



Republic of Sudan
Ministry of Higher Education and Scientific Research



Nile Valley University
College Of Graduate Studies

**Investigating Problems of Teaching
English Language to Young Learners
(Teachers Perspectives)**

(A Case Study of Basic Schools Shendi Locality 2020 – 2021)

**A Thesis submitted in partial fulfillment of the requirements for the Degree of
M.A in Applied linguistics (ELT)**

Prepared by: Isra Khatim Abdrazge Abdallah

Supervise by: professor: Ibrahim Mohammed Elfaki.

October 2021

Dedication

To my family

Acknowledgements

First and foremost, I would like to thank Allah for giving me the strength, Knowledge ability and opportunity to undertake this research study.

I would like to express my deep and sincere gratitude to my research supervisor prof. **Ibrahim M.Elfakei** who helped advised and directed me throughout all the stage of this research.

Special thanks go to library staff faculty of Education Atbara, Nile Valley University.

I am extremely grateful to my family for their Love, caring and Sacrifices for educating and preparing me for my future.

Abstract

This study aims at investigating the problems of teaching English Language to Beginners in Shendi Locality for the academic year (2020 – 2021). The Population of this study Consists of basic schools teachers of English Language in Shendi Locality.

The researcher followed the descriptive analytical method through implementing the use of percentages and graphs. The researcher used questionnaire as tool for data collection.

The finding obtained from data collection displays: Pupils of basic level schools facing number of Problems, Teaching aids are not available, Most of teachers are un qualified and not specialist, English periods are not enough to cover and satisfy the goals and The methods of teaching don't suit the new course. On the base of the results the researcher drew her recommendations and conclusion.

المستخلص

تهدف هذه الدراسة لبحث مشاكل تدريس اللغة الأنجليزية للمبتدئين في محلية شندي للعام الدراسي 2020م – 2021م.

يتكون مجتمع هذه الدراسة من معلمي اللغة الأنجليزية بمدارس مرحلة الأساس في محلية شندي وأتبعت الباحثة المنهج الوصفي التحليلي باستخدام النسب المئوية والرسوم البيانية وإستخدمت الباحثة الإستبانة كأداة لجمع البيانات ، حيث بينت النتائج المستخلصة من جمع البيانات الآتي:
:التلاميذ في مدارس مرحلة الأساس تواجههم عدد من المشاكل ، عدم توفر الوسائل التعليمية ، معظم المعلمين غير مؤهلين وغير متخصصين و طرق التدريس المتبعة غير مناسبة مع المنهج الجديد. وعلى أساس النتائج ، وضعت الباحثة توصياتها وخاتمة الدراسة.

Table OF Contents

SUBJECT	Page No
DEDICATION	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
TABLE OF CONTENTS	v
Chapter One : Introduction	
1.0 Background	1
1.1 Statement of the problems	1
1.2 Research objectives	1
1.3 Questions of the study	2
1.4 Hypotheses of the study	2
1.5 Significance of the study	2
1.6 Limits of the study	2
1.7 Method of the study	2
Chapter Two : Literature Review	
2.0 Introduction	4
2.1 Definition Of Language	4
2.2 Definition Of Teaching	5
2.3 Teaching English as foreign Language	6
2.4 Aims of Teaching English at the basis level in Sudan	6
2.5 Teaching Methods	7
2.5.1 The Grammar –Translation-Method	7
2.5.2 The direct Method	8
2.5.3 The Audio-lingual Method	8
2.5.4 The communicative Approach	9
2.5.5 Community Language Learning (CLL)	9

2.5.6 The Reading Method Approach	10
2.5.7 The Eclectic Approach	11
2.5.8 The Silent way (SW)	12
2.5.9 Suggestopedia	12
2.5.10 The Total Physical Response Method (TPR)	13
2.6 Previous Studies	13
2.6.1 First Study	13
2.6.2 Second Study	13
Chapter Three : Methodology	
3.0 Introduction	16
3.1 Method	16
3.2 Population	16
3.3 Sample	16
3.4 Instrument	16
3.5 Validity of the Questionnaire	16
3.6 Reliability	17
3.7 procedure	17
Chapter Four : Data Analysis	
4.0 Introduction	19
4.1 Data Analysis	19
Chapter Five : Conclusion	
5.0 Summary	35
5.1 Findings	35
5.2 Recommendations	35
5.3 suggestions for further Studies	36
References	38
Appendices	41

Chapter One
Introduction

Chapter One

Introduction

1.0 Back ground

The need to learn and study English is increasing now days for many reasons, and consequently teaching English is racing to meet that satisfactorily.

The reasons underlying the need to learn English are that:

Firstly: of all English language is occupying an outstanding position the thing that attracts and motivates everybody to learn it.

Secondly: many reference books in different sciences are originally written in English.

Computer programmers and Web-sites require knowledge of English.

Thirdly: international agreements are written in English.

This study aims to investigate the problems of teaching English language to young learners in Shendi locality. The main interest of the study is to solve some solutions to uproot these problems and make use of the effective techniques of teaching English language. The Methodology adopted by the researcher was the descriptive analysis she used was the questionnaire to collect data.

1.1 Statement of the Problems

It is evident that pupils in basic level schools face problems in learning English language so the researcher thinks it is very important and useful to investigate the problems of teaching English language to young learners in order to identify the problems areas and try to find practical solutions.

1.2 Research Objectives

This study aims:

1. To investigate the problems of teaching English language to young learners in Shendi locality.

2. To investigate the process of teaching English to Basic school children.
3. To find out about teach development.

1.3 Questions of the study

1. What are the problems of teaching English language to young learners?
2. How can teachers overcome these problems?

1.4 Hypotheses of the study

1. There are a number of problems that hinder accurate learning of English among the young learners of basic level schools.
2. It is possible to suggest effective and suitable methods to overcome difficulties.

1.5 Significance of the study

The study is significance as it tries to discover the problems of teaching English language to young learners and focus on the most prominent aspects in teaching English.

1.6 Limits of the study

This study is mainly investigating the problems of teaching English language to young learners .Its limited to Shendi locality in the school year. (2020-2021).

1.7 Method of the study

The tool used for collecting data in this study, is a questionnaire .The questionnaire is designed for the teachers in Shendi locality.

The approach which is adopted for conducting this study is the descriptive approach.

Chapter Two
Literature Review

Chapter Two

Literature Review

2.0 Introduction

In this chapter the researcher discusses the following: definition of language, definition teaching, Teaching English as a foreign language, Aims of teaching English at the basis level in Sudan, Teaching methods and previous studies.

2.1 Definition of Language

Depending on different sources, language has been defined as:

It is the system of sound and writing that human beings use to express their thoughts ideas, and feelings i.e. written language and spoken language.

Oxford 1999: 425

Language is system of communication between two parties.

Alkhuli, M. 1997

Language is a system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact.

Finochiaro, 1964: 8

Language is a system of communication by sound, operating through the organs of speech and hearing among members of a given community and using vocal symbols possessing arbitrary conventional meanings.

Pei, 1966: 141

Language is any set or system of linguistic symbols as used in a more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another.

Random House Dictionary of the
English Language, 1966: 806

Language is a system of arbitrary vocal symbols used for human communication.

