

## **The Nature of Elmatama Archaeological Sites**

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### **ABSTRACT**

Due to the lack of the researches of Archaeology on the West area of Shendi, we made an Archaeological Survey on the area of Matamma. The sites which are recorded through the above mentioned survey which was carried out in Matamma, show that there were no Meroitic settlement sites, as these were related to Turkish and Mehadia periods , in addition to that there are few Meroitic cemeteries or might be post Meroitic. Probably, there are some Meroitic sites that either are removed by the human activities in the area, or, perhaps, they did not exist since the beginning of the civilization.

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## INTRODUCTION

El-Matamma region lies on the west bank of the Nile, a long strip of about 168km parallel to the river. Its boundary to the north is Ed-Damer and to the south is Karari locality in Khartoum State. To the 'east' there is the Nile, and to the 'west' is Bayuda desert. El-Matamma is divided into two parts, the old and the modern town, within which there are several districts. Amongst the archaeological sites that were recorded are graves, a factory for producing pigments, *qubba*, battlefields and *khalawy*.

Shendi is considered as the centre of the Jaalieen tribe, it has a long rich history as a trade centre that has been important throughout the time. There were the important commercial land routes that came across it. There, on the west bank of the River Nile, is the suburb of Shendi and that is El-Matamma.

There was an old road of trade, that crossed Bayodhah desert, and that linked Meroe, Napata and El-Matamma. It lied to the north east of Shendi and El-Matamma. Shendi area includes archaeological sites that reflect different cultural periods on the east bank of the Nile, of which is the famous Meroe Civilization remains, which have attracted the foreign missions' care, since the beginning of the 20<sup>th</sup> century, and that they have excavations seasonally. But the west bank of the Nile has not been studied well yet, i.e. few studies have been done on it, such as the studies that

were carried out by the French unity mission in Houbaji, and Khider Ahmed Abd Kareem's in Quoz Burra. And so, this study cares of

the archaeological research on the west bank of The Nile so as to participate in the archaeological research in this area.

### **The Climate of Shendi Region:**

Shendi region lies in the South of the River Nile State extending by the River Nile. The climate here is of the desert and the semi-desert. The temperature reaches 45° degrees centigrade in the summer and the humidity became less in rate in May and June which are the highest in temperature, are the hottest months of the year. In winter, the temperature reaches 15° centigrade. The lower degree is in January. This is told by (Abdallatif M.A. & Ahmed M.B.2008, 58). In the case of rain falling; it is ranged between few millimetres to 200 millimetres a year. In 1999, the area from Shendi to Atbara witnessed heavy rain falling, which is different from other areas in the last decade. (Ibid.p60).

### **The natural environment of Shendi Region:**

Shendi Region, in most cases, resembles Dongla Region, regarding the Granite Rocks of the structure of the bases,

are the nearest to the surface and they are emerged in the shapes of mountains and other local intensive emerged appearance. The biggest emerged extending on both sides of the River Nile, extending some miles away to the north of Khartoum, from which Sabaluka Cataract is produced (The Sixth Cataract).

Except Sabaluka Cataract, the Nile enters in a wide channel of slit soil on both of the banks. There is noticeable flowing of the water of the River Nile towards the north till it connects with Atbara River. Although the River Nile changes its steering from side to side through the years, there is area to be irrigated throughout the time; either by pumping machines or by Sagias (Barbour, K.M, 1961, P35). And because of changing its steering from side to side in the past, the River Nile found low plain areas that represents its previous rout, which lies in different highest of its present rout. When the river flows, it covers these low plain areas, and there the area is wet depending on the highest of the flood in reaction with the layer of the plain area. The flood irrigation is still carried out whereas a lot of people replace it by the constant irrigation by using machines.

### **Topography and Geology:**

The nature of the area is descending slowly from the west to the east and from south to the north. There are a few mountains and higher places at the site of Um Ali, and

there are low areas in the place where the River Nile and Atbara River meet.

The area is covered with deposit remains on rock formation bases which appears in Wad Banaqa area to the South of Shendi. And it is also found in Atbara. This formation of rocks makes a curved structure which is full of Nubian sand stones accompanied with modern deposits and that it may contain underneath water basin named Shendi Atbara basin (Ibid). The area is basically covered with three Geological units; base formation, Nubian Stone formation, and deposit of modern formation (Whiteman. A J, 197).

The bases formation comes into being basically from crystal rocks that possess the property of emerging highly on the west bank of the Nile in a distance of 20 kilometers, to the west from the Nile in Atbara area. There are some emerging marbles in the area that occupy some squared kilometers.

The area from Sabaluka to Wad Banaqua is covered with crystal rocks of different colures due to the metals construction. There are also crystal rocks of high intensity that play as a division of the underneath water, in the southern of the area between Khartoum basin and Shendi-Atbara area basin.

The Nubian sand stone extends in a large area to the north east of Kabushiya in the area that lies to the north from Shendi. The mud stone spreads widely in the area that extends from Khartoum to Shendi, as a cause of the easily breakage of its molecules, as it lies in the area of the transferring from the Desert to the Savanna which has the climate that helps in breaking and eroding the molecules. The mud stone is rarely exposed to the erosion, and it usually occupies the low lands. The deposits of modern formation come into being from the sand hills, the valleys deposits, and the steps of rivers.

In the area from Sabaluka to Wad Banaqua on the main Valley of the Nile, there is formation of the mud silt basically in the east bank of the Nile. And there are Islands of Sand and Silt.

Throughout the River Nile, from Al quoz to Kaboshiyah, the sand hills and the moving sands cover the area .From Kaboshiyah to Atbara, there are wide steps from deposited Silt, and there are sand Stones that cover Atbara area intensively, (WhitemanAJ.1971).

### **El-Matamma Sites:**

**Elsheikh Wad Abbaro Dome ( Gobba): N16.70  
696.E33.40782.**

This dome (Gobba) is considered as one of those Gobbas which, still, keep their ancient features, as they are

surrounded by a building of red bricks as conservative surrounding keeping these old features. It is the only Gobba in El-Matamma Locality, which is not rebuilt in the modern image. It lies to the east of Hellat Farah, the village to the south east of Wad Himmedah Gobba and to the east of El-Matamma - Shendi Bridge, and it is about 300 meters from the River Nile .The area is surrounded by farms as well as, sand hills. The shape of the Gobba is conical .It was built from mud. Its area is 2.36×6 meters .It has diameter of 5 meters and its height is 10 meters. To the east of the Gobba, there are the remains of old Graves that are scattered on the surface, which are influenced by the natural factors, in addition to El-Matamma- Shendi Bridge which is built before making Salvage Archaeological survey in this area. In front of the Gobba, there are a circular shape that is surrounded by parts of black Nubian sand stones and in a meeting with one of the dwellers of the area, who's called Mohammed Suleiman Wad Filleil, we Know that this shape is called "Hoor" and it is a place for blessing to the people of this area.

The outer shape of the "Hoor " , seems to be as an old Grave. Some of the Graves, which are to the east, improve that, there are some Meroitic cemeteries or may be of the post Meroitic era in this area.

**Shengiti Grave yard (1885) N16.70774 E33.3574:**

It lies to the South from Sanahir area in El-Matamma, about 2Kms from the River Nile. It takes its name from Mr. Mohamed the son of Mukhtar Elshingiti who established the Tigania in Sudan in the 12<sup>th</sup> century of Hegira and settled in El-Matamma till he died in it.

The cemetery area is 38×28 meters, there remain about nine graves which were built of bricks and painted with Cement. There are Grave signs which are of rectangular shape of 3to4 meters long and 160 or185 centimetres to 2 meters broad and, the height is 95 centimetres to one meter.





