# Problems in Teaching English Language through Arabic Language

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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. The descriptive analytical method was adopted to conduct the study. 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.

**مستخلص:**

إن لوسائل تدريس اللغة الإنجليزية أهمية قصوى في تدريس اللغة الانجليزية بوصفها لغة أجنبية. كما تظل الحقيقة دائماً أن أساليب تدريس اللغة الإنجليزية الفعّالة 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. استخدمت الدراسة المنهج الوصفي التحليلي من أدوات جمع البيانات الاستبانة التي وزعت على عينة عشوائية من معلمي اللغة الإنجليزية تم تحليل البيانات عن طريق برنامج الحزم الإحصائية للعلوم الاجماعية (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 إستخدام الوسائل الحديثة غير مرض تماماً. توضي 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 أنيركز معلم اللغة الإنجليزية على التعريف والترجمة كطريقتين للتدريس فقط وأن تستخدم التقنية الحديثة كما سنحت لفرصة لذلك.

# INTRODUCTION

Teaching techniques reflect an important role in English language teaching. Teaching method comprises the principles and methods used as instruction-commonly used teaching methods may include class participation, demonstration, recitation, memorization or information or skill that is being taught, and it may also be influenced by the attitude and enthusiasm, of the students. Borrow, (1946: 11) believe 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 plans. Methods serve as a mirror for reflection that can help teachers in bringing to conscious awareness, the thinking that under lies their actions.

## 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 investigates 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.

## 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).

## Techniques for Teaching

Teaching techniques are vital in the teaching process. Many specialists have offered a variety of techniques that help EFL teachers at different level for example. MacMaughton and Williams, (2004: 144) point out following techniques for teaching English.

**a.    Demonstrating**

Listen to lots of students' music and sign along in private

**N. suggesting**

Suggestion can be direct or indirect. Direct suggestions might star with 'let's try it this way whereas indirect suggestions might star with 'what would happen if you did it in a different way?

## 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 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 s 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.

d. Speaking.

**Teacher's Training**

It is widely believed that, teacher's training aims at providing the necessary background to help teachers become more effective, and draw the attention to the growing need of skill. So, teachers should be given opportunities of recurrent education and training and be prepared to meet the effects of the social changes in school. Beside the basic training or the initial training, it would be desirable for teachers to have frequent opportunities throughout their careers to review and extend their professional equipment, as well as to consolidate their own education as people. Micheal, (1995:15) explains this explaining:

> *"In-service training is taken to include all those courses and activities in which a servicing teacher is taken to participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification subbasement to initial training is included within this definition"*

Whereas Brumfit (1979:3) argues that training can help a teacher and provide the basis for the development of skills, but these skills can only be developed by teachers while they are

actually teaching.While Michael, (1995:15) views that for the average English teachers, it is very important that the programme of their training should aim at equipping them with:

a.  A good working mastery of the phonological and grammatical structures of English.
b.  An acquaintance with effective method and techniques of teaching English as a foreign language, the variable teaching materials and official syllabuses.
c.  A certain basic knowledge and understanding of modern linguistics.
d.  Some acquaintance with the life and culture of English speaking   countries.

**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..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.Therefore, the idea of using the study method s an explanation of success or failure is doubtful. Though there is a relationship between study method and performance, still the effect of one of them upon the other is very difficult to establish.

**The Value of Methods in English Language Teaching**

According to Larsen Freeman, (2000: xi) there are at least five ways that the study of methods is invaluable and he mentioned them as follow:

1.  Methods serve as a mirror for reflection that can help teachers in bringing to conscious awareness the thinking that under lies their actions.
2.  By becoming clear on where to they stand, teachers can choose to teach differently what they were taught.
3.  A knowledge of methods is a part of knowledge base of teaching, with it teachers join community of practice.

4. A professional discourse community may also challenge teacher's conceptions of how teaching lead to learning interacting with others' sensate for inadequate conditions of learning or overcome sociopolitical inequities.

5. Decisions that teachers make are often affected by exigencies in classroom rather than by methodological consideration

**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. According to Harmer (1973:89), the appearance of "Direct Method" thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned. Still, the direct method was not without its problems.

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 it ems 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.

## Objectives of the Direct Method

Freeman, (1986:24) states that objectives include teaching the students how to use he language spontaneously and orally, linking meaning with the target language through the use of realia, pictures or pantomime. There is to be a direct connection between concepts and the language to be learned.

