instruction is for students to become independent learners with the ability to use

strategies aptly in a variety of contexts. In the beginning, however, learning when and in what contexts to use particular strategies or groups of strategies requires direction and guidance from the teacher:

Brown (1982:17) and Palincar's formulation of reciprocal teaching, the lesson consists of four activities: summarizing, question generating, clarifying, and predicting. The purpose of reciprocal teaching is to engage students in a dialogue, through which the teacher (and expert peers) explain and model the strategies. While reciprocal teaching was originally designed to improve reading comprehension, its use with other strategies should yield positive results.

Woloshyn (1992:115) concludes that maximum learning gains are realized when students spontaneously engage in appropriate strategy use. This is achieved when students know that steps of strategy (who to use it); what the strategy is for, when to use it, and why it is important to use strategies. Research has suggested that differences in good and poor learners are explained able in these terms. Good learners have a repertoire of strategies at their disposal, know how to choose a strategy according to task demands, monitor the use of the strategy, and believe that using strategies helps them learn. In contrast, learners often do not possess a repertoire of strategies (they often rely solely on rehearsal, for example), do not know when to use different strategies, are often unaware of their lack of understanding, and believe that ability (or in ability) is the factor responsible for learning. Given these important insights, the implications suggest that teachers not only need to teach students various strategies for enhancing learning but also need to explain to students why these strategies and important, and they use them.

Teacher's Role

Teaching is a message and a holy task and teachers have an important, significant and sensitive role. To play this role and function, the teacher has become increasingly deferent in recent

years and his close involvement with society at large means that changes and development taking place/in it are directly affecting him. Two features make his role evermore demanding: these are neuter of society itself and development in technology. As society become more complex and its values more pluralistic, so the ensuing changes rebound on the teacher, thus widening the area of his responsibilities. And already the role of the teacher has taken a new dimension, however, the teacher's job is still "to teach" a broadly a greed body of knowledge and skills and projects a set of values. (Harmer (1991:235) mentions that teacher can play different roles inside the classroom as shown below:

- i. **Manager:** he is there to manage the total learning environment. This involves the children as individuals and
- ii. **Assessor:** a major part of a teacher's job is to assess the students work to see how well they are performing. The teacher's function is to show where incorrectness occurs and help the students to see what has gone wrong.
- iii. **Tutor:** his role here to give help, clarifies ideas, point out errors, proves information and give assistance as need.
- iv. **Controller:** teachers as controllers are in complete charge of the classroom. They control not only what the student do, but also when they speak and what language they use. Teacher as controller is closely allied to the image that teachers project of themselves.
- v. **Organizer:** it is the most important and difficult role. The success of many activities depends on good organization and also depends on the student's knowing exactly what they are going to do.
- vi. **Promoter:** often the teacher needs to encourage students to participate or need to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about what to do next, here the teacher needs to prompt the students with information they have forgotten.
- vii. **Presenter:** here the teacher exposes, narrates, questioning,

explains and discusses.

viii. **Participant:** often the teacher participates in certain activities such as information gap exercises, here the teacher himself might join simulation as participant, but without domination.

The Need of the Teacher of Foreign Language

Teaching a foreign language is a hard work, but hard work will nearly always bring success, especially if a teacher persistently exerts himself to make his pupils do the work. It is true that the textbook provides much material and guidance text, vocabulary grammar and exercises. Yet these materials is language in print, and therefore is recorder language, not the language that is the purposeful expression of a living mind. The teacher therefore has to transform that silent, inactive array of printed symbols into living speech. He has to make all those words, phrases and sentences in the book play a useful part in some real situation or imagined real situation. Gurrey, (1955:17) says a teacher must do this in order to ensure that the language that is being learned by his pupils is realistic and living.

To achieve that, he will need to use all these skills he has, energies and all his abilities of voice, mind action, will, for he himself is the instrument, the language transformer of the cold printed word, giving out the sound, tones, rhythms, which he the new language uses to express meaning, of all kinds intellectual, emotional, purposeful.

The three things that a teacher needs for his language lessons are: knowledge of the best and most effective methods to use, an understanding of the purpose and aim of each methods he uses and confidence and skill in his handling of them, with perseverance and courage to carry on the work with good humor and enjoyment.