Wardhaugh, 1972: 3

Language is any means, vocal or other, of expression or communicating feeling or thought a system of conventionalized signs, especially words or gestures having fixed meanings.

Webster's new international
Dictionary of the English language
1934: 1390

Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

Webster's Third New international
Dictionary of the English Language
961:1270

2.2 Definition of teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Teaching is a matter of give and take buy and sell .whenever there was teaching learning was supposed to be found. In other word, if somebody is teaching another will be learning the meaning of teaching is that to give lessons to students in a school, college, university, etc, to help sob to learn sth given information about it....to show sob how to do sth to make sob feel or think in different way.

Horn by 2000: 1332

A person whose job is to teach, especially in a school Mrs. Wilson was my science teacher in eighth grade.

(The oxford dictionary of American English

2005)

2.3 Teaching English as a foreign language

Teaching English as a foreign language TEFL also referred to as teaching English to speakers of other language (TESOL) or English language Teaching (ELT).involves teaching English to those whose first language is not English.

TEFL or teachers work in commercial language schools, schools and institutions of further and higher education. Some may teach in industry, whilst others are self employed.

TEFL or teaching English as a foreign language refers to teaching English to student for whom it is not their mother tongue .TEFL can take place in English speaking regions. There, TEFL can be either within the state school system, or private, either in an after hour's language school or with a one on one tutor. The teacher may be native or non native speakers of English, Wikipedia 14 2p1 of 6.

2.4 Aims of teaching English at the basis level in Sudan

By the end of the basic level at grade 9 pupils should:

1. Have developed a positive attitude towards the English language.
2. Have participated in enjoyable pupil centered learning, which employs the use of interactive drills, simple stories , rhymes , chants language games , phonic activities , arts project work and integrated language skills development.
3. Have acquired a strong foundation for the four linguistic skills listening, speaking, reading and writing.
4. Have built their confidence and self-esteem through active use of the language.

5. Be able to understand, reply to and participate in dialogues, role plays and interviews using a variety of lexical sets and formulaic expressions.
6. Be able to read and write a variety of different text types for a variety of purposes suitable to their age group.
7. Have developed various life skills, including critical thinking, problem solving and decision making.
8. Have received positive input about own Sudanese culture and that of English speaking countries.
9. Have raised their awareness about the diversity of culture with in Sudan.
10. Have developed cross-curricular skills.
11. Be able to read and understand national and international supplementary readers in later grades.
12. Have received inclusive teaching and encouragement regardless of linguistic aptitude and performance through the use of special educational teaching strategies.
13. Have been exposed to example of modern technology.

(Smile series, Teachers' Book page (5))

2.5 Teaching methods

2.5.1 The Grammar – translation Method

Grammar – translation method is a foreign language teaching method which makes use of translation and grammar study as the main teaching and learning activities. It is an old method .it was once used to teach Latin and Greek and hence was called the classical method. In the 19th century it began to be used to teach modern language such as French, English and German, and it is still used in many countries today including Sudan.

The major characteristic features of the grammar –translation method can be summarized as follows:

1. Learners translate reading passage from the foreign language into their native language.
2. The reading passages are often excerpted from the foreign language literature.
3. Reading comprehension are used learners are asked to answer these question in the foreign language based on their understanding of the reading passage.
4. Grammar rules are presented with examples.
5. Learners are given lists of foreign language vocabulary items words and their native language translations equivalents and are asked to memorize them.

2.5.2 The Direct Method

The direct method was developed in the late 19th century as a reaction against the Grammar-translation method .This method is deemed to enable learners to communicate in the foreign language. Meaning is taught in the foreign language by means of realia, demonstration, pictures, etc... translation is never used in this method. The syllabuses used in the direct method are:

1. The situational syllabus .For instance, one lesson would consist of language that people would use at the market place when shopping, or at a bank or etc...
2. The notional syllabus in which lessons are organized in terms of topics such as money, weather, time, etc....

The main features of the direct method can be summed up as follows:

1. Explicit grammar rules are not taught .Grammar is taught implicitly and inductively.
2. Priority is given to speech and oral skills.

3. The reading and writing tasks, exercises and activities are based on what learners practice orally first.
4. Vocabulary is emphasized over grammar. Learners practice vocabulary by using new vocabulary items in new sentences.
5. This method encourages learners to use the foreign language and not to know about the foreign language.

2.5.3 The Audio Lingual Method

The audio - lingual method is a method of foreign language teaching which is based on the aural-oral approach .This approach is based on the following assumptions:

1. Speaking and listening are the most basic language skills.
2. Each language has its own unique structure and rule system.
3. A language is learned through forming habits.

The proponents of Audio lingualism were drawing on the theory of Behaviourism.B.F.Skinner had elaborated a theory of learning in his influential book Verbal Behavior (1957), in which he stated, "we have no reason to assume that verbal behavior differs in any fundamental respect from non _verbal behavior, or that any new principles must be invoked to account for it"(Skinner1957).

The theory of language underlying audio_lingualism was derived from a view proposed by American linguists in the1950s.This view came to be known as structure linguistics. It was argued that language is "primarily what is spoken and only secondarily what is written".

(Brooks 1964)

The main features of the Audio-lingual method include the following:

1. New language items (vocabulary and structural patterns) are presented through dialogues.

2. Drills of different kinds such as repetition drills, backward build-up drills, chain drills, substitution drills, transformation drills, and the question –and answer technique is also conducted based upon the patterns present in the dialogue.
3. Learner's successful and correct responses are positively reinforced.
4. Explicit grammar rules are not taught .Grammar is to be induced from the examples provided.
5. Learners memorize the dialogues or conversations through mimicry.
6. Learners first Language is thought to interfere with their endeavors to master the foreign Language.
7. Learners reading and writing tasks and activates are based on the oral work they usually do first.
8. Cultural aspects of the foreign language community are contextualized in the dialogues or offered by the teacher.

2.5.4 The Communicative Approach

This approach to foreign Language teaching is also called the notional-functional approach.

It emphasizes that the goal Of foreign language learning is communicative competence using the language appropriately in social contexts is important and communicative competence should be acquired.

This implies knowledge of the grammatical system of the language as well as performance. It includes both use and usage of the language.

2.5.5 Community language learning (CLL)

Community language learning is a method of foreign language teaching developed by Charles A Curran. Curran was himself influenced by carol

Rogers's humanistic psychology. While studying adult learning, Curran found that adults often feel threatened by a new learning situation.

They are threatened by the challenge inherent in learning and by the fear that they will appear foolish. He believed that one way to deal with the learners' fear is for teachers to become language counselors.

In community language learning, learners say things which they want to talk about, in their mother tongue. The teacher translates the learner's sentences into the foreign language, usually in chunks.

The learners are always asked to express their feelings. The teachers must attempt to understand and respond to the learner's feelings and help them overcome the difficulties that hinder their learning.

2.5.6 The Reading Method Approach

The reading approach method is a foreign language teaching method in which reading comprehension is the main objective. In this approach, the foreign language is presented via short passages with simple vocabulary and simple structures.

Meaning is taught through language analysis. Spoken language is limited to the oral reading of texts.

The reading method aims at mastering the foreign language through intensive reading comprehension. Students read special readers which are graded so as to deduce meaning from context. Their reading comprehension is evaluated through questions on the reading materials.

