

The Problems Encounter EFL Secondary school Teachers in Using Direct Method (A case study of secondary school teachers - Khartoum State)

Mohamed Abdelmagid Mohamed Elawad

College of Graduate Studies -
English Language - Open University
of Sudan

Abstract

This study aims to identify whether the direct method is used by secondary school teachers or not , investigate secondary school teachers attitudes towards using direct method, explore whether secondary school teachers are away of direct method or not, Khartoum State 2020, used the descriptive analytical method, used questionnaire as a tool to collect the data about the benefits of The Problems Encounter EFL Secondary school Teachers in Using Direct Method, which consisted of (31) distributed test to the teachers at secondary level.

The most results important that Sudanese EFL students, mainly, higher secondary schools in Sudan are show high response to Grammar Translation Method according to their English teachers' point of view. The most Recommendations important the "Direct Method" must be used in the near future and replacing the traditional methods

.Key Words:

Second language, Direct Method, EFL, Grammar-Translation Method

المستخلص

تهدف هذه الدراسة إلى تحديد ما إذا كان الأسلوب المباشر يستخدم من قبل معلمي المرحلة الثانوية أم لا ، والتحقق من اتجاهات معلمي المرحلة الثانوية تجاه استخدام الطريقة المباشرة ، واستكشاف ما إذا كان معلمي المرحلة الثانوية بعيدين عن الطريقة المباشرة أم لا ، ولاية الخرطوم 2020 ، استخدموا المنهج الوصفي التحليلي، استخدم الاستبيان كأداة لجمع البيانات حول فوائد مشكلة مواجهة مشكلات معلمي اللغة الإنجليزية كلغة أجنبية في استخدام الطريقة المباشرة والتي تكونت من (31) اختبارًا موزعًا على معلمي المرحلة الثانوية. من أهم النتائج أن طلاب

اللغة الإنجليزية كلغة أجنبية، وخاصة المدارس الثانوية العليا في السودان، أظهرت استجابة عالية لطريقة الترجمة النحوية وفقاً لوجهة نظر معلمي اللغة الإنجليزية. أهم التوصيات يجب استخدام «الطريقة المباشرة» في المستقبل القريب واستبدال الطرق التقليدية.

الكلمات المفتاحية: اللغة الثانية، الطريقة المباشرة، اللغة الإنجليزية كلغة أجنبية، طريقة الترجمة النحوية

1.0 Introduction:

For a long time in the history of language education, the focus of attention had been on the activity of teaching: what and how to teach a second language.

Learning however, continued to be taken for granted as the mere outcome of teaching. It was believed (and still is) that what is taught, gets learnt.

Second language (L2), has been taught for centuries by a variety of methods, many of which are still in use in one form or another in many countries around the world. But one of these L2 teaching methods, however sound they have appeared in theory, seems to have produced effective learning.

This is why, since the early of 1970s, the focus of attention has shifted from teacher and teaching to the learner and learning. It was felt that what we teach and how we should teach, revolves around the basic question: how do learners learn languages?

This research is going to investigate springing in implementing the »Direct Method« (DM) and its features in EFL secondary schools classes in the Sudan (Khartoum State Schools).

The »Direct Method« was developed in early 20th century in order to overcome the problems connected with »Grammar-Translation Method« (GTM). The »DM« moved away from translation, and introduced the idea of the lessons being communicated only in L1. This study looks forward to examine whether the «DM» is appropriate in teaching English as a foreign language at higher secondary schools in the Sudan, to see whether it successes in achieving the goals of teaching process.

1-1 Statement of the problems

It worth mentioning, that the researcher has noticed that some of Sudanese students (Khartoum state school students) are still far away from mastering the required knowledge of language and their level still poor.

In early stages of learning there are many methods of English language teaching are applied to achieve the goals of teaching English

language, and one of these methods is the »DM« which the researcher thinks It is inappropriate method, if it is used in isolation of the other methods at schools.

Many students (or the majority) do not have the required bases in English language that enable them to be exact and harmonize with the »Direct Method«, so it shouldn't be started at the earlier stages at schools.

