Problems Encountered by Teachers of English in Dealing With Slow Learners at Secondary Schools: 
A Case Study of EFL Teachers, Greater Wad Medani Locality, Gezira State, Sudan, 2017

Mariam Abdallah Babiker Mohamed
B.A in English Language, Faculty of Education, Hantoub
University of Gezira

A Dissertation
Submitted to the University of Gezira in Partial Fulfillment of the Requirements for the Degree of Master of Arts
In
English Language Teaching (ELT)
Department of English
Faculty of Education – Hantoub

(2018)
Problems Encountered by Teachers of English in Dealing With Slow Learners at Secondary Schools:
A Case Study of EFL Teachers, Greater Wad Medani Locality, Gezira State, Sudan, 2017

Mariam Abdallah Babiker Mohamed

Supervision Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Musa Adam</td>
<td>Main Supervisor</td>
<td></td>
</tr>
<tr>
<td>Dr Awatif Al-Amin Satti</td>
<td>Co-Supervisor</td>
<td></td>
</tr>
</tbody>
</table>

Date 2018
Problems Encountered by Teachers of English in Dealing With Slow Learners at Secondary Schools:
A Case Study of EFL Teachers, Greater Wad Medani Locality, Gezira State, Sudan, 2017

Mariam Abdallah Babiker Mohamed

Examination Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Musa Adam</td>
<td>Main Supervisor</td>
<td></td>
</tr>
<tr>
<td>Dr Salwa Eltayeb Bakhit Washi</td>
<td>External Examiner</td>
<td></td>
</tr>
<tr>
<td>Dr Imad Ahmed Ali</td>
<td>Internal Examiner</td>
<td></td>
</tr>
</tbody>
</table>

Date of Examination: 24 October 2018
Dedication

I dedicate this work to

my mother with love

the soul of my father

my brothers and sisters

my husband, sons and daughter

my brothers and sisters in law
Acknowledgement

I am truly indebted to Dr. Musa Adam my main supervisor for the advice, help, and guidance he has given me throughout this study. Thanks are also to my co-supervisor Dr Awatif Al-Amin Satti for her help and advice. Thanks extend to all members of English department in the faculty of Education – Hantoub. Also my thanks are due to English language teachers at secondary schools in responding to the questionnaire.
Problems Encountered by Teachers of English in Dealing With Slow Learners at Secondary Schools: A Case Study of EFL Teachers, Greater Wad Medani Locality, Gezira State, Sudan, 2017

Abstract

Slow learner is not a diagnostic category, it is a term used by people to describe the learner who has the ability to learn necessary academic skills but at a rate below the average of the same age peers. The study aimed at investigating the problems encountered by teachers of English in dealing with slow learners at secondary schools, and to suggest some effective techniques to solve these problems. The study followed the descriptive analytical method, The researcher used one tool for collecting the data required; a questionnaire for (20) EFL secondary school teachers from North Greater Wad Medani Locality Administrative Unit, Gezira State, Sudan, 2017, Who were chosen randomly. The collected data was analyzed manually by means of frequency and percentage. After the analysis of the data, the study revealed the following results: About 90% teachers of English encountered problems in dealing with slow learners at secondary schools. About 90% teachers of English encountered poor classroom interaction problem in dealing with slow learners at secondary schools, 95% teachers of English encountered learners' psychological barriers problem in dealing with slow learners at secondary schools, and 85% teachers of English encountered slow pacing problem in dealing with slow learners at secondary schools. The study recommended that teachers of English should use effective techniques to overcome the problems such as: Using role play activities to avoid poor classroom interaction, making the lesson interesting by using colourful pictures and charts to avoid learners' psychological barriers', problem and using ready made materials such as: Handouts and worksheets to avoid slow pacing problem. The researcher suggests some further studies such as: An investigation into problems encountered by teachers of English in classroom interaction at secondary schools. An investigation into difficulties encountered by teachers of English in teaching slow learners composition at secondary schools.
# Table of Content

<table>
<thead>
<tr>
<th>Number</th>
<th>Topic</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dedication</td>
<td>iv</td>
</tr>
<tr>
<td></td>
<td>Acknowledgement</td>
<td>v</td>
</tr>
<tr>
<td></td>
<td>Abstract (English)</td>
<td>vi</td>
</tr>
<tr>
<td></td>
<td>Abstract (Arabic)</td>
<td>vii</td>
</tr>
<tr>
<td></td>
<td>Table of contents</td>
<td>viii</td>
</tr>
</tbody>
</table>

