Trainees’ EFL Classroom Performance During School Attachment
A Case Study of the Faculties of Education, Batch 33-University of Gezira

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Department of Foreign Languages
Faculty of Education, Hasaheisa
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May, 2015
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Date: May, 2015
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Date of Examination: 2 / 5 / 2015
Dedication

To my parents’ Soul
To all my family
To my English teachers
To whom I heartily love
ACKNOWLEDGEMENTS

I am deeply and extremely indebted to Almighty Allah who offered me patience, good health and stability of mind throughout this work and who made it possible for me to get it done.

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Finally, my most special heartfelt thanks are due to Sara Alhiber and all those who supported me during the completion of this work.
Trainees’ EFL Classroom Performance During School Attachment

A case Study of the Faculties of Education, Batch 33-University of Gezira

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Abstract

School attachment in a training phase during which finalists in semester eight in the faculties of education do practical teaching in any of the schools within the visiting of the college. During this period university students get basic training and get in contact with experienced teachers at the schools to which they are attached. So, this study aims to evaluate trainees’ EFL classroom performance during the school attachment phase from the faculties of education in (University of Gezira). It also improve EFL trainees inside EFL classes and encourage them with an active style of teaching as fully as possible. Moreover, the study aims to provide trainees and teachers with means for developing and extending their use of English with particular emphasis on English related to teaching. Furthermore, the study aims to solve the problems of trainees’ ELT and present to them many informational background of educational teaching which can help them and their learners. The study adopted descriptive analytical method. The data were collected by means of a questionnaire. The questionnaire involved 40 newly-appointed trainees. The data collected from the participants were analyzed through (SPSS). The data analysis yielded the findings that many university students at the faculties of education want to study English but not teach it, and many of them come to study in university with very low level of English thinking that they would improve their language from beginner levels. Also, trainees feel that they are inadequately prepared for the teaching profession in terms of inexperience of teaching and insufficient knowledge of English language teaching and learning. In the light of these findings, it is recommended that trainees should practice using the four skills of English during their study in university before they go to teach. Also, trainees should expand and possess a body of language knowledge involves linguistic knowledge of English language learning and professional knowledge of English language teaching. And also, there should be more inspection visits by supervisors to their trainees during the school attachment phase. And the study is finally recommended that trainees should know that teaching is the profession that teaches all professions, and teachers are great people because they are the engineers of human behavior. So, behind any failure student there is a failure teacher. Teaching is a helping profession, if they wanted to help, they should take teaching seriously otherwise they have to quit, letting willing people take over.
ملخص الدراسة

تنتهج كليات التربية في الفصل الدراسي الثاني مرحلة تدريبية لتأهيل الطلاب المتدربين على مهنة التدريس بالدارس، وذلك وفق زيارات من قبل مدرفي الكليات بذل المدارس، وهي كما تسمى بالتربية العملية، ومن خلال تلك الفترة يخضع الطلاب المتدربون على عمل تدريبي أساسي بالاشتراك مع الأسئلة ذوي الخبرة بذل المدارس. وذلك تهدف هذه الدراسة على تقييم أداء المتدربين الذين بدأوا حديثا مهنة تدريس اللغة الإنجليزية خلال فترة التربية العملية من كليات التربية (جامعة الجزيرة). وكان الغرض من هذه الدراسة هو شرح وتحليل مشكلات ومواقف المتدربين أثناء تدريسهم للغة والعمل على حلها. وذلك تضمنت أهداف الدراسة على تحسين أداء المتدربين في تدريس اللغة الإنجليزية داخل الفصل الدراسي بعد ما يملأ. إضافة لذلك، تهدف هذه الدراسة على تقديم وسائل للمعلمين والمتدربين على أن تساعد في تطوير مهاراتها وتوسع استخدامهم في طريق تدريس اللغة الإنجليزية. وإضافة إلى كل ذلك، تهدف هذه الدراسة على حل مشكلات المتدربين في تدريس اللغة الإنجليزية مع تقديم خلفيات علمية في العمل التربوي وذلك من أجل مساعدتهم ومساعدة طلابهم. استخدمت الدراسة المنهج التحليلي الوصفي عن طريق استبانه، واشتملت الاستبانه على عدد أربعون متدربون جدد. وقد حلت النتائج التي جمعت عن طريق برنامج التحليل الإحصائي (SPSS).

وتبينت النتائج تلك توصلت الدراسة إلى أن كثير من طلاب الجامعة يبدؤون دراسة اللغة الإنجليزية ليست تدريبيا بكم في المهمة، وغير مهتمين بهذا الموضوع. وتمكن من من خلال اللغة الإنجليزية على مجموعة من الطلاب الذين فهموا من المواد مهمة تدريس اللغة الإنجليزية وذلك نسبة لقصص الخبرة، وقصور المعرفة الكافية من محتوى التدريس ودراسة اللغة الإنجليزية. وعلى ضوء تلك النتائج أوصت الدراسة بأن بمارس المتدربين استخدام مهارات اللغة الإنجليزية الأربع بصورة كافية خلال دراستهم بالجامعة وذلك قبل الشروع في العمل على التدريس، وعلى المتدربين أن تتبع معرفتهم بدراسة وتدريس اللغة الإنجليزية، وأيضا أوصت الدراسة بأن تكون هناك زيارات توجيهية مستمرة من قبل المشرفين على المتدربين خلال فترة التربية العملية بالمدارس. وأوصت الدراسة أخرى بأن يعلم المتدربون أن التدريس هو مهنة تدرس كل المهن، وأن الأساتذة هم آنس عظاما وأهمهم هم مقومي سلوك الإنسان، وأن التدريس هو مهنة مساعدة، فإذا أرادوا أن يساعدوا فجيب عليهم اخذ مهنة التدريس بصورة فاعلة وجاد.
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## CHAPTER ONE

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CHAPTER ONE
INTRODUCTION

1.0 Background

EFL trainees at faculties of education have a training phase during school attachment. The purpose of this study is an attempt to find out the impacts of trainees EFL classroom performance of teaching English and provide them with very practical issues of teaching and indeed many of the suggestions and activities could be put into effect immediately. Moreover, the studies related to English Language Teaching (ELT) deal with various issues and all of these issues are somewhat connected with teaching English as a foreign language. Therefore, it is very important for school attachment phase to have a structured evaluation system of trainees classroom performance so that necessary changes can be made about the program. As stated by Peacock (2009), evaluation of these programs is the starting point on the way towards professionalization of the field of ELT. It also contributes to program improvement; therefore, systematic evaluation should be placed at the very heart of a program (Dickins and Germaine, 1998). Furthermore, this study focuses particularly on the language that trainees need for use in the classroom, for talking and performing their teaching English as a foreign language.
1.1 Statement of the Problem

Some EFL trainees have positive performance of English language teaching. But the majority of them have main negative performance of teaching English inside EFL classes. EFL trainees at faculties of education nowadays have problems of insufficient linguistic knowledge and insufficient professional knowledge of English language reflected by the negative performance of their teaching. So, this study will shed the light and focus mainly on these problems of trainees’ negative classroom performance during the school attachment phase.

1.2 Objectives of the Study

The study has the following objectives:

1. To improve trainees’ performance inside EFL classes and encourage them with an effective style of teaching as fully as possible.

2. To ascertain the impact of trainees’ EFL classroom performance during school attachment.

3. To develop EFL trainees with certain abilities, skills and knowledge through language teaching.

4. To provide trainees with means for developing and extending their use of English with particular emphasis on English related to teaching.

5. To provide trainees with many informational backgrounds of teaching English as a foreign language which can help them and their learners.
1.3 Questions of the Study

The study presents the following questions:

1. What qualifications do EFL trainees need for good performance of teaching English inside EFL classrooms?
2. What is the impact of trainees’ EFL classroom performance during school attachment phase?
3. What are the main skills EFL trainees find them very difficult to perform professionally during school teaching practice?
4. What specific means are trainees required for better EFL classroom performance?
5. How far do EFL trainees have informational backgrounds of teaching English as a foreign language?

1.4 Hypotheses of the Study

The following were the hypotheses of the study:

1. Providing EFL trainees with linguistics and teaching backgrounds, lead to a good teaching performance inside EFL classrooms.
2. The majority of EFL trainees nowadays have negative performance of English language teaching in terms of inexperience and insufficient professional and linguistic knowledge.
3. The productive skills “Speaking and Writing” are problems for trainees and they have disability to perform them well inside EFL classrooms.
4. The specific means EFL trainees are required for better classroom performance are the influential methods of ELT, the possible techniques, lessons plan, managing classes, testing students and the models of teachers and teaching.
5. Most of EFL trainees have insufficient teaching and linguistics backgrounds which eventually lead to teaching difficulties.

1.5 Significance of the Study
The study is considered significant because it is going to focus on evaluating trainees’ EFL classroom performance of teaching during school attachment. Thus, it attempts to make a shift of trainees’ negative classroom performance and the problems of their teaching through practical issues of ELT provided by the study. Also, the study is going to draw readers’ attention and those readers included trainees themselves, lecturers, supervisors, decision-makers and program designers that the evaluation and the views of trainees’ problems and issues are more than necessity nowadays.

1.6 Methodology of the Study
The study will adopt descriptive analytical method by designing a questionnaire for the descriptive analysis. The data will be collected from newly-appointed EFL trainees from different faculties of education in University of Gezira. The data collection from the participants will be analyzed through (SPSS) Program.

1.7 Limits of the Study
This study is limited to trainees’ EFL classroom performance during school attachment. And it is also limited to EFL trainees of (Batch 33), faculties of education in University of Gezira.

1.8 Definition of Terms and Concepts
**Trainees:** They are the students who are learning and practicing the skills of teaching profession at schools.