It is worth mentioning, that the application of the »Direct Method« requires a number of terms and conditions to achieve its goals in teaching English language.

1-2 Significance of the study

This study is considered of a great value for researchers and teachers who do not pay attention to the less achievements in using the »DM« in teaching English Language.

The study also paves the way for the teachers to use the appropriate method in relation to many factors; some determining factors for selecting a teaching method include the student's interest and background knowledge, as well as their environment and learning abilities. Teachers also help their students to learn with various learning aids such as Auditory.

1-3 Objectives of the study

The study aims to:

- 1- To identify whether the direct method is used by secondary school teachers or not.
- 2- To investigate secondary school teachers attitudes towards using direct method.
- 3- To explore whether secondary school teachers are away of direct method or not.

1-4 Questions of the study

- 1- To what extent do secondary school teachers use direct method in teaching English?
- 2- What are secondary teachers attitude towards using direct method?
- 3- To what extent are secondary school teachers aware of using direct?

1-5 Hypotheses of the study

- 1- Direct method is used by secondary school teachers.
- 2- Secondary school teachers have positive attitude toward using direct
- 3- method.
- 4- Secondary school teachers are not aware of using direct method.

1-6 Methodology of the Study

In order to carry out this study to achieve its objectives and answer its questions which will reach its final destination and ends, the researcher applies the descriptive and analytical methods to collect the needed data for carrying out this study, the researcher designs a questionnaire for the teachers, and that questionnaire represent the tools and data collection of this study.

Also the responses of the interviewed teachers will be analysed by using SPSS The interviewed teachers are (31) teachers, chosen randomly, (male and female).

1-7 Limits of the study

This study only concerns the survey of (the problems spring in adopting the »Direct Method« in EFL secondary schools classes)«comparing with ”Grammar Translation Method) “A case study of Khartoum state schools) in the academic years (2019-2020).

1-8 Lists of Terms and Abbreviations

- DM »Direct Method= “ an innovative teaching method in teaching English language through the language.
- GTM = »Grammar Translation Method«.
- ALM »Audio-lingual Method«.
- CLT = Communicative language teaching.
- L1 = »Mother tongue«,«Father Tongue«,« Native Speaker«.
- L2= is a language that a person learns in addition to his first language.
- EFL = English as a Foreign Language.
- Ss = Sudanese students.
- SPSS= Statistical Package for the Social Sciences.
- ESL= English as second language.
- FL= Foreign Language.

1.9 Design and Methods

This chapter includes a detailed description of the research methodology that was utilized in the study. The chapter is organized into several sections that provide a framework within which to describe the research procedures, the researcher used the descriptive analytical method and (SPSS) for the analysis. This kind of research is defined by Kothari (2004:3.4) as “ descriptive research includes survey and fact finding enquiries of different kinds. The major purpose of descriptive research is description of affairs as it exists at present”. In addition, he states that “the researcher has no control over the variable, he can only report what has happened or what is happening”, the researcher thinks this method is appropriate for this study.

1.10 Study population and Sample size:

1. The population for the study was – while the sample was 40-40 .

1.11 Tools of data collection:

Primary data

After reviewing the literature of research and previous studies, the researcher designed questionnaire to suit the subject of the study and its objectives, in order to collect data from the sample members.

It was considered that the questionnaire are comprehensive to measure the problems spring in implementing the »Direct Method« in EFL secondary school classes , for the subject, related to the teachers, on this basis, the questionnaire were designed in two parts: Questionnaire include (21) items spread across Three hypotheses ranging from (Agree, Undecided, Disagree,), where agree with the positive side, Negative, while undecided means the frequency of the answer in the sense of uncertainty and thus are excluded in the provision and the table below shows the distribution of weights on the approval levels.

Secondary data this data was collected from books, articles, previous studies and internet sources.