### Chapter One
Introduction

1.0 Background 1

1.1 Statement of the problem 1

1.2 Objectives of the study 1

1.3 Questions of the study 1

1.4 Hypotheses of the study 2

1.5 Significance of the study 2

1.6 Methodology of the study 2

1.7 Limits of the study 2

### Chapter two
Literature Review

2.0 Introduction 3

2.1 Slow learners 3

2.2 Identifying slow learners 4

2.3 Working with slow learners 5

2.4 Motivating slow learners 5

2.5 Strategies for supporting slow learners 5

2.6.0 Methods to improve learning capability in Slow learners 6

2.6.1 Encouragement as a factor for success 6

2.6.2 Fixing the goal and prescribing a time - table 6

2.6.3 Giving importance in the class 6

2.6.4 Giving memory tips 6

2.6.5 Questions for practice 7

2.6.6 Seating arrangement 7

2.6.7 Training slow learners to improve their Language Skills 7

2.6.8 Creating confidence level in slow learners 7

2.6.9 Psychological analysis and problems salutation 7

2.6.10 Guiding student from their level 8
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6.11</td>
<td>Friendship between slow learners and the teacher</td>
</tr>
<tr>
<td>2.6.12</td>
<td>Using audio – visual aids in teaching slow learners</td>
</tr>
<tr>
<td>2.6.13</td>
<td>Interaction between the teacher and slow learners parents</td>
</tr>
<tr>
<td>2.6.14</td>
<td>Extent of improvement of the slow learner</td>
</tr>
<tr>
<td>2.6.15</td>
<td>Suitable curriculum</td>
</tr>
<tr>
<td>2.6.16</td>
<td>Creating positive Change through safe environment</td>
</tr>
<tr>
<td>2.6.17</td>
<td>Enhancing curiosity in the student create positive learning</td>
</tr>
<tr>
<td>2.7.0</td>
<td>Classroom Interaction</td>
</tr>
<tr>
<td>2.7.1</td>
<td>Definitions</td>
</tr>
<tr>
<td>2.7.2</td>
<td>Aspects of classroom interaction</td>
</tr>
<tr>
<td>2.8.0</td>
<td>Classroom activities</td>
</tr>
<tr>
<td>2.8.1</td>
<td>Role-play activity</td>
</tr>
<tr>
<td>2.8.2</td>
<td>Role-play cards</td>
</tr>
<tr>
<td>2.8.3</td>
<td>Reasons for using role-play activities in the class</td>
</tr>
<tr>
<td>2.8.4</td>
<td>Teaching role-play</td>
</tr>
<tr>
<td>2.8.5</td>
<td>Values of role-play</td>
</tr>
<tr>
<td>2.8.6</td>
<td>Teachers Roles</td>
</tr>
<tr>
<td>2.8.7</td>
<td>Slow learners and speaking activities</td>
</tr>
<tr>
<td>2.8.8</td>
<td>Ways to solve speaking activities problems</td>
</tr>
<tr>
<td>2.8.9</td>
<td>Ways of correcting mistakes in using role play Activities</td>
</tr>
<tr>
<td>2.9.0</td>
<td>Classroom pacing</td>
</tr>
<tr>
<td>2.9.1</td>
<td>The teacher role in good pacing</td>
</tr>
<tr>
<td>2.10.0</td>
<td>Teaching students with learning difficulties</td>
</tr>
<tr>
<td>2.10.1</td>
<td>Methods of teaching student with learning difficulties</td>
</tr>
<tr>
<td>2.10.2</td>
<td>Assignment for student with learning difficulty</td>
</tr>
<tr>
<td>2.10.3</td>
<td>Testing students with learning difficulties</td>
</tr>
<tr>
<td>2.11.0</td>
<td>Strategies for slow learners</td>
</tr>
<tr>
<td>2.11.1</td>
<td>Compensatory teaching</td>
</tr>
<tr>
<td>2.11.2</td>
<td>Remedial teaching</td>
</tr>
<tr>
<td>2.11.3</td>
<td>Instructional strategies for slow learners</td>
</tr>
<tr>
<td>2.11.4</td>
<td>Incorporating of Individualized learning</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2.11.5 Incorporating audio - visual Materials</td>
<td>20</td>
</tr>
<tr>
<td>2.11.6 Using the work sheets and exercises</td>
<td>20</td>
</tr>
<tr>
<td>2.11.7 Encouraging oral expressions instead of written report</td>
<td>20</td>
</tr>
<tr>
<td>2.12 Previous Studies</td>
<td>20</td>
</tr>
</tbody>
</table>

**Chapter Three**

**Research methodology**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 Introduction</td>
<td>23</td>
</tr>
<tr>
<td>3.1 The study design</td>
<td>23</td>
</tr>
<tr>
<td>3.2 Sampling procedures</td>
<td>23</td>
</tr>
<tr>
<td>3.3 Tools for data collection</td>
<td>23</td>
</tr>
<tr>
<td>3.4 The questionnaire</td>
<td>23</td>
</tr>
<tr>
<td>3.5 The content of the questionnaire</td>
<td>23</td>
</tr>
<tr>
<td>3.6 The validity of the questionnaire</td>
<td>24</td>
</tr>
<tr>
<td>3.7 The procedures</td>
<td>24</td>
</tr>
<tr>
<td>3.8 Data analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Chapter Four**

**Results and Discussion**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 Introduction</td>
<td>25</td>
</tr>
<tr>
<td>4.1 Analysis of the questionnaire</td>
<td>25</td>
</tr>
<tr>
<td>4.2 Open-ended questions</td>
<td>27</td>
</tr>
<tr>
<td>4.3 Discussion of the hypotheses in relation to the result</td>
<td>28</td>
</tr>
</tbody>
</table>

**Chapter Five**

**Conclusion and Recommendations**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0 Conclusion</td>
<td>29</td>
</tr>
<tr>
<td>5.1 Findings of the study</td>
<td>29</td>
</tr>
<tr>
<td>5.2 Recommendations</td>
<td>29</td>
</tr>
<tr>
<td>5.3 Suggestions for further studies</td>
<td>30</td>
</tr>
<tr>
<td>Appendix</td>
<td>31</td>
</tr>
<tr>
<td>References</td>
<td>33</td>
</tr>
<tr>
<td>Questionnaire</td>
<td></td>
</tr>
</tbody>
</table>
Chapter One

Introduction

0.1 Background:

In any process of learning the type of learner can be a source of comfort or trouble to the teacher. Naturally there would be good learners and less able or slow learners. In normal cases the number of good learners and rather good is greater than the number of slow learners. The teacher feels normal, just he exerts some efforts to help the slow minority of the learners. Actually, he takes into consideration the individual differences among the learners but when the number of slow learners is greater than good and rather good learners, the matter would be different for the teacher and more problematic when it happens in foreign language classes where the learner may have no language community other than his teacher and classmates. The task would be quite difficult for the teacher even though he may be a competent one, he may not find sufficient help even in those theories of second language learning. According to those theories learners have different styles and there are individual variations between them and this should be regarded as natural, theories give clues to the teacher to help him to deal with such cases, but the matter will be different when the majority of second or foreign language learners in the same class are slow.

1.1. Statement of the problem

Teachers and learners are leaderships of effective teaching and learning process. Unfortunately, in some classes at secondary level learners are weak, or slow, that is to say they are less able in learning the skills of the English Language pronunciation and spelling. In fact even competent teachers need to exert great efforts to deal with such level of learners, and they face problems such as, poor classroom interaction slow pacing and so on. Thus the researcher tries to investigate the problems encountered by teachers of English in dealing with slow learners at secondary schools, and to suggest some effective techniques to solve the problems.

1.2. Objectives of the study

1. To investigate the problems encountered by teachers of English in dealing with slow learners at secondary schools.

2. To suggest some effective techniques to solve the problems encountered by teachers of English in dealing with slow learners at secondary schools.

1.3. Questions of the study

1. What are the problems that are encountered by teachers of English in dealing with slow learners at secondary schools?
2. What effective techniques can be used to solve the problems encountered by teachers of English in dealing with slow learners at secondary schools?

1.4 Hypotheses of the study

1. Learners psychological barriers is one of the problems encountered by teachers of English in dealing with slow learners at secondary schools.

2. Poor classroom interaction is one of the problems encountered by teachers of English in dealing with slow learners at secondary school.

3. Slow pacing is one of the problems encountered by teacher of English in dealing with slow learners at secondary schools.

1.5 Methodology of the study

The researcher will follow the descriptive analytical method for conducting this study. The researcher will use a questionnaire for collecting the data required. A sample for this study will consist of 20 teachers of English at secondary schools in Greater Wad Medani Locality, Gezira state, Sudan, 2018 they will be selected randomly, the questionnaire will be distributed for collecting data required, the data collected through the questionnaire will be analyzed manually by means of frequency and percentages.

1.6 Significance of the study

Teachers of English at secondary schools, other researchers, policy makers and syllabus designers may benefit from the study, problems encountered by teachers of English in dealing with slow learners at secondary schools.