The teacher can sit on the right road to see principles more clearly to select his aims more carefully, and to understand the purpose and procedure of his methods more completely and precisely. It is always Gurrey, (1955:82) helpful to review and re-consider

the essentials of language teaching the value of sound aims to enabling them to enjoy the successful achievement of their tasks and ambitions.

The learning of any new language can always help in the linguistic education and in the mental development of pupils, for language is one of the main activities of mind, which is the main part of personality. If the new language, therefore, is taught in a way that is psychologically sound, it must contribute to the pupil's general growth, because it is sharpening his intellect and making it play over many times of knowledge and experience. To promote this the teacher has to use methods that foster intelligent thought, wider understanding and deeper sympathies as well as linguistic skills. Gurrey (1955:85). A teacher who thinks out clear aims finds many advantages. The preparation of his lesson is easier. It is easier because an aim usually helps him to select the material for a lesson, and decide the kind of work his pupils should do on it, e.g. chorus repetitions, on oral question and answer, or written exercises, or reading aloud. If his aim is to improve grammatical correctness of written work, he will see at once that he must give sentence completing exercises oral drill.

The technique of choosing a very limited objective for each lesson is a most fruitful aid to better teaching. It gives focus, and therefore, concentration; it gives clarity and therefore, better understanding it gives precision and therefore, more firmly established progress. The careful thinking out of detailed and well-defined objectives for lessons will do more than almost anything else to improve a teacher's work and to make it effective. Then he would achieve greater success and pleasure in his pupils' quicker progress. The teacher's interest and satisfaction in the work increase, and give him inspiration for further advances.

Secondly, because it needs special skill, liveliness and energy to give a lot of young children in a large class enough practice in speaking, a new language. Thirdly, because it needs unusual patience and persistence to keep on repeating correct sentences and

correcting pronunciations, and to do this throughout lesson with a good humor. Fourthly, because Gurrey, (1955:90) it needs the skill of a gifted teacher to every the way of getting repetitions and corrections, and turn these into enjoyable games in making strong, and in making use of the very limited number of sentences and sentences patterns that the children have learnt, and for bringing in sufficient variations to secure attention and interest, and thus to lay a simple foundation of correct usage in the pupils' language habits.

The Importance of Method in Teaching and Learning Process

Method is an important factor in effective learning and teaching. Teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combination 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 attitude and enthusiasm of the students. Borow, (1946:11) believes that techniques, skills, habits and attitudes are more important than the number of hours; his findings are that superior students are characterized by more systematic plan. Miller, (1970:46) concludes that there is no clear evidence or answer to the question; what is the best method of study? This is due to the fact that there no single technique that suits all individuals

The Nature of Approaches and Methods in Language Teaching

Richards and Rodgers, (1958:85) illustrate that as the teaching methods and procedures in language teaching have assumed a more control role within applied linguistics since 1940- Various attempts have been made to conceptualize the nature of methods and to explore more systematically the relationship between theory and practice within a method.

An approach is axiomatic. It describes the nature of the subject matter to be taught. On the other hand Gattegno, (1972:8) defines method, by explaining that a method performs specific task in routine, methods are functions that are part of class definition.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural, within one approach, and there can be many methods. Whereas technique is defined by many specialists.

Continuous saying that the importance of techniques falls on the teachers must look carefully to the different level of students which indicate the various using of techniques and also the teacher has to limit his talking time and give opportunity to for his learners to participate and correct their mistakes. Anthony, (1972:2) also defines approach as the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choice are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Individualized-Learning Techniques

Although individualized learning, in the form of correspondence courses and similar systems has a long tradition of use in education, it was only comparatively recently that it became part of main-stream educational technology and educational development. The catalyst for this was behavioural psychology, whose methods were first applied to education by B. F. Skinner and his followers during the 1950's.

Skinner's work on the application of the stimulus/response mechanism represented (in many people's view) the first 'scientific' of learning. First, it triggered off the band Wagon programmed learning movement that dominated progressive educational thinking during the 1950's. Since then, it has led to the development of a wide range of individualized-learning techniques-such as tape-slide and the various computer-based and multimedia systems that are now achieving more and more widespread use. It has also led to fully-integrated individualized-instruction systems such as the

Keller Plan, and to open-learning and flexible – learning courses.