2.1 Previous Studies

2.1.1 The study was Submitted by: *Sabri Dafaalla Ahmed Hamid* and Supervised by: *Dr. Kirya Ahmed Mohammed Nasr* 2016 at Open University of Sudan Faculty » (Teachers' Perceptions & Difficulties in Implementing CLT) (A case study: Nyala Locality) A study submitted in fulfillment of the requirement for the Degree of MA. In English Language (Applied Linguistics).

The study aimed to measure the attitudes of Nyala Locality Basic Level EFL teachers towards the communicative language teaching on developing students' speaking skills, and the difficulties faced teachers on implementing (CLT).The researcher adopted the descriptive analytical approach. The population of the study was (88) Basic level schools teachers in Nyala Locality, they were distributed among three- Administered units (Central, Southern and Eastern).The sample was chosen randomly (56) teachers. The researcher designed a questionnaire to measure the attitudes of teachers towards developing students speaking skills through communicative language teaching, and difficulties in implementing (CLT) at Basic Level schools in Nyala Locality. The questionnaire was developed to the purpose of the study .It included (21) items distributed into two sections. The validity of the measurement was referred by specialists, and Pearson's correlation⁽¹⁾.

Coefficient, the reliability was measured by cronbach alpha coefficient. The questionnaire was applied on the teachers in the first term in academic year (2016-2017) the data were statistically analyzed using the appropriate statistical methods The findings of this study show that, the teachers' attitudes towards the Communicative language teaching are positive and there are some difficulties face-them in implementing (CLT) to develop the students' speaking skills. Then the study ends by recommendations related to the different views given by the English language teachers at Basic Level schools in Nyala Locality. In addition to that, there are suggestions for further studies in the same field.

2.1.2 Was Submitted by: *Elkheir Elhaj Mahmoud Omer*, Supervised by: *Dr. Nada Sid Ahmed Eljack* (August 2014) titled »Development of English Language Learners' Communicative Competence through Communicative Activities« (A Case study: Khartoum Secondary School for Boys Khartoum State).

The study aims to develop learners' Communicative Competence. To ensure that, the study sets three hypotheses, third secondary students are weak in listening and speaking skills, the implementation of the communicative activities impact positively on teaching the listening and speaking skills, there is no a statistical difference on the standards of the listening and speaking skills for the students who are instructed according to the principles of the communicative activities and the one who are instructed according to the traditional activities. The study applies the experiment by selecting two groups of (41 students) randomly, experimental group(21 students) and control group(20 students) from Khartoum secondary schools for boys. The study used the quantitative method. After the statistical analysis of the pre-posttests for both groups the study revealed that: third secondary school students are weak in listening and speaking, communicative activities had impacted positively on teaching the listening and speaking skills, there is statistical difference on the standards of the listening and speaking skills for the students who are instructed according to the Communicative Activities and the students who are instructed according to the Traditional one. Then the study recommends that: Traditional activities should be replaced by the communicative activities; English language teachers should receive large doses of training on applying the principles of the communicative activities⁽²⁾.

2.1.3 The study was Submitted by *Priyanka Sumaiya*, An experience of teaching English by using Direct Method and Grammar Translation Method

Student ID: 11203013 ELT Program Department of English and Humanities, from Brac University Bangladesh December 2015, department of English and Humanities BRAC University.

There are different types of methods in ELT such as grammar transition method, Direct Method, audio-lingual, CLT, Silent Mode, TPR etc. .In practical teaching I cannot apply all these methods. According to Ellis (1994) second language is basically play institutional and social role in society or community. I tried to follow direct method and Grammar Translation Method and sometimes Audio-lingual method because all the ELT methods cannot be applied in all students at a time. In our Bangladeshi context all these methods cannot be applied directly but in classroom I tried to apply Grammar Translation Method and Direct Method .All these methods have positive and negative sides but I tried my best to create a meaningful class.

Literature review In class room a teacher can apply any method which is related to the topic and also suitable for students. As we know there are many types of methods and techniques in ELT .And it is important to know different types of methods than a teacher can apply it in the class room there are many approaches, techniques and methods in ELT among them I used mixture of two methods. Normally in class room situation a teacher can follow a particular method that is why I used two methods: grammar translation method and direct method⁽³⁾.