## Techniques of Direct Method

The main techniques of the direct method are:

a. Reading aloud: students takes turns reading sections of a passage, play or dialogue out aloud at the end of each student's turn, the teacher uses gestures, picture, examples, or other means to make the meaning of the section clear.

b. Question and answer exercise: students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions.

c. Getting students to self-correct: the teacher has the students self correct by asking them to make choice between what they said and an alternate answer he supplies. There are other ways, for example: teacher might simply repeat what a student has just said, using a questioning voice to signal what was wrong or he might repeat what the student said stopping just before the error.

d. Conversation practice: the teacher asks a number of questions which the student have to understand to be able to answer correctly. The questions contain a particular grammar structure later, the students will be able to ask each other using the same grammatical structure.

e. Fill-in-the blank exercise: this technique has already been discussed in the grammar translation method, but differs in its application. In the direct method, the student's world have induced the grammar rule they need to fill in blanks from examples and practice with earlier parts of

the lesson.

f.  Dictation: the teacher reads the passage three times. The first time he reads it at normal speed, while the student just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again read at normal speed, and students check their work.

g.  Paragraph writing: the teacher asks the students to write a paragraph in their own words about a topic in the passage.

**The Advantages of this Method**

Marta L. (2010) listed the merits of the method as shown below:

a.  Pupils should acquire fluency in speech. They are quick at understanding spoken English. They can converse in English with felicity and ease.

b.  The learner acquires more of passive vocabulary because he concentrates on understanding English rather than express in through it.

c.  This method emphasis on speech made it more attractive for those who have need of read

**1.  The Disadvantages of This Method**

a.  Major fallacy of direct method was belief that second language should be learned in way in which the first language was acquired by total immersion technique. But obviously for less time and opportunity in schools, compared with small child learning his mother tongue.

b.  Is first language learning process really applicable to second foreign language learning at later stage?

c.  Subsequently part of the process of learning how to live is the acquisition of skills to verbalize his desires and aversions and to label his concepts, so as to make living more sufficient and secure.

d. Effectiveness of these verbalizing skills depends on maturation level of student and on type of environment and also depend on intelligence.

The direct method was developed as a response to grammar translation method. It sought to immense the learner in the same way as when a first language is learnt. All teaching is done in the target language grammar is taught inductively, there is a focus on speaking and listening, and only useful "everyday" language is taught. The weakness in the direct method is its assumption that second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

## Community Language Learning

In the early serenities, Charles Curan developed a new education model which called "counseling – learning". This was essentially an example of an innovative model that primarily considered affective factors as paramount in the learning process. Drawing on Carl Rogers' (1967:86)view that learners were to be considered not as a class, but as a group Curran's philosophy dictated that students were to be thought of as "counselor" in the form of the teacher. Brown (1994: 59), in commenting on this approach also notes that "in order, for any learning to take place what is first needed for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group. The counseling-learning educational model was also applied to language learning and in this form it became known as community language learning. Based on most of the principles above, community language learning seeks to encourage teachers to see their students as "whole" person, where their feeling, intellect, interpersonal relationships, protective reactions, and 'desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher (as counselor) outside the ring. They use their first language to develop an interpersonal relationship

based on trust with the other students.

## The Silent Way

The idea that learning a language means forming a set of habits was seriously challenged in the early 1960s. cognitive psychologists and transformational generative linguists argued that language learning does not take place through memory, since people can create utterances they have never heard before, they cannot learn a language simply by repeating what they hear spoken around them, these psychologists and linguists argued that speakers form rules, which allow them to understand and create novel utterances.

Although Caleb Gattegno, the creator of the silent way did not emerge from the cognitive code approach, it shares certain principles with it for example one of the basic principles of the silent way is that "teaching should be subordinated to learning" this principle is keeping with the active role cribbed to the learner in the cognitive code approach.

## Objectives of the Silent Way

Richards and Rodgers (1986:99) described the key theories underlying the silent way:

1. Learning is facilitated if the learner discover or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem-solving he material to be learned.

## Techniques of the silent Way

Freeman, (1986:68) provides expanded descriptions of some common/ typical techniques closely associated with the silent way. They are listed as follows:

1. Teacher's silence: teacher is generally silent, only giving help when it is absolutely necessary.
2. Peer correction: students are encouraged helping each

other in a cooperative and not competitive spirit.