**EFL:** English as a Foreign Language.

**Classroom performance:** The doing of teaching profession in a room with students inside.

**School Attachment:** It is a school connection by trainees to perform the language competence on teaching and be assessed by their tutors.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
The overall goals of this chapter were firstly based on promoting and developing EFL trainees’ performance on teaching English. This chapter discusses general issues about teaching and learning. It also looks at issues that help trainees to manage classrooms better. This chapter suggests a way of looking at all teaching and learning—a way which helps teacher trainees to decide how to put teaching sequences together and it is intended for new teachers (trainees) who may have little experience in this area. Also, the previous studies of books, journals and articles will take main places in this chapter.

2.1 The importance of Teachers and Teachers’ Training
Teachers play fundamental role in any education system. They directly interface with the students during curriculum implementation and yet social will judge the performance of the entire education system from the performance of the graduates of the system. In society in general, teachers provide leadership, useful in explaining government policies and documents written in foreign and technical language. Teachers are also at times leaders of social movements like environmental activities, formal and non-formal education (Kagoda, 2011).

Teachers train the human capital essential for the development of country and this is especially important in developing countries like Sudan.
In the light of the above role of teachers in society it is important to evaluate the kind of education teacher trainees receive in teacher training colleges through their own voice. Johnson (2006: 39) claims that:

"Teacher education is so far the most important and known way of preparing change agents because success in educational reforms depends on the teachers' awareness of new changes, their attitudes to it and incorporation of reforms in the daily conversation, professional values and commitment and knowledge of content".

And Allen (2009: 25) says that:

"Teachers education programmer refer to a prescribed set of studies, experience. Skills and attitudes passed on to a teacher trainee, regardless of whether this done pre-service or in-service, in preparing them for their future roles".

Learning to teach is a matter of learning the technical skills which enable individuals to function effectively in an education system. It requires knowledge and understanding of the subject. Learning about teaching is also enhanced through teacher trainees doing research on their practice (Kagada, 2011).

Also first annual report on the status of teacher quality in the US. As Paige (2002: 19) the US states that:

"...verbal ability and content knowledge are the most important attributes of highly qualified teacher".

Although the academic circle considering education and teaching have different attitudes and predictions regarding the field, they have the same views related to the importance of teachers in the education system (Cohrace and Smith, 2004).

Even though the views about the quality of a teacher differ, it is accepted by almost everyone that teacher's professional qualifications affect the quality of the education and teaching process directly (Ozoglu, 2010).
However, Dogan(2005) presented the negative factors affecting teacher's interest in the profession and sense of belonging as the increase in the expectations of teachers from their profession not giving a sense of belonging to the profession and a gradual loss of appeal to the teaching profession.

Although a lot of studies have been carried out related to the general qualifications of teaching profession, a specific study, Support to Basic Educations program, regarding the general qualifications of teaching profession was conducted by the Ministry of National Education (MONE) in 2006. In this project, organized by general directorate of teacher training and education, six core competencies, detailed by 39 sub-competencies and 244 performance, regarding the general qualifications of teaching profession have been specified. These are:

1. Personal and professional values- career developments,
2. Recognizing the student,
3. Learning and teaching process,
4. Monitoring and Evaluating learning and improvement,
5. School- parent and society relation,

In a study carried out by Kilic and Acat(2007), the necessity of the courses taken by the prospective teachers was studied and the results indicated that most necessary group of courses were professional practice courses and second were the courses in educational science. According to the prospective teachers, the least necessary source were major area courses and subject area courses. In another study, regarding the necessary qualifications an ideal teacher have. It was implied that the first quality was being informative and the sixth quality was being
knowledgeable. The prospective teachers think that they lack the quality of being informative. Moreover, there is a considerable difference between the ideal and the current situation of the prospective teachers with regard to the being knowledgeable (Ozabac and Acte, 2005). Furthermore, according to the result of another study, it was observed that views of prospective teachers regarding the good teacher shifted from professional and affective to personal dimension (Sahin and Cokadar, 2009).

2.2 Historical View of Teacher Education In Sudan

The history of English in Sudan began with the advent of the first colonizers to the Sudan in 1889. The agreement of the Anglo-Egyptian condominium, by which the Sudan was governed, was the beginning of the British rule under the auspices of (lord Cromer) who wrote advising lord Kitchener, the conqueror of the Sudan and sir James Currie, the first director of education quoted by Eltigani (1966: 7) that:

"I wish, however, to explain what mean by education class. I do not refer to high education. What is now mainly required is to impart such a knowledge of reading, writing and arithmetic to a certain number of young men as will enable them to occupy with advantage to the subordinate places in the administration of the country. The need for such a class is severely felt".

This education was given in the Gordon Memorial college started in 1902 as a primary school and later developed into secondary school with vocational basic in the senior forms. It was decided to follow three stages pattern from the beginning—elementary, intermediate and secondary. So, by this policy, it had been decided that English should be the language of official correspondence. It was that the English language should be taught in intermediate and secondary stages. The teachers who did the job
were almost British, with some Syrian and Egyptian who taught other academic subjects in English.

2.3 English Language Teacher Training in The Sudan

The expansion of the government business led to the thinking of training teachers in Sudan, as early as the beginning of the last century during the condominium rule. In 1900 the intermediate school was opened with a training college attached to it, which become a part of Gordon Memorial College in 1903. In 1906 a section for training intermediate school teachers was opened with a period of four years. The training period was divided into two sections. First two years were for the study of language and general subjects, and other two were for the study of methods of teaching English language, Arabic language, mathematics, history and geography, both theoretically and practically (Basher, 1970).

The years 1934 witnessed a great development in the training of teachers, as the training system of teachers became prominent by the establishment of (Bakhter-Ruda) training institute. For the institute to play its role effectively in preparing competent teachers—who can work with high efficiency in rural areas— the site of the institute, was deliberately chosen to be about a mile north of (El-Duim) in the White Nile state of central region. This rural environment was suitable for training teachers to endure the hardships which they would expect to face when they have left to schools in the different regions of the country. At the beginning the training system was thought to be in-service than later changed to be pre-service.

Up to 1939 the span of the study was four years finishing the primary school, but in 1941, the first group of five years of study was graduated.
Then the system was changed to six years after finishing primary school, where the first group was graduated in 1945.

2.4 (ISETI)Experience in Teacher Training in The Sudan

(BakhtEr-Ruda) and similar institutions continued to play their role in and intermediate teachers' training till the application of new educational ladder in 1971. This change was due to the need for the recruitment of a huge number of teachers to fill the shortage in the primary school. The increase in number of years from four to six at the primary level, led to the thinking of new institution to train that huge numbers without leaving vacuum in school. So, the in-service educational training institute (ISETI) was established in 1972 after the change of the education ladder from 4:4:4 to 6:3:3 which led to recruiting more teachers, who had only finished secondary school and did not receive any kind of teaching training. The training centers were chosen to be near the trainees' schools. (Raja:2004). According to Rajaa(2004) the approaches which used were:

First: Indirect component modules: For self study by student-teachers specially prepared for such kind of study to increase interaction between the student-teacher and the writer of the module. These modules contained subject matters, educational psychology, methodology components with activities to be done by student teachers on their own.

Second: Direct components: There were weekly seminars were the student- teachers met with their filed tutors to discuss the activities in the modules. The school visits done were by tutors to follow up the implementation of the ideas and technique discussed during the weekly seminar.
2.5 Modern Changes

According to Yeddi (2003:45), an effective and realistic teaching was need to contract the condition created by the Arabicization of secondary school. An educational ladder was established in 1972 and new syllabus of English for the Sudan was adopted to meet the situation emerged as a result of the change of the educational ladder from 4+4+4 to 6+3+3 to tackle the steady decline in standard of English language. But due to decrease in the number of years of teachings English which was change 4+4 to 3+3, the mastery of English became worse so it was suggested at the end of 1982 to make some change, so Julian Corbluth the assigned the task of producing new integrated course for both basic and secondary levels. Sandell(1982:22). The six books known as (Nile Course) were integrated, on book led smoothly to the next and there was no gap between general and the higher secondary school. The vocabulary and grammar of the whole course were worked out before the writing of course. The Nile Course series were integrated with a few exception. An active approach had been adopted by stressing the use of English in communicative situations in actual real life situation.

So, all that historical view summarizes in what a danger of English language teaching and learning in Sudan nowadays, compared with the mastery of English in the first period. It is made clear that the mastery of English was good in ancient time and it becomes the worst when it comes from old to modern. Many elements and factors affected ELT and learning process in Sudan, like, the political and syllabus changes, economic and social factors.

It can be said that the (Spine Series) nowadays doesn't qualify the learners at even basic study in order to be a little bit good at the high level. Most
of the researches carried out in the securitization of this syllabus showed great disinterest in the attitudes of language teachers towards these textbooks. They were simply criticized as irrelevant to the Sudanese student's needs and wants.

The syllabus practically did not take into account the recent developments in the field of language pedagogy where language courses should be of practical use to the learner and secure his/her daily practical needs in lively access and positive communication with people. There was very little use of knowledge gained from textbooks. Students felt that those book did not solve or helps to solve their live problems, in direct contact with people or in helping them gain knowledge from free reading recourses (Ahmed, 2011).

So, the poor qualification of school was a highly discourse factor that did not encourage willing future teachers to join the teaching profession as new members. School lacked the basic infra-structure from the teacher aides to sanitary needs. Huge numbers of students were stuffed in small unconditioned classroom. Shortage of textbooks and educational aids made the teacher's job an impossible mission.

Therefore, that inconsiderate changes of English syllabuses and teacher’s training program from history to modern affected new generation trainees’ performance of teaching English in terms of lack basic knowledge of English learning and it also affected the teacher training program.
2.6 Describing Trainees

To become a teacher and have the models of teacher and teaching may not be well done unless be going through the training. It is a completeness starts from the trainee who practices him/herself to be a well trained teacher for completing the teaching process. And this will mainly guide to describe and define trainees, who they are and what they do.