The main characteristic features of the reading approach can be summarized as follows:

1. The acquisition of vocabulary items is considered more important than the learning of grammatical structures.

2. Initially the vocabulary items are controlled for the sake of beginning reading and then are expanded quickly.
3. Grammar teaching is based primarily on the grammatical structures found in the passages.
4. The reading material is graded and sequenced so as to develop the students' reading abilities.
5. Both kinds of reading are used: intensive reading and extensive reading.
6. The students are trained and encouraged to deduce meaning from context.
7. Writing practice is limited to the tasks and exercises which help students understand grammatical structures and vocabulary items that are crucial to follow the reading text.
8. Little attention is paid to pronunciation. (Kalian and Mutates 1995).

2.5.7 The Eclectic Approach or Method

The terms “eclectic method” or “eclectic approach” is used to refer to the practice of selecting and using principles and techniques from different methods, in language teaching. Of course, no foreign language teacher applies exclusively one particular foreign language teaching method. Foreign language teachers often incorporate features of various methods in their teaching.

The use of principles and techniques from different methods help teachers overcome the problems and weaknesses of these methods and approaches.

The eclectic method involves the selection and utilization of techniques drawn from different methods. It is not based upon one specific theory, yet it is very practical and useful in classroom situations.

2.5.8 The Silent way (SW) (Caleb Gattegno)

Cognitive psychology is basis. Language learning is not habit formation. It is rule formation. Language learning has sequence from the known to the

unknown. Students induce the rules from examples and the language they are exposed to, therefore learning is inductive. L1 can be used to give instructions when necessary. Meaning is made clear by focusing the student's perceptions, not by translation. During feedback sessions L1 be used at beginning levels. L1 can be exploited. For example, similar sounds in L1 and L2 can be used to make students aware of phonological similarities.

2.5.9 SUGGESTOPEDIA (Georgi Iazanow)

People use 5-10% of their mental capacity. In order to make better use of our mental reserves, limitations need to be desuggested. Students should eliminate the feelings that they cannot be successful and thus, to help them overcome the barriers to learning. Psychological barriers should be removed. L1 is used to make the meaning of dialogues clear. The teacher can use L1 when necessary but he uses L1 less and less as the course proceeds.

2.5.10 The Total Physical Response Method (TPR)

Language is primarily oral. It is just like the acquisition of native language. Learners first listen (silent period), then oral production starts. Oral communication is crucial. Skilful use of imperatives by the instructor can be helpful for the acquisition of many vocabulary items and grammatical structures. Asher views the verb and particularly the verb in the imperative as the central linguistic motif around which language use and learning are organized.

2.6 Previous Studies

In this part of section two, the study will be presenting the previous studies:

2.6.1 First study:

This study was conducted by Mansur Mohammad GalalAldeen Ali (2005). It aims at English language teaching problems in Singa area, of Sinnar state. The researchers found out that the shortage of teachers, lack of fundamental and non-

specialized teachers are responsible of this case. In the descriptive study the researcher gave some recommendation as the following:

1. Teachers training, and regular programmers to support and update their abilities, develop their professional awareness.
2. He comments that to increase the number of English language teachers and provide them with the helping aids to improve the learning process.

2.6.2 The second study

This study it is prepared by Ahmed Babiker Ali .university of Khartoum faculty of Arts (1999) it is entitled: problems of English language teaching in high secondary school in Sudan. The study aimed at identify and analyses the problem that face English Language teachers in secondary school (governmental schools) and explain the reasons behind these problems with the intention to find the possible solutions for these problems and pushing the educational process for word.

The researchers found out the methods of teaching used by teachers in secondary level are old and not communicative. The teaching aids and technology are nearly absent.

Chapter Three
Methodology

Chapter Three

Methodology

3.0 Introduction

This chapter is concerned with the methodology adopted to conduct the study. It describes the sample in the study, the instrument of data collection and the statistical technique used for data analysis.

3.1 Method

The researcher adopts the descriptive analytical method. APA has been used as writing formats.

3.2 Population

The population of this study consists of basis school teachers of English in all over Shendi locality for the academic year. (2020 -2021).

3.3 Sample

Forty teachers of English have been chosen purposively to respond to the questionnaire from among teachers of English at basis schools level in Shendi locality.

3.4 Instrument

The instrument used for data collection was a questionnaire.

3.5 Validity of the questionnaire

For insuring the instrument validity, the researcher has referred to a validation jury. Modification and corrections have been recommended .And the final version has been adopted by the researcher.

3.6 Reliability:

Table (3.4) Reliability statistics

Coronbach's Alpha	Coronbach's Alpha based on standardized items	N of items
0.746	0.746	40

The Questionnaire was conducted to forty English teachers of basic schools in Shendi locality. Then, the scores were processed through the computer by using spss program. Coronbach's Alpha method was used to calculate the reliability of the questionnaire. The table above shows that Coronbach's Alpha coefficient is (0.746).The reliability coefficient of the questionnaire is calculated by using the square root of Coronbach's Alpha coefficient.

3.7 Procedure

The researcher designed a questionnaire which consists of fifteen statements. It was distributed among forty teachers of English at basic schools level for the academic year 2020-2021. The scores of questionnaire were processed statistically to reveal the results in terms of percentage in tables and figures.

Chapter four
Data Analysis

Chapter Four

Data Analysis

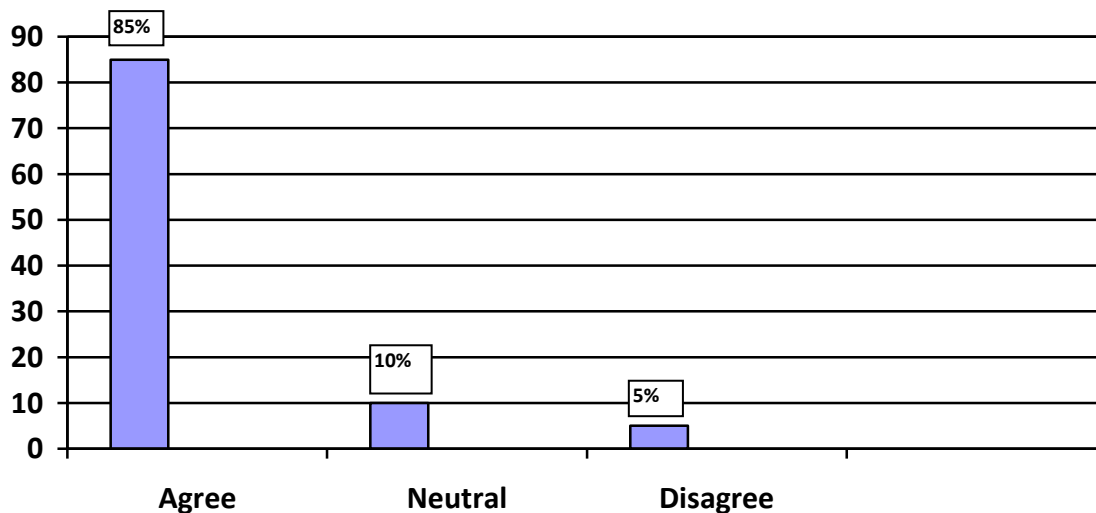
4.0 Introduction

This section provides a statistical description of the results collected as responses one the questionnaires items.