*Plate 1:Qubba (dome) of Wad Abbaro surrounded by the modern building which has preserved it.*



*Plate2: The Hoor in front of the Wad Abbaro qubba.*



*Plate3: The remains of the cemeteries to the east.*

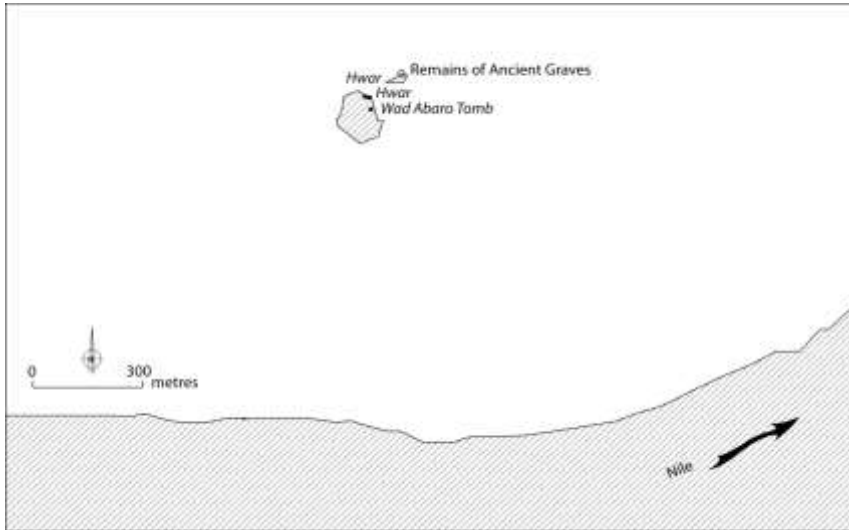


Fig1 Wad Abbaro Gobba and the remains around



*Plate4 Shengiti cemeteries*

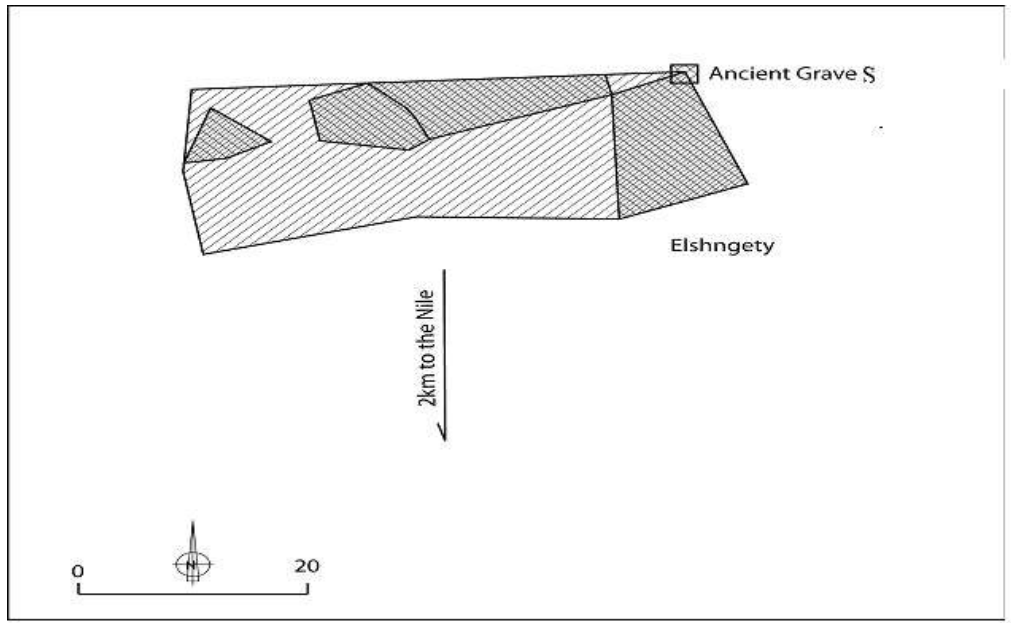


Fig2: Shengiti *cemeteries*.

### **Abukhorog and Abu Ramad Sites: N16.6921.E33.32813:**

It lies to the west from El-Matamma, about two kilometers far; and about 100 meters far from the River Nile. This Site witnessed a part of Abutoleih battle in 1885, as ( Osman Hamed mentioned, in a personal meeting 2008) . In the era of Sinar; this site was a place for teaching and reciting the Quran. Now, nothing remains from it, whereas it becomes modern cemeteries of the recent time.

### **Abutoleih Site:**

Abutoleih Battle occurred in a distance of 32 kms far from EL-Matamma, on the 17<sup>th</sup> of February 1885. The Army stayed in Abutoleih for about six or seven days. Abutoleih is a valley in the North West of EL-Matamma, in a distance of about 40kms from it. The Battle took place on the way to Abutoleih. There exists, till now, the Tombs of the English Officers who were killed in the Battle and in front of them is a board on which are their names.



Plate5: The arrow points to the place where apart of Abutoleih Battle took place.



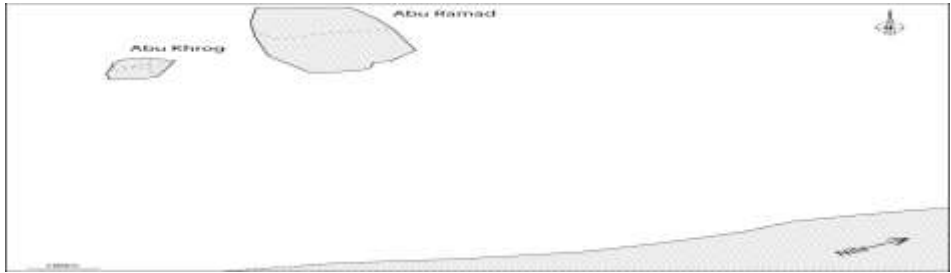


Fig5: Abukhorog and Abu Ramad Sites.



*Plate6: The monument on which are inscribed the names of the British*

*officers who were killed in the battle at Abu Tolei.h*



*Plate7: The grave of one of the British officers killed in the battle at Abu Toleih.*

## **Matamma Massacre Sites (Known as Katla i.e Slaughter):**

### **Historical background of EL-Matamma Massacre:**

Abdullahi Wad Saad, the son of Abdullah Wad Saad , informed that “When Salatin escaped, Elkhalifah Abdullahi accused the Jaaliyin tribe; as those who helped him to escape because they hated Mahadiyah in the time the Khalifah was ruling, and that Ibrahim Hamza from Barber was the one who made the way for Salatin.” Due to this Elkhalifa accused the Jaaliyin since they did not arrested him on the road passing them. And upon this he asked the Mecks of the Jaaliyin to come before him, and when they arrived, before him, in Omdurman, he set free some of them and exiled others. He offended Abdullah ironically but, when he talked to the prince Yaagoub, he accepted to set Abdullah free. Before the Mecks reached Elgaili, Al-khalifa sent twelve Mulazims to follow them, Abdullah told them that he would be back to Omdurman, with them, soon after calling to his people. Instead, they made clash with him, and so, he shot them and killed them all, except two. After that Abdullah came back home to EL-Matamma. A message came from Al-Khalifa ignoring his knowledge about the slaughter of those Mulazims, told him that Alamir Mahmoud would arrive there in EL-Matamma and he had to give Mahmoud everything he demanded, moreover, they had to leave to the other area on the east bank, and that they had to leave the houses empty but

with their furniture .And if Mahmoud asked for marriage they had to accept that’.

According to this, Abdullah assembled with the Mecks of the area and the scholars as well. They came out with that ‘If a man is killed defeating his wealth or family he is considered martyr.” They also sent to the government in Egypt asking for salvation. When Al-Khalifa had knowledge of this campaign, he encouraged Mahmoud to hurry to EL-Matamma so as to arrive there before this campaign .Mahmoud arrived there on Wednesday at night. On Thursday, in the morning, he attacked them and when it was noon he finished this matter of EL-Matamma, defeating and killing Abdullah Wad Saad . The people scattered, some of them were killed. Late, on the same day, the Egyptian Government salvation arrived, accompanied with groups of Jaaliyin and Ababda tribes and some of other tribes lead by Ibrahim Bek. When the battle of Atbara at Nikhila took place the army of Mahmoud was defeated and Mahmoud was killed (Maroof, Ali 1947.p.30) . As a consequence of this Massacre, EL-Matamma keeps inside it some of the remains and sites that witnessed this slaughter.

