CHAPTER IV

DESIGN OF THE RESEARCH
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CHAPTER IV

DESIGN OF THE RESEARCH

INTRODUCTION:

The essence of the previous two chapters tells us a story of steady deterioration of the standard of English language teaching/learning in Sudan. Since Independence and till the present time the teaching/learning of English in Sudan has been in such a continuous decline that all the efforts made to tackle this disheartening situation seem to be futile. There was no serious effort to examine the whole issue pertaining to the ELT in Sudan so that to discover the points of weakness and to put measures to remove them and to improve the English language teaching/learning process in such a way that makes the efforts exerted in its teaching help in maintaining a desirable standard of ELT in Sudan so that it can remain as our ‘window to the world’ and a tool by which pursuers of knowledge can refer to the latest ‘scientific and humanistic knowledge’. In other words, English remains our tool of international link and the supplementor of learners’ knowledge.

The title of the research ‘A Critical Study of English Language Teaching in Sudan’, embodies an attempt to view, critically, the present situation of English language teaching. It is an evaluation of English language teaching, its efficiency, weaknesses and its ability to achieve the aspirations of English language teaching course in Sudan.

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OBJECTIVES OF THE STUDY:

The study aimed to approach the ELT from the point of view of teachers who are teaching English as a subject at school level. The main objective which guided the study was to obtain data relating to independent variables such as the aims of ELT in Sudan and the process of teaching English that is operating to fulfil the goals of ELT. Therefore the researcher set forth the following aims for this research:

1. To study teachers' academic and professional qualifications;
2. To study the aims of teaching English at the Elementary and Secondary school levels;
3. To investigate the methods used in teaching of English at these levels;
4. To study the availability of provisions necessary for effective teaching such as:
   A) Time allotted for teaching of English,
   B) Materials that help in the process of teaching/learning of English such as:—
   = Teacher's Handbook,
   = Other teaching aids,
   = Extra-curricular activities.

Such data might make it possible to answer with some more confidence such questions as:

i) Do the teachers of English have the necessary qualifications that enable them to conduct effective teaching?
ii) Are the aims of ELT can be attained in the existing teaching situations?

iii) Is the time allotted for the teaching of English sufficient?

iv) Are the methods involved in the teaching of English effective enough to attain the desired goals?

v) Is the teaching of English supported by various teaching aids?

vi) Given the Arabization of the higher education, is agreement possible about what should be the position and aims of English in the school level?

vii) Is the situation of ELT prevailing at present the most effective for the achievement of the aims of ELT in Sudan?

5. To investigate into efficiency of pupils in the use of English language.

POPULATION:

The primary purpose of a research is to "discover the principles that have universal application", but to study a whole population to arrive at generalizations would be impracticable, if not impossible. J.W. Best and James V. Kahn go on to say that "some populations are so large that their characteristics cannot be measured". While Nick Moore assumes that it is "seldom possible to survey the complete population". In general sense, population is usually considered as consisting of human...
beings. However, in statistical use it is thought of as consisting
of any kind of members.

Therefore, a population "is any

group of individuals that has one or more characteristics in

common that are of interest to the researcher. The population may

be all the individuals of a particular type or a more restricted

parts of that group". 4 "Population in this context means" as Nick

Moore says "all the people or objects under observation". 5 The

same sense is expressed by Y.B. Aggarwal who says "a population

may consist of persons, objects, attributes, qualities, behaviours

of people, answers to various items of a test". 6 While William G.

Cochran says that the word population denoted "the aggregate from

which the sample is chosen". 9 However, according to E.F. Lindquist

a population may be defined as "any identifiable group of

individuals or as any collection or aggregate of comparable

measures". 8

BACKGROUND:

To recapitulate, at the stage of schooling in Sudan, we find

three patterns of schools: 9

1. The Government Schools.

2. Public Schools, and,

3. Private Schools.

The dominant pattern is the Government Schools. 10 It was

necessary to have a homogenous sample in the study. Therefore the

public and private schools were dropped so as to eliminate the

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effect of extraneous variables such as differences in education, syllabus patterns, etc. Moreover, some of these schools were using English language not only as a subject but also as the medium of instruction till recently. Also, their syllabuses were also different from those of Government Schools. Moreover, some of these schools were, also, passing through a period of transition to the national syllabuses used in Government Schools and also to Arabic language as the medium of instruction as was decided by the Educational Conference held in 1990. Therefore, they were regarded as unsuitable since the teaching situations which were existing in these Schools might affect the independent variables in a way that could be accounted-for in the Study.