3. Rods: rods are used to trigger meaning, and to introduce or actively practice language. They can symbolize whatever words are being taught and be manipulated directly or abstractly to create sentences.

4. Self-correction gestures: teachers use hands to indicate that something is incorrect or needs changing e.g. using fingers as words t hen touching the finger/word that is in need of correction.

5. Word chart: words are depicted on charts, the sounds in each word corresponding in color to the sound-color. Chart described above-students use this to build sentences.

6. Field chart: a chart that is color – coded according to the sound – color chart but includes the various English spellings so that they can be directly related to actual sounds.

7. Structured feedback: students are invited to make observation about the day's lesson and what they have learned.

8. Sound-color chart: the teacher refers students to a color-coded wall chart defecting individual sounds in the target language. Students use this to point out and build words with correct pronunciation.

## Suggestopedia

The originator of method Georgi, Lozanov believes that language learning can occur at a much faster rate than what ordinarily transpires. The reason for the inefficiency, Lozanov, asserts that people set up psychological barriers to learning. They fear that they will be unable to perform, that they will be limited in their ability to learn that they will fail one result is that they do not use the full mental powers that they have. According to Lozanov and others, people may be using only five or ten percent

of their mental reserves, the limitations they think they need to be "disgusted" suggestopedia, the application of study of suggestions to pedagogy, has been developed to help students eliminate the feeling that cannot be successful and thus, to help them overcome the barriers to learning.

## Total Physical Response

The originator of the method is James Asher. This method is an example of a new general approach to foreign language instruction which has been named: "the comprehensive approach" all the previous methods concentrate on students' speaking in the target language from the first day. Methods consistent with the comprehension approach, on the other hand begin with the listening skill.

The idea of focusing on listening comprehension during early foreign language instruction comes from observing how children acquire their method tongue. A baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby it must speak. The child chooses to speak when it is ready.

In the total physical response method, students listen and respond to the spoken target language commands of their teacher.

## Techniques of Total Physical Response

Freeman (1986: 118), provides techniques of this method as follows:

## a)    Using command to direct behavior:

It is should be clear that the use of commands is the major teaching technique of the total physical response methods. The commands are given to get students to perform an action, the action makes the meaning of the commands are given to get students to perform an action, the action makes the meaning of the command clear. Since Asher suggests keeping the pace lively, it is necessary for a teacher to plan in advance just which commands he will introduce in a lesson.

**b)**     **Role Reversal:**

Students command their teacher and classmates to perform some actions. Asher says that students will want to speak after ten to twenty hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.

**c)**     **Action Sequence:**

As the students learn more and more of the target language teacher comprises a whole procedure.

Example: take out a pen, take out a piece of paper. Write a letter. Fold the letter. Put it in an envelope. Seal the envelope…. etc. this series of commands is called an action sequence or an operation.

**The PPP Approach to Communicative Language Teaching**

Daff, (1988:97) states that "PPP" (or the "3PS" ) stands for presentation, practice and production -  a common approach to communicative language teaching that works through the progression of three sequential states.

a.  Presentation: It represents the introduction to a lesson, and necessarily requires the creation of a realistic (or realistic-feeling) "situation" requiring the target language to be learned. This can be achieved through using picture, dialogues, imagination or actual "classroom situation".

b.  Production: it is seen as the culmination of the language learning process, where by the learners have started to become independent user of the language rather than students of the language.

The PPP approach is relatively straight forward, and structured enough to be easily understood by both students and new or emerging teachers. It is a good place to start in terms of applying good communicative language teaching in the classroom.

**The Natural Approach**

In 1977, Tracy Terrell, a teacher of Spanish in California,

outlined "a proposal for a 'new' philosophy of language teaching which [he] called the natural approach". Terrell (1982:121). This was an attempt to develop a language teaching proposal that incorporated the "naturalistic" principle researchers had identified in the studies of second language acquisition. The natural approach grew out of Terrell's experiences teaching Spanish classes. Since that time Terrell and others have experimented with implementing the natural approach in elementary – to advanced – level classes and with several other languages. At the same time he has joined forces with Stephen Krashen, an applied linguist, in elaborating a theoretical rationale for the natural approach, drawing on Karshen's influential theory of second language acquisition. Karshen and Terrell have identified the natural approach with what they call "traditional" approaches to language teaching traditional approach are defends "based on the use of language in communicative situation without recourse to the native language" and perhaps, needless to say, without reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar. Karshen and Terrell, (1983:9) note that such "approaches have been called natural, psychological, phonetic, new, reform, direct, analytic, imitative and so forth".