**Bir Alarais site i.e. (Brides’ well site):N16.70476.E33.35176:**

The Site, now, is a buried well, which is found in Hillat Algala’a in El-Matamma , and that it is known by the

natives in the area as 'Bir Alarais'. According to our informant, Babiker Aljarmak, who told us that "When Al-khalifa Abdullahi asked Abdallah Wad Saad to give him everything, such as places and Women, he refused , and upon refusal of this demand, some of the ladies of El-Matamma committed suicide by jumping in this well, and so it is called the Brides well-"Bir Alarais".The place is well known to the people of the area."

**The Site of Hoor of Aljaili Jar Nadhif N16.70955 E33.3583:**

It lies near the River Nile, to the South from the middle of El-Matamma. Babiker Aljarmak mentioned, in a personal meeting, that:" This Site is the second place of the massacre, and there are some tombs of the killed, the area is surrounded by black stones as a sign, so as to keep the site."



Plate 8: Bir Alarais



(Plate9: The Site of Hoor of Aljaili Jar Nadhif



**Elmedan Elgadeem Site N16.70568 E33.35312:**

It is a high place that lies to the east from " Hillat Wara" i.e. the back place of the area, and it is surrounded by fields from the South. It is also a site of the Cemeteries of some of those who were killed in the slaughter. The people of this area said that, whenever they dug in this place, there appeared human bones and nails, the matter that proved the existence of buried people in this Site.



*Plate 10. El-Medan el-Gadeem.*

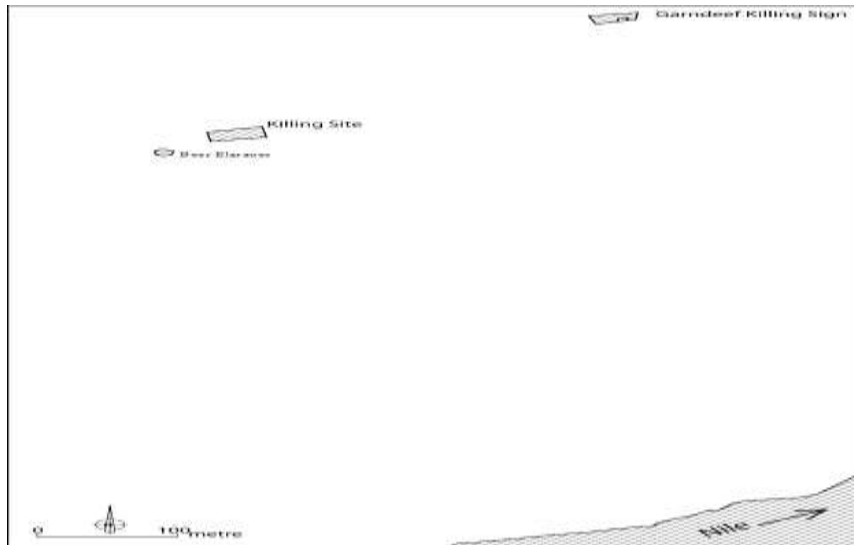


Fig3: Some of the Sites of El -Matamma slaughter (alKatla) .

## **The Sites of Wars:**

There are three War Sites registered:

### **1- Deim Mhmoud Wad Ahmed Site: N16.72507.E33.3652:**

This site lies to the east of EL-Matamma Stadium and the locality offices. It is about 320 meters from the River Nile. The Site consists of the remains of Mahmoud Wad Ahmed Camp, where the remains of the tunnels appeared inside the Camp. There is also a circular Building in shape built from the red bricks, and in a personal meeting with Babiker Eljarmak, we know that, as he mentioned, it is a point for spying on Abdallah Wad Saad Army. The Site is covered with red bricks and sand stones.

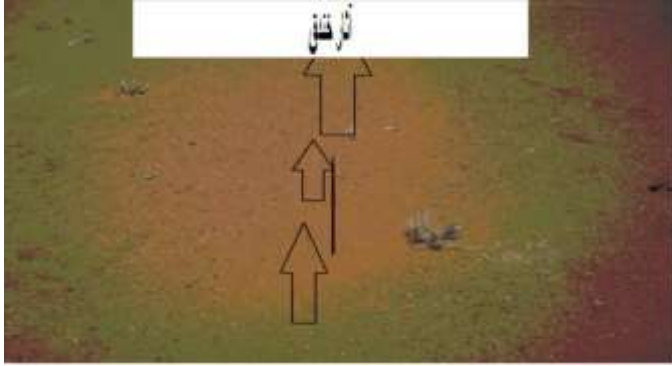


Plate11:remains of a tunnel in Deim Mahmood Wad Ahmed.

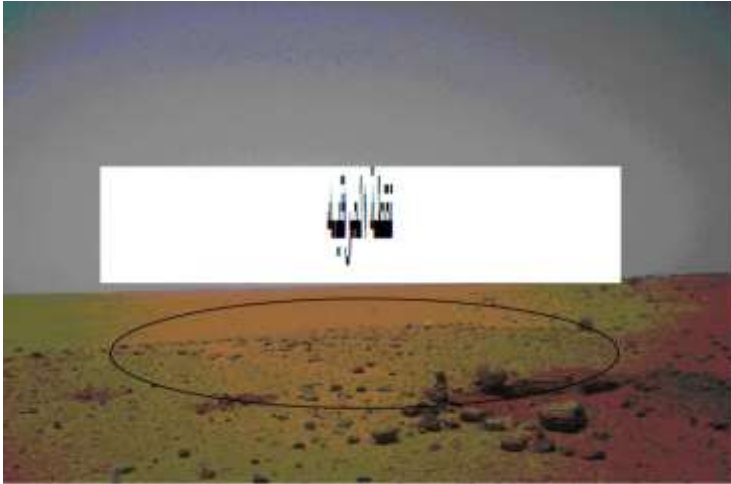


Plate12 the control point in Deim M.Wad Ahmed.

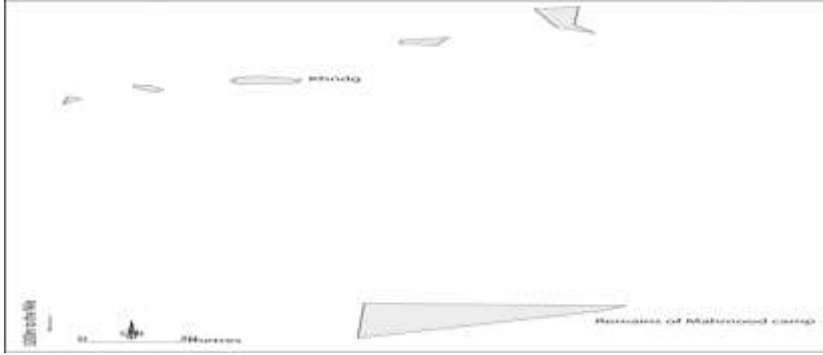


Fig4 Mahmood Wad Ahmed Camp.

### **Khalawy (The Islamic Traditional School):**

One of EL-Matamma dwellers, who is called Elsaid Osman, said that, in a meeting with him, "EL-Matamma was a place where there were a lot of Islamic traditional school (Khalawy), some of which have existed for hundred years or more, and some are rehabilitated but they stay unused .In addition to that, there are some remains which are some parts of these old Khalawy".

### **Khalwat Essayed Ehassan: N16.77852.E33.5237:**

It is located in a place to the west of Matamma Market in Hillat Wasat i.e. in the Centre of the town. The walls of this Khalwa are rebuilt from the outside, in addition to a new hall. There is a small room built of mud, still remains as it is. It has an area of 2×2 metres. The Gate is narrow. It is said that there is a tomb of one of the blessed people in it. A part of the yard is built from mud, and it still there remains.





*Plate13: The entrance of the small room inside  
Khalwat El-Sayid el-Hassan.*



*Plate14: Part of an old wall inside Khalwat El-Sayid el-Hassan.*

**Khalwat Sheikh Mohmed Elmahaboub:**

**N16.70752.E33.3582:**

This Khalwa is located in the area of the grass market( Hay souq Algush), in EL-Matamma, and it is about one kilometre from the Nile. There only remains apart of a muddy wall and the Well which was used before more than one hundred years.