As in the case of the earlier ‘mass-instruction’ movement, the individualized – learning movement failed to live up to most of its early promise. During the 1960’s, some programmed learning enthusiasts predicted the early demise of the traditional classroom teacher or lecturer, claiming that they would be replaced by the new teaching machines that they were developing as delivery systems for their programs.

There are some of the main teaching/learning techniques that fall under the general heading of individualized-learning technique; directed study of materials in textbooks, paper-based-self. Study materials; self-instruction via mediated materials; computer-based learning and multimedia; individual assignments, projects, individual practical and studio work.

Group-Learning Techniques

While it can be argued that the ‘individualized learning’ phrase of educational technology probably had a greater impact on modern education and training than the ‘mass-instruction’ phase that preceded it, there are, in practice, a number of limitations to the approach, one of the most obvious stems from the fact it is, by definition, individual, and, as such cannot enable students to interact with one another and develop group skills such as discussion skills interprets and skills and the various other skills needed to collaborate effectively with other people in carrying out a common task or project. This has led to increasing realization that the various activities that come under the general heading of group learning have a very important role to play in modern education and training.

There are some of the min teaching/ learning methods that fall under the brood heading of group. Learning techniques-buzz sessions and similar small- group activities; class discussions, seminars, group tutorials, etc.; participative exercises of the game/ simulation/case study type; mediated feedback/ discussion sessions; group projects and self-help groups. It has been noticed that

group learning is now well past the end of its 'research and development' phase, and, especially since the mid-1980's has achieved ever-widening use in post-school education.

Selecting Appropriate Teaching/ Learning Methods

There are some general guidance on how to set about choosing which methods to use with the student in different situations. It is suggested that teachers do this by working through the algorithm shown in below, which can be thought of as a sub-system of the overall systems approach to course and curriculum design. The various stages of the process showed by Ellington, et al (1996), tackled as follows:

Stage 1: Clarifying educational objectives

If teacher is satisfied that he knows exactly what his educational objective are, whether these are couched in traditional aims/ learning outcomes form or in terms of competence descriptors, he proceed directly to stage 2. If not, he refers to an appropriate course module descriptor and find out what they are. If sufficiently detailed objectives do not already exist, he writes his own in whatever format is considered appropriate, using the previous section on specifying the outcomes of student learning' for guidance.

Stage 2: provisional selection of teaching/ learning methods

If the teacher has an experience he will probably be able to choose an appropriate method (or mix of methods) for achieving a particular objective (or group of objectives). If so, he proceed directly to stage 3. If not he may find the following general pointers of some assistance.

- a. Lower-cognitive objectives: The most obvious method is the lecture, and may well be the best method if the object is to provide the students with an introduction to or overview of a particular area, or to deal with a key topic in the course. The teacher, should, however, also considers using an individualized. Learning method of some sort, e.g. directed study of a textbook, use of open-learning materials, mediated self-study, multimedia or an

- assignment or project.
- b. Higher-cognitive objectives: If is necessary to get the students actively involved in the learning process if such objectives are to be effectively achieved. Teacher should therefore, consider backing p any initial teaching by setting the students an individual assignment or project of some sort, or by making use of an appropriate group learning activity (seminar approach, group tutorial, class discussion, simulation/game or session, group project.
 - c. Effective objectives: these are probably the most difficult type of all to achieve. Although the teacher can generally begin to achieve such objectives through straight-forward lectures, these will probably need to be backed up by more powerful ‘attitude shapers’ such as the use of video, or use of an appropriate group – learning method such as a simulation/ game, a role-playing exercise, a mediated feedback session a seminar or a class discussion. A ‘real life’ experience of some sort can also be highly effective.
 - d. Psychomotor objectives: The only way to achieve such objectives effectively is to get the students to perform and practice the activity (or group of activities) that he/she wishes them to learn. This will generally require you to organize laboratory or studio work of some type, or to provide work-based experience of some sort. Students will, however, often require to be prepared for such activities through formal lectures and/ or demonstrations, or by getting them to watch a specially – prepared video or multi-media presentation.