2.2 LITERATURE REVIEW

Overview about the different teaching methods

As Stem (1983:453) phrases, by GT Molina Cited by 18 Related articles: Language teaching has a long, fascinating but rather tortuous history, in which a debate on teaching methods has evolved particularly over the last hundred years. The names of many of the methods (Grammar-Translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, etc.) are familiar enough, yet the methods are not easy to grasp in practice because a method, however ill-defined it may be, is more than a single strategy or a particular technique. As a part of language teaching theories, these methods derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration (new changes in language theories and in new psychological perspective on language learning). Therefore, to some degree, they represent a combination of language teaching beliefs, but it is evident that they are characterized by the over-emphasis on single aspects as the central issue of language teaching

and learning.

2-1-1 Grammar –Translation Method

According to Cagri Tugrul Mart, Department of Languages, Ishik University, Erbil. Iraq, *Jornal of Advancein English Language teaching* 2013: The purpose of the »Grammar Translation Method« (GTM) was to help students read and understand foreign language literature(Larsen- Freeman,2000). It was an efficient way of learning vocabulary and grammatical structures. Through focusing on the rules of the grammar of the target language students would recognize the features of two languages that would make language learning easier. A significant role of this method is translating one language into the other. In this method mastery of the grammatical rules and vocabulary knowledge are emphasized; therefore. It has been hoped that learning is facilitated⁽⁴⁾.

In order to communicate accurately- meaningfully and appropriately skills and practice students need are provided- Using the »Grammar Translation Method«. Reading and writing are the primary skills students develop in this method; moreover, translation activities will supply student's clarity, and they will have the opportunity to improve accuracy in the target language⁽⁵⁾.

The »Grammar Translation Method« has been considered useful for students in second language acquisition in that it enriches one's vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader ⁽⁶⁾. The use of »Grammar Translation Method« in ESL classes will enable students to discuss and understand easily, but that depends on the teacher's ability by being able to simplify the method. In spite of the severe attacks, the »Grammar Translation Method« is still widely practiced. Why? Because there is no inherent contradiction between grammar instruction and communicative approach, and a sort of explicit grammar instruction can complement communicative language teaching to raise learners' conscious awareness of the form and structure of the target language. Moreover, the first language, as a reference system, can dismiss the misunderstanding in the process of the second language learning. Then, thinking about formal features of the second language and translation as a practice technique put the learner into an active problem-solving situation. Finally, »Grammar Translation Method« appears relatively easy to apply and it makes few demands on teachers, which

is perhaps the exact reason of its popularity.

the Direct Method

The »Direct Method« (DM) was in part a reaction against the »Grammar Translation Method« (GTM). In the seventeenth and eighteenth centuries people started to want to learn to speak languages rather than just write them (<https://www.uv.es>>Polish_lesson.

Some of the principal ideas behind this method are that speaking a language is more important than being able to write it. There was, therefore, stress on correct pronunciation and oral skills. During teaching, the printed word was avoided as much as possible. In opposition to (GTM), grammar was normally taught inductively. The pre-eminence of spoken language was because teaching was modeled on ideas of how one's first language is learned. This explains why the student's mother tongue was avoided, the emphasis on the spoken language and the avoidance of the printed word. Learning of grammar and use of translation was also avoided due to the need to use the mother tongue. The emphasis was on everyday vocabulary and sentences. Vocabulary was taught through demonstration, objects, and pictures while abstract vocabulary was taught by association of ideas.

The Berlitz Method: (A conversational teaching style that presents practical vocabulary and grammar in the context of real-life situations. All Berlitz students learn to speak their new language the way they did their first — through natural conversation) is one of the best known examples of the »DM« ⁽⁷⁾.

The leading principles of this method imply exclusive use of the target language and direct association of perception and thought with the foreign sound. This ultimate goal is achieved through:

- 1- The teaching of the concrete by means of visual demonstrations and dramatization.
- 2- The teaching of the abstract by association of ideas.
- 3- The teaching of grammar by means of examples and as a product of analogy.