1.7 Limits of the study

This study will be limited to the problems encountered by teachers of English in dealing with slow learners at secondary school, in Greater Wad Medani Locality, Gezira state, Sudan, in the year 2017. The study samples will be limited to 20 teachers of English at secondary schools selected randomly.
Chapter Two
Literature Review

2.0 Introduction:

This chapter consists of two parts, in the first part the researcher is going to provide information related to the topic: Problems encountered by teachers of English in dealing with slow learners at secondary schools. In the second part the researcher will present the previous studies in the same field.

2.1 Slow learners

Servio(1993), a website defines slow learners as students with below average cognitive abilities who are not disabled, but who struggle to cope with academic demands in the regular classroom.

"Slow learners are children who are doing poorly in the school yet are eligible for special education and intelligence test scores are too high for consideration as child with mental retardation Younis(2012) cf’ Mecer (1998) A website.

According to Younis A website(2012) cf Don(2004) slow learners are called dull normal, low normal or borderline related. But the term slow learner is better.

Younis A website (2012) state that slow learner is not diagnostic category it is a term used by people to describe a student who has the ability to learn necessary academic skills but at rate below average of the same age peers."

Show, et al(2005,11) states slow learners are children who are doing poorly in school, yet are not eligible for special education.

"Slow learners are students who learn more slowly than their peers, yet do not have a disability requiring special education "Younis(2012) cf’ Griffin(1978) A website.

Lescano(1995,4) state that, it is important to distinguish between slow learners and those who have learning disability. A slow learner does not learn successfully due to the general socio-cultural problems, frustration, and the past language classroom experiences,

inadequate use of strategies, or lack of interest. But disabled learner is formally diagnosed as "learning- disabled" by specialists in child psychology.
According to Khan (2008) c f A website a number of factors may account for slow learner such as lack of emotional growth, the lack of a secure environment, limited opportunities for learning, absenteeism from school, untrained teachers and large class size. It is important for the teacher to be aware of this range of problems that can cause a child to be considered a slow learner. In terms of language learning, slow learners may have had negative past experiences of learning and consequently lost interest; they may also be characterized by the inadequate use of learning strategies. Younis (2012) c f Don(2004) A website explains that being slow learner is a lifelong problem because the IQ is low enough to cause considerable difficulty in the classroom, but this are not mentally related. Slow learners may have considerable problems such as penmanship, sport, often slow learners are quiet, shy, have trouble in making friends, have poor self-confidence, have trouble with abstract thinking and short attention span, and all these problems cause slow learners to have poor self-esteem.

According to Kathy(2012) c f A website slow learners are not non learners! They must be taught and they so want to learn and succeed! A few adjustments in their learning process can make a big difference!

2.2. Identifying slow learners

According to Younis(2012) c f A website Helping lists ten characteristics of slow learners:
1. Functions at ability but significantly below grade level.
2. Slow learners prone to immature interpersonal relationships.
3. Have difficulty in following multi-step directions.
4. Live in the present and do not have long range goals.
5. Have few internal strategies (i.e. organizational skills, difficulty transferring and generalizing information).
6. Scores consistently low on achievement tests.
7. Work slowly with" hand-on" material (i.e. labs, manipulative, activities.)
8. Have a poor self-image.
9. Work on all tasks slowly.
10. Master skills slowly; some skills may not be mastered at all.

Younis(2012) A website c f Genesee and Upshur(1996:77) say observation is basic to assess human skills and behaviors thus it is a useful strategy in identifying behavioral problems. In addition, much useful information can be obtained from
interviewing parents, teachers classmates, and the students themselves. Lescano (1995:33) comments specifically on the characteristics of slow language learners. He suggests that their weakest skills are generally reading and writing. That is why, for example; hyperactive or attention-deficit students tend to disturb the class and misbehave whenever these skills are emphasized. He adds that many slow learners show difficulties in perception and tend to ignore details and go for overall comprehension and production. Slow learners do not notice for instance the apostrophe or the plural forms when reading. Meanwhile some may omit forms of speech in writing or speaking.

2.3. Working with Slow learners
Harmer(1991,5) suggest that students learn more quickly if the teaching methods used by the teacher match students preferred learning styles. This has a further positive effect on learning. Also student self-esteem can improve, this has positive effect on learning. Students who become bored with learning may become interested once again. The student-teacher relationship can improve because the student is more successful and is more interested in learning.

2.4. Motivating slow learners
Lescano(1995,4) suggests the following strategies for supporting and motivating slow learners:
1. Give daily evaluations.
2. Use simple vocabulary in directions and instructions.
3. Use standard formats and limited types of responses for each assignment.
4. Provide multi-sensory prompts to elicit correct responses.
5. Analyze and break down difficult tasks.
6. Increase time on task rates (more questions, group participation, effective use of signals, ...).

2.5. Strategies for supporting slow learners
According to Younis cf A website (2012) a number of strategies for supporting slow learners are mentioned:
1. Reduce distractions by providing a quiet, private place to work.
2. Emphasize strengths. Use lots of praise and reinforcement frequently.
3. Make lessons short. Limit the working time and have several short periods rather than one long one.
4. Add variety to the academic routine. Do active things and use educational games, puzzles, and other techniques as much as possible.

5. Work on material that is somewhat challenging, but allows success. Work that is too hard or too easy is a turn-off.

6. Make learning fun and comfortable. Your positive attitude is very important.

7. Communicate with the students.

8. Go over student daily work to reinforce the learning. Slower learners need repetition.


10. Give short specific directions and ask the student to repeat them.

11. Encourage the student to explore areas of interest. Career opportunities often come from these interests.

2.6.0. Methods to improve learning capability in slow learners

According to Dasaradhi (2016), a website explains that there are different methods to improve slow learners' capability such as:

2.6.1. Encouragement as a factor for success

Encouragement is the greatest factor for success. It can be by using words that give students confidence, definitely the student will improve. Sometimes teachers neglect the weakest students and give importance to good ones. Encouragement can change the whole personality of the student.

2.6.2. Fixing the goal and prescribing a time table

Sometimes students have no goal regarding study, so the teacher should observe such students and inspire them to fix their goal for the life and persuade the student to make a timetable for everyday work. So that the student will be captured through the timetable to do the things at the right time.

2.6.3. Giving importance in the class

It is always seen that the classroom teaching goes on with the direction and understanding of the strong student, the teacher just running towards the completion of the syllabus, regardless to slow learners then the teaching is futile. Sometimes it is very urgent to go near the weak student and ask personally whether he/she understood or not. Here the teacher approach of enquiring should be very polite and sweet.

2.6.4. Giving memory tips
Often the student forgets whatever he learn, the teacher role is to give student tips such as how to recall, in which way to write systematically 'when to learn ' and 'how to learn' and 'what to learn'. Because the student sometimes forgets whatever he learn.