Kamal Nouh, a citizen, informed that, the father of Sheikh Elmajzoub carried out education in this Khalwah , the matter that shows how old it is. There is also Sheikh Elmahboub who is mentioned in a book, that is called "Azahir,Elriyad ( p342) by Elsheikh Abd Elmahamoud the son of Elsheikh Noor Eldaim, who said, "And of them is Elrayeh Mohamed the Son of Elmahboub Elnafaabi,mercy be upon him ,was one of those whom people benefited from .He was more or less a humble man who did not seek fame. There were many blessed deeds known about him. He died, mercy be up on him, in EL-Matamma and was buried in it " .

As a matter of a fact, Khalawy El-Matamma and the Scholars of the religion, who learned in it, played an effective role in spreading the instructions of the Islam, and participating in the education as well. The Khalawy at that time represented an important institution of

education. And sadly, the old building was removed, but fortunately, it is rebuilt”.

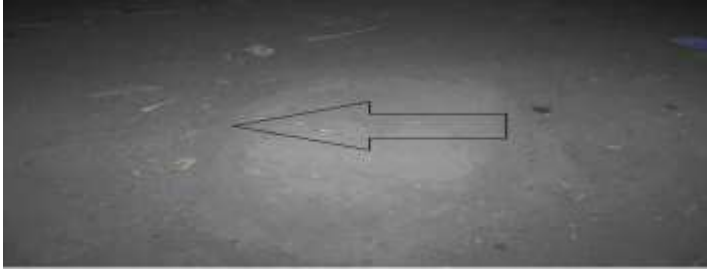


Plate15: Remains of a part of a muddy wall.

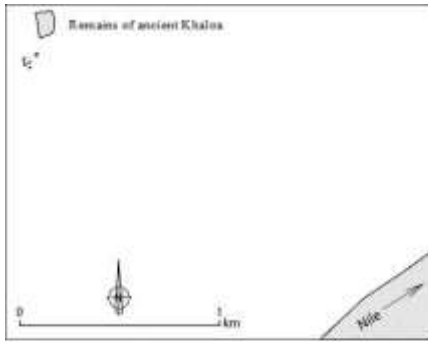


Fig6:Khalwat Elmahboub

**The Colour Khana pigments Site: N16.3615.E.33.71043:**

It was a factory for producing pigments, and it was established during the Turkish and Egyptian Era in Sudan. This factory is located in Hilat Housh Elmak, i. e. 'The royal yard Centre', in EL-Matamma of about one kilometre from the Nile. The Building consists of large walls, their height is five meters. They are built of red bricks. In the inside, we find squares and channels for draining the water to the outside .It is known, among the dwellers of the area, as the "KiraKhana". Osman Hamid mentioned, in a meeting with him, that the Turkish brought some of the Egyptians for cultivating the "Indigo plant ", from which the pigments were produced, in many areas such as EL-Matamma, Sagadi, Eljabalab, and Barber. The selection of these areas may be because of the existence of the local weavers, and that the dwellers occupied this job by using the Cotton strings, that were used by women with the tool called "Mitrar" , which is a tool for spinning.



*Plate 16. A part of the Colour Khana.*





*Plate 17. The walls of the Colour Khana.*

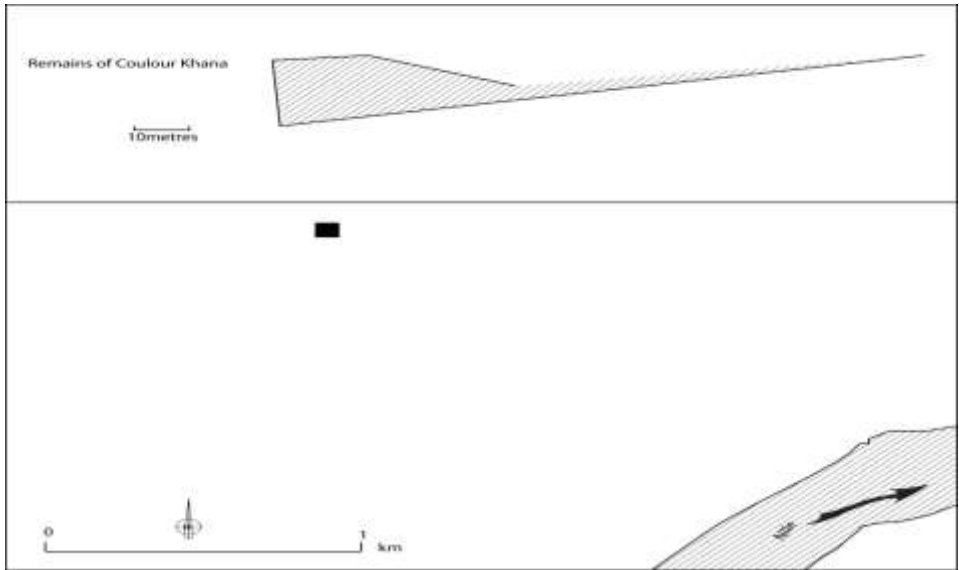
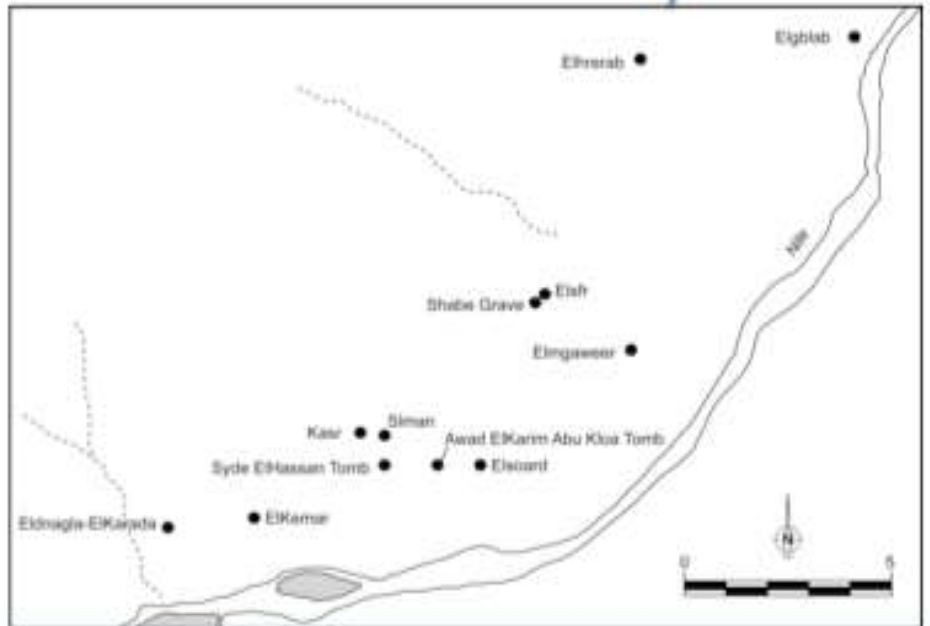


Fig7: The remains of the Building of the Colour Khana.



Map1: Shows some of the Archaeological sites in Matamma.

**Conclusion:**

- The sites which are registered in EL-Matamma are only Khalawy (religious schools), domes (Gibab), cemeteries, and sites of war and industry. All, except few burials which refer to the era of Meroe, are related to Mahadia and Turkish periods. This emerges a question about the Kushite sites in the area. Probably, this matter is due to the agricultural projects that remove several archaeological sites that were founded near the bank of the Nile.

-The Khalawy and the domes (Gibab), reflect the Religious importance of the area.

- The most archaeological Sites, which still remain in EL-Matamma, go back to the Era of Mahadiah.

-The progress of the local weaving and spinning, as there were factories established in the Turkish ruling Era (The Colour Khana Factory).

-There is passive influence of the Agricultural projects, and EL-Matamma-Shendi Bridge, on the archaeological sites that are found on the west bank of the Nile.

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-Osman Hamed, teacher, 53years old, el- Metemma. June  
2008

## **Techniques of Teaching an Effective English Language Lesson at Secondary School Level**

**Elnoor Sabit Abdelkarim \***

### **ABSTRACT**

This study under the title “Techniques of Teaching an Effective English language Lesson at Secondary School Level”. This study has an excellent characteristics and a great effect in the field of second language teaching and learning. This study shed the light on the importance of the scientific practical techniques in teaching English to fulfill efficient learning.