According to the CAMBRIDGE advanced learner's DICATIONARY, “a trainees is a person who is learning and practicing the skills of a particular job”.

Trainee is commonly known as an individual taking part in a trainee program or a graduate program within a company after having graduated from university or college (From Wikipedia, April 2013).

A trainee is an official employee of the firm that is being trained to the job he/she was originally hired for.

A trainee also can be defined as a person who is learning how to do something.

It is absolutely difficult for each trainee to be under the practice during the training stage, where many psychological problems and very little experience may block that full teaching success.

Undoubtedly, experience will never be acquired unless trainees practice themselves and do hard work towards teaching practice, many trainees come to teach English with insufficient knowledge of it. Of course, when trainees practice teaching more, they will gradually get good knowledge and experience about the language. And if they come to teaching with
already good knowledge, this will help them in many other aspects and elements of English language Teaching.

2.6.1 Trainees Knowledge

This study focused to more extent on the word 'knowledge' on this chapter. That was because the trainees without having abroad knowledge of the English language then, his/her teaching of that language will surely be damaged. Apart from the ability to create and foster good trainee student rapport and the possession of skills necessary for organizing successful lessons, trainees need to know a lot about the subject they are teaching (the English language). They will need to know what equipment is available in their school and how to use it. They need to know what materials are available for teachers and students. They should also do their best to keep abreast of new developments in teaching approaches and techniques by consulting a range of print material, online resources, and by attending, where possible, development sessions and teacher seminars.

2.6.2 The Language System

There are many problems of teaching encounter the majority of trainees because of that little knowledge of language system. They should extend their knowledge of language to descriptive approach not just prescriptive. Harmer (1998: 30) claims that:

"Language teachers need to know how the language works. This means having a knowledge of the grammar system and understanding the lexical system, how words change their grammatical function, and how they group together into phrases. They need to be aware of pronunciation features such as sound, stress and intonation".

However teachers and trainees can control their teaching when they have a good knowledge of and about the language. Also, with no doubt
teaching will became easy for a trainee if s/he knows the language system and how language works, because when students have doubts about the language, they frequently ask their teachers to explain things. For example, some of them may ask you,'teacher! What's the difference between the word like and want?’ or ‘teacher! Why can't we say there are any books?’ Sometimes the answer is clear and easy to explain. But at other times the issue is one of great complexity and even the most experienced teacher will have difficulty giving an instant answer. In other words, our knowledge of the language system may not be adequate for certain kinds of on-the-spot questions about subtleties.

Moreover, sometime the question is not especially relevant it is a distraction from what is going on in lesson. In such situations, teachers need to be able to say things like that's a very interesting question, Ali. I don't want to answer it now because we are doing sometime else. But you canfind the answer yourself if you go to this book. We'll discuss it tomorrow. Students will realize that these answers are perfectly appropriate when the teacher does indeed return for the next lesson with the information that they have promised. This will demonstrate the teacher's knowledge of the language and reference materials. But if, on the other hand, we forget to find the information and never mention the question again, students will gradually starts to think we just don't know enough about the language to find what we are looking for – or that we just don't care.
2.6.3 The Most Important Knowledge EFL Trainees Need

Investigations have been made in attempts to specify clearly the knowledge that teachers and trainees should have. Several categories have been generated, ranging from knowledge of educational contexts, content, curriculum, and educational goals and values, to familiarity with new technology, knowledge of statistics, research methods, and insights into cultural influences on learning. Shulman (1992:250-262). Several other variables must also be taken into account in order to change, and thus improve the education process. Such variables, according to Reilly: (1973: 9-13) would include "the mission of schools, the organization of schools, the programs offered by schools, the means by which content is taught to students, and required changes in teacher education curricula". Shulman (1992: 257) states that:

"A knowledge base for teaching is not fixed and final. . . . It will, however, become abundantly clear that much, if not most, of the proposed knowledge base remains to be discovered, invented, and redefined".

Morain (1990:20-24) however, points out that educating the foreign language teacher is not the responsibility of a single segment of academe, (language proficiency for example) but rather the combination of four components, which are (1) required language courses, (2) courses in the content area, (3) courses in pedagogy, and (4) in-school experience. Schrier (1989) on the other hand, outlines four characteristics desirable in future foreign-language teachers. Schrier (1989) emphasizes the role of community as he sees "the role that the foreign language community plays in this process goes beyond providing content knowledge. It is the way professors organize and deliver this knowledge that provides future teachers with the scripts for understanding the structure and process of learning a language". But what is the best component of teacher training
module? Gradman (1971) proposed the following as ideal components of teacher preparation programs: knowledge of language, language acquisition, and historical and current methods of language teaching, materials and error analyses, measurement and testing, and the prerequisite of competence in English for ESL teachers who are non-native speakers of the language.

Different writers wrote above about what knowledge trainees should have and need for the sake of successful teaching and learning. The knowledge of both language learning and language teaching, however, focusing on only one element without bearing the other, it will affect English language teaching process. In another sense, there should be a perfect combination of both English teaching and learning knowledge.

2.7 Describing Teachers

Teachers use many metaphors to describe what they do. Sometime they say they are actors because, "we are always on the stage".

DICATIONARIES also give a variety of message about teaching. According to the *Cambridge International Dictionary of English*, 'teaching' means to give (someone) knowledge or to instruct or train 'someone' whereas the *Longman Dictionary of Contemporary English* suggests that it means to 'show somebody how to do something' or to 'change somebody's ideas'.

2.7.1 Teachers and Learning

Many trainers are fond of quoting from a work called the prophet by Kahlil Gibran. If (the teacher) is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your
own mind, (Gibran 1991:76). Such humanist sentiments expose a dilemma in the minds of many trainers and trainees.

In recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on 'learner-centered' teaching, that is teaching which makes the learner's needs and experience central to the educational process.

Teachers play a crucial role in shaping the societies in terms of education. There are two separate views regarding teachers' mission natural and static social roles of training and innovative roles compatible with a democratic and global society.

The first view emphasizes the learning activity and pursues scientific developments and the second points out the creation of opportunities to participate in social events beside instruction (Traver and Robore, 2000).

Teachers have a direct effect on educating the individuals in all the sectors and, so designing the societies. For this reason, teacher training process has been regarded as one of the most important issues of the education system. Because of social, economic and political changes that have challenged the objectives of classical education, programs for teacher education have undergone major changes in recent years, which have caused redefining the term of "ideal teacher" by focusing on the teacher preparing process (Cochran, 2001). Different countries around the world are involved in a process of change corresponding to various views regarding the quality of teacher education (Calderhead, 2001).

Even though the views about the quality of a teacher differ, it is accepted by almost everyone that a teacher's professional qualifications affect the quality if the education and teaching process directly (Ozoglu, 2010).
2.7.2 The Roles of a Teacher in the Classroom

Within the classroom, teacher’s role may change from one activity to another, or from one stage of activity to another. If teachers are fluent at making these changes their effectiveness as teachers is greatly enhanced.

According to Harmer (2001: 57) states that:

"The term 'facilitator' suggests the teacher's role in learner-centered lesson-the way in which facilitator is traditionally used by many commentators. role such as prompter, resource or tutor many well fulfill this concept. Yet in one sense any role which the teacher adopts and which is designed to help students learn- is to some extent facilitative".

All roles, after all, aim to facilitate the students progress in some way or other, so it is useful. And he also states the following roles of a teacher:

2.7.2.1 Controller

When teachers act as controllers they are in charge of the class and of the activity taking place in a way that is different from a situation where students are working on their own in groups. Controllers take the role, tell students things, organize drills, read aloud, and in various other ways exemplify the qualifies of a teacher-fronted classroom.

2.7.2.2 Assessor

Of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.

Students need to know how and for what they are being assessed. Teacher should tell them what they are looking for and what success looks like so that students can measure themselves against this. For example, that in
today's piece of writing I will be looking especially at punctuation and in this communication activity I am more interested in your fluency that your accuracy. Students then have a clear idea of what they need to concentrate on.

2.7.2.3 Prompter

Sometimes, when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are ‘lost for words’ (i.e. they may still have the thread but be unable to proceed productively for lack of vocabulary). They may not be quite sure to proceed. What should teachers do in these circumstance? hold back and let them work things out for themselves or, instead 'nudge' them forward in a discreet and supportive way? If teachers opt for the latter, they are adopting some kind of a 'promoting' role.

2.7.2.4 Resource

In some activities it is inappropriate for teachers to take on any of the roles they have suggested. Suppose that the students are involved in a piece of group writing, or that they are involved in preparation for a presentation that they are to make to the class. In such situations having the teacher take part or try control them, even turn up to prompt them might be need of their teacher as a resource.

Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity or they might want information about where to look something - a book or web site for example. This is where we can be done the most important resource they have.
A few things need to be said about resource-teacher role. No teacher knows everything about the language! Questions like what's the different between X and Y? Why can't L say Z? are always difficult to deal with because most of us do not carry complex information of this kind in our heads. What we should be able to offer, however, is guidance as to where students can go to look for that information. We could go further, however, and say that our really important jobs is to encourage students to use resource material for themselves, and to become more independent in their learning generally. Thus, instead of answering every question about what to a good monolingual dictionary.

So this means that when teachers are acting as a resource they will want to be helpful and available but at the same time they have to resist the urge to spoon-feed their students so that they become over-reliant on us.