2.6.5. Questions for practice
Some questions can be given from time to time to engage the learner in the habit of study that is a practice which can enable the student to come across the learning point at a regular basis.

2.6.6. Seating arrangement
Strong students often in the class do not wish to sit with the slow learners. The slow ones sit with the slow ones. Making seating arrangement in such a way that the strong ones sit with the slow learners and assist the slow learners whenever necessary, then the slow learners will improve in their studies in less span of time.

2.6.7. Training slow learners to improve their language skills
English language is a global language so it is very important to know it. The slow learners must be created awareness regarding the importance of English language in the daily life and must be taught how to gain proficiency in the four aspects such as listening, speaking, reading and writing. By following the instructions of the teacher, the overall communication skills of the slow learner can be enhanced and enriched.

2.6.8. Creating confidence level in slow learners
The teacher can observe the student and try to understand the student interest without asking directly. Some of the slow learners might be interested in extracurricular activities. Through playing, acting, and doing some work. The teacher or the parent find out the student interest. So the encouragement can be through student's interest area, which can build student confidence, then it can be expand and inspired to the other areas of interest.

2.6.9. Psychological analysis and problems solution
The more the teacher think about the slow learners, the more the teacher can find the solution to the problems, primarily the teacher search the problem area; the problem may be with his family or his friends or his personal condition. Asking student relatives some personal questions may help to understand the problems and difficulties of slow learners.
The teacher and the parent help to solve the problems being encountered by the slow learners.

According to Lubna (2015, 64) and A website (2013) Psychological barriers are mind-associated problems that hinder student learning process. There are many aspects of psychological barriers such as:

1. Fear

A major psychological barrier is fear. For example, students fear eventually not to understand either the teacher techniques or meaningful vocabulary.

2. Feeling not good enough or having low level of self-esteem prevents students from reaching goals.

3. Trusting others

Trust is a major issue with relationships. Deciding to work with a team on a project at work requires the team members to trust one another on some level. There may be great reward for these worriers, but a student may not want to take a chance and be a member of the team. Furthermore, some team members might not trust that the group will complete the project appropriately.

4. The past

The past often creeps into perceptions about the future self—worth

**2.6.10. Guiding student from their level**

Each student has a level of their own. The level of understanding is different from one student to another. The slow learners often do not understand the studies because learners have not understood the previous formula or concept in the previous classes.

**2.6.11. Friendship between slow learners and the teacher**

The teacher should spend more time in interacting with slow learners in a friendly way and patiently to build friendship with them, then the student starts respecting the teacher and feel grateful to him because the student recognizes that the teacher is taking more individual care in his studies and whatever the teacher says the student obeys. The mystery of all success is mutual understanding, team work, collective effort, and friendship.

**2.6.12. Using audio—visual aids in teaching slow learners**

Using audio visual aids and other electronic gadgets generate more interest in the student to learn. The classroom atmosphere will not be boring, the learning process will not be monotonous and the teaching will not be mechanical.

**2.6.13. The interaction between the teacher and slow learners parents**
Let the parent be intimated about the progress of their children. The teacher should arrange a parent-meet to have extra information that will help to solve the slow learners problems. Parents associations and parents committees assist for the smooth running of the school.

2.6.14. Extent of improvement of the slow learner

Slow learners will always be behind the student chronological peers that is to say (comparing slow learners mental development with their peers in the class) which does not meant that they can't be expected to improve, it just means that slow learners certainly will learn and flourish though at slow pace.

2.6.15. Suitable curriculum

Suitable tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools. The panel must keep in mind the slow learners and frame the syllabus. The lessons must be beneficial to the slow learner in day to day life and must improve their knowledge to a vast extent.

2.6.16. Creating positive change through safe environment

It is very important to make the classroom safe and non-threatening environment for all the students. Everybody needs to understand that the teacher under any circumstances does not put people down and will not tolerate anybody else doing so. Encourage students to help each other with daily tasks but be prepared for a little more class noise. It will be worthy to see how nurturing and supportive even the most hard boiled student can be. The teacher can easily bring positive change in the attitude of a student not by punishing or scolding but through proper guidance and counseling.

2.6.17. Enhancing curiosity in the slow learner

Fostering curiosity in the class is an easy way to make learning more effective, more interesting and funny. Curiosity can be enhanced by introducing novelty and variety in instructional techniques. Involving student in decision making or sharing power in the classroom is a way of fostering affective teaching and learning. When the teacher making decision or sharing power in the classroom with the student about the content, assignment, class test, future learning, student feel empowered and it makes the whole process more democratic it help in making slow learners attitude towards the teacher and learning more positive. It dispels the wrong notion that a teacher is just an authoritarian whose job is to make students do things, allow or prevent actions, and
make judgments in class on the hand, the teacher is a facilitator, receptive to the student problems and take great interest in the student learning.

2.7.0. Classroom interaction

2.7.1. Definitions

According to Tsui (1995,1) classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of the teacher. Teaching is an interactive process taking place in the classroom. Communication between the teacher and pupils goes on constantly as initiatory or responsive acts. This communication is called interaction. Richard and Jack (1992,52) define classroom interaction in these words: classroom interaction is the pattern of verbal and non-verbal communication and the type of social relationships which occur within the classroom. The study of classroom interaction may be part of studies of classroom discourse, teacher talk and second language acquisition. Classroom learning is co-operative effort between the teacher and the student. Tickoo (2009, 140) explains what happens in a productive class hour as the following heads:

1. The teacher interaction with the whole class.
2. The teacher interact with a group, a pair or an individual pupil.
3. Students interact with each other, in groups, in pairs, and individuals or as a class.
4. Students work with materials or aids and attempt the task once again individually, in groups and so on. Sometimes the teacher interacts with the class as a whole while at other times with sub-group in the classroom. According to Saket (2009,294) The language used by the teacher affects the language produced by the learners, the interaction generated and hence the kind of learning that takes place. Classroom language and interaction are even more important because language is the subject of the study as well as the medium for learning. When students listen to the teacher's instructions and explanations, express their views, answer questions, carry out tasks and activities, the student not only is learning about the language but also putting to use the language.

2.7.2. Aspects of classroom interaction

The teacher's questions are the dominant pattern of interaction, the student's response and the teacher's feedback. This is commonly found in all classrooms and is typical of
classroom exchange. The teacher's talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction.

Tsui (1995:16) defines teacher's explanation, which is another component that takes up a significant portion of teacher's talk: there are different ways of defining explanations. Some defined it very generally as providing information or communication content, others make distinction between explanation of concepts, vocabulary and grammatical rules. How teachers deal with explanation is very important in appropriate explanation or over-explanation hinder rather than help students to comprehend.

