

Difficulties in Communicative English Language Teaching for Beginners in EIObied Southern basic schools, Northern Kordofan State, Sudan.

Mohammed Ahmed ElHoory Mohammed, Ahmed Mohammed Hamid Ahmed, Elsadig Ahmed Ismail Bashir, Magzoub Isaied Ahmed, Elkhatim Mohamed Ahmed and Mohammed Elnoor JadElseed Mohammed

- 1- (ISETi) Elrruhal Education jn Malam Elzurug, North Darfur State ,Kutum
- 2- EIObied Alahalia Secondary School , EIObied Sudan,
- 3- Noran International Schools, Saudi Arabia, Elqaseem. Buriadah
- 4- University of Kordofan Faculty of Arts. Department of English Language
- 5- University of Kordofan Faculty of Arts. Department of English Language

Abstract: *This study tackles the difficulties that face teachers in teaching beginners how to communicate in English at the fifth and the sixth forms at the Basic Level, (A case study, in EIObied Basic Level Schools 2008-2009). The study aims to reveal and clarify the difficulties that face the teachers in preparing and presenting their daily lessons due to the suggested guidance in the teachers' book 1. It also aims to test the binding of the teachers in using and following the teacher's book 1. It also, aims to measure the basics and the skills that enable the beginners to acquire communication. The descriptive level analytic statistic method is used. The population of the study (62) is from the teachers and supervisors at the basic level. The sample (26) from the teachers and (4) from the supervisors who have been chosen by the simple random method. The closed questionnaire was used for collecting the data. Chi-square test was used for testing the validity and the reliability of the questionnaire structures. The study came out with the following results: Teachers face some difficulties and problems in preparing and presenting their daily lesson compared with the suggested guidance. Teachers and supervisors do not follow the teacher's books. The training centres role is to give teachers and supervisors specific training to teach SPINE through "Learning by doing method".*

INTRODUCTION

This study aims to check the teachers and supervisors awareness to teach SPINE successfully and enable their pupils to communicate using their limited language they have learnt. There are a campus policies, techniques and strategies regarding how SPINE courses should be taught. Some disciplines provide the training centres with the flexibilities within the basics and course outlines. So, trained teachers and supervisors should show and prove their progress. **Leagans (1971)**, defined communication as it is a process by which two or more people exchange ideas, facts, feelings or impression in ways that each gains a common understanding of the message. In essence, it is the act of getting a sender and a receiver tuned together for practical message or series of messages. **Rogers and Kincaid (1981)**: stated that: communication is two-way process of convergence rather than as one-way, linear act, in which one individual seeks to another in order to achieve certain effects. **Rogers (2003)** concluded to say: communication is a process by which participants create and share information, with one another in order to reach mutual understanding. **Rogers (2003)** reported that, mass media channels are means of transmitting messages that involved a mass medium, such as radio, television, news-papers and so on, which enable a source of one or few individuals to reach an audience of many. Mass medium, such as radio, TV, news-papers and magazines are the least expensive media for sending messages to large number of people. SPINE courses are designed to be pupils' centred courses. The teachers are advised to help the pupils to discover their own learning preferences and improve their feedback in communication processes.

METHODOLOGY

KOUL (1993-402-403) stated the descriptive studies are more than just a collection of data; they involve meaningful classification, analysis, comparison, and interpretation. They collect and provide three types of information: (1) of what exists with respect to variables or conditions in a situation; (2) of what we want by identifying standards or norms with which to compare the present condition or what expects consider to be describe, and (3) of how to achieve goals by exploring possible ways and means on the basis of the experience of others or the opinions of experts. A constructed structured questionnaire is used. There are (100) classes for beginners in EIObied. Conversion of the calculated Chi- square results with the tablet Chi- square to see the prospective value for validity and reliability of the questionnaire statements.

RESULTS ANS DISCUSION

Table No. (1)The Qualifications

The table above shows that those who have M.A. are (15). The majority are post graduate learners. They are teachers and supervisors at both the secondary and the basic level. Those who have B.A. are (10). The minority who constitute (5) are Diploma holders.