2.7.2.5 Tutor

When students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, a teacher can act as a tutor, working with individuals or small group, pointing them in directions they have not yet thought of talking. In such situations teachers are combining the role of prompter, and acting as a tutor (Harmer, 2001: 58-62)

So, it was very important for the roles of a teacher to be mentioned. They will help trainees to know what roles they should have when they join with their learners in the classrooms. But those roles would not be functioned well if trainees didn’t recognize who their learners are, what ages they are in and what individual differences they have. So, it is also very important to describe learners in a way that trainees can find it easy to deal with them and their special differences.
2.8 Describing Learners

2.8.1 Age

The age of students is a major in the decisions about how and what to teach. People of different ages have different needs, competence, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonable expect a great use of abstract thought.

There are a number of commonly held beliefs about age. Some people say that children learn languages faster than adults do. They talk of children who appear to pick up new languages effortlessly.

pinker (1994: 293) says that:

"Acquisition is guaranteed for children up to the age of six, is steadily compromised from then until shortly after puberty, and is rare thereafter”.

And that this applies not only to the acquisition of the first language, but also to second or foreign languages.

2.8.2 Young Children

Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents, and adult. And according to (Harmer, 2001) lists the following characteristics of young children as follows:

1. They respond to meaning even if they do not understand individual words.
2. They often learn indirectly rather than directly—they take in information from all sides, learning from everything around them.
3. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.

4. They have a need for individual attention and approval from the teacher.

5. They are really Keen to talk about themselves, and respond well to learning that use themselves and their own lives as main topics in the classroom.

6. They have a limited attention span, unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

In the light of these characteristics it can be said that good teachers at this level need to provide a rich diet of learning expertise which encourage their students to get information from a variety of source. They need to work with their students individually and in groups developing good relationships. They need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercise when they see their students getting bored. As Halliwell (1992: 18) states that:

"We are obviously not talking about classrooms where children spend all their time sitting still in rows or talking only to the teacher. Because children love discovering things, and because they respond well to being asked to use their information, they may well involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs".
2.8.3 Adult Learners

Adult language learners are notable for a number of special characteristics:

1. They can engage with abstract thought. Those who succeed at language learning in later life, as Pinker (1994: 24) says that:

   "...often depend on the conscious exercise of their considerable intellects, unlike children to whom language acquisition naturally happens".

   This suggests that teachers do not have to rely exclusively on activities such as games and songs—though these may be appropriate for some students.

2. Adults tended, on the whole, to be more disciplined than some teenagers, crucially, they are often prepared to struggle on despite boredom.

3. They come into classrooms with a rich range of experiences which follow teachers to use a wide range of activities with them.

4. Unlike young children and teenagers, they often have a clear understanding of why they are learning and what they are to get out of it (Harmer, 2001).

Good teachers of adults take of all of these factors account. They are aware that their students will often be prepared to stick with an activity for longer than younger learners.
2.9 Common Characteristics of An Effective English Language Teacher

Effective learning is strongly related to effective teacher and effective teaching. In this concept, teacher's characteristics gain crucial importance in understanding and lessening the problems and difficulties hindering students' long lasting learning process.

The aim of this study is to present a literature review about the features of an effective English language teacher by comprising of the common characteristics in the studies and to give some pedagogical suggestions for English language trainees on how to increase their effectiveness in the classroom.

Therefore, over 30 studies conducted in foreign language education area were overview and main characteristics of an effective English language teacher mostly cited in these studies were categorized under four headings. These four categories are as follow socio-affective skills, pedagogical knowledge, subject-matter knowledge and personality characteristics. Findings showed that an English language teacher should have socio-affective skills, pedagogical knowledge, subject matter knowledge and personal qualities for better language teaching and learning. In addition, an effective English language teacher should have a balanced combination of these four main aspects.

Before focusing on the characteristics of an ideal language teacher, here are some of the definitions of the terms such as effective, effective learner and effective teacher in some degree. The concept of "effective" is perceived and interpreted differently by various researchers in different field such as education, medicine, science and law. In spite of different
perceptions on effectiveness, what these fields agree is the dictionary definition of effective which means being successful in producing a desired or intended result (Oxford Advanced Learner's Dictionary, 2006). Therefore, an effective learner is closely related with successful learner who sets and accomplishes his own goals (Karen, 2010). As it is difficult to define the concept "effective" it is also hard to reply the question what means an effective teacher in one sense as there are lots of definitions which totally or partially are true from their own perspectives (e.g. Cuickshank, Bainer, et al, 2001). Every definition on the effectiveness of teacher only looks at the bigger picture from one of hundreds of windows.

The definitions of the terms indispensably include the personal, experiential, socio-economic, cultural and field based aspects of the person who define them. Considering these diversities in definitions, it is almost difficult to find a common definition which suits all worldwide teaching contexts such as primary school, high school, university. In addition, as the effectiveness is an elusive concept, instead of giving an exact definition, most studies focus on the characteristics of effective teachers by working on learners from different educational contexts such as high school students (e.g. Follman, 1995), perspective students (e.g. Walls, Minden And Hoffman, 2002), graduate students (e.g. Shi, 2005). However, in general, focusing on the out-put of teaching and education, the effective teacher can be described as someone who should lead higher student achievement and long-lasting learning (Cruickshank and Haefele, 2001).

The above were common characteristics of an English language teacher but before EFL trainees join the school attachment, they need to keep the
following main important characteristics of an effective English language teacher by heart.

2.10 Four Main Characteristics of an Effective English Language Teacher

In this section, mostly cited four main features related to an effective English language teacher will be mentioned namely; socio-affective, pedagogical knowledge, subject-matter knowledge and personality characteristic.

2.10.1 Socio-Affective Skills

As in all other fields, it is crucial that teacher have some basic socio-affective skills to interact with their students and maintain the educational process effectively. These skills include a wide range of times such as motivating students, sparing time for students when they ask for help, being enthusiastic of teaching, have positive attitudes towards students, responding to students' needs and providing a stress-free classroom atmosphere (Cheung, 2006, Shishavan and Sadeghi, 2009).

According to these aspects, Foote, Vermonter, and others state that "the relationship between teachers and students is one of the most striking features". In their study, Arikan, et al (2008) also highlight the importance of establishing and maintaining positive relationships with students. Besides, when trying to find similarities and differences between his study and the existing literature, Borg (2006) maintains the significance of the relationship between the members of the process.
Borg (2006: 31) says that:

"The social-affective skills enable teachers to establish good rapport with their students as well as maintain the process of education more effectively and successfully".

Another crucial point is what students experience, how they feel and how to approach their related problems in the process of teaching and learning. Feeling such as an anxiety and fear, and other negative emotions are natural and expected parts of this process. Therefore, what is important for teachers is to create an environment in which their students can concentrate on learning in both cognitive and emotional level. Moreover, socio-affective skills provide teachers with the opportunity to deal with what their students feel and experience in their learning process.

2.10.2 Pedagogical Knowledge

In order to conduct any kind of job properly, one should have the knowledge of how to do it. He should be aware of the procedures and the strategies knowledge.

In this study, Velez-Rendon (2002, as cited in Aydin et al., 2009) define pedagogical knowledge as "what teachers know about teaching their subjects". He also claims that without pedagogical knowledge teachers cannot convey what they know to their learners. The results of the study conducted by Aydin et al. Brophy (2009: 263) shows that:

"Students prefer their teacher to have the knowledge of how to teach in order to deal with the effective domain”.

To deliver the content in the best way, an effective teacher needs both field specific knowledge and knowledge of how to present it (Brophy, 1991, Cited in Aydin et al, 2009).
In addition, effective teachers should basically have classroom management skills defined as practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur (Wong and Wong, 1998). The basic aim at maintaining classroom management to create stress-free learning environments for both learners and teacher by lowering affective filter and only learners but also teachers with the relaxing atmosphere to take part in the process willingly and to eliminate or at least minimize the fear of making mistakes.

2.10.3 Subject-Matter Knowledge

Another main area that attracts attention is the subject. Matter knowledge which teachers should possess regarding their specific field to make a general definition of this notion, Ve’lez-Renon (2002,cited in Aydin et al,2009) regards the subject matter knowledge as what teachers know about what they teach. Another study pointing out the significance of this knowledge type (Buchman, 1984, cited in Aydin et al, 2009) suggest the use of subject matter knowledge in different phases of the educational process such as using target language effectively in class, integrating lessons based on students background and preparing effective lesson plan.

Subject matter knowledge enables teachers of make use of audio-visual materials student when possible, guide students to get more learning strategies, teach a topic accordance with student's proficiency level, and watch and inform students about their progress in language learning. To highlight these aspects, Arikan (2010) maintains that effective teachers should have the subject-matter knowledge to prepare appropriate lesson plans besides using adequate recourses for content delivery. The more teachers have the subject-matter knowledge, the more effectively they teach and the more successful results will be obtained.
2.10.4 Personality Characteristic

People who work in any profession indispensably bring their personal characteristics in the working environment. This is also valid for teachers who not only are human beings but also deal with human. Therefore, in addition to the subject-matter knowledge or the pedagogical knowledge, teachers are also supposed to have some essential personal characteristics to teach effectively and to be successful in their profession. Malikow (2006) lists the personality characteristics most often cited by the studies conducted on what personal qualities an effective teacher should have as follows:

- Being challenging and have reasonably high expectations,
- Having sense of humor,
- Being enthusiastic and creative.

The obtained findings from the relevant studies indicate that an affective language teacher have the common characteristics in terms of socio-affective skills, pedagogical knowledge, subject matter knowledge and personal qualities in the language teaching process. This study indicates that an effective English language teacher should have precise characteristics to achieve successful language teaching.

2.11 Positive Characteristics for A Classroom Teacher

In addition to the effective and four main characteristics of an English language teacher in general that mentioned above, here are the positive characteristics teachers should have inside classrooms, from the website of (Texas Education Agency, 2003). So, when an EFL trainee goes to the classroom, s/he should also have the following characteristics:

1- **Accuracy**: The ability to be careful and to consistently avoid mistakes.
2-Alertness: The ability to understand instructions and meet changing conditions.