According to the Berlitz method, the teaching aims of this method are comprehension and speaking, with reading and writing as secondary aims.

Language is taught as a skill, that is, as a practical tool rather than as theoretical knowledge. Basic vocabulary and grammar items which are common in conversation were drawn up and presented in order of difficulty.

Sometimes (DM) called the »natural method«, and is often (but

not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language (<https://en.m.wikipedia.org/wiki>. It was established in England around (1900) and contrasts with the grammar–translation method and other traditional approaches, as well as with »C.J. Dodson's bilingual method« (see <http://inlingua.com>)⁽⁸⁾.

It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.

The »Direct Method« was developed in early 20th century in order to overcome the problems connected with grammar-translation. It moved away from translation, and introduced the idea of the lessons being communicated only in L1.

The Direct Method is the most recent English teaching method. In this method students are taught through English medium. The teacher does not speak any other language in the class-room. This is called the direct method. In general, teaching focuses on the development of oral skills.

It is easy to use »Direct Method« in the class but it needs a careful plan before teaching in the class-room. A teacher has to make a plan about what and which lesson he must teach first. For instance if a teacher is teaching vocabulary he has to plan which words should he introduce first. In this method, we also use audio—visual equipment such as audio—cassettes, slides and videos. The direct method is a radical change from »Grammar-Translation Method« by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology. The direct method was a first attempt to make the language learning situation one of the language use. It demanded inventiveness on the part of teachers and led to the development of new techniques of language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. Nevertheless, two questions will be raised inevitably about this -method: one is how to safeguard against misunderstanding without translating (especially, some abstract ideas)⁽⁹⁾, without reference to the first

language; the other is how to apply this method beyond elementary stage of language learning. Furthermore, this method requires teachers who are native speakers or have- Native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements. The direct method is one of the most wonderful and best teaching methods, in case of students' response and good interaction, as well as teachers' mastering of how to present and teach this method in clear and accessible way⁽¹⁰⁾.

2-2-1 Characteristics features of the direct method

The direct method of teaching English is one of the most widely known methods. It enjoyed immense popularity because it overcame the two major defects of the »Grammar-Translation Method«. It substituted "Language contact" for "Grammar recitation" and "Language use" for translation (<https://aminghori.blogspot.com>).

2-2-2 The salient feature of the direct method of English teaching as follows:

- Emphasis on oral language.
- Intensive speech practice, usually with training in phonetics.
- The exclusive use new language.
- The approach initially unacceptable any choice to the mother tongues rather for exercise on translation or for clarification of vocabulary and grammar.
- It was hopefulness expected that by banishing the language from the classroom, the students would be compelled to do their thinking in the new medium.
- The learner experiences the new language in the same way in which he has experienced his mother tongue.
- Teaching concepts and vocabulary through pantomiming, real-life, objects and other visual materials.
- Teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language).
- Centrality of spoken language (including a native-like pronunciation).
- Focus on question-answer patterns⁽¹¹⁾.

2-2-3 Techniques of the »Direct Method«

- A teacher composing a sample sentence on the board, and then labelling the words as nouns, verbs and adjectives while explaining how they relate to each other, is using »Grammar-Translation Method« to teach language.

The approach is usually championed in textbooks where the -different parts of speech have their own chapters and, at the end of each chapter, practice exercises abound. The “translation” part of “grammar-translation” is embodied in the vocabulary lists that give the equivalents of words in the target language⁽¹²⁾.

- Translation exercises where students are asked to translate words, phrases and sentences are often used.
- The »Grammar-Translation Method« is especially adept at developing writing and reading skills, which is very important in dealing with Latin and Greek—dead languages, but for which a wealth of preserved literature abounds. But when it comes to practical, modern, spoken languages, it hasn't resulted in students with communicative ability to carry an interesting conversation in the target language⁽¹³⁾.
- Question / answer exercise – the teacher asks questions of any type and the student answers.
- Dictation – the teacher chooses a grade-appropriate passage and reads it aloud.
- Reading aloud – the students take turn reading sections of a passage, play or a dialogue aloud.
- Student self-correction – when a student makes a mistake the teacher offers him/her a second chance by giving a choice.
- Conversation practice – the students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.
- Paragraph writing – the students are asked to write a passage in their own words.