Stage 3: Determining whether the students will be comfortable with the chosen method(s)

There is no point in using methods which the students will not be able to handle because they are not sufficiently mature, for example, or because they lack vital pre-requisite skill or do not have access to essential equipment or facilities. This is a particularly important consideration when planning thing like dis-

tance-learning courses, where it is absolutely essential to make the teaching/learning methods as ‘user-friendly’ as possible

Stage 4: Determining whether the teacher will be comfortable with the chosen method(s):

It is just as important that the teacher himself feel comfortable with the teaching/learning method(s) that he is using, for, if he does not, he is very unlikely to use the method(s) properly. It must be remember that students are very quick to spot a lecturer who is clearly not fully competent in what he on she is trying to do-and quite ruthless in making the teacher aware of this fact. Thus, the teachers have only to use methods that they are confident they can use effectively. If teacher does not feel happy with a particular method, he should choose something else, or, take appropriate steps to ensure that he will feel comfortable with the method when he uses it (e.g. by undertaking colleague observation or staff development of some sort).

Stage 5: Determining whether the method(s) will be practicable

It is necessary for the teacher to ask himself/herself following questions as:

- a. Will I be able to carry out the instruction on my own, or will I need help?
- b. If so, will such help be available internally?
- c. Externally?
- d. Is suitable accommodation available internally?
- e. Externally?
- f. Is there sufficient time available?
- g. Are any vital items of equipment?
- h. Facilities available internally?
- i. Externally?
- j. Are any special resource materials available internally?
- k. Externally?

Stage 6: Determining whether the teacher will be allowed to use the method(s)

This is such an obvious question that it is often not even asked, but it is very important. The teacher makes sure that he is proposing to do is culturally appropriate and consistent with the course regulations and the course module descriptor; if necessary, he finds out whether his colleagues/subject leader/ year leader/ course leader/head of school will be happy with his plans. If not, either the teacher persuades them or thinks again.

The Direct Method

By the end of the late 1800s, a revolution in language philosophy took place that is seen by many as the dawn of modern foreign language teaching. Teachers, frustrated by the limits of the grammar translation method in terms of its inability to create communicative competence in students, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign language in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the grammar translation did not- mainly oral communication, more spontaneous use of the language, and developing the ability to think in the target language perhaps in an almost reflexive action, the method also moved as far away as possible from various techniques typical of the grammar translation method – for instance using L_1 as the language of instruction memorizing grammatical rules and loss of translation between L_1 and the target language.

The main features of this method are then:

- a. The use of every day vocabulary and structures.
- b. Grammar is taught through situations.
- c. Use of many new items in the same lesson.
- d. Most of the work is done in the class.
- e. The first few weeks are devoted to pronunciation.
- f. All reading matter is first presented orally.
- g. This method has little room for grammatical explanation and

also to make the meaning of difficult words and phrase clear.

The study recommends that; the Ministry of Education should approach the Department of English language so that the EFL teachers can be deeply trained on teaching techniques and special focus should be given on various teaching techniques for the different texts types. The EFL teachers should also deepen the focus on the effective implementation of language strategies.

The present study deals with EFL teaching techniques from a different angle which types of techniques are used in secondary school education.

METHODOLOGY

This chapter is assigned for the procedures followed to conduct the present study, sampling, tools of data collection and analysis will be discussed in details besides validity and reliability.

The Sample

(50) EFL teachers were randomly chosen as subjects of the study from different secondary schools in Gezira State. Both male and female teachers were involved in the questionnaire.

Tools for Collecting Data

The data concerning this study were elicited from the subjects by using two tools for gathering data: a questionnaire for teachers and observation checklist.

The Questionnaire

The questionnaire was designed for EFL teachers with the purpose of eliciting the required data for the topic of the study. En questions formulated to find out the nature of English teaching techniques used at secondary level at Gezira State.

The Content of Questionnaire

The questionnaire consisted of ten statements whose purpose was to obtain the required data for the study. All questions were on the different techniques-employed by EFL teachers at secondary level. The techniques covered translation, definitions, memorization, situation, listening texts, radio technologies, miming and gestures. Other statements enquire the awareness of teach-

ers of the techniques used for teaching English at secondary level.

Observation Checklist

The researcher designed a checklist which include (15) items according to which the researcher observed the teachers while teaching English lessons. These items include the techniques: translation, definitions, giving examples, realia, miming and gestures, gap-filling and sentence completion; group work, using modern technologies and other types of techniques. In conclusion, the checklist aimed to explore the nature of the teaching techniques which was applied inside the classroom.