## Procedure

Natural approach adopts techniques and activities freely from various method sources and can be regarded as innovative only with respect to the purpose from which they are recommended and the ways they are used Krashen and Terrell provide suggestions for the use of a wide range of activities, all of which are familiar components of situational language teaching communicative langue teaching and other methods discussed before. To illustrate the procedural aspects of the natural approach, examples are produced of how such activities are to be used in the natural approach classroom to provide comprehensible input, without requiring production of responses or minimal responses in the target language. Krashen and Terrell (1983:75) listed them as

follow directing the teachers how to teach a lesson:

1.    Start with TPR (Total Physical Response) commands. At first the commands are quite simple "stand up…."

2.    Use TPR to leach names of body parts and introduce numbers and sequence "lay your right had on your head".

3.    Introduce classroom terms and props into commands. "Pick up a pencil and put it under the book". Any item which can be brought to the lass can be incorporated.

4.    Use names of physical characteristics clothing to identify members of the class by name. The instructor uses context and the items themselves to make the meanings of the key words clear: chair, long, short, etc... They are very simple to understand by at tending to key words, gestures and context.

5.    Use visuals, typically magazine pictures, to introduce new vocabulary and to continue with activities requiring only student names as response. The instructor introduces the pictures to the entire class one at a time focusing usually on one single item or activity in the picture item or activity in the picture.

6.    Combine use of pictures with TPR.

7.    Combine observation about the pictures with commands and conditionals.

8.    Using several pictures, ask students to point to the picture being described.

In all these activities, the instructor maintains a constant flow of "comprehensible input" using key vocabulary items, appropriate gestures, context, repetition, and paraphrase to ensure the comprehensibility of the input.

**Conclusion**

The natural approach belongs to a tradition of language teaching methods based on observation and interpretation of how learners acquire both first and second language in non-

formal settings. Such methods reject the formal (grammatical) organization of language as a prerequisite to teaching.

# METHODOLOGY

### 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 teachers 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 world 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:

$$RXY = \frac{N\sum Xy - \sum X \sum Y}{N\sum X^2 - (\sum X)^2 \; [N\sum Y^2 - (\sum Y]^2}$$

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":

$$V = \sqrt{r}\sqrt{r}$$

$$V = \sqrt{0.86}\sqrt{0.86} \quad = \quad \sqrt{0.88}\sqrt{0.88}$$

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).

The purpose of this checklist is to see Howell the teachers applied teaching techniques while teaching. This checklist contains a list of verification (15) items about the EFL techniques and skills as well as applicable tasks and exercises.

**Table (1) The mean and standard deviation statement of the questionnaire**

| No | Statements | Mean | St.D | Sig. |
|---|---|---|---|---|
| | Teachers do not follow specific techniques while teaching English | 3.04 | 0.78 | 0.000 |
| | Most of teachers use translation in teaching process | 3.24 | 0.60 | .0.000 |
| | Meaning sometimes covey through miming and gestures | 3.30 | 0.54 | 0.000 |
| | EFL teachers are not aware of the techniques they use in teaching | 2.74 | 0.83 | 0.001 |
| | Teachers explain new words through definitions and situations | 3.22 | 0.42 | 0.000 |
| | English teachers always create a suitable classroom atmosphere according the learner's need | 3.16 | 0.55 | 0.000 |
| | Teachers do not encourage learners to listen to English texts | 2.64 | 0.90 | 0.001 |
| | Teachers use authentic materials (realia) to explain new words | 3.34 | 0.63 | 0.000 |
| | Teacher do not use videos and computer to develop students, performance | 3.38 | 0.81 | 0.000 |
| | Teachers always encourage their students to use memorization | 3.24 | 0.56 | 0.000 |

# 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 checklist 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% |

## CONCULSION 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 he commonly usd 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 t he nature the lesson.

2. EFL teachers should utilize the techniques that would result in learning natural English such as authentic material.

3. EFL teachers should benefit from modern technologies in teaching English.

4. 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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