2-2-4 Merits of the »Direct Method«

- Facilitates understanding of language – understanding of the target language becomes easier due to the inhibition of the linguistic interferences from the mother tongue, it establishes a direct bond between contexts, and helps in understanding directly what is heard and read⁽¹⁴⁾.
- Improves fluency of speech – fluency of speech results in easier writing, it tends to improve expression, expression in writing, and it is a quick way of learning and expanding vocabulary.
- Aids reading – reading becomes easier and more pleasant, and it also promotes a habit of critical studying.
- Improves the development of language sense.

- Full of activities, which make it interesting and exciting.
- Emphasizes the target language by helping the pupil express their thoughts and feelings directly in target language without using their mother tongue.
- Develops listening, speaking, reading and writing.
- Increase in market for goods and services.
- Increased employment opportunities.
- Helps in bringing words from passive vocabulary into active vocabulary.
- Helps in preceding the English language from particular to general, it bridges the gap between practice and theory.
- Makes use of audio-visual aids and also facilitates reading and writing.
- Facilitates alertness and participation of students.

2-2-5 Demerits of the »Direct Method«

- Ignores systematic written work and reading activities.
- May not hold well in higher-level classes where the translation method is more suitable.
- Supports only limited vocabulary – it restricts the scope of vocabulary as not all words can be directly associated with their meanings.
- Lacks application – the method aims at active command of a language, only the clever child can be profited by this method.
- Needs skilled teachers; e.g., most of the teachers in Sudan schools have a poor command of English.
- Does not suit or satisfy the needs of individual students in large classes.
- Inconvenient in a huge class.
- Ignores reading and writing aspects of language learning.
- Does not teach grammar systematically.
- Time-consuming in creating real life situations.
- Less suitable for slow learners, who struggle with this method ⁽¹⁵⁾.

2-2-6 Principles of the »Direct Method«

- Classroom instruction is conducted exclusively in the target language.
- Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading, and writing are introduced in the intermediate phase.
- Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- Grammar is taught inductively.

- New teaching points are introduced orally.
- Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
- Both speech and listening comprehension is taught.
- Correct pronunciation and grammar are emphasized.
- Students should be speaking approximately 80% of the time during the lesson.
- Students are taught from inception to ask questions as well as answer them⁽¹⁶⁾.

2-2-7 Pedagogy of the »Direct Method

- The »Direct Method« was an answer to the dissatisfaction with the older grammar translation method, which teaches students grammar and vocabulary through direct translations and thus focuses on the written language ⁽¹⁷⁾.
- There was an attempt to set up conditions that imitate mother tongue acquisition, which is why the beginnings of these attempts were called the natural method, »as we mentioned above«.
- At the turn of the 18th and 19th centuries, Sauveur and Franke proposed that language teaching should be undertaken within the target-language system, which was the first stimulus for the rise of the direct method.

2-2-8 the key Aspects of the direct method are:

- Introduction of new word, number, alphabet character, sentence or concept (referred to as an Element) :
- Show: Point to Visual Aid or Gestures (for verbs), to ensure student clearly understands what is being taught.
- Say: Teacher verbally introduces Element, with care and enunciation.
- Try: Student makes various attempts to pronounce new Element.
- Mold: Teacher corrects student if necessary, pointing to mouth to show proper shaping of lips, tongue and relationship to teeth.
- Repeat: Student repeats each Element 5-20 times.
- Note: Teacher should be aware of “high frequency words and verbs” and prioritize teaching for this. (I.e. teach key verbs such as “To go” and “To be” before unusual verbs like “To trim” or “To sail”; likewise, teach Apple and Orange before Prune and Cranberry).⁽¹⁸⁾