2.8.0. Classroom activities

Harmer and Jeremy (1983:228) define classroom activities as a loose term used to give a general description of what will happen in a classroom. The activities should be designed to concentrate on the students' needs. These activities should also include and involve several subjects and different skills. According to Littlewood (1981:18) the activities that involve real communication promote learning also the activates in which language is used for carrying out meaningful tasks, promote learning and the language that is meaningful for the learner promote learning. There are different types of activities such as:

2.8.1. Role-play activity

According to Lewis and Hill (1995) the term role – play is used to refer to all sort of activities where learners imagine themselves in a situation outside the classroom. It can also be used in a narrower sense to denote only those activities where each learner is playing specific character role – participants are to be given individual roles which can be written out on cards for example in card(A) the practice participant may be asked to play the role of a customer in a cake shop in which he wants a birthday cake for friend who is very fond of chocolate. At the same time (B) another participant has to be asked to play the role of the shop assistance. In addition, Anne and Mahalakshmi (2011) stated that role - play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive.

Role-play is very important in teaching English because it gives student an opportunity to practice communication in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in
another person's place for a while. The role-play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversational situations in which students might find themselves and give them an opportunity to practice and develop their communication skills.

2.8.2. Role-play cards
Role-play cards can be a very useful tool. Role-play cards invite students to assume the role of a specific peers or character and to react to a stimulus or prompt as that person.

2.8.3. Reasons for using role-play activities in the class
There are many good reasons for using role-play in the class:
1. Role-plays help students cope with real-life situations, commonly used expressions, forcing them to think on their feet.
2. Role-plays help students work together as a team or group, and communicate in order to understand each other, because role-plays are not simple acts of reading or reproducing the information from apiece of paper.
3. Role-plays can be adapted to the needs of the students, they may use specific vocabulary for specific situations, as learning English is some-times done for a specific purpose.
4. Role-plays give learners more responsibility in their learning, encouraging interaction.
5. Role-plays offer students the chance to evaluate their learning progress and their level of English.
5. Role-play can improve learners speaking skills in any situation, and helps Learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

2.8.4. Teaching role-play
1. Teacher should prepare the students by asking questions before performing a role-play.
2. The questions should incorporate the major parts of the role-play and the vocabulary involved. After the questions answer session the students should be comfortable with what they need to do.
3. Allow the students a few minutes to study the role cards and work out some key sentences. The teacher can help the students where ever needed.
4. Each role-play should be performed at least twice with the students changing roles.
5. In group situations the stronger students can act out the role play to the whole class.
6. The teacher can take one of the roles if needed.
7. Avoid making corrections until the role-play is finished.

2.8.5. Values of role-play
Role-playing allows students to make mistakes in a nonthreatening Environment … it also fulfills some of the very basic principles of the teaching – learning process such as learner involvement and intrinsic motivation. A positive climate often results in which one can see himself as others see him. The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. Role-playing can often create a sense of community within the class.

2.8.6. Teachers roles:

Edge (1993, 11) states that the teacher is the most powerful person in the classroom. Edge claims that teachers are like students, however all teachers are different but what is important is to develop an image of a teacher that a teaching meets and the teacher role such as:

1. Facilitator: students may need new language to be fed in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage. As students practice the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to feed in the appropriate language. This may need the teacher to act as a sort of walking dictionary, monitoring the class and offering assistance when is necessary.
2. Spectator: The teacher watches the role-play and offers comments and advice at the end.
3. Participant: It is sometimes appropriate to the teacher to get involved and take part in the role-play.

2.8.7. Slow learners and speaking activities
Learners of English as a foreign language are usually faced by many problems while performing speaking activity Ur(2001, 21) state four problems with speaking activities:

1. Fearing from making mistakes during speaking, learners are usually inhibited about trying to say things in foreign language; therefore in speaking activities learners are to be given real time exposure to language use and to be informed that making mistakes is a normal step in the communication process.
2. Learners of the English language sometimes feel that they have nothing to say, in this case they should be given a reason to speak by stimulate their interest.

3. Some learners in large classes may dominate learning while others have less opportunities to participate, however these learners should not be given more time than those who avoid taking part in a speaking activity.

4. Learners who share the same mother tongue usually tend to use it in their speech which makes them less exposed to the use of English.

2.8.8. Ways to solve speaking activities problems:

According to Lewis and Hill (1985, 36) there are many ways to solve speaking problems such as:

1. Group work: as an activity will increase the sheer amount of learners talk going on a limited period of time. In such activity, learners also cannot be worried of making mistakes because the teacher cannot supervise all learners speech, so not all utterances will be corrected.

2. Basing the activity in easy language; in general the discussion within the classroom needs simple and understandable language which can be easily recalled and produced by the participations.

3. Selecting carefully a topic to stimulate the interest no doubt that successful choice of simple clear and interesting communicative topics will have a great effect on motivating students to practice this skill. It is sometimes said that, the clear the purpose of the discussion the more motivated participants will be.

4. Keeping students speaking the target language:

Since it is not possible for the teacher to control all the groups, he/she can appoint one of the students as a monitor whose job is to remind Participants to use the target language. This monitor has to report later. If it is possible, to the teacher how well the group managed to keep the target language. However the best way for the teacher to keep students speaking the target language is to monitor each group.

2.8.9. Ways of correcting mistakes in using role play activities

There are many ways to correct mistakes when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake this could be incredibly demotivating, some students do like to be corrected straight after a role-play a activity, while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together.

2.8.9. Self-correction:
If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes. Wajahit(2011:221) said that today, language learning is seen as an activity which perceives students as complex human and not simply as language learners. Students need practice in all skills in order to become efficient in the English language. A number of activities can be used to prepare students to understand the use of the language. The most common activity in a language classroom especially where language is taught through literature and language skills is to ask students to relate their own knowledge and experience to the topic. The teacher should provide students with worksheets involving quiz, questionnaire, sentences stems to complete statements to be discussed and four language skills exercises. The following are the most important activities to be dealt with:

1. Tasks on paragraph writing-organizing information into paragraphs.
2. Letter writing and précis.
3. Tasks on functional. Grammar; agreeing, disagreeing, obligation, possibility, part of speech, sentence structures, auxiliaries, nouns, prepositions, corrections of sentences, etc.
4. Reporting statements, questions (wh and no/yes), requests order advice, intention, etc.
5. Tasks on language involving response, reason, result, replay, condition, consequence, elicitation, etc.
6. Tasks on pronunciation, intonation, stress, rhythm, etc.

2.9.0. Classroom pacing
According to the website (2014) Pacing is speed at which the teacher moves through a lesson or the rate of the delivery for different parts of the lesson. Pacing refers to the speed of teaching the lesson in the classroom, it is a subjective judgment connected with how learners feel to go through the sequence of activities in the class. Pacing that is either too slow or too fast have negative impact on the learners simply asking learners whether they feel the activities went on the right time, or too fast, or too slow, this will give the teacher good information about the pacing of a class. Another way to assess this is to ask another teacher to watch the class and give feedback. Good pacing gives the students the illusion of speed. Pacing is the skill of creating
apperception that a class is moving at just the right speed for student. This generally means the lesson appears to unfold more quickly.

