
THE EFFECTIVE METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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ABSTRACT

The current study was conducted in Shiekan locality North Kordofan state, Sudan during the period 2023-2025. The problem of the study was that investigating the effective methods of teaching English as a foreign language in secondary schools. The study aimed at investigating the characteristics of effective English language teachers and to identify to overcome the challenges of teaching English as a foreign language. The study followed the descriptive analytical approach where 60 teachers were randomly selected from the total population of 60 English language teachers in secondary schools in Shiekan locality. A questionnaire was designed and distributed to the teachers. Data were analyzed by SPSS program version (20) using descriptive statistics. Results demonstrated that 96.4% of the respondents agreed with the opinion that teachers prioritize modern methodologies. About 78.5% of teachers agreed about supportive classroom environment. While 89.2% agreed that teachers must creatively adapt materials to overcome resource limitations. And 96.4% validated the use of visuals (e.g., videos, pictures) to clarify complex concepts. The study concluded that the dynamic interplay between teacher adaptability, methodological innovation, and learner engagement in TEFL. By aligning global best practices with localized needs. The study recommended that engaging in Continuous Professional Development (CPD) to stay updated on CLT, TBLT, and technology integration while fostering learner-centered classrooms through group work, visual aids, and regular feedback..

KEYWORDS: *Adaptability, Analytical, Demonstrated, Integration.*

1-INTRODUCTION

This study is a process to investigate the methods and challenges in teaching English as a foreign language at secondary schools in Shiekan locality. It deals with teachers and their teaching methodologies effectiveness. The study examines the difficulties connected to choosing the appropriate teaching approach into how it affects the learners of EFL. It suggests using a student centered approach which is flexible for the student's needs. While it aim to show the importance of methods used by teachers and how it can impact and improve the student's language acquisition. Teachers participating in the study agree to use CLT approach and its effectiveness in teaching speaking skills. The study also illustrates how using different approach depends on the four skills (reading, listening, writing, and speaking) that is taught.

2-The problem of the study

Teaching English as a Foreign Language presents challenges, particularly for non-native English learners. To enhance language understanding and improve their teaching effectiveness, English language instructors must explore and identify effective methods for teaching English as a foreign language.

3-The objective of the study

This study aims to investigate the characteristics of effective English language teacher while identify and overcome the challenges of TEFL, to gain the effective methods of TEFL and facilitate English language acquisition.

4-MATERIAL and METHODS

The research will be descriptive and analytical. It will describe and analyze the qualitative data which will be collected through the questionnaire. After having responded to the questionnaire, the frequencies and means will be calculated through SPSS (Statistical Package for the Social Sciences). It will be used in testing the significance of the hypotheses. The study will be focusing on investigating the effective methods of TEFL specifically at Sheikan locality, Department of English Language during the academic year (2023-2025).

5-DATA ANALYSIS and DISCUSSION

Table (4.1) the Effective English language teacher should continuously know about the modern teaching methods.

Valid	Frequency	Percentages
StronglyDisagree	1	1.8%
Neutral	1	1.8%
Agree	7	12.5%
StronglyAgree	47	83.9%
Total	56	100%

Table (4.1) indicates the opinions on whether an effective English language teacher should be aware of modern teaching methods. A significant 96.4% agreed. On the other hand, 1.8% was neutral and disagreed. In a previous study, (Ismail, 2009) found that effective teaching is linked to clear objectives and modern teaching methods. Richards & Rodgers (2014): Emphasized CLT and modern methodologies in TEFL.

teaching methods.