To limit the population with a considerable sample, the researcher selected a number of schools from different parts of northern Sudan where the questionnaires and the tests were to be administered. The schools comprised students belonging to Urban, semi-Urban, rural areas and different socio-economic backgrounds. In addition, both sexes were represented.

SAMPLE:

Sampling is an essential aspect of surveying and as is mentioned earlier, it is seldom possible to survey the complete population. A sample is a small proportion of a population selected for analysis. During the recent decades sampling technique has been increasingly used in the field of education to
obtain information necessary in answering certain questions about a specific population. "A sample is a group selected from the complete population to make the task of surveying .... more manageable".12 "A sample" according to John W. Best and James V. Kahn "is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn".13

Careful sampling was made for both teachers and students, though it cannot be claimed to be exhaustive, but it was adequate for its purpose of the study. According to John W. Best and James V. Kahn "the ideal sample is large enough to serve as an adequate representation about which the researcher is to generalize and small enough to be selected economically .... There is no fixed number or percentage of subjects that determines the size of an adequate sample".14

It is often stated that samples of 30 or more are to be considered large samples and those with fewer than 30 small samples.15 According to John W. Best and James V. Kahn "Samples are chosen in a systematically random way, so that chance or the operation of probability can be utilized".16 Nick Moore emphasises that "the chance of a particular characteristic or attribute occurring in the sample should be the same as the chance of the same characteristic appearing in the whole population".17 This can be achieved by selecting a random sample. A. Stuart gives the

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same meaning. He says "any sample selected by a chance mechanism with known chances of selection is called a random sample".\textsuperscript{18}

The sampling in this study was based on stratified random sampling of teachers population of both the levels of schools in Sudan. Regarding this way of selecting the samples Nick Moore says "to select a sample that will represent, or have the same characteristic as, the overall population".\textsuperscript{19} However, J. W. Best and James V.Kahn say that "the ideal method is random selection, letting chance or the laws of probability determine which members of the population are to be selected".\textsuperscript{20} They go on to say "It is advisable to subdivide the population into smaller homogeneous groups to get more accurate representation. This method results in the stratified random sampling".\textsuperscript{21} However, the researcher took into consideration the educational report of 1994 which states that 50\% of the teaching man-power are concentrated only in three regions, Central state, Nile state and Gezira state.\textsuperscript{22} This might have affected the results if it was not handled carefully. Therefore, the survey attempted to represent all the states on the basis of random table sampling basis.

PREPARATION OF TOOLS:

The method for the studying, critically, the ELT in Sudan was based on the survey of English language teaching so as "to get the facts about the situation— or a picture of conditions that prevail".\textsuperscript{23} Surveys are probably the most common form of research method. The primary function of surveys is to collect information.

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which can then be analysed to produce conclusions.\textsuperscript{24} Therefore the term survey suggests the compiling of evidence relating to existing conditions. According to Sukhia Mahrotra the survey method "gathers data from a relatively large number of cases at a particular time".\textsuperscript{25} While Nick Moore says "the first purpose of survey is to describe what is going on; to obtain all the relevant facts about something".\textsuperscript{26} Keeping in mind all the important aspects of the survey method, the researcher decided that it will be an appropriate method for the purpose of this study and therefore he decided to adopt it for accomplishing this research. To achieve this the following tools were prepared:

**PREPARATION OF QUESTIONNAIRES:**

In order to elicit the information regarding the teaching personnel, teaching aids, methods of teaching etc., two questionnaires were prepared. These questionnaires were for the teachers of English at Basic and Secondary school levels. This type of tool was selected for accomplishing the survey as "questionnaires are extremely flexible and can be used to gather information on almost any topic from large or small numbers of people".\textsuperscript{27} John W. Best and James V. Kahn consider questionnaire as the "most appropriate and useful data-gathering device in a research project".\textsuperscript{28}

This survey was conducted through two pre-coded questionnaires. They were designed in such a way that they enabled the researcher to ascertain English language teacher's academic and professional qualifications, the aims of, and priorities in
teaching different aspects of the English language, the methods used in its teaching and the extent to which teaching facilities are adequate.