Students see any change as an indicator or marker which helps students language the speed of a lesson progress. A good pace helps the students to feel as if they are moving along. One way to create the illusion of speed is to use variety of activities to accomplish a single lesson objective and by moving from one to another through the course of a lesson, the teacher changing the pace. Changing the type of work and activities, the method of presentation or the way students are grouped create interest and increase the pace. Changing topics too often, however, can create confusion in a classroom and be distracting to some students, so it is better to stay with the topic and change the instructional strategies often. Changing the techniques facilitate pacing. Effective pacing helps a teacher hold the students' attention; Students who are paying attention will learn, students who are not paying attention cannot learn. The students attention span depends on the learning situations, if the lesson is easy and interesting students will pay attention, if the situation is difficult students do not pay attention. Good pacing means that students recognize that they are learning and feel as if material is moving fairly and quickly.

2.9.1. The teacher role in good pacing

1. Plan learning with a variety of activities, of different format in mind.
2. Chunk learning by using micro-teaching combination with students focused activities.
3. Make beginnings and endings of learning activities very clear to the students.
4. Remind the students what they have learned or about to learn.
5. Have all the materials ready.

2.10.0. Teaching students with learning difficulties

According to Cecil et al.(2010) A website Teachers can do many things to help students with learning difficulties such as improving the teaching methods, the assignment and the testing

2.10.1. Methods of teaching student with learning difficulties

1. To have student attention focus before the starting of the lesson.
2. Instead of teaching with sophisticated language, use simple language and speak slower.
3. Teach new vocabulary.
4. While discovery methods are better for normal learners, this create high effective filter may hinder slow learners, so try to use explicit instruction.

5. Don't use open ended questions often, ask precise questions that need a particular answers, and build on the questions to reach the teaching objectives.

6. Repeat, and recycle on regular basis this can be very helpful to foster long-term memory.

7. Use concrete materials and pictures.

8. Give one instruction at a time and do not hesitate.

9. Provide a check list of work to be done.

10. Vary the teaching methods to meet all learning styles. Present the materials orally, visually, in group and individual work.

11. Write key points on the board, use coloured chalk or markers.

12. Present the new information in the form of tables, charts, pictures.

13. In presenting important points repeat them many times and say this is important to get the student attention.

14. Provide example of the work to be done.

15. Teach the learners how to ask for help.

16. Summarize key points at the end of the lesson. The teacher may use graphs, tables, charts……

2.10.2. Assignment for student with learning difficulties

1. Allow students to choose from different forms of assignment, interview, a role play activities, pictures and drawings with descriptions, written text etc…

2. To Provide students with learning problems with controlled or guided tasks instead of free tasks.

3. Allow enough time for students to answer questions or do tasks and exercises.

4. Vary the way the students do their work, use small and pair groups.

5. Provide out lines and graph organizers to help the students deal with assignment.

2.10.3. Testing students with learning difficulties

1. Teach study skills, inform students with the teaching points that will be covered in the test.

2. Prepare the student for the test. Provide a review sheet to be done as home work and to be corrected later in the class. While correcting the review sheet give the students time to ask questions or review concepts Teach key elements in tests "fill in the blanks", "match the following", "analyze", "define", choose the right answer"
3. Read the test for the students.
4. The test should be in what the teacher taught.
5. Vary the type of the test questions, matching, true/false, multiple questions, short answers essays……
6. Provide a quiet place for test assignment and show the students how you will mark your assignment, then provide clear criteria of marking.
7. Provide feedback so that students learn from their mistakes and improve their learning.

2.11.0. Strategies for slow learners

According to EGIE A website (2014) slow learners in the regular classroom are neither rare nor unique, a slow learner is one who cannot learn at an average rate from the instructional recourse texts, workbooks, and learning materials that are designed for the majority of the students in the classroom. These students need special instructional pacing frequent feedback, corrective instruction and modified materials. Slow learners are usually taught in one of the two possible instructional arrangements, a class composed mostly of average students in which case up to 20% may be slow learners, or a class specially designed for slow learners. The teacher feels challenge of meeting slow learners needs. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods, direct, indirect classroom climate, co-operative, competitive and instructional materials, films, workbooks, co-operative games, simulations. This variation is necessary to be part of the lesson so as these weak learners not find chance to create their own variety to disrupt the teaching. One of the noticeable characteristics of slow learners are define the basic skills reading, writing, listening, speaking and have difficulty in understanding basic ideas and most of disconcerting, sometimes unsystematic and careless work habits.
2.11.1. Compensatory teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent students to fundamental weakness or deficiency. Transmits through alternate modalities, pictures versus words and supplements with additional learning resources and activities, learning centers and simulations group discussions and co-operative learning, this may involve modifying an instructional circumvent technique by including a visual representation of content by using more flexible instructional technique, presentations, films, pictures illustrations or by shifting to alternate instructional formats; self-paced text, simulations, experience oriented workbook.

2.11.2. Remedial teaching

This is an alternative approach for the regular classroom teaching in instructing the slow learners, remedial teaching. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that slow learners have.

2.11.3. Instructional strategies for slow learners

Teachers should using practices to eliminate weaknesses or deficiencies that slow have. While no single technique or set of techniques are sufficient in teaching the slow learners, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learners. Develops lessons that incorporate student's interest, needs and experiences, this helps to address the short attention spans of the slow learners also this student should be made to feel that some of the instructions has been designed with their specific interests or experiences in mind. oral or written autobiographies at the beginning of the year, or simple intention in which students indicate their hobbies, jobs and usual trips or experiences can provide the structure for the lesson plan special projects, or extra credit assignments in the year.

2.11.4. Incorporating of individualized learning materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive. Computer instructions often are effective in remediation of basic skills of slow learners. In addition an emphasis
on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

2.11.5. Incorporating of audio - visual materials
One common characteristic among the slow learners is that often they learn better by seeing and hearing, more than by reading. This should be no surprise, because performance in basic skills areas, including reading usually is below grade level among slow learners. Incorporating films, and videotapes helps accommodate the instruction to the strategies of learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

2.11.6. Using the work sheets and exercises
Text books, work sheets and exercises when written for the average student often exceed the functioning level of the slow learners and sometimes become more of a hindrance than an aid. When text book materials are too difficult, or too different from the topics that capture the students interests, the teacher can develop his own materials. Sometimes only some changes in the worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of the slow learners, also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable.