3-Courtesy: The ability to be polite and considerate and to cooperate with other.

4-Empathy: The ability to be aware of and understand another's feelings.

5-Flexibility: The ability to adjust to meet new needs or changing situations.

6-Friendliness: The ability to display a warm and outgoing attitude toward others.

7-Honesty: The ability to show fairness and straightforwardness in conduct.

8-Initiative: The ability to be a self-starter rather than waiting to be told what to do.

9-Kindness: The ability to give respect and consideration to others.

10-Loyalty: The ability to display faith and confidence in another person.

11-Patience: The ability to bear provocation, annoyance, misfortune, and disagreement with complaint, loose of temper, or irritation.

12-Responsibility: The ability to accept obligations, to answer for one's conduct and action, and to deserve the trust or confidence of others.
13-Stability: The ability to understand pressure and remain calm during crises.

14-Tactfulness: The ability to do and say the right thing at the right time.

15-Tolerance: The ability to have a fair and objective attitude toward individuals whose opinions, practices, race, religion, or nationality differ from one's own (TEA, 2003).

2.12 Procedure for Planning Lessons

Lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to whatever metaphor teachers may use to visualize and create that identity. But plans - which help teachers identify aims and anticipate potential problems - are proposals for action rather than scripts to be followed slavishly.

Many course book writers wrote about plans and procedures for planning lessons but Harmer (2001) lists the four most important elements for planning lessons specifically which EFL trainees and teachers should consider them into account before they attach with their learners in the class. And they are as follows:

2.12.1 Four Main Planning Elements

2.12.1.1 Activities

When planning, it is vital to consider what students will be doing in the classroom. Teachers make decisions about activities almost independently of what language or skills they have to teach. The first planning thought should centre round what kind of activity would be best
for a particular group of students at particular point in a lesson or a particular day. The best lesson offers a variety of activity within a class period. Student may find themselves standing up and working with each for five minutes before returning to their seats and working for a time on their own.

2.12.1.2 Skills

Teachers need to make a decision about which language skills we wish our students to develop. This choice is sometimes determined by the syllabus or the course book. However, teacher and trainees need to plan exactly how students are going to work with the skill and what sub-skills we wish practice. Planning decision about language skills and sub-skills are co-dependent with the content of the lesson and with the activities which the teachers will get students to take part in.

2.12.1.3 Language

Teachers need to decide what language to introduce and have the students learn, practice, research or use.

One of the dangers of planning is that where language is the main focus it is the first and only planning decision that teachers make. Once the decision has been taken to teach the present continuous, for example, it is sometimes tempting to slip back into a drill-dominated teaching session which lacks variety and which may not be the best way to achieve their aims. But language is only one area that we need to consider when planning lessons.
2.12.1.4 Content

Lesson planners have to select content which has a good chance of provoking interest and involvement. Since they know their students personally they are well placed to select appropriate content.

However, the most interesting content can be made bland if the activities and tasks that go with it are unimaginative. Similarly, subjects that are not especially fascinating can be used extremely successful if the good planner takes time to think about how students can best work with them. As Harmer (2001: 309) claims that:

"Our knowledge of the classrooms we work in, the equipment we can use, the time we have available, and the attitude of the institution we work in all combine to focus our planning on what we are actually going to do".

So, here Harmer means that both teachers and trainees should be more familiar with their students, the classroom and the syllabus used in the educational program, particularly before the plan (pre-planning). Now, as the figure this page shows that teachers and trainees are in a position to move from pre-planning to the plan itself.
2.12.2 Pre-planning Decisions

Hereby, the teacher should take the following decisions:

1. The lesson should include an oral fluency activities.
2. The lesson should include the introduction of should have +DONE.
3. It would be nice to have some reading in the lesson.
4. The lesson should continue with the transport theme—but make it significantly different in some way (Harmer, 2001).

2.12.3 The lesson plan

The writing of lesson plans has a number of important functions. An aide to planning—a working document and a record. But this guides the researcher to an important question which is:

What should be included in a lesson plan?

Information to be included in a lesson plan can be considered under the following headings: Aims; Procedure; Approach (es) and Activities, Materials, aids and equipment, Information about the students and Anticipated problems. Gower and Walter (1983) state these headings with examples as follows:

2.12.3.1 Aims

Questions trainees need to ask and answer are not only what do I, the teacher, aim to do? but also what do I expect the students to do and/or to have achieved by the end of the lesson? What specific language will they understand and use? Or what specific skills will they have developed?

Example

To present and practice why don't you …? For giving advice. The students will understand that why don't + infinitive can be used to give advice to a friend. They will be able to use the stricter with go (home), take (an aspirin), …etc. They will be able to give appropriate responses: OK, I will.
According to Gower and Walter (1983: 176) say that:

"Often in a lesson you will have a main aim and perhaps a number of subsidiary aims. This is particularly true, for example in a lesson in which skills are integrated or when a listening or reading text is used to introduce a language item. It is important that you (and the students) recognize the main aim of the lesson and each stage."

Both of them believe that directly or indirectly students should recognize that lesson aims to that, and the teacher should clarify those objectives of the lesson.

2.12.3.2 Procedure

This is the part of the lesson plan which lays out the steps—the stages—in the lesson to ensure that the aim(s) achieved. Teacher-trainees should indicate on their plan what will be done at each stage and why (the stage aim), the approximate time, the materials they will use, and perhaps details of any complex instructions they are going to give or questions they plan to ask.

In order to do this trainees have to consider how they will order the stages approach(es), activities, and materials they will use at each stage. They will have to answer these questions:

How much time do I have?

Approximately how will I divide up the lesson into stages?

How much time will each stage take?

They also need to ask themselves:

What will be the aim of each stage?
How will the stages be linked?

*Example*

For the presentation and practice of why don't you…? A lesson of 40 minutes might be made up of the following stages:

**Stage 1 (5mins)**

introduce the structures. Context: giving advice to someone who has a headache, and the replies to the advice.

**Stage 2 (5mins)**

Check students' understanding and practice saying the model sentences.

**Stage 3 (10mins)**

Guided practice, using cue cards-in open then closed pairs.

**Stage 4 (10mins)**

Freer practice using a new context: giving advice about preparing for a test.

**Stage 5 (10mins)**

Students make a record of the form and uses of the structure in their notebooks (Gower and Walter, 1983).

**2.12.3.3 Approach (es) and Activities**

For each stage teacher-trainees will have to think what approach they are going to use and what activities the students will do to achieve.
Questions to ask, trainees may include:

If my aim is to present or revise a language item am I going to do it through a text, a visual or oral context (perhaps a dialogue or pictures) or through a problem-solving activity, etc?

For skills development what do my students need before they can listen, read, write or speak? How will I follow up the skills work? How will I check that the students understand? What type of practice activities shall I set up: speaking, pair work, writing? Are the activities ordered logically—from more controlled to freer?

For each stage what sort of feedback is appropriate?

Therefore, the approaches and activities trainees decide upon should be indicated in the procedure part of their lesson plan. Sometime it is worth making a note of their intended seating arrangement as well. Through the plan, perhaps in the margin, they can include a note of the groupings and the interaction at each stage teacher/students, student/student, mingle, etc.

2.12.3.4 Materials Aids and Equipment

The question trainees need to ask is:

At each stage which materials, aids and equipment do I need to achieve my aims?

They should make a note on their lesson plan of when they will use these materials and aids also include a plan of their blackboard or whiteboard stage of the lesson.
2.12.3.5 Information about The Students and The Classroom Circumstances

It is worth noting at the top of every plan the level of the class, the course book they are using, the size of the class and its composition, especially if it is multinational. Trainees may be required to give more detailed student profiles. They should also note how this lesson fits into the students' course program (the time table fit) and what knowledge they assume the students will bring to the lesson.

2.12.3.6 Anticipated Problems

Trainees can also anticipate difficulties by finding out as much as they can about what the students have done in previous classes–their individual strengths and weaknesses in skills work, for example. There are a number of ways in which the timing and organization of your lesson can be affected. For example, it is good idea to think what they would do if:

1. The students take a longer or shorter time to do the activities than you had planned;
2. Some students finish before the others;
3. There are some students who need extra support;
4. There are uneven numbers for a pair work activity;
5. Some or all of the students have already met the material you have based your lesson around: for example, they have already seen the lesson, picture or the video you were going to show (Gower and Walter, 1983).
2.13 Managing Classes

How should teacher use their physical presence in class?

The teacher's physical presence plays a large part in his or her management of the classroom environment. And it is not just appearance either. Theway the teacher moves, how he or she stands how physically demonstrative he or is-all these play their part in the effective management of the a class.

All teachers, like all people, have their own physical characteristics and habits, and they will take these into the classroom with them. But there are a number of issues to consider which are not just idiosyncratic and which have a direct bearing on the students' perception of us.

2.13.1 Movement

Movement plays fundamental role in managing classes, where the teacher can control the class by moving, or walking from side to side. However, movement to more extent can get students' attention looking at the teacher like an actor.

Some teachers tend to spend most of their class time in one place- at the front of the class, for example, or to the side, or in the middle. Although this, again, is to some extent a matter of personal preference, it is worth remembering that motionless teachers can bore students, whilst teachers who are constantly moving from side to side can turn their students into tennis- match spectators, their heads moving from side to side-until they become exhausted (Harmer, 1998).
2.13.2 Contact

In order to manage a class successfully, the teacher has to be aware of what students are doing, where possible, how they are feeling. Making eye contact with students not some students this will make all students in class motivated and attractive with the teacher, while making eye contact with some students, for example, who sit at the first rows, the others may feel frustrating thinking that the teacher doesn't give them some care.