Each questionnaire was in two parts, the first part was meant to be given to the Headmasters of the schools of both the levels. It was designed to ascertain the extent of their satisfaction with the performance and achievement of their teachers and the learners of English, the extra-curricular activities conducted to support the learning of English, the efforts made by the school to promote the qualifications of the teachers, their views about the curriculum of English, and the class at which the teaching of English should start, and whether to inform those who are involved in learning of English the aims of its teaching/learning or not. It was logical to suppose that the ambiguous opinions and confusing assumptions and ideas underlying the teaching of English as to why and how to teach English language. Though the authorities in charge of education may be always keen and conscious about the standard of English language teaching in Sudan.

These being the assumptions and this being the situation, it became apparent that for accomplishing the study of ELT, some survey had to be made to examine the situation, to probe the present situation of ELT, and to discover the weaknesses in its teaching so as to suggest measures that would promote the English language teaching and learning. Therefore, the researcher	

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administered the questionnaires to teachers of English at the school level.

This is not to claim that they are an exhaustive tool but they were, considered as efficient and sufficient for the purpose of the research.

ADMINISTRATION OF QUESTIONNAIRES:

On the basis of the startified random sampling adopted in the study to accomplish the survey of ELT, the questionnaires were prepared and administered in various parts of northern Sudan.

This ensured that an adequate representative rate of response that would reflect the true state of views among those most directly involved in the teaching of English in Sudan, has been achieved. However, the South of Sudan was dropped as there was a raging war going on. It not only made it risky for the researcher to go and survey there, but also paralysed the educational activities in the south as it has been mentioned in chapter II. Moreover, it was not possible to cover all the schools because of the vast extent of the country, the inadequate means of transport and hence the inaccessibility of some of the schools in the remote rural areas.

The researcher made all attempts to administer the questionnaires by personal contact. Nevertheless, it was not possible to distribute all the questionnaires to the Headmasters and teachers of English at the two levels of school by the researcher himself. Therefore, some of the questionnaires were

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administered by arrangement with visiting educators, Headmasters, and by post services. There was a great deal of cooperation and in general, the rate of response was reasonable although some of the questionnaires which were sent by post were not returned at all. Moreover, many respondents did not mention their names or the names of their schools while some questionnaires were returned incomplete. However, out of one hundred questionnaires administered to each school level the percentage of response was above 50% from each level. According to Babbie E.R. "response rate of 50 percent is adequate, 60 percent good, 70 percent very good". Therefore the rate of response, in general, was 'adequate' as far as the Secondary school level is concerned and 'good' as far as the Basic level is concerned and helped the researcher to derive the required generalization that would help to study 'critically' the teaching of English in Sudan.

Table No.3: Table Showing Number of Questionnaires Administered And Received, Basic Level:

<table>
<thead>
<tr>
<th></th>
<th>No. administered</th>
<th>No. received</th>
<th>% of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headmasters</td>
<td>100</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>Teachers of English</td>
<td>100</td>
<td>71</td>
<td>71</td>
</tr>
</tbody>
</table>

Table No.4: Table Showing Number Of Questionnaires Administered And Received, Secondary Level:

<table>
<thead>
<tr>
<th></th>
<th>No. Administered</th>
<th>No. received</th>
<th>% of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headmasters</td>
<td>100</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>Teachers of English</td>
<td>100</td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>

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COMPILING OFFICIAL DATA RELATED TO ELT IN SUDAN:

The researcher compiled data related to ELT in Sudan. These data might enable the study to view, critically, the ELT. The data were compiled from various sources and government departments. The researcher made every attempt to include the latest reports and policies related to ELT. They might help the researcher to probe the teaching of English, its aspirations and realities.

PREPARATION OF TESTS FOR STUDENTS:

The aim of the study, as mentioned earlier, was to survey the ELT in Sudan, and the method employed was the survey method, compiling historical and contemporary data related to ELT and also to employ library method to accomplish the research.