2.11.7. Encouraging oral expressions instead of written report
Writing assignments un-attempted or are beginning only half-heartedly because slow learners recognized that their written production will not meet even minimal writing standards. Carefully organized taped response to an assignment might be considered. This has the advantages of avoiding spelling, syntax and writing errors.

2.12. Previous Studies
The researcher has surveyed the university library in order to find previous studies carried out in the same area of the study problems encountered by teachers of English in dealing with slow learners at secondary schools. The survey has come out that there are some previous studies that have been conducted on the same filed the teaching filed. The first study: An Investigation into difficulties Encountered by EFL teachers in managing language classes. It is introduced by BahaEdeen
(2013). It is MA study, in Gezira university, Wad Medani, Sudan. The study aims to point out the difficulties that face English language teachers in managing language classes. To suggest some solutions for the difficulties of classroom management. The study find out that overcrowded classes constitute a real difficulty in managing classes. Varieties of techniques and materials help in classroom management. Thus the researcher recommended the following: EFL class teachers should be well trained to manage over crowded classes. Also techniques and materials should be varied.

The Second Study: Investigated the Factors hindering communicative teaching of English with special reference to the communicative method.

It was introduced by Nisreen (2013), it is MA study, Gezira university Wad Medani, Sudan. The researcher aimed at investigating factors that prevent EFL teachers from using the communicative method of teaching English inside the classroom and to provide them with suitable solutions. The main finding of the study (72%) of the teachers agree that audio –visual materials are not available for teaching English through using the communicative method and (52%) agree that the syllabus does not involve adequate communicative activities on the other hand the study recommends providing audio-visual materials to facilitate using communicative method and dividing large classes into groups in order to apply the communicative method effectively inside the classroom.

The third study: Investigating difficulties facing secondary school teachers in using group work activities for developing speaking skills. It introduced by Muntasir (2014). It is MA study in Gezira university, Wad Medani, Sudan. The study aims at investigates the difficulties that face secondary teachers' use of group work activities for developing their student speaking skills. The results of the study revealed that most secondary school teachers faced difficulties in using group work activities for developing their students' speaking skills. The majority of these difficulties were due to their students inability to communicate in English and lack of opportunities for the students to use and practice the target language. Moreover, the result emphasized that the effective use of co-operative group work activities at secondary schools improves the students' speaking skills, because these activities encourage the students interact freely and communicatively using the target language.
In addition, including more effective techniques for teaching the speaking skill in the secondary syllabus helps students to use the target language accurately. Furthermore, having more experienced teachers, in the area, helps in improving the secondary school students' speaking. The study recommended that co-operative group work is the right technique for increasing the students' language use and classroom oral participation which in turn enhances their speaking skills. Also teachers need to provide students with an adequate technique to develop the speaking skill is needed to create suitable situations where the students can use the language without hesitation. Besides, both teachers and students should be aware of the necessary skills for effective learning to take place.

Furthermore, the secondary school syllabus should include more effective materials for teaching and testing the speaking skills.

The previous studies were in the teaching field, and the Present study is in the teaching field too. All these studies recommended that teachers of English at secondary schools should have enough training in dealing with their students and Furthermore, the secondary school syllabus should include more effective materials and activities.

In the following chapter the research methodology will be discussed and presented.
Chapter Three
Research methodology

3.0. Introduction
This chapter discusses the procedures of methodology used in the study for collecting data, the focus is on how the data is collected then explained; how they will be analyzed, so as to show aims and suggestions in each of the tools used for collecting data.

3.1. The study design
The researcher has followed the descriptive analytical approach for conducting the study. The researcher has selected a sample from a population of English teachers to reflect the facts as they stand at the present time.

3.2. Sampling procedure
The sample of the study consists of 20 teachers of English selected randomly from Greater Wad Medani Locality, Gezira State, Sudan.

3.3. Tools for data collection
A questionnaire for teachers of English will be used for collecting data required.

3.3.1 The questionnaire
The questionnaire aimed at investigating the problems encountered by teachers of English in dealing with slow learners at secondary schools in order to suggested techniques to solve the problems.

3.3.1.2 The content of the questionnaire
The questionnaire contains (10) statements each one is accompanied by the options(strongly agree-disagree- agree to some extent) and two open ended questions. The questionnaire begins with investigating the problems encountered by teachers of English in dealing with slow learners at secondary schools (1.2.3.4) Statement (5) to know whether SPINE series activities are not enough to help to solve the problems encountered by teachers of English. Finally, (6.7.8.9.10) are the techniques suggested by the researcher and (11-12) are open ended questions for teachers of English at secondary schools. so as to mention more problems and to suggest more techniques to solve the problems.
3.3-1.3 The validity of the questionnaire

The questionnaire will be judged by four members of the staff of the University of Gezira Faculty of Education- Handout, Department of English and modified according to the comments.

3.3-1.4 The procedures

The questionnaire will be distributed to 20 teachers of English, experienced teaching English in order to investigate the problems in dealing with slow learners at secondary schools and suggesting effective techniques to solve the problems.

3.3-1.5 Data analysis

The data collected through the questionnaire will be analyzed manually by means of both frequency and percentage. This chapter presents an account of the methodology of the study.

In the following chapter the results of the data analysis will be presented and discussed in relation to the hypotheses of the study.
Chapter Four
Results and Discussion

4.0 Introduction

This chapter is concerned with the presentation and discussion of the questionnaire results and their relation to the hypotheses.

4.1.1 Analysis of the Questionnaire:

The results of the questionnaire will be presented in tables. Each statement will be dealt with separately in the following tables.

Tables (4.1.1) Teachers of English encountered problems in dealing with slow learners at secondary schools.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

As shown in the table (4.1.1) above, (90%) of the respondents strongly agree that teachers of English encountered problems in dealing with slow learners at secondary schools, (10%) agree to some extent, whereas no one disagrees.

Table (4.1.2) Learners abilities influence classroom interaction

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the table (4.1.2) above, (90%) of the respondent strongly agree that learners abilities influence classroom interaction, (5%) agree to some extent and (5%) disagree.

Table (4.1.3) Learners' psychological barriers cause problems for teachers of English.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
In table (4.1.3) above, (95%) of the respondents strongly agree that learners psychological barriers cause problems for teachers of English. (5%) agree to some extent and (0%) disagree.

**Table (4.1.4) Slow learners affect the lesson pacing.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table (4.1.4) above, (85%) respondent strongly agree that slow learners affects the lesson pacing. (10%) agree to some extent and (5%) disagree.

**Table (4.1.5) the SPINE series activities are not enough to deal with slow learners at secondary schools.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table (4.1.5) above, (90%) respondents agree that the SPINE series activities are not enough to deal with slow learners at secondary schools. (10%) agree to some extent while (0%) disagree.