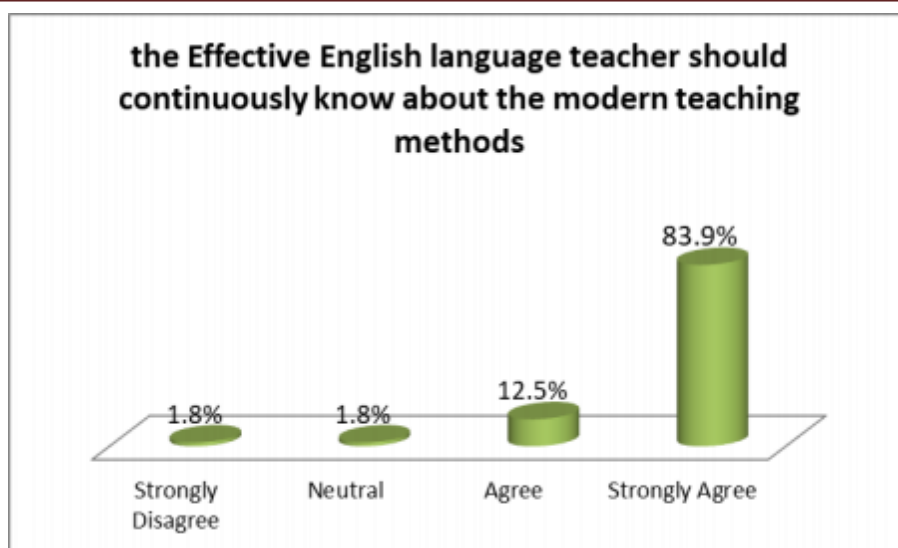


Figure (4.1) the Effective English language teacher should continuously know about the modern teaching methods.

Table(4.2) The Effective English language teacher creates supportive and non-judgmental classroom atmosphere

Valid	Frequency	Percentages
StronglyDisagree	1	1.8%
Disagree	3	5.4%
Neutral	8	14.3%
Agree	27	48.2%
StronglyAgree	17	30.3%
Total	56	100%

Table (4.2) discusses the importance of a supportive and non-judgmental classroom environment. Here, 78.5% agreed, while 14.3% remained neutral and 7.2% disagreed. Which means it helps to achieve effective teaching. According to 5 Minute English (n.d.) creating non-judgemental classroom environment helps to overcome the Challenge of Keeping students motivated.

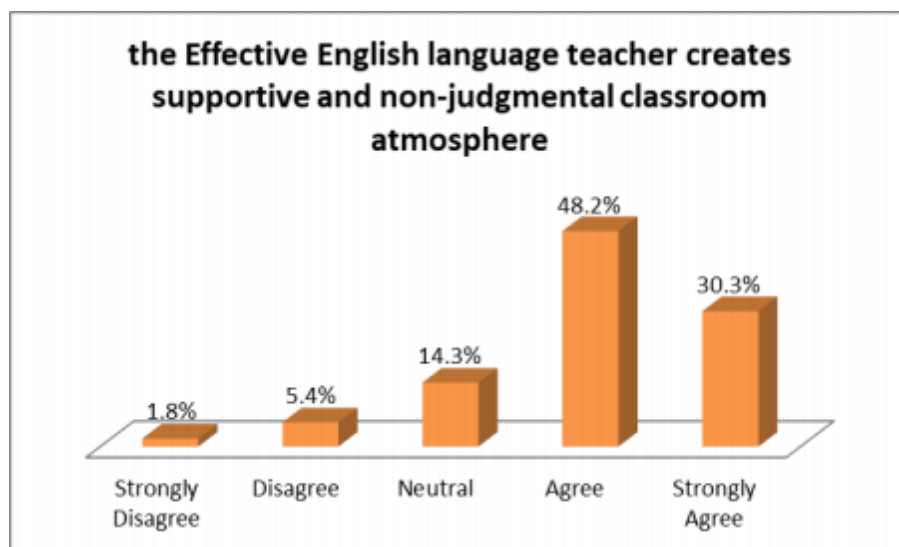


Figure (4.2) The Effective English language teacher creates supportive and non-judgmental classroom atmosphere.

Table(4.3) The Effective English language teacher should determine which methods are more suitable for his/her student's needs.

Valid	Frequency	Percentages
Neutral	3	5.4%
Agree	20	35.7%
Strongly Agree	33	58.9%
Total	56	100%

Table (4.3) emphasizes that teachers should identify suitable methods for their students' needs. 94.6% agreed, and 5.4% neutral. Using a variety of teaching methods helps to overcome the challenge of students' varied backgrounds with different proficiency levels. 5 Minute English (n.d.): Addressed challenges of diverse proficiency levels. Ellis (2003): Supported task-based learning for varied needs.