It was also decided to administer two tests of English to class VIII (Basic level) and class XII (Secondary level) students. This was to examine the language proficiency of pupils and some crucial areas of language problems for them. The tests were to find out the students' achievement and to confirm the existence of weaknesses in the teaching of English as would be exposed through the survey of ELT. Therefore, the researcher did not go for standardized tests as the adoption of such tests within the scope of the research was not possible and they were not part of the whole plan of the survey of ELT. For the reasons mentioned above the researcher selected some items representing some aspects of English language learning and presented it before some selected

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samples of students representing those who were considered to be completing the courses of English at the two levels and were those in whom the objectives of ELT are supposed to be achieved.

THE CONTENT OF TESTS:

The two tests included some elements of grammar, a passage in reading comprehension in addition to two compositions for Class VIII. The first was guided and the second was free, and one free composition for class XII. The tests thus, aimed at testing the performance of students in their writing and their knowledge of some aspects of English grammar such as verbs, prepositions, personal pronouns etc, for class VIII and use of verbs, tenses, reported speech, expressing purpose, expressing results, etc. for class XII.

THE CONSIDERATIONS IN THE SELECTION OF THE 8th CLASS OF THE BASIC LEVEL:

It was reasonable that the choice will fall upon the 8th class of the Basic level, because of the following reasons:

1. The students who are in this class are those who have undergone the teaching of English for almost four years as they start learning English from the 5th standard and book 1 of the old course 'Nile Course' was used to be taught in fifth standard till the new course emerged in the following years.

2. The students of this class were exposed to the old and new language programme and hence they are supposed to have progressed in learning English to a level that enables the researcher to
measure their reading, writing skills and some of the elements of
the language structure.

3. The new English language teaching programme which has been
introduced for the Basic level claims that reading and writing are
skills to be developed during the English language teaching
programme at the Basic level. They are parts of its objectives. By
the end of Basic level the student is supposed to have mastered
them.

4. The students in this class represent the population upon
whom the responsibility of achieving the aims of ELT in the Basic
school level rests.

THE CONSIDERATIONS IN THE SELECTION OF STUDENTS 3RD YEAR
SECONDARY LEVEL:

It was logical that the choice for administering the
Secondary school test will fall upon the 3rd year Secondary level
because:

1. The students who join this class have to pass the S.S.C.
examinations that lead to the higher education level, where
English language plays the role of reference language and the
supplementor of the students' knowledge.

2. The syllabus of English which is in use at the Secondary
level, and the planning of the new ELT programme, both, perpetuate
the same objectives of ELT at this level. The current syllabus of
English states that the teaching of English in Secondary school
level aims to provide more reading experience that pursues the
learners to read the whole text from which the passages are taken
and to promote composition writing.

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REASONS FOR SELECTING READING, WRITING AND GRAMMAR:

The tests prepared were 'Achievement Tests' because the assumptions behind them were directly related to the language courses. Therefore, the content of the test was based directly on the objectives of the course. This type of test "measures" as Rebecca M. Valette says "how much the student has learned in the course of .... instruction". The researcher's preference for this type of test was also based on the design of the research as a whole and as David Harris says "achievement tests are used to indicate group or individual progress towards the instructional objectives of a specific study or training programme".

Before going for further details of English tests, it would be better to look at the broad aspects of the courses of English for both the levels. The textbooks which are in use at the Basic school level, as mentioned in chapter II and III are the newly introduced and integrated 'Spine Series' which are replacing the old course - 'The Nile Course'. The new programme contains three series of textbooks. However, when we go through the whole programme, the general tendencies are to develop in students reading and writing skills and to help them apply the knowledge of grammatical items rather than listening and speaking. The first textbook of the Spine series begins with teaching items of English sounds, listening and speaking, but it proceeds fast, and right from the initial units emphasis is given on the areas of reading, writing and grammar. This pattern is given more weightage in Book Two and Three which tend to be rather textbooks.
of grammar and reading. The Secondary school course of English is rather a structural course which emphasises more on reading, grammar and to some extent writing. However, and in coinciding with this general spirit of the course of English in the schools and due to this vertical progress of the course to foster the skills of reading, writing and grammar, the researcher decided to examine the students' performance, only in reading, writing and the grammar of English at both the school levels. It was thought that this would enable the researcher to study the achievements of the course, its teaching and the students' knowledge of aspects of English could be tested. Listening and speaking skills were dropped as their testing was, both, time consuming and undesirable as these were not within the scope of the research.