Option	Frequency	Percent
MA	15	50%
B.A	10	33.3%
Diploma	5	16.7%
Total	30	100

Table No. (2) The Years of Experience

It is clear that table above that the majority who constitute 83.3% have more years of experience in teaching English. The experience enriches their performance. They can create and prepare a meaningful and interested material in a suitable creative teaching situation.

Option	Frequency	Percent
Less than 2 years	00	00.0%
2to 5 years	05	16.7%
More than 5 years	25	83.3%
Total	30	100

The minority 16.7% have 2 to 5 years of experience which is not enough for them to master the teaching skills. They might face some problems and difficulties when teaching beginners. None has less than 2 years of experience

Table 4-1 Designer's primary goal is to enable learners to communicate using English language.

The majority (83.3%) agreed that SPINE designers' primer goal is to enable learners to communicate using the English language they have learnt, the teachers have to enable learners to practice within the guide control suggested strategies. The minority (13.3%) disagreed with idea. This proved that they face some difficulties and problems in achieving the course's goals.

Option	Frequency	Percentage	Cal chi –squarer	Tab – chi
Agree	25	83.35	22.50	00.0
Disagree	04	13.3%	3.6	00
Not sue	01	3.4%	8.1	00
Total	30	100%	34.2	18.82

Calculated chi- square 34.2 >18.82 p (0.001)

Table 4-2 The features of communication in SPINE book1

The majority (73.3%) agreed with idea that pupil's book1 includes the features of communication. so; communicative situations are available in the teaching- learning process. The minority (20%) disagreed with the idea because they are not able to design the suitable learning opportunities for pupils to practice commutatively. SPINE suggests the audible methods.

Option	Frequency	Percentage	Cal chi –squarer	Tab – chi
Agree	22	73.3%	14.4	
Disagree	06	20%	1.6	
Not sue	02	6.7%	6.4	
Total	32	100%	22.4	18.82

Chi square 22.4 >18.82 p (0.001)

Table 4-3 SPINE encourages teacher to design learning opportunities for pupils to participate actively in communication:

The majority (66.7%) agreed with idea that SPINE 1 encourages teachers to design learning opportunities for pupils to participate actively in communicative process. The teacher's book includes a flexible topic and gave teachers free hand to select, create, drive and design the learning opportunities in active standardized drilling techniques. The minority (16.7%) disagree with the idea. Those who are not sure are also (16.7%).

Option	Frequency	Percentage	Cal chi –squarer	Tab – chi
Agree	20	66.7%	10	
Disagree	05	16.7%	2.5	
Not sue	05	16.6%	2.5	
Total	30	100%	15.0	13.82

Chi – square 15>13.82. p (00.1)

Table 4-4: SPINE pupils' books contain standardized drilling techniques:

The majority (60%) agree with idea that the pupils' books contain standardized drilling techniques which show variable relationship between communicative activities and the pupils' instruction and practice. The minority (26.7%) disagreed with the idea. Their reasons may cause the difficulties and problems in teaching.

Option	Frequency	Percentage	Cal chi –squarer	Tab – chi
Agree	18	60%	6.4	
Disagree	08	26.7%	.4	
Not sue	04	13.3%	3.6	
Total	30	100%	10.4	9.21

Chi- square 10>9.21 p (0.01)

Table 4-5 SPINE teacher's book provides teachers with guidance in each lesson:

The majority (80%) agreed with idea that the teacher's book provides teachers with guidance in each lesson. It includes the lesson stage and steps. The teachers have free hand to create in the pre – teaching and teaching situations what suits their pupils. The minority (20%) disagree with the idea either, because they have no books or they do not use the teacher's book.