Data Analysis

The data collected by both the questionnaire and the observation checklist were analyzed by using (SPSS) programme using percentages.

Reliability

Reliability is a term that is used when the assessment tool has the ability to perform accurately its intended purpose when it is applied again over time. The basic idea of reliability as stated by Huck and Cornier (1996:76) is summed up by the word consistency. The same though on reliability has also granted before by Black and Champion (1976:232) as “ability to measure consistently”. The consistency here, is simply used to mean that the same questionnaire gives same outcome when it is repeated again, so it is a consistency of the results. A number of methods have been adopted in measuring the reliability, the researcher uses the “Split-half reliability” method. First, the common measure of correlation “Pearson’s Correlation Coefficient” is applied with its following formula:

$$R_{XY} = \frac{N\sum Xy - \sum X\sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

Based on this statistical result, it is clear that the questionnaire has adequate reliability.

Validity

While reliability refers to stability of measured results in

other repeated application, validity is used to mean the degree to which a questionnaire reflects reality. According to Joope research truly measures that which it was intended to measure or how truthful the research results are”:

$$V =$$

$$V = \quad =$$

This statistical result reflects an ideal questionnaire validity. It represents the second tool through which data have been collected. For this checklist, the researcher used a group of proper criteria (appendix 2).

RESULTS AND DISCUSSION

Results of the Questionnaire

The questionnaire consisted of ten statements. They were designed in a way that can help to find out the common teaching techniques used by EFL teachers. The results are shown in the following tables:

Table (1) Teachers do not follow specific techniques while teaching English

Agreement	Frequency	Percent
Strongly agree	13	% 26.0
Agree	29	% 58.0
Disagree	5	% 10.0
Strongly disagree	3	% 6.0
Total	50	% 100

It is clear from the results illustrated above, that (84 %) of teaches do not follow specific techniques that help them in teaching English inside the class, while (16 %) accomplish the role of teaching techniques in teaching English and they follow and use it effectively.

Table (2) Most of teachers use translation in teaching English

Agreement	Frequency	Percent
Strongly agree	16	% 32
Agree	30	% 60
Disagree	4	% 8
Strongly disagree	0	% 0
Total	50	% 100

According to the results of table (2), (92 %) teachers agree that they use translation in teaching process, but (8 %) disagree. It is clear that the majority of EFL teachers use translation in teaching justifying that the students always come to school with weak standard. Hence, they communicate with the students in source language.

Table (3) Meaning sometimes conveyed through miming and gestures

Agreement	Frequency	Percent
Strongly agree	17	% 34
Agree	31	% 62
Disagree	2	% 4
Strongly disagree	0	% 0
Total	50	% 100

Table (3) shows that (96 %) of the teacher agree that they sometimes convey meaning through miming and gestures, but (4 %) strongly disagree and most of teachers tend to use facial expressions in teaching. And it is observed from the highly scores obtained this is one of the most common teaching techniques among EFL Teachers in schools.

Table (4) EFL teachers are not aware of the techniques they use in teaching

Agreement	Frequency	Percent
Strongly agree	6	% 12
Agree	31	% 62
Disagree	7	% 14
Strongly disagree	6	% 12
Total	50	% 100

According to table (4) above, (74 %) of teachers agree that they are not aware of the techniques they use in teaching, but (16 %) strongly disagree. This result reveals the defeat in professional competent and efficiency of teachers.

Table (5) Teachers explain new words through definitions and situations

Agreement	Frequency	Percent
Strongly agree	11	% 22
Agree	39	% 78
Disagree	0	% 0
Strongly disagree	0	% 0
Total	50	% 100

Table (5) indicates that (100 %) of teaches agree that they explain new words through definition and situations. This result shows that definitions and situations are commonly used as teaching techniques.

Table (6) English teachers always create a suitable classroom atmosphere according to the learners' needs

Agreement	Frequency	Percent
Strongly agree	12	% 24
Agree	34	% 68
Disagree	4	% 8
Strongly disagree	0	% .0
Total	50	% 100

Table (6) illustrates that (68 %) of teachers agree that they always create a suitable classroom atmosphere according to the learner's needs. It is obvious that creating a suitable classroom atmosphere according to the learner's needs is a common techniques among EFL teachers.