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The study aims at how to use modern techniques for teaching English in order to promote meaningful language practice. Moreover, evaluating teachers' linguistics competence, classroom management and the ignorance of visual aids in teaching process. In order to know to what extent these techniques have participated in developing teaching and learning process.

The data sources of this study represented in the interview and the questionnaire, the important results

Language-specific competences are essential elements for the language teacher in order to teach effectively

The success of English language lesson depends on the classroom conditions.

The proper use of visual aids is fundamental to good language teaching and learning.

**المستخلص**



هذه الدراسة بعنوان " تقنيات واساليب تدريس حصة لغة انجليزية فاعلة بالمرحلة الثانوية.لهذه الدراسة مميزات جيدة و اثر كبير في مجال تدريس و تعلم اللغة الانجليزية كلغة ثانية ، هذه الدراسة تلقي الضوء على أهمية الأساليب العلمية والعملية في تدريس اللغة الانجليزية لتحقيق تعلم فعال.

و تهدف الدراسة إلى كيفية استخدام الأساليب الحديثة في تدريس اللغة الانجليزية لتعزيز ممارسة اللغة الانجليزية بفاعلية، ومن ثم تقويم كفاءة المعلم اللغوية، ادارة الفصل واستخدام الوسائل التعليمية في عملية التدريس. لمعرفة إلي أي مدي أسهمت هذه الأساليب في تطوير عملية التدريس.

وقد اعتمدت الدراسة على عدة مصادر لجمع البيانات كما استخدمت الدراسة الملاحظة والاستبانة.وقد توصلت الدراسة لعدة نتائج أهمها:

\* الكفاءة اللغوية المتميزة عنصر أساسي لدي معلم اللغة الانجليزية لأجل تحقيق تعلم فعال.

\* نجاح حصة اللغة الانجليزية يعتمد بصورة مباشرة على بيئة الفصل.

\* استخدام الوسيلة التعليمية بصورة صحيحة ومناسبة هو أساس للتعلم الجيد.

## **Techniques of Teaching an Effective English Language**

### **Lesson at Secondary School Level**

#### **Introduction**

The teacher is one of the factors that has a lot of influence on student achievement. Teachers must be prepared to teach a wide range of students in terms of interest, motivation and ability, some of whom may need additional assistance and these behavioral characteristics are said to have effects on the students in learning English. However, apart from good teaching skills that teachers need to have, personal traits are also equally important because they also play a vital role in the success of learning as stated by Thompson (2008) that building and maintaining relationships in classrooms is necessary. And to build relationships, teachers need to be able to build rapport and foster an environment that encourages questions, negotiation and processing, and ultimately, autonomy, rather than an over-dependence on teachers.

### **Statement of the problem**

The main issue of this study “Techniques of Teaching an Effective English Language Lesson at Secondary School Level” is to overcome the main problems that face English language teachers at secondary school level in North Kurdofan State - Obied during teaching and learning process, in order to recognize whether these problems can

be attributed to teachers performance, students lack of effort or classrooms conditions.

### **Significance of the study**

This study has been written for colleagues who want to become effective teachers in English language. Therefore, the main concern of this study with the techniques at the practical level. And it aims to provide teachers with guidance and assistance in the classroom situation. Also, it is a practical study for teachers of English as a second language, it designed to give them and effective use of classroom and extended their language teaching skills.

### **Objectives of the study**

- 1- To help teachers to use a wider range of teaching techniques in order to promote meaningful language practice.
- 2- To enable teachers to plan and stages their lessons and organize their classes.

3- To train teachers how to use English language effectively while setting up and referring to simple visual aids.

### **Questions of the study**

1- Does the language teacher promote meaningful language practice without isolating its element linguistically?

2- How far is it possible for the language teacher to rearrange (getting organized) and controlling the classroom?

3- Are the visual aids help teachers to achieve an efficient learning process?

### **Hypotheses of the research**

1- English language teacher cannot go far into the language unless he/she isolates its elements linguistically.

2- The success of English language lesson depends on the classroom conditions.

3- Most of English language teachers do not give much concern to visual aids in teaching process.

### **Research methodology**

In this study, the researcher uses the descriptive analytical approach to handle the study using the statistical analysis. This approach is appropriate one because it helps to describe, analyze and to discuss the collected data.

### **Population of the study**

The population of this study is a group of English language teachers at the secondary school level . The tool that used to collect the required data is the questionnaire.

### **Limitation of the study**

The researcher chooses the sample of the study from the teachers of English language at the secondary schools

(NorthKurdofanState – Obied), and the questionnaire was reliable and effective instrument in collecting the data.

## **Literature Review**

### **Introduction**

Teaching is defined as the "the interaction of a student and a teacher over a subject." There may be one student or several in a class. The students can be young or old, bright or below average intelligence, "normal" or physically challenged, highly motivated or "turned off," rich or poor, male or female. The subject can be easy and straightforward or difficult and complex. The teacher may not be physically present, as with televised or computer-assisted instruction. But in most situations, teaching takes place somewhere, in some specific context. The institution may be highly selective, or "open door" in its admissions policies. The climate for learning may be favorable or destructive, supportive or frustrating. The resources, both physical and human, may be lavish or meager. No teacher teaches in a vacuum. The setting makes a difference. Teaching involves a teacher trying to teach someone something somewhere. ( Davis, James R: 1997)

## **Teaching English lessons**

Teaching English lessons is always challenging - whether you are teaching people for whom English is the first language, or for those for whom English is a foreign language. English lessons always take a lot of preparations and forethought - Teachers might have to plan lessons according to the levels of the students, and make sure that the lessons will become interactive so that all students will feel free to participate. Always teacher bear in mind that when students participate in English lessons, then they are well on the way of becoming successful English teachers. (Neil Valentine).

## **Examining an effective English lesson**

Each time the language teacher enter the classroom, he/she sets out to teach an effective lesson. He/she wants to present a lesson that motivates his/her students, provides useful and relevant language practice, and helps the learners gain confidence in using English. But how can these goals be achieved? The nature of effective lessons and the way in which teachers create them is not always clear. Two teachers may teach the same lesson from a textbook or from a similar lesson plan, yet go about it very differently. Despite the fact that each teacher has his/her own individual teaching style, both lessons may be quite

effective. And sometimes learners may enjoy a lesson a great deal even though the teacher's impression is that the lesson failed to achieve its goals. On the other hand, a teacher may feel that he/she covered a lesson plan very effectively, yet the students appear not to have learned very much from it.

In this study, the researcher will present a number of essential characteristics of good teaching in an attempt to throw some light on what is considered to be an effective lesson. Also, he will explore some of the thinking, skills, and practices that expert teachers employ in the classroom. Moreover, teachers are invited to share ideas and experience with others with a closer look at the nature of effective language teaching. To do this, it is better to begin by discussing the eight principles of an effective language lesson. (Richards and Bohlke:2011:1).

### **Characteristics of Effective Language Teachers**

Although there seem to be universal general principles of effective teaching used to specify an effective teacher, the foreign and second language teaching presents learning objectives, tasks, and environments that are qualitatively distinct from those of other subjects. So, when defining the term "characteristics of effective language teacher," it's necessary to take this context into consideration. To illustrate this, there is a comparative study conducted by Borg (2006) examining ways in which language teachers



are seen to be different to teachers of other subjects. This study investigates actual classroom practices of language teaching and other subjects and comes up with some factors. The factors that distinguish the experience of foreign language teachers from that of teachers of other subjects include the following: 1) *The nature of the subjectmatter itself.* 2) *The interaction patterns necessary to provide instruction.* 3) *The challenge for teachers of increasing their knowledge of the subject.* Language teachers teach communication, not facts. 4) *The need for outside support for learning the subject.* (Borg: 2006: 1).