It is almost impossible to help students to learn a language in nature of this contact will vary from teacher to teacher and from class to class (Harmer, 1998).

2.13.3 The Voice that Teachers Should Use in Their Classes

Perhaps the teacher's most important instrument in the voice. How we speak and what our voice sounds like have a crucial impact on classes. When considering the use of the voice in the management of teaching there are three issues to think about.

2.13.3.1 Audibility

Clearly, teachers need to be audible. They must be sure that the students at the back of the class can hear them just as well as those at the front. But audibility cannot be divorced from voice quality a rasping shout is always unpleasant. Harmer(1998: 17) says that:

"Teachers do not have to shout to be audible. In fact, most classroom, there is a danger of the teacher's voice being too loud. Good teachers try to get this balance between audibility and volume just right".

The researcher found himself sympathetic with Harmer that when the teacher shouts too loud, some of the noisy students may find it a chance
to talk or chat each other, they think that the teacher doesn't pay his attention to them.

2.13.3.2 Variety

It is important for teachers to vary the quality of their voice-and the volume they speak at- depending on the type of lesson and the type of activity. So the kind of voice you use to give instructions or introduce a new activity will be different from the voice which is most appropriate for conversation or an informal exchange of views or information.

In one particular situation, teachers often use very loud voices, and that is when they want students to be quite or stop doing something. But it is worth pointing out that speaking quietly is often just as effective a way of getting the students' attention since, when they realize that you are talking, they will want to stop and listen in case you are saying something important or interesting.

2.13.3.3 Conversation

Teachers have to take great care of their voice. It is important they breathe correctly from the diaphragm so that they don't strain their larynxes. It is important that they vary their voices throughout a day, avoiding shouting wherever possible, so that they can conserve their vocal energy. Conserving the voice is one thing teachers will want to take into account when planning a day's or a week's work. (Harmer, 1998).
2.14 Teaching Models, Methods have Influenced Current Teaching Practice

There have been some traditional learning techniques that have been used years. In more recent times, there have been five teaching models which have had strong influence on classroom practice—and which teachers, trainees and trainers still refer to. They are grammar-translation method, Audio-Lingual's, PPP, task-based learning, and communicative language teaching (CLT). So, it is important to mention shortly each one of them where EFL trainees can have options to choose the appropriate one/s which can fit to their learners, syllabus and the nature of teaching inside EFL classrooms.

2.14.1 The Indirect Method (Grammar-translation)

This method was one of the first methods applied in Sudan. And it is still used nowadays. This method was stated by James Currie in 1901. It was stated to help Sudanese people and students to know and learn the grammar of English language. But this method was replace by the direct method and Harmer(2001: 78) claims that:

"It is certainly true that most language learners translate in their heads at various stages anyway. But a concentration on grammar translation stops the students from getting the kind of natural language input that will help them acquire language, and it often fails to give them opportunities to activate their language knowledge”.

So, whether it is true or false. The indirect method teaches people about the language and doesn't really help them to learn the language itself, and that is one of its dangers. But to teach grammar separately, it should be the first one to be applied.
2.14.2 The Direct Method

As stated before that the direct method was in place of the grammar-translation method. It was stated by Michael west in 1930. It was stated to help people to learn and understand the language directly without using the mother tongue or explaining the forms of the language. This method is also still used in Sudan in the present time. And many teachers and school inspector prefer to use it in spite of its critical review.

It is good for teachers and trainees to use the direct method in teaching the SPINE with more of the visual aids which are used on teaching, for example, using posters, flash-cards, pictures or by any means which can help learners understand directly, in other words, no mother tongue is used by the teacher for learner's understanding.

The critics say that the direct method consumes the time of the teacher. Most of his/her spare time will be wasted for collecting posters, explaining with pictures and flash-cards. But in anyway, the direct method is the most appropriate one the SPINE series should be taught by.

2.14.3 Audio-lingualism

This is the name given to a language-teaching methodology based heavily on behaviorist theories of learning. These theories suggested that much learning is the result of habit formation through conditioning. As a result of this, audio-lingual classes focuses on long repetition of sentences and vocabulary, using much drills, in which the teacher hoped that the students would acquire good language habits. By rewarding correct production during these repetition phases, students could be conditioned into learning the language.
2.14.4 Presentation, Practice and Production

In (PPP) classes or sequences, the teacher presents the context and situation for the language, and both explains the meaning and form of the new language (can and can't) or (like and don't like). The students then practice making sentences with can and can't before going on the production stage in which they talk more freely about themselves (I can play the violin but I can't play the piano), or other people in real world (e.g. My friend can speak Spanish etc.) or (I like banana but I don't like apples). Also other people in the real world (e.g. 'Mohammed likes fish but Sami doesn't like it'…etc).

(PPP) is extremely effective for teaching simple language at lower levels. It becomes less appropriate when students already know a lot of language, and therefore do not need the same kind of marked presentation (Harmer, 2001).

2.14.5 Communicative Language Teaching

CLT has two strands: the first is that language is not just bits of grammar, it also involves language functions such as inviting, agreeing and disagreeing etc, which students should learn how to use. They also need to be aware of the need for appropriacy (teacher close to the learner) when talking and writing to people in terms of the kind of language they use (formal, informal, technical etc).

The second strand of communicative language teaching developed from the idea of Harmer (2001: 68) claims that:

"If students get enough exposure to language and opportunities for its use and if they are motivated then language will take care of itself".
It is really fact from Harmer’s point of view that when students use the language functionally, it is more important than focusing and studying the forms of the language.

Since CLT reminded teachers that people learn languages not so that they ‘know’ them, but so that they can communicate.

So, the purpose of mentioning the methods above was a highlight of the ways of teaching that trainees may need to decide when they join the school attachment, what methods should be applied and what methods should be used according to the educational framework of schools, techniques of teaching, syllabus-designed and individual differences of students, levels and ages.

Lastly, when trainees teach their learners they should recognize the informational backgrounds of the kinds of tests and testing, in other words, they have to know how to assess their learners’ level.

2.15 Testing Students

Undoubtedly testing students plays crucial role on teaching and learning, where without testing, teachers and trainees cannot assess and evaluate their students. Merely testing students will get backwash effect whether it is beneficial or harmful. But getting a beneficial backwash effect will not be resulted unless that learners’ evaluation carries all those characteristics of a good test which will be stated next. Beneficial and harmful backwash are both considerably different from each other, but in any way, trainees and administrations examiners should focus to get the first one and being a way of the latter one as possible.
This study will focus on the two kinds of achievement tests. They are 'progress' and 'final' achievement tests. These tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following.

Students in Sudan schools deal with SPINE syllabus. So, for both teachers and trainees should deal with these two kinds of tests. They are many other kinds of tests they can be dealt with, for example, diagnostics tests, proficiency tests and placement tests. But they need different kinds of syllabuses and situations. Achievement tests only work if they contain item types which the student are familiar with. This does not mean that in a reading test, for example teachers give them texts they have seen before, but it does not mean providing with similar texts and familiar task types. If students are faced with completely new material, the test will not measure the learning that has been taking place, even though it can still measure general language proficiency (Harmer, 2001).

Achievement tests at the end of a term (like progress tests at the end of unit) should reflect progress, not failure. They should reinforce the learning that has taken place, not go out of their way to expose weaknesses. They can also help to decide on changes to future teaching programmers where students do significantly worse in (parts of) the test than teachers might have expected.

So, it is better for teachers and trainees to set a progress achievement test at the end of each unit or a period of short time. This will help both teachers and students to assess their level and performance. And the result can be put on the circle of whether it is ‘strength or weakness’, to promote the strength and improve from weakness and this will help students at the final achievement tests by their teacher’s assistance. And
this why achievement tests are important and successful assessment and evaluation will never be completed unless all tests have the following characteristics:

2.15.1 Characteristics of a Good Test

In order to judge the effectiveness of any test it is sensible to lay down criteria against which the test can be measured. Harmer (2001) lists these characteristics as follows:

2.15.1.1 Validity

A test is valid if it tests what it is supposed to test or a test is considered valid if it measures whatever it is intended to measure and nothing else. For example, to test writing ability with an essay question that requires specialist knowledge of history or biology – unless it is known that all students share this knowledge before they do the test.

A particular kind of 'validity' that concerns most test designers is face validity. This means that the test should look, on the 'face' of it, as if it is valid. A test which consisted of only three multiple choice items would not convince students of its face validity however reliable or practical teachers thought it to be.

2.15.1.2 Reliability

A good test should give consistent results. For example, if the same group of students took the same test twice within two days – without reflecting on the first test before they sat it again – they should get the same result on each occasion. If they took another similar test, the results should be consistent.
In practice, 'reliability' is enhanced by making the test instructions absolutely clear, restricting the scope of variety in the answers, and making sure that test conditions remain constant.

Reliability also depends on the people who mark the tests-the scores. Clearly a test is unreliable if the result depends to any large extent on who is making it. Much thought has gone into making the scoring of tests as reliable as possible.