Table (7) Teachers do not encourage learners to listen to English texts

Agreement	Frequency	Percent
Strongly agree	7	% 14
Agree	25	% 50
Disagree	11	% 22
Strongly disagree	7	% 14
Total	50	% 100

Table (7) shows that (64 %) of teaches agree that they do not encourage learners to listen to English texts, but (36 %) strongly disagree. This table indicates that listening to English texts is not one of the common teaching techniques used by EFL teaches.

Table (8) teachers use authentic materials (realia) to explain new words

Agreement	Frequency	Percent
Strongly agree	21	% 42
Agree	25	% 50
Disagree	4	% 8
Strongly disagree	0	% 0
Total	50	% 100

Table (8) demonstrates that (92 %) of teachers agree that they use authentic materials (realia) to explain new words, but (85) strongly disagree. It is obvious that teachers always use real objects to clarify words and it is one of the common techniques used in teaching.

Table (9) teachers do not use videos and computers to develop students' performance

Agreement	Frequency	Percent
Strongly agree	26	% 52
Agree	20	% 40
Disagree	1	% 2
Strongly disagree	3	% 6
Total	50	% 100

Table (9) show that (52 %) of teachers strongly agree that they do not use videos and computer to develop students' performance, but (6 %) strongly disagree. This statement indicates clearly the absence of educational technologies in most of Sudanese school.

Table (10) Teachers always encourage their students to use memorization

Agreement	Frequency	Percent
Strongly agree	15	% 30
Agree	32	% 64
Disagree	3	% 6
Strongly disagree	0	% 0
Total	50	% 100

Table (10) states that (64 %) of teachers agree that they always encourage (6 %) strongly disagree. So memorization is one of the techniques that are mostly common in EFL teaching.

Analyzing the Date Collected by Check List

The analysis of the items which were contained in the check-list are presented as follows:

Table 1 Use of translation in teaching

Answer	Frequency	Percent
Yes	20	% 100
No	0	% 0
Total	50	% 100

Table No (1) shows that 100 % teacher use translation teaching.

Table (2) Explaining new words through defining their meaning

Answer	Frequency	Percent
Yes	20	% 100
No	0	% 0
Total	50	% 100

Table No (2) shows that 100 % of teachers use definitions in teaching new lexical items.

Table (3) Presenting new words through examples

Answer	Frequency	Percent
Yes	20	% 100
No	0	% 0
Total	50	% 100

Table No (2) shows that (100 %) of teachers use examples in teaching.

Table (4) Teaching new words through realia

Answer	Frequency	Percent
Yes	16	% 80
No	4	% 20
Total	50	% 100

Table No (4) shows that (80 %) of teachers teach words through realia, while (20 %) did not use this technique.

Table (5) Illustrating new words through acting, miming and gestures

Answer	Frequency	Percent
Yes	20	% 100
No	0	% 0
Total	50	% 100

CONCLUSION AND RECOMMENDATIONS

Conclusion

The study has aimed to investigate the teaching techniques used by FEL teachers at secondary schools in the state of Gezira (2014). Two tools of data collection were used: a questionnaire for teachers and an observation check list used in the classroom. Based on the analysis of the data collected from both tools, the following findings are reached:

1. EFL teachers do not adopt specific teaching techniques at secondary level (84 %).
2. Definitions and translations are the commonly used techniques in teaching EFL (92 % and (100 %)
3. Using modern technologies is neglected in the teaching process at secondary level (48 %).

4. Collaborative learning and role play are not stressed on (45 % and 35 %).

Recommendations

To enable the teacher to use a variety of teaching techniques, the study recommends:

1. EFL teaches at secondary schools should use specific techniques depending on the nature the lesson.
2. It is advisable that EFL teachers at secondary schools use a combination of techniques that will serve he purpose of the lesson.
3. EFL teachers should utilize the techniques that would result in learning natural English such as authentic material.
4. EFL teachers should benefit from modern technologies in teaching English.
5. Collaborative learning and role play should considered in teaching English at secondary level.

Suggestions for Further Studies

The researcher suggests the following topics to be investigated will respect to the present study:

1. Benefits and short coming of translation as teaching technique.
2. The most effective teaching techniques in developing EFL learners' communication skills at secondary level.
3. The role of collaborative learning in enhancing learning techniques at secondary level.
4. Suggested combined EFL teaching techniques at secondary level.

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