### **Qualities of Effective Teachers**

Teaching effectiveness is a product of two distinct dimensions. The first is the instructor's ability to stimulate intellectual excitement in the classroom. Fundamental to this ability is the clarity of lessons and their emotional impact on students, as well as the instructor's knowledge, organization and flexibility. The teacher has to provide students with intellectual excitement (enthusiasm, knowledge, inspiration, humor, interesting viewpoint, clarity, organization). Perhaps equally significant in terms of teacher effectiveness is the use of psychology in the classroom. It is related to interpersonal concern and effective motivation such as concern, caring, availability, friendliness, accessibility, helpfulness, encouragement, and challenge. An effective teacher is the

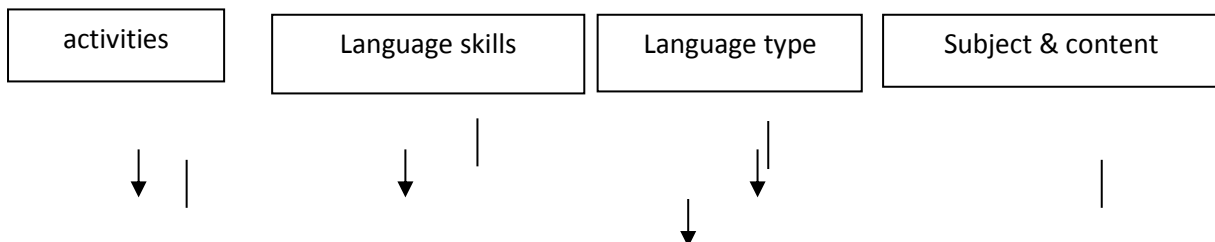
one who promotes positive student emotions by fostering critical thinking and creativity, showing sensitivity to students' feelings about the course material, and promoting an atmosphere of respect.( Clark :1995:398).

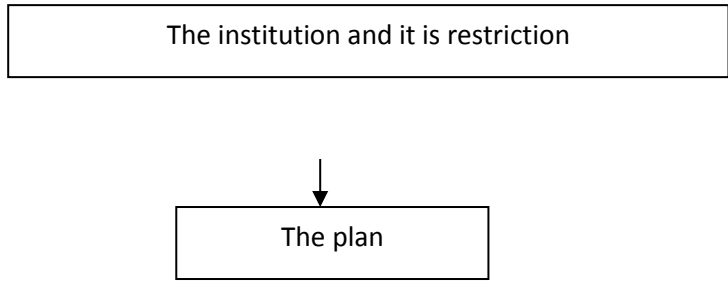
### The pre-lesson plan

The idea of pre-lesson plan is for the teacher to get a general idea of what he/she is going to do in the next class. Based on his knowledge of the students and syllabus.

Teacher's knowledge of the students who are they-what they bring to class- what their needs are – teacher's of the syllabus

### The pre-lesson plan





### **How to begin planning**

In most normal circumstances, especially for a teacher without much experience, he/she might go through the following sequence:

- (a) Assuming that you are already familiar with the curriculum your students are following and the overall plan.
- (b) Based on (1) your view of the whole curriculum and (2) your perception of the language needs of your students, determine what the topic and purpose of the lesson will be and write that down as the overall goal.

(c) Again considering the curriculum and the students' needs, draft out perhaps one to three explicitly stated terminal objectives for the lesson. Of the exercises that are in the textbook, decide which one

you will do, change, delete, and add to, all based on the objectives you have drafted.

(d) Draft out a skeletal outline of what your lesson will look like.

(e) Carefully anticipate step by step procedures for carrying out all techniques, especially those that involve changes and additions. State the purposes of each technique and activity as enabling objectives.

For teachers who have never taught before, it is often very useful to write a script in which your exact anticipated words are written down and followed by exactly what you would anticipate students to say in return. Scripting out a lesson plan helps you to be more specific in your planning (Centre for Excellence in Teaching: 1999)

## **The nature of a lesson plan**

Lesson planning serves a variety of purposes. One important purpose is to help teachers develop their abilities to select, structure, and organize lesson content into effective support for learning. In addition to the conceptual and cognitive processes activated through lesson planning, however, it also serves a number of other functions – for example:

- It provides a framework or “road map” for your lesson.
- It helps you think through and rehearse the teaching process.
- It provides a sense of security.
- It determines the sequence and timing of activities.
- It helps you realize your principles and beliefs.
- It provides you with a record of what has been taught.

Even if you are teaching from a textbook (which contains lessons that have already been planned), further planning is usually necessary to adapt the textbook to the teaching context and to supplement it based on the learners’ backgrounds, interests, learning styles, and abilities. For example, Teachers want to consider the specific instructional objectives for the lesson and choose tasks and activities that address the language skills that the lesson addresses. Teachers will need to think about the resources they will use in the lesson as well as how much time they

will spend on different activities. Their plan may also include ideas on how They will monitor their students' understanding and learning. (Richards and Bohlke: 2011)

### **How to prepare a successful lesson**

- 1- Read the whole lesson you are going to teach and outline the linguistic components (lexis, grammar, structure,...)
- 2- Decidethe objectives of your lesson.
- 3- Reorderthe objectives according to their importance.
- 4- Prepareyour guiding questions.
- 5- Look for prompts, visuals, games, puzzles, crosswords,... to support your objectives.
- 6- Reorder your activities 'exercises' in the ascending order (from the easiest to the most difficult).
- 7- Look for alternative activities in case your learners might not comprehend the main activities. This is more practical with grammar (e.g. when teaching abstract rules).
- 8- Do notbe a slave to the textbook - workbook. The book designers usually look at learners from their "ivory tower" and they try to experiment different methodologies and approaches neglecting the truth that what may "succeed" in a country does not necessarily "succeed" in another.

They are always theorizing though pretending to be very practical.

9- Introduce the item (vocabulary, grammar,...) through visuals, flash cards, prompts,... then, put it into practice through activities, tasks, exercises..., and finally test it through puzzles, crosswords,...

10- Look back at your previous lessons, ask yourself whether you fulfilled your goals and, if not, avoid the "mistakes" you made. This is a kind of self-evaluation in order to better learners' feedback. The output depends on the input. Keep in mind that it is not a disaster to make mistakes, but it is a disaster to continue making mistakes without any effort to avoid them. (Abdellaoui: 2010)

### **Key Elements of What makes a good teacher**

Research detailing the direct effect of good teaching on pupils is difficult to assess, as relating 'good teaching' directly to higher attainment in pupils is almost impossible to verify. However there are many attempts to analyze what constitutes a 'good teacher'. The following points are generally agreed to have an impact on pupils.

### **Teachers' repertoires of best practice**

1- Provide learner with clear tasks, goals, and requirements and inform them of progress made. A key skill in teaching is the ability to explain and describe things clearly

2-Encourage students to think, to make connections, to practice and reinforce, to learn from other learners and to feel that if they make mistakes they will not be ridiculed or treated negatively.

3-Promote students participation through problem solving, questioning, discussion and “buzz group” activities.

4-Treat all students questions seriously and do not intimidate or ridicule.

5-Use regular informal assessment strategies including a range of types of questioning, observation and listening.

6-Understand that, since individuals learn at different rates and in different ways, teacher needs to provide a variety of activities, tasks and pace of work, and monitors and evaluates students’ progress.

### **Personal qualities**

1-Demonstrate an empathy with students thinking, anticipate misconceptions and allow students to develop understanding in a variety of ways.

2-Observe students in class for signs that they are failing to keep up, are bored, or do not understand.



3-Show flexibility in responding to students needs.

4-Encourage students to take an active role in working through difficulties and take time to work through concepts in detail with those who have difficulties.

5-Communicate effectively (Smith:2001)

**A good teacher represents some of the following qualities:**

1- Has to be interested in his own subjects and at the same time open-minded for others and other topics.

2- Has to be strict, self-confident and show authority, but at the same time he has to be the students' "helper" and quite often even something like their friend who they can talk to if problems occur.

3- Has therefore to find a balance between him representing an authority or a friend and enjoys teaching.

4- Arrives in time to start a lesson and ends a lesson in time because of good organization and planning.

5- Uses different methods to liven up his lessons and therefore keep his students' attention.

6- Has to gain the students' interest in his subject.

7- Conveys information and keeps the pupils' attention and has to be patient.(Birte: 2001)

### **The language of the classroom - The beginning of the lesson**

The teacher must know what kind of students he/she is going to teach in order to choose the way that he/she would talk to them in the classroom when the teacher enters the class to begin his lesson he/she must keep a general look to the whole class to be sure about its weather.