4.1 Data Analysis:

Table (4-1): There are real problems of English language knowledge in basic school.

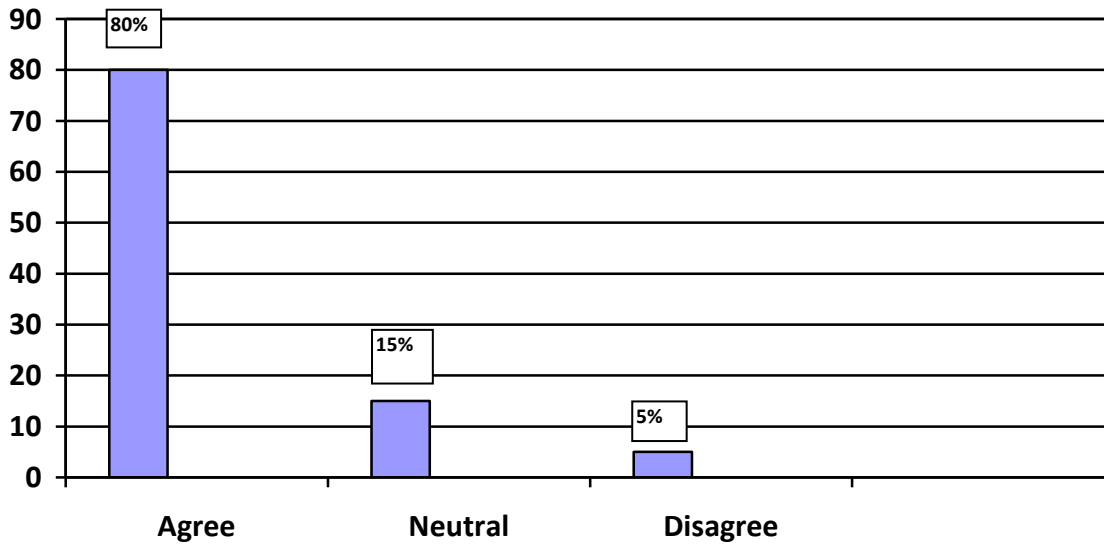
There are real problems of English language knowledge in basic school.	Frequency	percentage
Agree	34	85%
Neutral	4	10%
Disagree	2	5%
Total	40	100%



The majority of teachers agreed that there are real problems of English language knowledge in basic school while very few disagreed.

Table (4-2): Pupils have problems in speaking fluency.

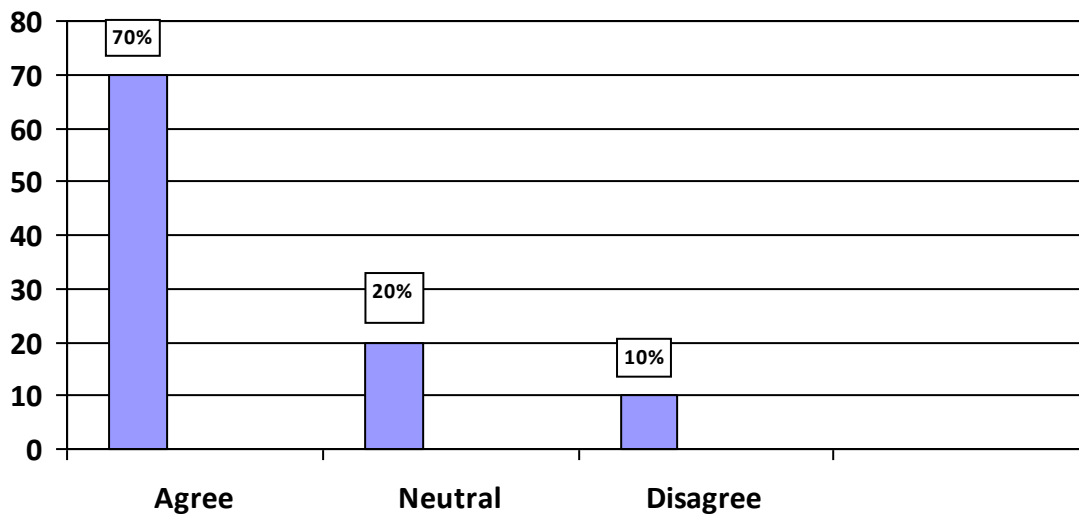
Pupils have problems in speaking fluency	Frequency	percentage
Agree	32	80%
Neutral	6	15%
Disagree	2	5%
Total	40	100%



The majority of the teachers agree that pupils have problems in speaking fluency while (5%) disagreed.

Table (4-3): Pupils have problems in some word concerning vowel sound.

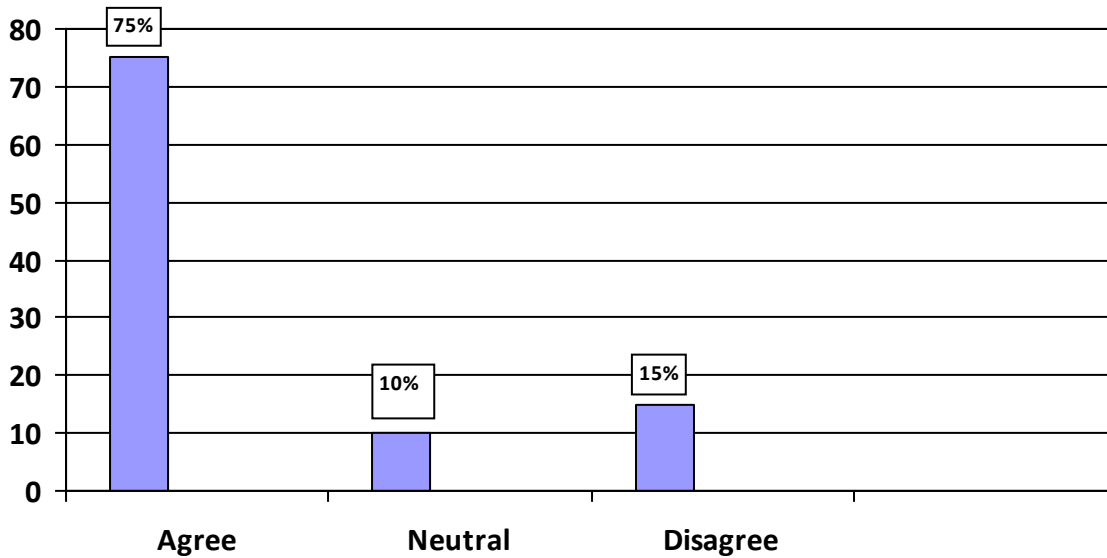
Pupils have problems in some word concerning vowel sound	frequency	percentage
Agree	28	70%
Neutral	8	20%
Disagree	4	10%
Total	40	100%



More than half of teachers agreed that pupils have problems in some word concerning vowel sound while (10%) disagreed.

Table (4-4): Pupils have problems in forming sentences.