TEST FOR CLASS 8th BASIC LEVEL:

Since the researcher has not gone for standarized tests, it became necessary to decide which language items and how many of them should be included so that the purpose of testing achievement could be achieved. At the same time the researcher kept in mind, while preparing the tests, that these were suitable for the two types of students. Therefore, the researcher included the following items in test of class VIII (Basic level):

I. Ten items of English grammar covering areas like verbs, articles, preposition, nouns, degree of comparison, pronouns and transformation of assertive sentences into interrogative sentences. The items were selected from within the range of what
students had already been taught for the past three years of the course in English. That is, up to the seventh class Basic level. The test attempted to concentrate on such structures the students might always find difficult in an ELT course. At the same time, the researcher avoided the simple structures that the students might have mastered and their inclusion would make the test unnecessarily lengthy and hence time consuming. Each grammar item was provided three answers, out of which, only one was the correct answer and the others were distractors and the student was expected to underline the correct answer. The researcher's preference for multiple choice test setting although it is not the most economic in terms of space like other versions. But it was thought efficient and could be used with equal success since students are familiar with this method of testing followed by the Examination Dept. of the Ministry of Education. However, one cannot be completely confident that the samples chosen are truly representatives of all the possibilities; neither can one be sure that what had been selected includes samples of all possible elements. But as A. Hughes says, "the very fact that there can be so many items does put the grammar test at an advantage". Therefore, the researcher thought it to be enough for its purpose in the study.

II. A short passage for reading comprehension was provided. Considering the students' difficulty level, it was made short and the vocabulary was within the range of the course taught up to 7th

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class. The passage was followed by five questions to test comprehension where the students had to write a short answer to each. It was considered suitable as it is in consonance with the general aim of the language course which aims to develop the students' skill of reading comprehension.

III. A composition was provided, it was guided. Though it did not involve the student in much writing but examined his performance in arranging a coherent and logically ordered sentences, which were produced before him in unordered forms. The sentences were five while the researcher gave the answer of the first sentence to provide a clue to the students.

IV. A free writing composition was provided. The aim was to examine the frequency of errors usually made by the learners at this level. It was not guided however in such situations, the students use whatever language components they can, to communicate. The researcher or teacher cannot predict which sentences the students will produce. Therefore, to have increased objectivity and considering the difficulty level of students, it was decided to give a single title that asks the students to relate or describe their daily life routine programme from morning up to the evening. However, regarding this method, Rebecca M. Vallette says "the student produces a composition on a specific topic under specific condition. Such tests have the advantage of increased objectivity". They were asked to write seven or eight lines.
Though some students may attempt to assimilate, in the writing of free composition, the form of question number III the researcher considered that this would not affect the purpose of the free composition as question number III was short, written on "Third Person" and related the past while the title of the free composition was "What Do You Do Every Day Right From Morning Up To The Evening" the title was deliberately made long so as to make the students aware of what they were expected to write. The time allotted for the test was one hour and twenty minutes which was the time of two regular class periods.

THE CONSIDERATIONS IN THE SELECTION OF THESE ITEMS:

1. To avoid factors like mood of the students, fatigue, lack of interest in certain items, or the students might not take the test seriously which might affect the results, the test was not made lengthy.

2. Lesser items than these might not, probably, have had the advantage of an effective examination of the students performance in reading, writing and the grammar of English, while more items than this would not have been possible to administer in view of the attitudes of the school authorities toward such research projects which they consider to be of little significance in comparison to the regular teaching programmes from the examination point of view. They also consider such projects as, only, an academic persuasion that concerns and benefits nobody but the researcher himself. They might have considered it as an expositor of the academic weakness of the target teacher,
students, and hence the school.