At the beginning of English language lesson usually the teacher greets the students in order to direct their attention, all over this the short chat at the beginning of English lesson helps the students to do well.

A teacher will need to select the language suggested to suit the students, bearing in mind their age, interests and background. The language you use at the beginning depends on what day of the week it is, the time of the day and weather, you might get your students to talk about their plans for the week end. The language of the classroom suggested as bellow:

#### **Greeting**

Good	Morning afternoon evening	good afternoon teacher
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### Beginning a chat

Well	did you have a good did you enjoy did any one of you do an interesting thing during	Week end holiday
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If you are about to teach a new class for the first time, whatever their standard of English it may help you to set on with the better and establish good rapport if you explain in the mother tongue why you want them try to speak English all the time in the classroom in their English lesson. The important thing to teach a new lesson it is a good idea to begin establishing a set of standard concerning class procedures and stick to them.

(a) Complete silence while the teacher talking especially when he is presenting something new.

(b) No student should answer out of turn.

(c) Students should not write unless you ask them to do.

(Byrne: 1980)

### **Ending the lesson or stage in the lesson**

The aims of ending the lesson are represented in, to teach language, one would normally use he/she is finishing stage in a lesson, or when ending the lesson itself, setting home work. Second to show the few minutes just before the end of the lesson can be used in a practical way to promote communicative language use which will involve students.

When the teacher finished teaching near the end of the lesson usually there are needs to be done, this step is very important for the teacher towards his/ her students to feel that they are at the end of the lesson. But sometimes the lesson goes faster than you have planned and you have five or ten minutes left here the teacher must do something and use this time productively and amusingly it is better for him/her to fill this time playing a game in English.

(Finocchiaro: 1973)

### **Ending a teaching sequence**

To end teaching sequence the teacher can follow this assignment

just Can you	Finish Complete	Line The sentence Task	You are	Writing Doing
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## Setting home work

At home to night	Do Learn Practice	The work we have done The exercise on page
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On the other hand, setting home work at any level is different than the other i-e the home work is important and compulsory. The teacher after all these processes he had to follow up an evaluation in order to be sure of achieving his purpose. (Byrne: 1980)

### **Getting organized (setting-books-blackboard)**

The aim of getting organized is to help the teachers in the selection of socially appropriate forms to use when organizing the room, and this after more vital to communication than grammatical accuracy, to show teachers how to involve students activity in the organization, using English purposefully for genuine communication.

### **How far is possible for the teacher to rearrange the classroom?**

The teacher can make enough space to act out a dialogue or do their roles play in front of the class or to rearrange seating for group work. The language used in the classroom when giving instructions is very similar to real life, basic every day English to organize the lesson, students will become familiar with many common expression and will find later on that, they can use themselves after little practice.(Brought: 1978)

### **Dividing up the class(choral-individual and teams)**

It is better for the teacher of English language to divide up the class to choral individual and teams. The aim is to enable teachers to combine spoken language with gesture in order to give effective instructions to their classes when dividing them up. Then, show teachers how the normal classroom procedures (teacher asking, students responding) can be varied to make the lesson interesting and motivating.

The work of the choral has many advantages, choral work individual and teams is suitable for both adult learners and children. Dialogue practice is suitable for dividing the class, the teacher first, listen to this dialogue and imagine what gestures the teacher is using as he/she speaks to his/her class. Then listen again, repeating the teacher's part and making appropriate gesture yourselves stand up to do this. (Hubbard: 1986)

## **The role of the teacher**

What stand behind all process is the role of teacher. He exemplifies the backbone of the learning process. The syllabus, the learner, the teacher and the method all integrate to form the education process. At the same time, the teacher will not be able to do this job unless he/she is well standardized qualified, mastering the language and gaining some professional principles. One of the main concerns of the teacher is to develop students' ability to use the language as a communicative purpose. He/she has to create the best conditions for learning process.

A key role of the teacher is that he/she is a motivator. He/she does in the classroom, his/her ability to motivate students, to a rouse their interest and involve them in what they are doing. Some key factor will be his/her own performance and mastery of teaching skills, often depends on careful preparation, his/her selection and presentation to the topics and activities his/her own personality which in language teaching must be flexible enough to allow him/her to be both authoritative and friendly.

(Sabit:1996:31)

## **Methodology of the Research**

This study is mainly concerned with “Techniques of Teaching an Effective English language Lesson at the Secondary School Level”. This part will be devoted to the methodology followed to investigate the collected data; the researcher has adopted the descriptive method, because it has great value in providing facts on which professional judgment can be based. The researcher identified the hypothesis of the research and selected the data instrument which is represented in a questionnaire; first the data has been collected, second analyzed and finally discussed.

### **Population of the study**

The researcher attempts to generalize the results of the research through a group of teachers of English language teachers at the secondary school level (NorthKurdofanState - SheikanProvince - Obied). The population number was [171] teachers, [71] are males and [100] females. All of them are teaching English language at secondary schools in [38] schools [18] boys' schools and [20] are girls' schools. The samples of this study are [50] teachers, teaching English in Obied secondary schools academic year 2012, got from Stratified Random Sampling technique.



## **Sample**

The sample is represented by [50] English language teachers, who teach in different schools at NorthKurdofanState - Obied, and their experience range from (2 – 29) years, however, some of them are MA holders and others have high Diploma in ELT, besides Bachelor certificate.

## **Tools of Data collection**

The questionnaire consisted of [30] items with five options [agree-disagree-strongly agree-strongly disagree-neither] and it is designed to cover three measurements. The items from 1-10 were designed to measure the linguistic competence and English proficiency level for effective English language teacher. The items from 11-20 were designed to investigate what are the required classroom conditions for the successful English language lesson, this part asked the teachers to indicate how much they think a particular characteristic was important in teaching process. The final items from 21-30 were devoted to deal with the importance of visual aids in efficient learning. Moreover, the prepared questionnaire ask the teachers to write their [gender – qualifications – graduating college – experience years – English lessons per a week] to enrich the analytical process.

## **The Questionnaire Validity**

Bachman (1990) reports that "validity is the most important quality to be considered in the development, interpretations and the use of the language test". Therefore, to ensure the face validity of the questionnaire, certain procedures were followed and the prepared version of the questionnaire presented to specialize people, second the questionnaire modified in regard of wording, the number of items and restatement of certain items. Finally the questionnaire collected, analyzed, scored and tabulated.

## **The Questionnaire Reliability**

Individuals' performance may be affected by different factors in testing conditions such as fatigue, anxiety and carelessness, thus, they may obtain scores, which are inconsistent from one occasion to the next. Reliable questionnaire should have the same scores if it is given in a future time to the same group of subjects.

## **Procedures**

Certain procedures were followed to prepare the questionnaire. First, the prepared version of the questionnaire was presented to specialized people who have long experience in the field of education. Second, this questionnaire which consists of different items were designed and used according to the nature and contents. Then, it was distributed among English language teachers at secondary school level, and it was constructed through the following steps:

- The proposed questionnaire was design first.
- The questionnaire is presented to specialized people to check face validity.
- The corrections were made according to the recommendations for the final construction of the questionnaire
- The questionnaire consists of five options for each item, so a respondent has to tick the suitable one [agree-disagree-strongly agree-strongly disagree and neither]
- The questionnaire was distributed among [50] teachers of English at secondary school level in Obied town.
- Finally, the questionnaire was collected analyzed and tabulate

### **Data Analysis and Discussion**

This chapter will be devoted to present, analyze and discuss the results of the collected data using the teachers' questionnaire as a tool for data collection. The result of this instrument will be discussed and interpreted in details.

The following table represents the general statistic for English language teachers at the secondary school level in North Kurdofan State-Sheikan Locality.