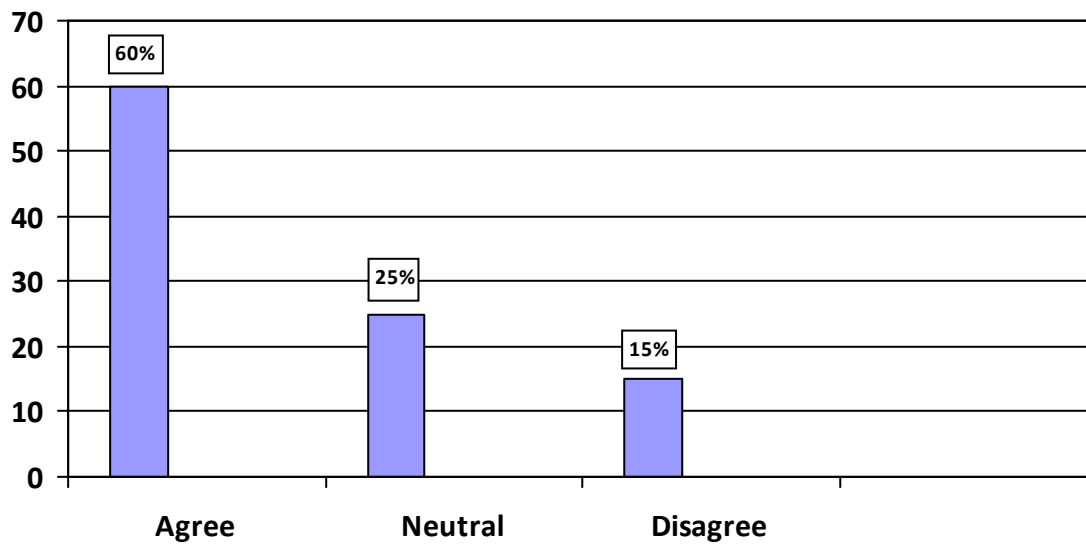
Pupils have problems in forming sentences	frequency	percentage
Agree	30	75%
Neutral	4	10%
Disagree	6	15%
Total	40	100%



The majority of the teachers agreed that pupils have problems in forming sentences while very few disagreed.

Table (4-5): Pupils have problems in grammar (verb tenses)

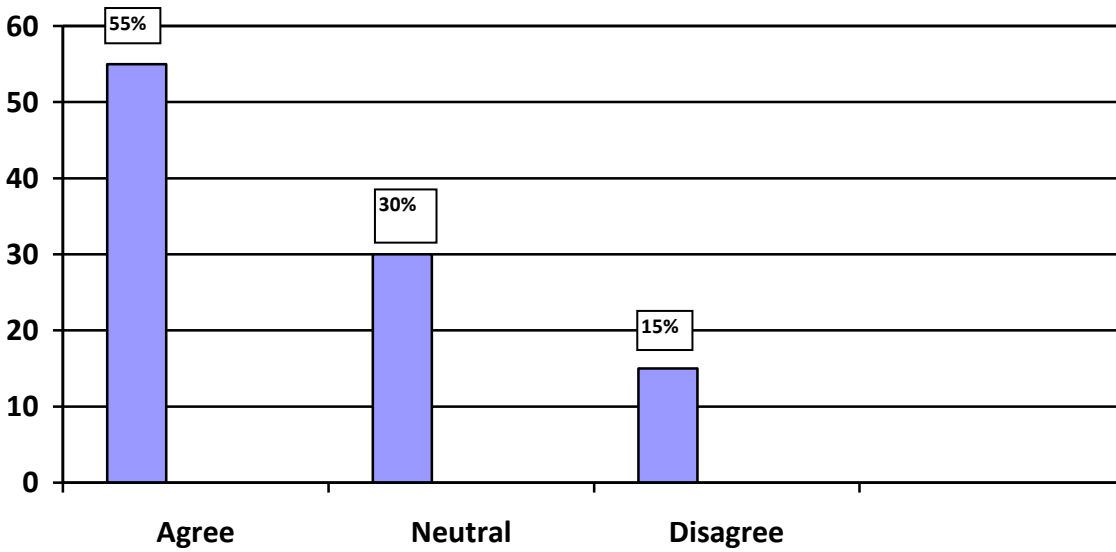
Pupils have problems in grammar (verb tenses)	frequency	percentage
Agree	24	60%
Neutral	10	25%
Disagree	6	15%
Total	40	100%



The majority of the Teachers agreed that pupils have problems in grammar (verb tenses) while (15%) disagreed.

Table (4-6): Pupils have problems in spelling.

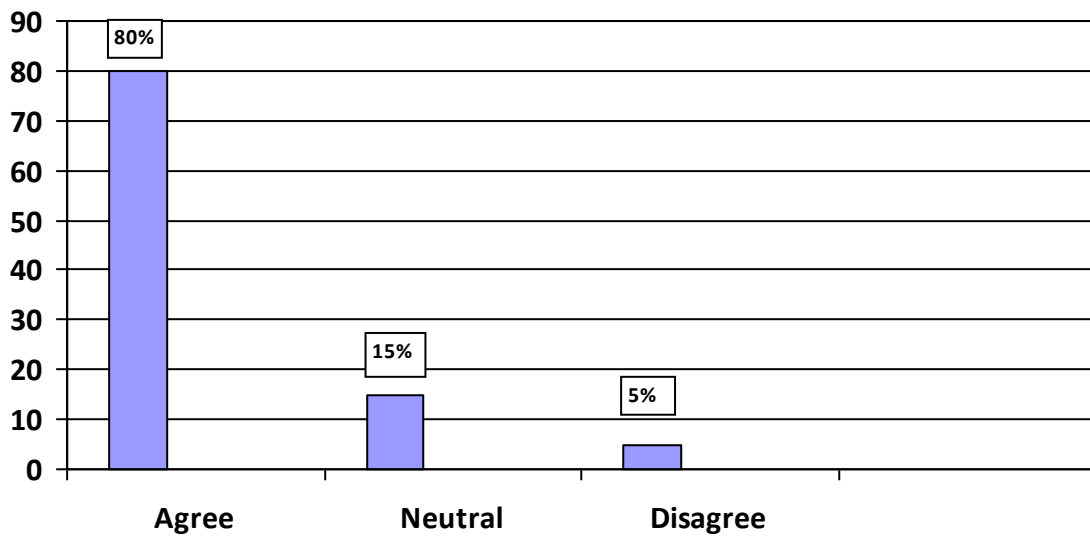
Pupils have problems in spelling	frequency	percentage
Agree	22	55%
Neutral	12	30%
Disagree	6	15%
Total	40	100%



The majority of the teachers agreed that pupils have problems in spelling while (15%) disagreed.

Table (4-7): Pupils have problems in using spoken expressions.