Option	Frequency	Percentage	Cal chi –squarer	Tab – chi
Agree	24	80%	19.6	

Disagree	06	20%	1.6	
Not sue	00	00.0%	10	
Total	30	100%	31.2	18.82

Chi – square 31.2 > 18.82 p (0.00)

Table 4-6 The teacher’s book encourages teachers to be creative and sincere facilitators

The majority (70%) agree with idea that the teachers are encouraged to be creative and sincere facilitators to make teaching easy and interesting for beginners. The minority (23.3%) disagree with the idea, because they prefer the traditional teaching processes or they don't use the teacher's book. Those who are not sure are (6.7%)

Option	Frequency	Precept	Cal chi –squarer	Tab – chi
Agree	21	70%	12.1	
Disagree	07	23.3%	.9	
Not sue	02	6.7%	6.4	
Total	30	100%	28	18.82

Chi – square 28 > 18.82 p (0.01)

Table 4-7 Visual aids help pupils to communicate in their limited English language

The majority (83.3%) agree with idea that the use of the visual aids help and make leaning and practice easier for pupils. It helps teachers to increase the pupil's talking time for communication. The minority (13.3%) disagrees with idea, may be because they do not use the visual aids or they do not know their role. Only (1.4%) are not sure.

Option	Frequency	Percentage	Cal chi -square	Tab – chi
Agree	25	83.3%	22.5	
Disagree	04	13.3%	1.6	
Not sure	01	1.4%	8.1	
Total	30	100	32.2	18.82

Chi- square 32.2 > 18.2 p (0.001)

Table 4-9 SPINE 1 course is designed to be pupil's-centred.

The majority (70%) agrees with the idea that SPINE is designed to be learners'-centred activities in practice. That means the teacher's role is to give examples when needed and without interference. It is to give full chance for them to communicate. The minority (23.3%) disagrees with the idea. That is because they are dominant teachers. There are (6.7%) who are not sure.

Option	Frequency	Percentage	Cal chi –square	Tab – chi
Agree	21	70%	12.1	
Disagree	09	30%	0.9	
Not sure	00	0%	10	
Total	30	100	19.4	18.87

Chi-square 19.4 > 18.87 p (0.001)

CONCLUSION AND RECOMMENDATIONS

5-1 Conclusion

The study results are:

- The respondents 83.3% experience, qualified, well trained and keen teacher to make the bases of learning to help pupils to communicate, but it was observed that beginners were weak in communication.
- The respondents (83.3%) agreed that SPINE 1, as described as practical integrated national English is accompanied by some suggested guidance from lesson to lesson including the required steps. But they do not design the required lesson plan.
- The teachers and supervisors vary in using teacher's book suggested teaching strategies and procedures. They do not agree upon a unified suggested model.

5-2 Recommendations

From the feedback of the study, the results reveal to state and list the following recommendations:

- 1- Schools should supply teachers with course content including the requirements to integrate the four language skills including media for listening supported by literature.
- 2- In-Service training solves the problems and difficulties that face teachers and updates them.
- 3- Because most of English language learners are bilinguals, so researches, sessions, workshops and the conferences should be held to point out the needs for successful training and a chance for exchanging ideas

REFERNCES

- **Baxler, S.J.** *English Teaching Forum*, 2009- Volume 47-No. 4
- **Brumfit, C. 1980** *The Practice of Communicative Teaching*, ELT Document 24
- **Byrd, A. H.** *English Teaching Forum*, 2009-Volume 47-No.1 Learning to Learn Cooperatively.
- **Collens, Rito** *English Teaching Forum*, 2009-Volume

- **Ismail, Siddig**, PINE Teacher's book (1992)
 - **Koul**, Methodology of Educational Research
 - **Nunan, D.1996**, The Learner-Centred Curriculum. Cambridge University Press – London.
 - **Sharma, Awadhesh, Kumar**, Aspects of English Language teaching, 1985, Bhagalpur University. India
- ***Spratt, etal, TKT**. The Teaching Knowledge Test,
- **Tudor, I, 2001**- Learner- centeredness as Language Education, Cambridge Language Teaching Library. Cambridge University Press – London
 - **Ur, Penny. 1996** A Course in Language Teaching, Practice and theory, Cambridge University Press – London.
 - **W. Maryellen** , Learner-centred Teaching, Five key changes Praciice,2002, Jessey-Bass, A Wiley Company, San Francisc