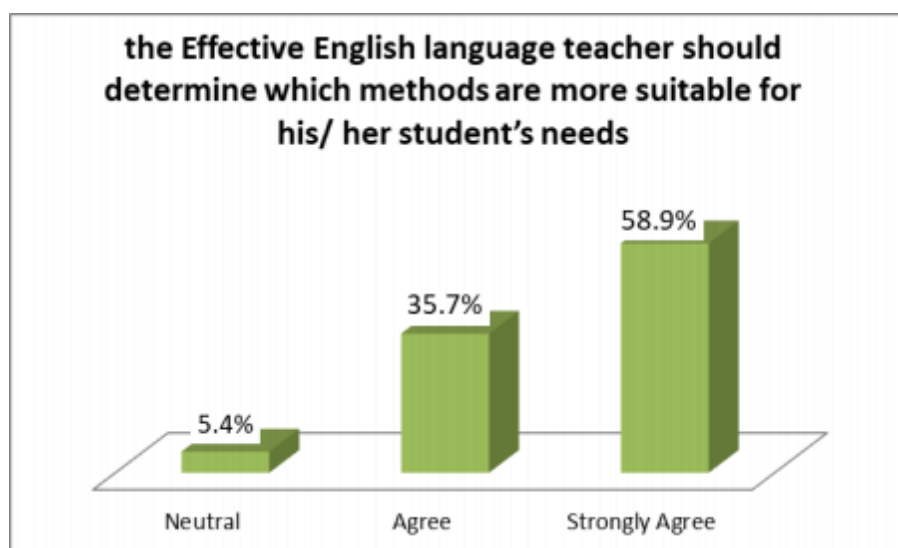


Figure (4.3) The Effective English language teacher should determine which methods are more suitable for his/ her student's needs.

Table(4.4) The Effective English language teacher should be resourceful and creative to create his/her own materials when necessary.

Valid	Frequency	Percentages
Disagree	3	5.4%
Neutral	3	5.4%
Agree	18	32.1%
Strongly Agree	32	57.1%
Total	56	100%

Table (4.4) According to it, 89.2% agreed that effective teachers should be resourceful and creative in creating their own materials. This strategy utilizes online resources and create your own materials in case there is a lack of resources or out-dated materials (5 Minute English, n.d.). McDonough & Shaw (2013): Emphasized teacher adaptability in material design.

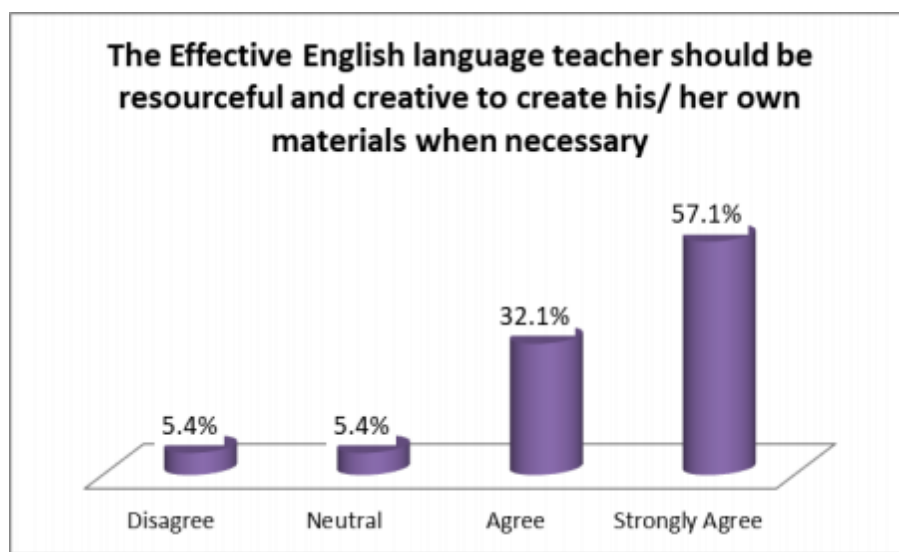


Figure (4.4) The Effective English language teacher should be resourceful and creative to create his/ her own materials when necessary.

6-CONCLUSION

This study underscores the dynamic interplay between teacher adaptability, methodological innovation, and learner engagement in TEFL. By aligning global best practices with localized needs, stakeholders can transform English language education in Sheikan and similar regions. The findings not only validate established theories in applied linguistics but also pave the way for context-sensitive solutions, ultimately empowering learners to thrive in an increasingly interconnected world.

7-RECOMMENDATION

- Create culturally responsive materials to address resource gaps and contextual relevance.
- Provide training workshops on modern methodologies and classroom management.
- Equip classrooms with technology (e.g., projectors, language apps) to complement traditional teaching.
- Reduce class sizes and allocate time for collaborative activities to enhance interaction.

8-BIBLIOGRAPHY

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