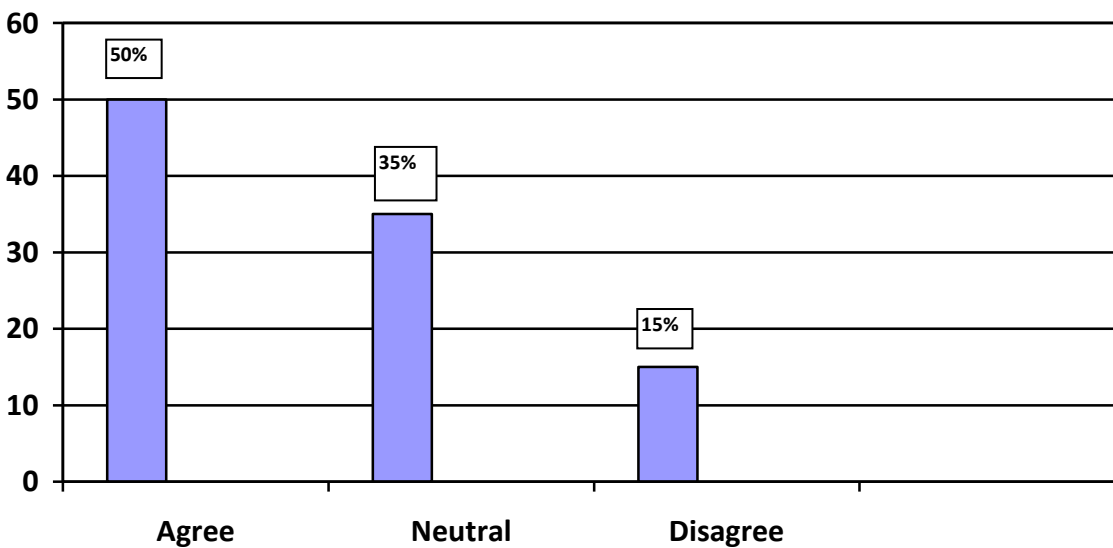
Pupils have problems in using spoken expression's	frequency	percentage
Agree	32	80%
Neutral	6	15%
Disagree	2	5%
Total	40	100%



The majority of the Teachers agreed that pupils have problems in using spoken expression's while very few disagreed.

Table (4-8): pupils have problems in reading skills.

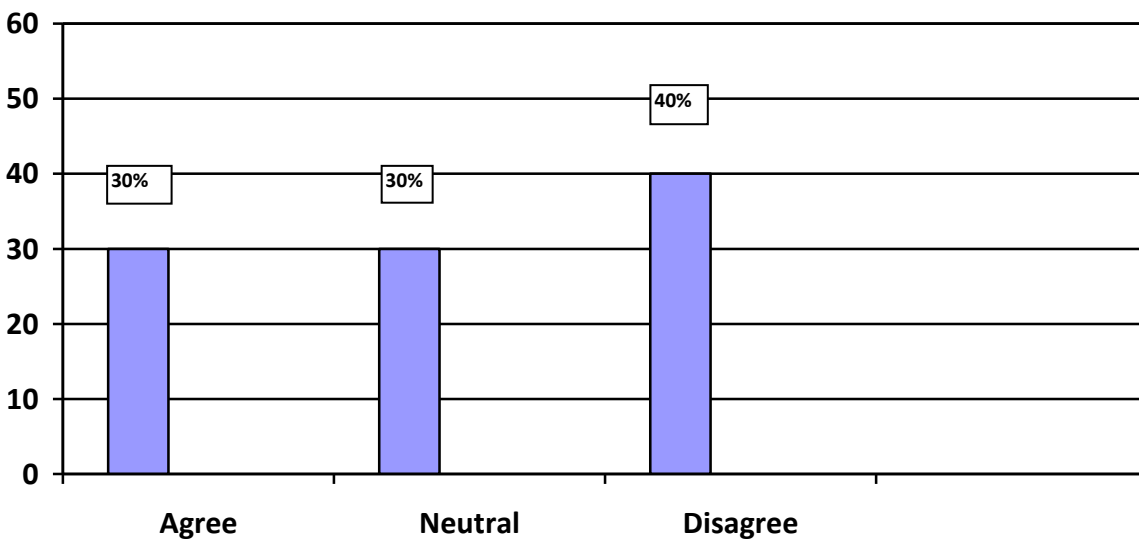
pupils have problems in reading skills	frequency	percentage
Agree	20	50%
Neutral	14	35%
Disagree	6	15%
Total	40	100%



The majority of the teachers agreed that pupils have problems in reading skills while (15%) disagreed.

Table (4-9): The classroom environment doesn't assist teaching and learning.

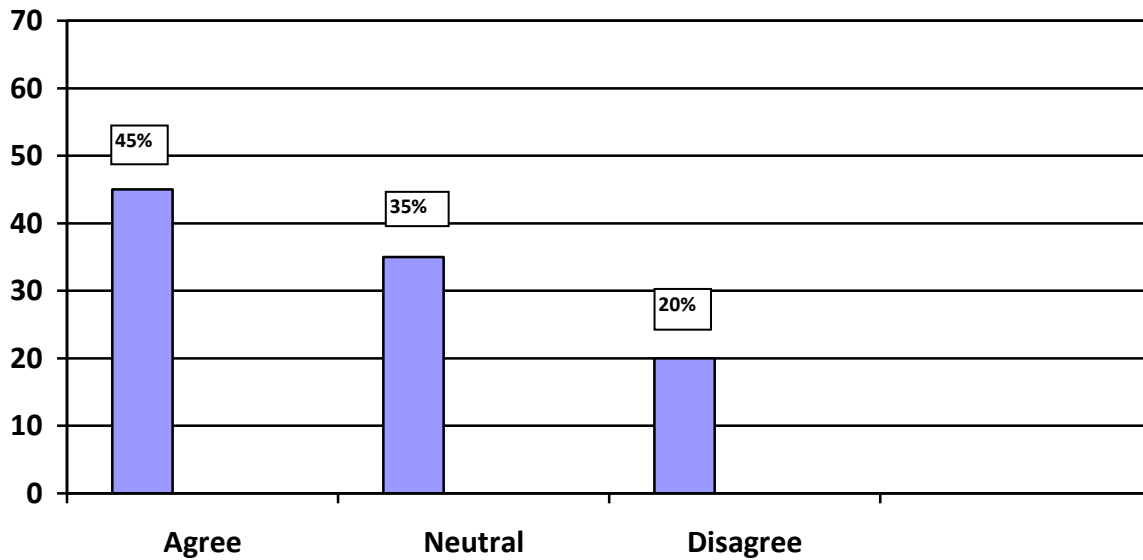
The classroom environment doesn't assist teaching and learning	frequency	percentage
Agree	12	30%
Neutral	12	30%
Disagree	16	40%
Total	40	100%



A third (40%) of teachers disagreed with the statement the classroom environment doesn't assist teaching and learning while (30%) disagreed.

Table (4-10): Traditional methods of teaching don't suit the new course.