2.16 Previous Studies

Abdulrahman Issa Esehak Yagoub. (March, 2014). A topic has been investigated under the title “The Effect of teachers’ Competence On EFL Learners’ Performance”. (A case Study of Wad Medani Basic Level Schools, from 5th to 8th Class. University of Gezira, Faculty of Education-Hasaheisa. The purpose of the study was to develop teachers’ competence for better learners’ performance. The study aims to highlight the importance of the teacher’s competence role on the teaching and learning process. The study also aims to provide teachers with target interactions which can help in developing both teaching and learning. The study adopted the descriptive analytical method. The study involved (50) English language teachers from Wad Medani. The study results showed that the competent teacher is able to overcome any difficulties in during his/her teaching process. The study also found that EFL teachers believe that the competent teacher should possess some artistic qualities. The study recommended that teachers should be creative and innovative. And the effective teacher should have a lot of backgrounds of the teaching and learning process.)
Abdullah OguzKildan. (February, 2013). A topic has been investigated under the title “Evaluating Views of Teacher Trainees on Teacher Training Process in Turkey”. Kastamonu University, Turkey. The study was intended to evaluate the views of trainees of the teaching profession on teacher training process. The study used “An interview Form” for collecting the data and it involved 58 trainees in Kastamonu in 2010. The study revealed the findings, that trainees indicated that they felt insufficient especially related to curriculum and content knowledge and that teaching practice and school experience courses do not adequately contribute to their profession.

Nicholas Itaaga. (August, 2013). A topic has been investigated under the title “A Survey of Teacher Trainees’ Expectations, Experiences and Assessment in Uganda”. Makerere University, Kampala-Uganda. The purpose of the study was to identify and explain teacher trainees’ perceptions, experiences and their assessment of the teaching practice at schools. The study used an open ended questionnaires. The study results showed that teacher trainees do not receive adequate and appropriate career guidance at secondary school level. Also, they feel that they are not adequately prepared to meet the demands and needs of secondary school curriculum.
CHAPTER THREE
METHODOLOGY OF THE STUDY

3.0 Introduction
This chapter describes the methodology that is used to collect data from the participants. The method and tools through which data collected will be discussed in this chapter. The methodology comprises subjects, instruments and procedures.

3.1 Population of the Study
The population involves male and female EFL trainees in (Batch 33). They are about (170) EFL trainees who are practicing the teaching profession at the schools to which they are attached before their graduation from the faculties of education in University of Gezira. Those trainees are considered to be the future’s teachers. For that reason, the study-case spotted their classroom performance.

3.2 The Sampling of the Study
The sampling of the study has been restricted to University of Gezira, Faculties of Education, Hassahisa, Hantoob and El-kamleen. The sample of the population is composed of (40) newly-appointed male and female EFL trainees.

3.3 Instruments of the Study
The study is intended to draw data from EFL trainees at the University of Gezira (Faculties of Education) via a questionnaire. The questionnaire has been distributed among the sample of the study which is tested in terms of validity and reliability.
3.4 Validity and Reliability of the Questionnaire

The study used SPSS (Standard Package for Statistical Science) program for the statistical analytical operation. The study also used person correlation to prove the validity and reliability of the questionnaire. And the results are shown as follows:

\[ r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}} \]

Where

\( r = \) correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

\( \Sigma \): Sum

\[ R = \frac{2 \times r}{1 + r} \]

\[ Val = \sqrt{\text{reliability}} \]

Correlation = 0.90

\[ R = \frac{2 \times 0.90}{1 + 0.90} = \frac{1.8}{1.90} = 0.94 \]

Reliability = 0.94

Validity = 0.97

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<tr>
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CHAPTER FOUR
DATA PRESENTATION, 
ANALYSIS AND DISCUSSION

4.0 Introduction
This chapter has the purposes of displaying the data which have been collected and analyzed. This chapter also concerns with testing the main hypotheses stated at the beginning of the study against the results.

4.1 Data Presentation and Analysis
By means of using tables and figures for displaying the data which has been analyzed through (SPSS), the results that elicited from the analysis will be displayed according to the database program. After that each variable in the scale will be analyzed in percentage with reference to the frequency of tables and figures. The number of each statement in the scale represents the table and figure and shows the total percentage counted from the respondents’ opinion towards it. The tables and figures are named by noun phrases elicited from each statement. Afterwards they are followed below by the researcher's analysis and comments depending on the right total percentage for the positive and negative attitudes.
Statement (4.1)

Four-year program provided by the faculties of education to qualify teachers for basic and secondary schools is not enough.

Table (4.1) Faculties’ four-year towards trainees’ qualification

<table>
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<th>Percent</th>
<th>Frequency</th>
<th>options</th>
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<td>Strongly Agree</td>
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<tr>
<td>45.0</td>
<td>18</td>
<td>Agree</td>
</tr>
<tr>
<td>5.0</td>
<td>2</td>
<td>Neutral</td>
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<tr>
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<td>5</td>
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</tr>
<tr>
<td>2.5</td>
<td>1</td>
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</tr>
<tr>
<td>100.0</td>
<td>40</td>
<td>Total</td>
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</table>

Figure (4.1) Faculties’ four-year towards trainees’ qualification

Table and Figure (4.1) prove that 35.0% responded with strongly agree and 45.0% with agree with total proportion of 80.0%. Whereas 5.0% responded with neutral, 12.5% with disagree and 2.5% with strongly disagree. This shows that statement (4.1) is accepted.
Statement (4.2)

Teaching English for the first time is not an easy experience.

Table (4.2) Teaching English and Experience

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>options</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0</td>
<td>10</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>55.0</td>
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<td>Agree</td>
</tr>
<tr>
<td>7.5</td>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>10.0</td>
<td>4</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.5</td>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
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<td>Total</td>
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</tbody>
</table>

Figure (4.2) Teaching English and Experience

Table and Figure (4.2) prove that 25.0% responded with strongly agree and 55.0% with agree with total proportion of 80.0%. Whereas 7.5% responded with neutral, 10.0% with disagree and 2.5% with strongly disagree. This percentage shows that teaching English is not an easy experience to be gained from the first time.
Statement (4.3)

The majority of trainees have main problems in the productive skills “Speaking and Writing”.

Table(4.3) Trainees’ productive skills problems

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>options</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.0</td>
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<td>30.0</td>
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<tr>
<td>25.0</td>
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<td>Disagree</td>
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<tr>
<td>5.0</td>
<td>2</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>100.0</td>
<td>40</td>
<td>Total</td>
</tr>
</tbody>
</table>

Figure (4.3) Trainees’ productive skills problems

Table and Figure (4.3) display that 35.0% of the participant responded with strongly agree and 30.0% with agree with total percentage of 65.0%. While those who ticked with neutral were 5.0%, 25.0% with disagree and 5.0% with strongly disagree. That statement was acceptable for most trainees and the percentage shows that the majority of trainees have main problems in the productive skills.
Statement (4.4)

The mechanics of writing like capitalization, punctuation marks and spellings are problems for trainees particularly when using the blackboard.

Table (4.4) Trainees’ mechanics of writing problems

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0</td>
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<tr>
<td>45.0</td>
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<tr>
<td>12.5</td>
<td>5</td>
<td>Neutral</td>
</tr>
<tr>
<td>10.0</td>
<td>4</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.5</td>
<td>3</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>100.0</td>
<td>40</td>
<td>Total</td>
</tr>
</tbody>
</table>

Table and Figure (4.4) display that 25.0% of the participant responded with strongly agree and 45.0% with agree with total percentage of 70.0%. While those who ticked with neutral were 12.5%, 10.5% with disagree and 7.5% with strongly disagree. The total percentage of (Strongly Agree and Agree) shows that statement (4.4) is well accepted.
Statement (4.5)

Inexperienced trainees make many errors and mistakes of teaching English.

Table (4.5) Trainees’ inexperience and teaching mistakes

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>options</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.0</td>
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</tr>
<tr>
<td>45.0</td>
<td>18</td>
<td>Agree</td>
</tr>
<tr>
<td>7.5</td>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>10.0</td>
<td>4</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.5</td>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>100.0</td>
<td>40</td>
<td>Total</td>
</tr>
</tbody>
</table>

Figure (4.5) Trainees’ inexperience and teaching mistakes

Table and Figure (4.5) prove that 35.0% responded with strongly agree and 45.0% with agree with total proportion of 80.0%. Whereas 7.5% responded with neutral, 10.0% with disagree and 2.5% with strongly disagree. This shows that the majority of the respondents believe that inexperienced trainees make many errors and mistakes of their teaching.
Statement (4.6)

Trainees’ poor vocabulary of English makes teaching difficult for them.

Table (4.6) Trainees’ poor vocabulary and teaching difficulties

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>45.0</td>
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<tr>
<td>Neutral</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
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<td>1</td>
<td>2.5</td>
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<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.6) Trainees’ poor vocabulary and teaching difficulties

Table and Figure (4.6) prove that 35.0% responded with strongly agree and 45.0% with agree with total proportion of 80.0%. Whereas 7.0% responded with neutral, 10.0% with disagree and 2.0% with strongly disagree. The high total proportion shows that trainees’ poor vocabulary of English makes teaching difficult for them.
Statement (4.7)

Many trainees enter university with very low level of English thinking that they would improve their language from beginner levels during their study.

Table(4.7) Trainees’ English level in university

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>55.0</td>
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<tr>
<td>Neutral</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.7) Trainees’ English level in university

Table and Figure (4.7) display that 10.0% of the participant responded with strongly agree and 55.0% with agree with total percentage of 65.0%. While those who ticked with neutral were 7.5%, 20.0% with disagree and 7.5% with strongly disagree. From the total percentage it means the statement is accepted.
Statement (4.8)

School attachment phase reveals numerous limitation in trainees language know what and know now.

Table (4.8) School attachment and trainees’ knowledge

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>Options</th>
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<tr>
<td>50.0</td>
<td>20</td>
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<tr>
<td>40.0</td>
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<td>5.0</td>
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</tr>
<tr>
<td>2.5</td>
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<td>Disagree</td>
</tr>
<tr>
<td>2.5</td>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>100.0</td>
<td>40</td>
<td>Total</td>
</tr>
</tbody>
</table>

Figure (4.8) School attachment and trainees’ knowledge

Table and Figure (4.8) display that 50.0% of the participant responded with strongly agree and 40.0% with agree with total percentage of 90.0%. While those who ticked with neutral were 5.0%, 2.5% with disagree and 2.5 with disagree. From the very high total percentage it means that the statement is also accepted.
Statement (4.9)

Pronunciation is the big problem observed in trainees language teaching.