Table No. 5: Table Showing Number Of Questions And Marks Assigned To Different Aspects Of Basic Level Test:

<table>
<thead>
<tr>
<th></th>
<th>Marks Assigned</th>
<th>No. of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Comprehension</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Composition A &quot;Guided&quot;</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Composition B &quot;Free&quot;</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

TEST FOR THE 3RD YEAR SECONDARY LEVEL:

It included the following items:

I. A short passage for reading comprehension was given. However, considering, here also, the difficulty level of the students it was decided to make it short and within the language level of the course of English up to class XI. It was followed by nine questions of multiple choice type. They were based on four alternatives where the student had to put a tick against the correct one. The researcher resorted to this type of multiple choice items to include more items and facilities scoring as Harris David says "As these items generally can be answered fairly rapidly, the test writer can include a large number of different tasks.... The examinee responds by choosing from several possible answers supplied by the test writer, scoring can be done quickly and involves no judgement as to degrees of correctness". 36

II. Ten items of grammar structures were included such as
tenses, irregular verbs, reported speech, phrasal verbs, expressing results, expressing purpose etc. They were not considered as exhaustive but they were selected from the general range of the language structures taught to the students before class XII at Secondary Level. As far as specification of language items is concerned Hughes A. says, "where teaching objectives or the syllabus list the grammatical structures to be taught, specification of content should be quite straightforward". But since it was not always possible to include all the contents of the grammar list he goes on to say "It should also take account of what are regarded for one reason or another as the most important structures." Therefore, it was a sampling rather than a coverage. The researcher avoided too simple structures as they might not be challenging because the students might have mastered them and might make the test unnecessarily lengthy and hence time consuming. However, here also, the answers of the grammar questions were based on multiple choice items. There were four alternatives provided for each and the students had to select the correct one.

III. Finally, three titles on options of free composition were given and the student had to select only one and to write about it in not less than 250 words. The aim of this composition also was to examine the frequency of errors in the writing of the Secondary school students. Since it was not controlled and considering the difficulty level of students, the researcher made every effort to select appropriate composition
topics as Rebecca M. Valette says "The ideal topic is one that students have no trouble handling, for the students' efforts during the test should be directed towards how to express themselves rather than what to write about".\textsuperscript{39} and for the purpose of the free composition in this test, the researcher selected these writing tasks which tend to be narrative and descriptive. Regarding these types, David Harris says, "The purpose of general writing ability testing is to elicit characteristic samples of every student's writing and from these to determine his proficiency at expressing himself in clear, effective, and grammatical prose - not to measure his 'creative powers'. Topics which call for straightforward narrative or description are most likely to accomplish the above objectives".\textsuperscript{40} The time allotted for the whole test was also eighty minutes.

THE CONSIDERATIONS IN THE SELECTION OF THESE ITEMS:

1) To eliminate factors like student's mood, fatigue, lack of interest in certain items, or the student might not take the test seriously which might affect the results, the test was not made lengthy.

2) A less number of items might not probably have the advantage of examining student's skill in reading, writing, and the structure of English, while more items than this, also, would not have been possible as it creates the need for more class-room time while the school authorities were always reluctant to give a time more than that of two periods combined together. They also Contd..157/
consider such projects as an undesirable penetrator into the school privacy and are afraid that it might expose the academic realities of the school rather than improving the standard of English.

3) Finally the researcher felt though the quantity and quality of the items might not be the 'ideal', it was considered as adequate and could serve its purpose for this study. However, it can be said that no two researchers are likely to agree, entirely, either on the quantity of the language items, elements, passages or their contents or even the samples who will take the test. Though the researcher did not, as mentioned earlier, go for standarized tests, all attempts were made to make it assimilate some aspects of the standarized test to a reasonable extent so that it serves the purpose of the research. Any investigator would select language items that are, in quantity and content, at a reasonable amount and level, but one can by no means be certain that quantity and content of the selected items have been balanced. The researcher was keen to adjust the quantity of the item with the time allotted to the whole test as schools administrators might be reluctant to offer more than two periods combined together for the administration of the test.

Obviously beside the quantity and content, there are other factors which make for the difficulty or easiness in reading, writing and grammar of English. There are no satandard criteria regarding mood, style and nature of reading, writing or the
structural aspects involved in testing.