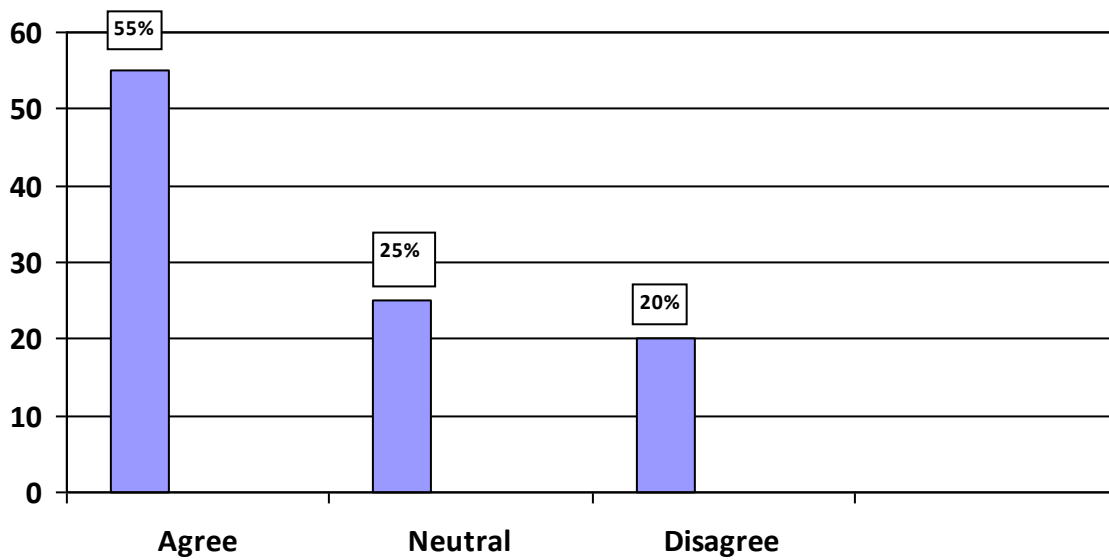
Traditional methods of teaching don't suit the new course	frequency	percentage
Agree	18	45%
Neutral	14	35%
Disagree	8	20%
Total	40	100%



The majority of the teachers agreed that traditional methods of teaching don't suit the new course while (20%) disagreed.

Table (4-11): The number of English language classes inadequate.

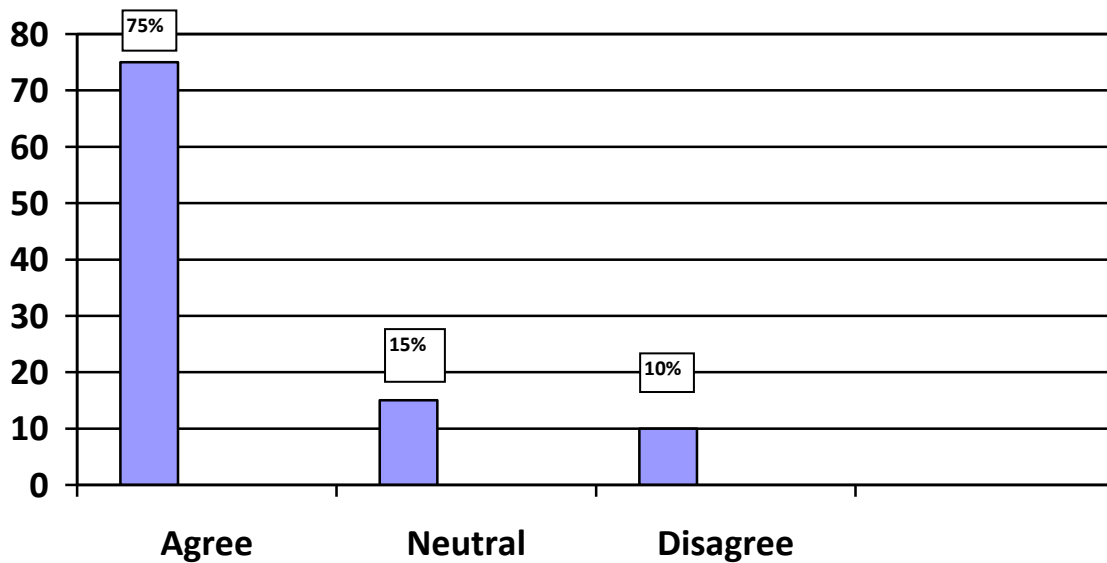
The number of English language classes inadequate	frequency	Percentage
Agree	22	55%
Neutral	10	25%
Disagree	8	20%
Total	40	100%



The majority of the respondents agreed that the number of English language classes inadequate while (20%) disagreed.

Table (4-12): The shortage of qualified teachers affects Pupil’s performance.

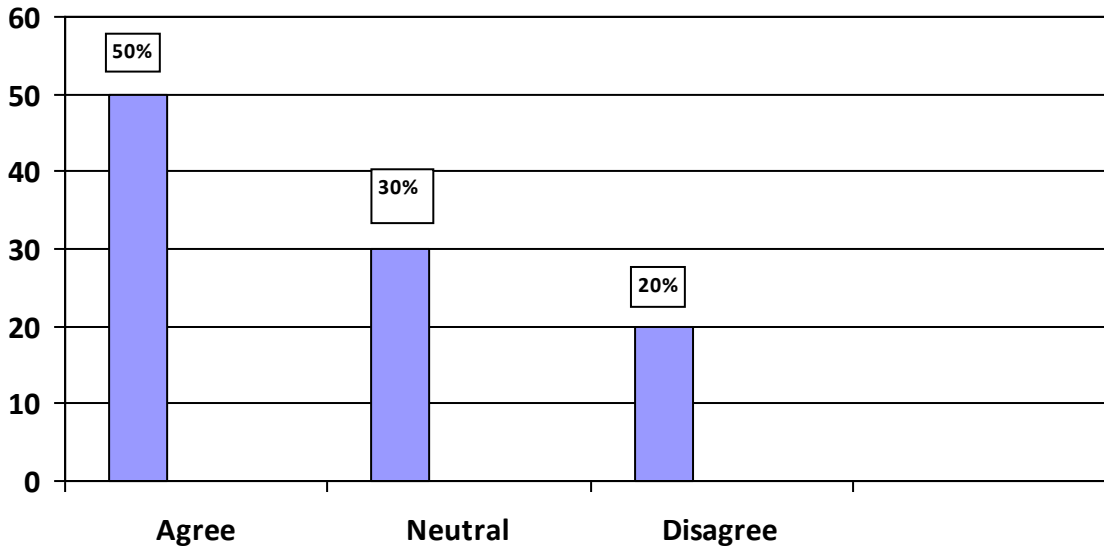
The shortage of qualified teachers affects pupil’s performance	frequency	percentage
Agree	30	75%
Neutral	6	15%
Disagree	4	10%
Total	40	100%



More than half of teachers agreed that the shortage of qualified teachers affects pupil’s performance while (10%) disagreed.

Table (4-13): Mother tongue interference hinders learning.

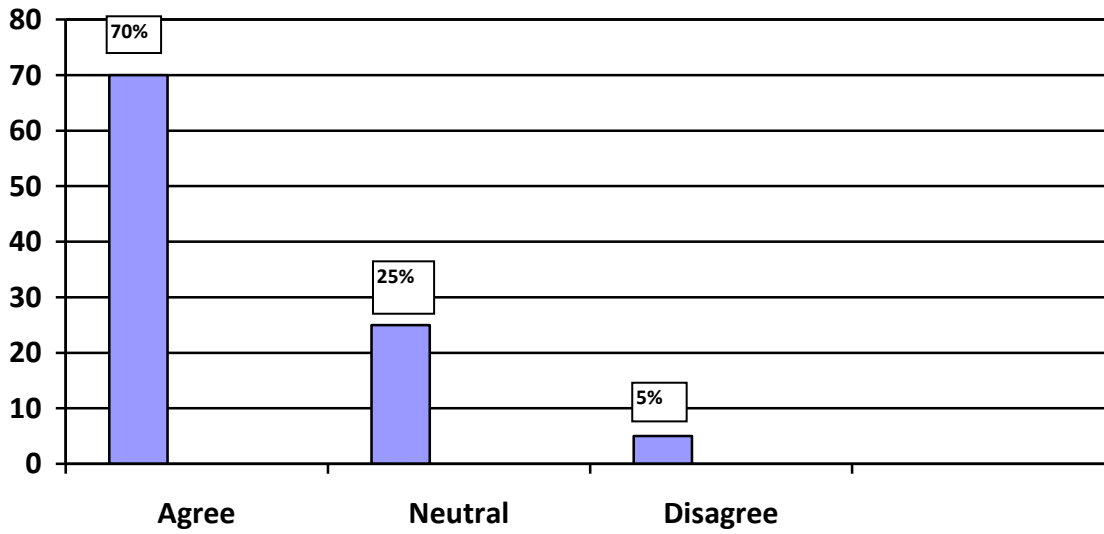
Mother tongue interference hinders learning	frequency	percentage
Agree	20	50%
Neutral	12	30%
Disagree	8	20%
Total	40	100%