2-2-8-1 Syntax, the correct location of new Element in sentence

- Say & Repeat: Teacher states a phrase or sentence to student; Student repeats such 5-20 times.
- Ask & Reply in negative: Teacher uses element in negative situations (e.g. “Are you the President of the United States?” or “Are you the Teacher?”); Students says “No”. If more advanced, may use the negative with “Not”.
- Interrogative: Teacher provides intuitive examples using 5 “w”s (Who, What, Where, Why, When) or How”. Use random variations to practice.
- Pronouns with verbs: Using visuals (such as photos or illustrations) or gestures, Teacher covers all pronouns. Use many random variations such as “Is Ana a woman?” or “Are they from France?” to practice.
- Use and questions: Student must choose and utilize the correct Element, as well as posing appropriate questions as Teacher did⁽¹⁹⁾.

3.1 Results of the Study

In this topic the researcher deals with the society and sample of the study, presenting, analyzing and discussing the data of the study, explaining the methodology used to describe the sample and the data collection tool used in the questionnaire and the statistical methods used to prove the validity of the hypotheses.

Hypothesis (1)

Direct method is used by secondary school teachers.

Table (4-7-1): The descriptive statistics of the first hypotheses:7

Most teachers prefer »GTM« instead of the »DM«.

Items	Mean	Std. deviation	Ranking	Result
Most of Sudanese English teachers stick to grammar translation method.	3.50	.078	7	Agree
The philosophy behind Grammar Translation Method is that the foreign language can be taught or learnt through translation.	4.30	.098	3	Agree

Items	Mean	Std. deviation	Ranking	Result
Compared to the Direct Method Sudanese English teachers prefer to adopt Grammar Translation Method.	4.15	.085	5	Agree
From point of Sudanese English teachers view EFL Sudanese students are highly expected to respond to Grammar Translation Method.	4.15	.065	4	Agree
Grammar Translation Method is the teachers' goal to some English teachers to pave the way to learn.	4	.089	6	Agree
General Indicator	.411	.084		Agree
Using Grammar Translation Method helps students to construct English Grammar.	4.35	.099	2	Agree
The majority of Sudanese English teachers at higher secondary schools tend to use Grammar Translation Method.	4.35	.062	1	Agree

Table (4-7-1) shows that:

- 1- All statements expressing the first hypothesis (Most teachers prefer Grammar Translation Method instead of the Direct Method to attend their goals) are higher than the standard mean (3). This result indicates that the sample members agree on all the expressions expressing the hypothesis.
- 2- The most important of the terms of the hypothesis is the term (the majority of Sudanese English teachers at higher secondary schools tend to use Grammar Translation Method) where the average responses of the sample on the words (4.35) and standard deviation (0.62).
- 3- The average of all expressions (4.11) and This indicates that the sample respondents agree with all the statements that measure the first hypothesis with a standard deviation (0.84), indicating the homogeneity of respondents' responses to these terms.

Hypothesis (2): From the teachers' point of view, students show negative response to the »Direct Method« in teaching lesson.

Table (4-14-1)

The descriptive statistics of hypotheses tow: From point of teachers' view, Students show negative response to the direct method in teaching lesson.

Items	Mean	Std. deviation	Ranking	Result
Most of Sudanese English teachers (state schools) avoid using the direct method.	3.70	.086	6	Agree
There is no any clear method to encourage and simplify teaching styles in adopting the Direct Method.	4.20	.076	2	Agree
The majority of Sudanese English teachers at higher secondary school face many problems to use the Direct Method.	4.15	.054	3	Agree
The Direct Method is not commonly used by most of Sudanese English teachers.	3	.076	7	Agree
Most of the teachers prefer other methods instead of the Direct Method.	4	.093	4	Agree
The Direct Method helps students to have a good base of English language to enable them understand and respond to English language.	3.85	0.78	5	Agree
The problem that EFL Sudanese students face at secondary level is due to lack of their communication skills.	4.30	0.78	1	Agree
General Indicator	.419	.093		Agree

Source: Preparation of the researcher, based on the questionnaires data, 2020

Table (4-14-1) shows that:

- 1- All statements expressing the tow hypothesis (From point of teachers view students show negative response to the direct method in teaching lesson) are higher than the standard mean (3). This result indicates that the sample members agree on all the expressions expressing the hypothesis.
- 2- The most important of the terms of the hypothesis is the term (the problem that EFL Sudanese students face at secondary level is due to lack of their communication skills) where the average responses of the sample on the words (4.30) and standard deviation (0.78).
- 3- The average of all expressions (4.19) and This indicates that the sample respondents agree with all the statements that measure the tow hypothesis with a standard deviation (0.93), indicating the homogeneity of respondents' responses to these terms.

Hypothesis (3): The majority of English teachers at higher secondary school (state schools) do not tend to use the Direct Method a lot.

Table (4-21-1)

The descriptive statistics of the third hypotheses: The majority of English teachers at higher secondary school (state schools) do not tend to use the Direct Method a lot.

Items	Mean	Std. deviation	Ranking	Result
The »Direct Method« needs many teaching aids and much teaching time to be used.	4.30	.090	2	Agree
The »Direct Method« is inappropriate for teaching early stages since students start learning the language from the elementary third grade.	4	.082	4	Agree
The direct method is a great teaching method if it's efficiently used.	3.85	.096	5	Agree

Items	Mean	Std. deviation	Ranking	Result
The Direct Method can be the most preferred method to teach English language if we have qualified English teachers.	4.15	.077	3	Agree
The Direct Method increases student's confidence by letting them overcome the fear of their English language speaking.	4.50	.073	1	Agree
Most of Sudanese English teachers do not prefer using the Direct Method due to the lack of training.	3.35	0.87	7	Agree
The Direct Method does not fit teaching early stages or absolute beginners.	3.55	0.79	6	Agree
General Indicator.	.428	.088		Agree

Source: Preparation of the researcher, based on the questionnaires data, 2020

Table (4-21-1) shows that:

- 1- All statements expressing the third hypothesis (The majority of English teachers at higher secondary school (state schools) do not tend to use the Direct Method a lot) are higher than the standard mean (3).
This result indicates that the sample members agree on all the expressions expressing the hypothesis.
- 2- The most important of the terms of the hypothesis is the term the (Direct Method increases students' confidence by letting them overcome the fear of their English language speaking) where the average responses of the sample on the words (4.50) and standard deviation (0.73).
- 3- The average of all expressions (4.28) and this indicates that the sample respondents agree with all the statements that measure the third hypothesis with a standard deviation (0.88), indicating the homogeneity of respondents' responses to these terms.

The researcher findings showed a consensus from the majority of the interviewer teachers, to use Grammar Translation Method instead of the

Direct Method, taking into account the student's lack of communications skills, also the researcher discussed with them the possibility to use the Direct Method which can be used to enhance language and communicative skills acquisition, to gain more positive attitudes towards language learning, if we solve the problems of the full classes, lack of aids, and unsuitable environment.

conclusion

After the findings, the study concludes that: Firstly, based on the results obtained, we can conclude that Sudanese EFL students, mainly, higher secondary schools in Sudan are show high response to Grammar Translation Method according to their English teachers' point of view. This is why? Because the other methods, mainly the (Direct One), are lack to the suitable learning environment, aids and other helping tools.

The researcher discussed directly with the majority of the English teachers about using this method and most of them tend to use it, but the best way to have fluent and accurate English language students is using the direct method if there are aids and suitable learning atmosphere.

The present study showed that the first hypothesis (most teachers prefer »GTM« instead of the »Direct Method« to attain their goals) (gained higher scores compare to the other hypotheses Thus ,there was a great significant difference between using Grammar Translation Method with the Direct one this difference was seen as a result of agreeing the first hypothesis with high score.

From the researcher' point of view, the »Direct Method« must be used in the near future and replacing the traditional methods, and that will never be achieved unless we put in consideration that: we have to exert great effort to achieve this gargantuan goal by using this beneficial method in the right way and that will be depending on many fruitful recommendations.

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