Table (4.9) Trainees’ pronunciation problems

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.0</td>
<td>14</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>50.0</td>
<td>20</td>
<td>Agree</td>
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<tr>
<td>5.0</td>
<td>2</td>
<td>Neutral</td>
</tr>
<tr>
<td>5.0</td>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.0</td>
<td>2</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>100.0</td>
<td>40</td>
<td>Total</td>
</tr>
</tbody>
</table>

Figure (4.9) Trainees’ pronunciation problems

Table and Figure (4.9) prove that 35.0% participants responded with strongly agree and 50.0% with agree with total proportion of 85.0%. Whereas 5.0% responded with neutral, 5.0% with disagree and 5.0% with strongly disagree. According to the percentage of the total proportion, it is clear that pronunciation is the big problem in trainees language.
Statement (4.10)

It is very difficult for most trainees to construct clear and correct questions for their students to answer.

Table (4.10) Trainees asking students questions

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.0</td>
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<tr>
<td>40.0</td>
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<td>10.0</td>
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<tr>
<td>5.0</td>
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<tr>
<td>5.0</td>
<td>2</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>100.0</td>
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<td>Total</td>
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</tbody>
</table>

Figure (4.10) Trainees asking students questions

Table and Figure (4.10) prove that 40.0% participants responded with strongly agree and 40.0% with agree with total proportion of 80.0%. Whereas 10.0% responded with neutral, 5.0% with disagree and 5.0% with strongly disagree. The table shows that trainees find it very difficult to construct clear and correct questions for their students to answer.
Statement (4.11)

Supervisors do not visit their trainees each time to solve their problems of English language teaching.

Table (4.11) Supervisors and their trainees’ ELT problems

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.0</td>
<td>18</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>30.0</td>
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<tr>
<td>10.0</td>
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<td>Neutral</td>
</tr>
<tr>
<td>10.0</td>
<td>4</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.0</td>
<td>2</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>100.0</td>
<td>40</td>
<td>Total</td>
</tr>
</tbody>
</table>

Table and Figure (4.11) display that 45.0% of the participant responded with strongly agree and 30.0% with agree with total percentage of 75.0%. While those who ticked with neutral were 10.0%, 10.0% with disagree and 5.0 with strongly disagree. From the very high total percentage, trainees claim that their supervisors do not visit them each time.
Statement (4.12)
Two semesters divided into “peer teaching and teaching practice at schools” are not enough to qualify trainees well for the teaching profession.

Table (4.12) Trainees’ performance during peer/teaching practice

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.0</td>
<td>18</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>30.0</td>
<td>12</td>
<td>Agree</td>
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<tr>
<td>10.0</td>
<td>4</td>
<td>Neutral</td>
</tr>
<tr>
<td>10.0</td>
<td>4</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.0</td>
<td>2</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>100.0</td>
<td>40</td>
<td>Total</td>
</tr>
</tbody>
</table>

Figure (4.12) Trainees’ performance towards peer/teaching practice

Table and Figure (4.12) display that 45.0% of the participants responded with strongly agree and 30.0% with agree with total percentage of 75.0%. While those who ticked with neutral were 10.0%, 10.0% with disagree and 5.0 with strongly disagree. According to the total percentage of the participants’ options, the statement is accepted.
Many university students at faculties of education want to study English but not teach it.

Table (4.13) Faculties of education students and English language

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>Options</th>
</tr>
</thead>
<tbody>
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<tr>
<td>50.0</td>
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<td>10.5</td>
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<td>Neutral</td>
</tr>
<tr>
<td>20.5</td>
<td>8</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.0</td>
<td>2</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>100.0</td>
<td>40</td>
<td>Total</td>
</tr>
</tbody>
</table>

Figure (4.13) Faculties of education students and English language

Table and Figure (4.13) prove that 15.0% participants responded with strongly agree and 50.0% with agree, with total proportion of 65.0%. 10.0% responded with neutral, 20.0% with disagree and 5.0% with strongly disagree. From that total proportion, it seems that the statement is well accepted.
4.2 Testing the Research Hypotheses

4.2.1 H1 Providing EFL trainees with linguistics and teaching backgrounds, lead to a good teaching performance inside EFL classrooms.

In table and figure (4.8) 50.0% of the participants responded with strongly agree and 40.0% responded with agree. The total percentage is 90.0%. This high percentage shows that the first hypothesis is strong, well accepted and reliable.

4.2.2 H2 The majority of EFL trainees nowadays have negative performance of English language teaching in terms of inexperience and insufficient professional and linguistic knowledge.

According to the result revealed in table and figure (4.5) the majority of the subjects (80.0%) support the assumption. The researcher can conclude that H1 is accepted.

4.2.3 H3 The productive skills “Speaking and Writing” are problems for trainees and they have disability to perform them well inside EFL classrooms.

In table and figure (4.3) 35.0% of the participants responded with strongly agree and 30.0% responded with agree. The total percentage is 65.0%. This percentage shows that H3 is also accepted.

4.2.3 H4 The specific means EFL trainees are required for better classroom performance are the influential methods of ELT, the possible techniques, lessons plan, managing classes, testing students and the models of teachers and teaching.
According to the result revealed in table and figure (4.6) with total proportion of (80.0%). The majority of the subjects support the assumption. It can be concluded that H4 is reliable.

4.2.5 H5 Most of EFL trainees have insufficient teaching and linguistics backgrounds which eventually lead to teaching difficulties.

In table and figure (4.1) 35.0% of the participants responded with strongly agree and 45.0% responded with agree. The total percentage is 80.0%. This high percentage shows that the H5 is accepted.
CHAPTER FIVE
CONCLUSION, FINDINGS
AND RECOMMENDATIONS

5.0 Introduction
This chapter is a conclusion in which the study presents the main findings and recommendations.

5.1 Conclusion
This study aims at improving trainees’ EFL classroom performance during school attachment. It also tries to find ways for solving the problems and difficulties which encounter EFL trainees’ classroom performance by stating the findings provided by recommendations.

5.2 Findings
According to the statistical analysis in chapter four the study states the following findings:

1. Among the results of the study that most of the trainees who participated in the study stated that the four-year program provided by the faculties of education was not enough.
2. The majority of trainees have main problems in the productive skills “Speaking and Writing”.
3. Trainees’ poor vocabulary of English makes teaching difficult for them.
4. It is found that most trainees have insufficient linguistic knowledge of English and insufficient professional knowledge of how to teach it.
5. Many students enter university with very low level of English, they want to study English at university thinking that they would improve their language from beginner levels.
6. It is observed and found that many university students at faculties of education want to study English but not teach it.

7. Supervisors visit trainees once at schools and assess them in just one visit.

5.3 Recommendations

On the basis of the study findings, the researcher suggests the following recommendations:

1. There should be a need to address the four-year period in the faculties of education in terms of quality, not quantity.

2. It is recommended that trainees should practice using the four skills of English language and improve their speaking skill as it is known as one of the most skills required for teaching.

3. Trainees need to possess a body of language knowledge and be able to apply that knowledge to a variety of situations within their professional setting. This body of language knowledge involves linguistic knowledge in one hand and professional knowledge in the other one.

4. It is also recommended that trainees should know that teaching is the profession that teaches all professions, and teachers are great people because they are the engineers of human behavior. So, behind any failure student there is a failure teacher. Teaching is a helping profession, if they wanted to help, they should take teaching seriously otherwise they have to quit, letting willing people take over.

5. If trainees do not like to take teaching English as a profession, they should not study English at faculties of education.

6. Teaching practice at faculties of education should be done in more semesters not exclusive in two semesters of the final year.
7. Trainees should interest and practice teaching during their holidays of university study by cooperating with the teachers of schools at the village or town they live in.

8. There should be more inspection visits devoted by supervisors to their trainees during the school attachment phase.

9. Professional development for trainees should be promoted by the faculties of education through researches and other activities like attending conference and workshops.

10. The government of Sudan and ministries of education need to increase funding for teacher training and create educational environment by enough teaching materials, provide enough teaching space, pay enough salary to teachers and other needs that require financial assistance.
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APPENDIX

University of Gezira
Faculty of Education-Hassaheisa
Department of English Language

QUESTIONNAIRE

This study is conducted to find out the performance of trainees inside EFL classes during the school attachment phase. I would be very grateful if you could tick the box that best reflects your opinion, regarding the statements in this questionnaire.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>1-</td>
<td>Four-year program provided by the faculties of education to qualify teachers for basic and secondary schools is not enough.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-</td>
<td>Teaching English for the first time is not an easy experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-</td>
<td>The majority of trainees have main problems in the productive skills “Speaking and Writing”.</td>
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<td>-------------------------------------------------------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-</td>
<td>The mechanics of writing like capitalization, punctuation marks and spellings are problems for trainees particularly when using the blackboard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5-</td>
<td>Inexperienced trainees make many errors and mistakes of their teaching.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6-</td>
<td>Trainees’ poor vocabulary of English makes teaching difficult for them.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7-</td>
<td>Many trainees enter university with very low level of English thinking that they would improve their language from beginner levels during their study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-</td>
<td>School attachment phase reveals numerous limitation in trainees language know what and know now.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-</td>
<td>Pronunciation is the big problem observed in trainees language teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-</td>
<td>It is very difficult for most trainees to construct clear and correct questions for their students to answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-</td>
<td>Supervisors do not visit their trainees each time to solve their problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two semesters divided into “peer teaching and teaching practice at schools” are not enough to qualify trainees for the teaching profession.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13-</td>
<td>Many university students at faculties of education want to study English but not teach.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>