The majority of the teachers agreed that mother tongue interference hinders learning while (20%) disagreed.

Table (4-14): School lack teaching aids.

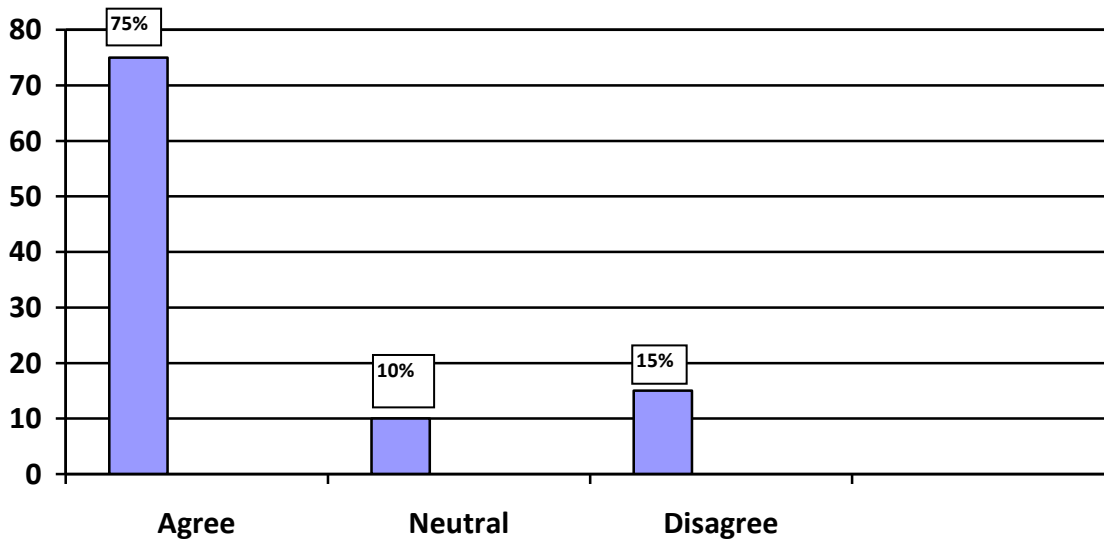
School lack teaching aids	frequency	percentage
Agree	28	70%
Neutral	10	25%
Disagree	2	5%
Total	40	100%



The majority of the teachers agreed that school lack teaching aids while very few disagreed.

Table (4-15): Large classes cause learning difficulties.

Large classes cause learning difficulties	frequency	percentage
Agree	30	75%
Neutral	4	10%
Disagree	6	15%
Total	40	100%



The majority of the teachers agreed that large class's case learning difficulties while (15%) disagreed.

Chapter Five

Conclusion

Chapter Five

Conclusion

5.0 Summary

The study investigated problems of teaching English language to young learners by distributing a questionnaire consist of 15 questions. The population of this study consists of basis schools teachers of English in all over Shendi locality for the academic year 2020 -2021, then forty of them were taken as a sample, their response were tabulated and analyzed.

5.1 Findings

The researcher has come up with the following findings:

1. Pupils of basic level schools facing a number of problems
2. Teaching aids are not available at school and this is an obstacle slowing teaching and learning course.
3. The methods of teaching don't suit the new course.
4. Most of teachers are un qualified, and not specialist.
5. Problems due to mother tongue interference were clearly observed.
6. English periods are not enough to cover and satisfy the goals.

5.2 Recommendations

1. English language teachers should be well trained and educationally qualified.
2. English language teachers should be aware of ideal correct pronunciation, more care should be implementing.
3. Teachers should use modern techniques to improve their abilities of teaching.
4. Teaching aids centers should be activated to produce aids and supply the schools.

5.3 suggestions for further studies:

1. How to function the new media in the teaching basic school English curriculum.
2. The defects of traditional methods of teaching English language for basic school pupils.

References

References

Books

Alkhuli, M. (1997). An introduction to linguistics, York press, Beirut, Lebanon.

Alfaki, I.M and Ahmed T.M, (2007). Methodology in English Language Teaching, open university of Sudan .

Brown, H. Douglas, H, (1994). principles of language learning and teaching, 2nd Ed.

Brooks, N. (1964) Language and Language Learning: Theory and practice. 2nd Ed. New York: Harcourt Brace.

Richard C.J and Theodore-R.S (2001) approaches and methods in English Language teaching –Cambridge University Press.

Richard, J long man (1985) Dictionary Applied linguistics: Long man House.

The oxford dictionary of American English, (2005).

Hamdan, A. (2016) Smile series: Teachers' Book basic level, Bakht - er Rudha.

Saty, R.K, (2007). Modern methods of teaching English.

Skinner, B, F. (1957). Verbal Behavior. New York: Appleton_Centure_Crofts.

Mutawa, Najat and Taiseer Kailani, (1989). Foreign language teaching methods and approach.

Websites

www.education.gov.gy.web

<https://www.educe>

<https://en-wikipedia/wiki/>.

Appendices

Appendix (1)

Jury of Judgment

NO	Name	Rank	Place of work
1	Salah Eldin M.Mahgoub	Assistant prof	Nile valley University
2	Mohammed Suleiman Alzein	Assistant prof	Open University of Sudan (ous)
3	Ala Eldin Gafer	Lecturer	Nile valley University

Appendix (2)

Teacher's Questionnaire

Dear teacher: This Questionnaire has been designed for collecting data on the investigating problems of teaching English language to young learner's your effort is appreciated in response.

NO	Statement	Agree	Neutral	Disagree
1	There are real problems of English Language Knowledge in basic schools.			
2	Pupils have problems in speaking fluency.			
3	Pupils have problems in some word concerning vowel sound.			
4	Pupils have problems in forming sentences.			
5	Pupils have problems in grammar (Verb tense).			
6	Pupils have problems in spelling.			
7	Pupils have problems in using spoken expressions.			
8	Pupils have problems in reading skills.			

9	The classroom environment Does not assist teaching and learning.			
10	Traditional methods of teaching don't suit the new course.			
11	The number of English Language classes inadequate.			
12	The shortage of qualified teaches affects pupils performance.			
13	r tongue Mothe interference hinders learning.			
14	School lack teaching aids.			
15	Large classes cause learning difficulties.			