**Table (4.1.6) Using colourful pictures helps to break the students' psychological barriers.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table (4.1.6) above, (80%) respondents strongly agree that using colourful pictures helps to break the students' psychological barrier. (15%) agree to some extent and only (5%) disagree.

**Table (4.1.7) Using charts helps to break the students' psychological barriers.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
In table(4.1.7) above, (80%) respondents strongly agree that using charts helps to break the student psychological barriers. (10%) agree to some extent and (10%) disagree.

Table(4.1.8) Role play activities can help to solve the poor classroom interaction problems.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table(4.1.8) above, (85%) respondents strongly agree that role play activities can help to solve poor classroom interaction. (10%) agree to some extent and (5%) disagree.

Table(4.1.9) Using worksheet is a technique used to solve slow pacing problem.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table(4.1.9) above, (95%) respondents strongly agree that using worksheet is a technique used to solve slow pacing problem. (5%) agree to some extent whereas, (0%) disagrees.

Table(4.1.10) Using handouts can help to solve the slow pacing problems.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table(4.1.10) above, (95%) respondents strongly agree that using handouts can help to solve the slow pacing problem. (5%) agree to some extent whereas, no respondent disagrees.

Open-ended questions

Question(4.2.1) Problems encountered by teachers of English in dealing with slow learners at secondary schools.

A large number of respondents assert that teachers of English encountered problems in dealing with slow learners at secondary
schools, problems such as: slow learners have not understood the previous concepts or formula in the previous classes, the curriculum is not suitable to deal with the slow learners. Lack of curiosity. Lack of parent interaction with teachers. Slow learners absenteeism. Teachers of English do not receive enough training to deal with slow learners.

Question (4.2.2) Teachers of English suggest some techniques to overcome the problems encountered by them such as:

Teachers of English have suggested some technique such as: Each student has his own level so the teacher should guide the student from his own level of understanding, the curriculum should be taken into consideration the student needs and level. Enhancing curiosity by involving students in decision making or sharing power in instructional technique also by using audio-visual aids. To have extra information the teacher arrange the parent meeting. That will help to solve the problems of the slow learners. Provide teachers of English with training courses that help them to deal with slow learners at secondary schools.

Discussion of the hypotheses in relation to the results

Hypothesis one: Learners abilities influence classroom interaction. In table(4.1.2)a great number of respondents(90%) strongly agree that learners abilities influence students,(5%)agree to some extent and(5%) disagree, and table(4.1.8) shows that a great number of respondents (85%) strongly agree that role play activities can help to solve poor classroom interaction. (10%) agree to some extent and (5%) disagree. Thus hypothesis one is verified.

Hypothesis two: Learner's psychological barriers cause problems

In table(4.1.3)a great number of respondents(95%) strongly agree That learners' psychological barriers cause problems for teachers of English,(5%) agree to some extent whereas, no one disagrees, and in table(4.1.6)a great number of the respondents(80%) strongly agree that using colourful pictures can help to break students psychological barriers,(15%) agree to some extent and (5%) disagree. Thus hypothesis two is verified.

Hypothesis three: Teaching slow learners affects the lesson pacing.

In table(4.1.4)a great number of the respondents(85%) strongly agree that teaching slow learners affects the lesson pacing,(10%) agree to some extent and(5%) disagree, and table(4.1.9) shows that(95%) of the respondents strongly agree that using handouts can help to solve the slow pacing problems, (5%) agree to some extent whereas, no one disagrees. Thus hypothesis three is verified. In the following chapter the conclusion and recommendations of the study will be discussed.
Chapter Five

Conclusion and Recommendations

5.0. Conclusion

The main objective of this study is to find out the problems encountered by teachers of English in dealing with slow learners at secondary schools. The descriptive analytical method was used. The tool for the data collection was a questionnaire distributed to (20) EFL teachers at secondary schools in North Greater Wad Medani Locality Administrative Unit Gezira State, Sudan. The data was collected and analyzed manually by means of frequency and percentage.

5.1. Findings of the Study:

1. Teachers of English encountered problems in dealing with slow learners at secondary schools.

2. Poor classroom interaction is one of the problems encountered by teachers of English in dealing with slow learners at secondary schools.

3. Learners' psychological barriers is one of the problems encountered by teachers of English in dealing with slow learners at secondary schools.

4. Slow pacing is one of the problems encountered by teachers of English in dealing with slow learners at secondary schools.

7. The SPINE series activities are not enough to deal with slow learners at secondary schools.

8. Slow learners have not understood the previous concepts or formula. in the previous classes.

9. Slow learners have lack of curiosity in learning English at secondary schools.

10. Lack of slow learners parents' interaction with teachers at secondary schools is one of the problems encountered by teachers of English in dealing with slow learners at secondary schools.

11. Teachers of English do not receive enough teaching training in dealing with slow learners at secondary schools.

5.2. Recommendations:
1. Teachers of English should use role play activities to avoid poor classroom interaction in dealing with slow learners at secondary schools.

2. Teachers of English should make the lesson interesting by using colorful pictures and charts to avoid learners' psychological barriers.

3. Teachers of English should use ready made materials such as handouts and worksheets to avoid slow pacing problems.

4. Policy makers and syllabus designers should provide the syllabus with enough role play activities that help to deal with slow learners at secondary schools.

5. Teachers of English should deal with the slow learner from his level, to avoid the lack of understanding of the previous concepts or formula.

6. Teachers of English should enhance curiosity in the slow learners at secondary schools, to avoid lack of curiosity problems.

7. Teachers of English should arrange slow learners parent meetings, to avoid lack of parents and teachers interaction problems.

8. Teachers of English should receive enough training in dealing with slow learners at secondary schools.

5.3. Suggestions for further studies


2. An investigation into difficulties encountered by teachers of English in teaching slow learners composition at secondary schools.
Dear English Teachers

This questionnaire aims at investigating problems encountered by teachers of English in dealing with slow learners at secondary schools your answers will be helpful to actualizes reliable results.

*Questionnaire: read the following statement and tick(✓)inside the column*

**Section(A)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree to some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers of English encountered problems in dealing with slow learners at secondary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Learners abilities influence classroom interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Learners' psychological barriers cause problems for teachers of English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teaching slow learners affects the lesson pacing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. SPINE series activities are not enough to deal with slow learners at secondary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Using colourfull pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Using chart helps to break the student psychological barriers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Role play activities can help to solve poor classroom interaction problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Using handout can help to solve the slow pacing problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Using worksheet is a technique used to solve slow pacing problem</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section (B):**

11. In your opinion what additional problems are encountered by teachers of English in dealing with slow learners at secondary schools?

12. How can teachers of English overcome the problems of slow learners at secondary schools?
References
1. Anne and Mahalakshmi. *Rol – Play Activities in English Language Play Teaching*. From http://www.learn English.de/Teachers/role play