Table No(1)

School type	Schools' number	Int he city	Int he rural	Teachers' number	Male	Female	trained	Untrained
Boys	18	12	06	75	54	21	54	21
Girls	20	13	07	96	17	79	75	21
Total	38	25	13	171	71	100	121	42

## General Administration of Secondary Schools – 2011

The following table represents the distribution of English language teachers at secondary schools in Obied town according to gender

Table No(2)

	School	Male	Female
1	Obied Secondary School for Girls	3	6
2	MerghaniaSecondary School for Girls	1	5
3	MustafaNasirSecondary School for Girls	1	4
4	HumiraaSecondary School for Girls	0	5
5	Saffa Secondary Schools for Girls	0	4
6	AbdelkareemSecondary School for Boys	4	0
7	YousifElburSecondary School for Boys	1	2
8	SuleimanDagigSecondary	2	1

	School for Boys		
9	WaffaaSecondary School for Girls	1	2
Total	9 Schools	13	29
%		31%	69%

Table No(3) Distribution of Teachers per qualification and year of experience:

Gender	Qualification		Experience			Total
	Bachelor	Master	1 to 10	11 to 20	21 to 30	
Female	24	5	10	13	4	
Male	9	4	4	5	3	
Total	33	9	14	18	7	
%	79%	21%	36%	46%	18%	100%



Table No(4) Distribution of teachers per graduation college

Gender	Collage				Total
	Education	Arts	Psychology	Other	
Female	16	8	3	1	28
Male	7	6	0	0	
Total	23	14	3	1	41
%	56%	34.15	7%	2%	100%

Table No(5) Distribution of teachers per lessons per week

Gender	Lesson per week			Total
	1 to 10	11 to 20	21 to 30	
Female	10	18	0	28
Male	6	5	0	11
Total	16	23	0	39
%	41%	59%	0	100

## **The questionnaire analysis and results**

The data is collected and tabulated according to responses of fifty subjects. The arithmetic mean is computed and the standard deviation for the thirty items first, and then has been done for each item to test the hypotheses by using significance of (1-tailed test) to reject or accept the hypothesis.

The following table is a statistical study or a response for the whole fifty subjects in a general statistics covering the three measures (30) items of the whole questionnaire.

Table No(6)

		1stM	2edM	3rdM
N	Valid	50	50	50
	Missing	0	0	0
Mean		41.180 0	40.100 0	40.060 0
Std. Deviation		5.3325 7	4.9125 0	5.5711 0

The following table represents the responses of the fifty subjects about the (one-sample statistics) for the three measure in isolation to test the mean of the hypotheses , the standard deviation of the first ten items is 5.33257, the second ten items is 4.91250 and the final ten items is 5.18479. That means all subjects are agreed with the presented hypotheses.

Table No(7) One-Sample Statistics

<b>Ms.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
1 <sup>st</sup> M	50	41.180 0	5.33257	.75414
2 <sup>ed</sup> M	50	40.100 0	4.91250	.69473
3 <sup>rd</sup> M	50	40.340 0	5.18479	.73324

The following table dealt with responses of the subjects (One-Sample Test) by computing the arithmetic mean for the three measures. The mean of the first ten items is 41.1800, the second ten items is 40.1000 and the third ten items is 40.3400 no differences between the three measures, and the test value = 30 and the level of (2-tailed test) is 0.01 level so the three measures are statistically significant and accepted the study hypotheses.

Table No(8)One-Sample Test

Measures	Test Value = 30					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1 <sup>st</sup> M	14.825	49	.000	11.1800	9.6645	12.6955
2 <sup>ed</sup> M	14.538	49	.000	10.1000	8.7039	11.4961
3 <sup>rd</sup> M	14.102	49	.000	10.3400	8.8665	11.8135

The following table shows the responses of fifty subjects to the thirty items of the questionnaire, the responses were computed statistically and the results are as follows. The test value is 3.00 for each item and the level of the (2-tailed test) is 0.01 level and the interval confidence of the mean difference is 95% , that means all the hypothesis are statistically significant.



Table No(9) One-Sample Test

Items No.	Test Value = 3					
	T	Df	Sig. (2- tailed)	Mean Differen ce	95% Confidence Interval of the Difference	
					Lower	Upper
1	9.767	49	.000	1.2800	1.0166	1.5434
2	6.794	49	.000	.9800	.6901	1.2699
3	6.542	49	.000	.9800	.6790	1.2810
4	3.855	49	.000	.6400	.3064	.9736
5	9.635	49	.000	1.2000	.9497	1.4503
6	8.491	49	.000	1.2200	.9313	1.5087
7	13.099	49	.000	1.3200	1.1175	1.5225
8	7.818	49	.000	1.1000	.8173	1.3827
9	12.158	49	.000	1.3200	1.1018	1.5382
10	7.283	49	.000	1.1400	.8255	1.4545
11	5.016	49	.000	.8600	.5155	1.2045
12	10.331	49	.000	1.3400	1.0793	1.6007



13	7.937	49	.000	1.2000	.8962	1.5038
14	6.075	49	.000	1.1200	.7495	1.4905
15	10.331	49	.000	1.3400	1.0793	1.6007
16	9.307	49	.000	1.1800	.9252	1.4348
17	7.837	49	.000	1.0600	.7882	1.3318
18	3.182	49	.003	.5000	.1842	.8158
19	5.168	49	.000	.8400	.5134	1.1666
20	3.767	49	.000	.6600	.3079	1.0121
21	8.143	49	.000	1.1400	.8587	1.4213
22	7.769	49	.000	.9800	.7265	1.2335
23	6.527	49	.000	.9400	.6506	1.2294
24	8.954	49	.000	1.2000	.9307	1.4693
25	8.868	49	.000	1.1800	.9126	1.4474
26	6.950	49	.000	.9400	.6682	1.2118
27	5.758	49	.000	.9800	.6380	1.3220
28	4.802	49	.000	.8000	.4652	1.1348
29	4.530	49	.000	.7000	.3895	1.0105

30	8.954	49	.000	1.2000	.9307	1.4693
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**Questionnaire validity is .8412**

The questionnaire items validity is .8412 or the questionnaire has achieved high validity for the subjects that means all the items were designed carefully and obviously to satisfy the respondents needs and interest.

### **Conclusion and Recommendations**

The questionnaire is used as an instrument in this study for collecting the required data. The sample is taken systematically from fifty English language teachers. Also, different statistical methods were used and relevant data was collected from the sample (English language teachers). Finally, the questionnaire was constructed from three dimensions with thirty items concerning various aspects of the study. Thus, the data was discuss analyzed and the main findings were carried out.

The current study also discussed the main factors that participated in the teachers' performance such as linguistic

mastering, teaching methodology and the absent of visual aids in teaching process.

**The main findings of this study are:**

- 1- The language teacher can not promote meaningful language practice without isolating its element linguistically.
- 2- The good teacher is the one who has strong character to manage and control his/her classroom.
- 3- The visual aids are essential techniques that help teachers to achieve an efficient learning process.
- 4- A good teacher is one who knows the teaching techniques and have some notions of their effectiveness.
- 5- Teaching process involves a teacher and a student interacting over a subject in a setting.
- 6- No teacher teaches in a vacuum. Teaching involves a teacher trying to teach someone something somewhere.

7-Teaching depends on high levels of creativity, sound judgment, and insight.

8-The most important goals of teaching are those events that occur during the teaching process.

### **Recommendations**

1- Teachers should not only consider development, but also they should practice linguistic rules carefully.

2- Teachers should be aware of grammar, vocabulary and sentence construction.

3- Teachers should use materials that expose students only to those language structures which they have already taught.

4- Teachers should teach simple language structure before complex one.

5- The language teacher has to master the target language well enough to be imitated by his students.

6- The language teacher has to be serious and consistent to his/her time during the lesson..

8- The language teacher has to deal with modern techniques of teaching that removes the teacher from traditional role to facilitator of learning.

9- Teachers have to deal with visual aids so as to reinforce their message, clarify points and create interest.

10- Teachers have to share ideas and experiences with others with a closer look at the nature of effective language teaching.

## Conclusion

This study is additional step to analyze the main obstacles that face teachers at secondary school level in the field of English language the teach. The study has used a questionnaire consisting of thirty statements to measure three dimensions to assess teachers' linguistics competence, classroom management and the ignorance of visual aids in teaching process. Finally, the researcher has recommended many suggestions to serve the field of English language teaching at the secondary school level.

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