Table No. 6: Table Showing Number Of Questions And Marks Assigned To Different Aspects Of Secondary Level Test:

<table>
<thead>
<tr>
<th>Marks assigned</th>
<th>No. of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>9</td>
</tr>
<tr>
<td>Grammar</td>
<td>10</td>
</tr>
<tr>
<td>Composition &quot;Free&quot;</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

ADMINISTRATION OF TESTS:

Since the purpose of the tests was to make it part of the survey of ELT, it required a representative sample so that the researcher might be able to generalize about the ELT situation in Sudan. However, as mentioned earlier the south was dropped from the study and moreover, it was not possible to cover the schools in remote parts of the country due to the meagre means of transport. Therefore, various places were selected from northern Sudan for the administration of the tests. Some school administrators were reluctant to allow the researcher to conduct the tests even after the researcher had already travelled and reached the schools. They gave excuses like, the intensive engagement of the school time table, absence of most of the students, etc.. Originally, the researcher had planned to administer the tests in at least 15 schools of each level. But due to circumstances beyond the researcher's control, the researcher administered the tests in ten schools from each level.

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The administration of tests was accomplished with the cooperation and willing help of the staff in each school during the months of September/October 1994. Some general considerations regarding the administration of the tests and the size of the selection of the required sample were observed. The Class-room tests were preceded by short talks on the importance of English language and its various skills, the common problems faced by the learners of English, the causes of the problems and the ways and means to overcome them. This was a kind of warm-up. The students also were instructed orally that they had to start when they were ordered to do so, to read carefully before attempting the items of the test and to keep the test turned-over on the desk after completing the task. Moreover, strict supervision was made by the researcher and the subject teacher to check the students from copying.

However a 'perfect' test administration is that which, as David Harris says "allowed all examinees to perform at their best under identical conditions while perhaps this ideal is seldom attained, every effort should certainly be made to come as close to it as possible". Therefore, the researcher made every effort to make the tests readable as a page which is not readable may produce data from which generalization would be misleading. Therefore, the tests were neatly printed and xeroxed. The letters were bold and clear enough to help the students deal with the test properly. Great efforts were made to make the administration of the tests as 'perfect' as possible but in practice other factors

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which were beyond the control of the researcher interfered, such as seating arrangement in class, time of test administration and the examination habits of the examinees.

Moreover, further attempts were made to ensure that, for the purpose of testing, students were to be selected as far as possible at random but in practice this also was dictated, by and large, by various circumstances in different schools and the preparation of some of schools for the term-end examination.

Table No. 7: Table Showing Schools And Number Of Students Took The Test, Basic Level:

<table>
<thead>
<tr>
<th>Name of Schools</th>
<th>Total No. of Schools</th>
<th>Total No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elahlia Dongola Basic school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dar Essalam Rabak Basic school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Un Aiman Omdurman Basic school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korti Intermediate school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elgolid Intermediate school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eldwaim Basic school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elkalakla Basic school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mustafa Naser Elubaied Basic school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elgadarif Basic school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gabal Awlia Basic school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Contd..161/-
Table No. 8: Table Showing Schools And Number Of Students Took The Test, Secondary Level:

<table>
<thead>
<tr>
<th>Name of Schools</th>
<th>Total No. of Schools</th>
<th>Total No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elgadarif Secondary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dongola Secondary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kosti Secondary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El Ubaied Secondary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El Kalakla Secondary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El daw Hagggoog Secondary school</td>
<td>10</td>
<td>538</td>
</tr>
<tr>
<td>Rabac Secondary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elgold Secondary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El dwaim Secondary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El kamlin Secondary school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LIMITATIONS OF THE STUDY:

This study by no means investigated all factors relevant to the teaching/learning process of English language in Sudan. Since it is an evaluative critical study of ELT in Sudan, some particular aspects of English language teaching/learning such as teacher's training courses, teacher's/learner's attitude to English language, Examination system, were not handled either because it was not possible or not within the scope of this research. Nor the tests of English were standardized as they were only a means by which some generalizations could be made about ELT situation in...
Sudan and also due to the absence of reliable and valid tests within the country.

The study was confined only to the North of Sudan and has not included the South of Sudan. Moreover, the researcher was compelled to test a few areas in grammar due to reasons mentioned earlier. The study is limited to the Urban and semi-Urban areas; rural areas, though not completely ignored, were not adequately represented.
REFERENCES


2. Ibid.


10. Ibid.


15. Ibid.

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Contd..164/-
27. Ibid., P. 16.
33. Ibid., P. 26.
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41. Ibid., P. 114.