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CONCLUSION AND SUGGESTIONS

INTRODUCTION:
In this chapter the researcher wishes to summarise critically the findings of the research. The aims of this study were set forth by the researcher as indicated in chapter IV P.136. Before going into the details of the findings the main questions posed by this research were about the teachers’ academic and professional qualifications, the aims of ELT in Sudan, the time allotted for the teaching of English, the method used in the teaching of English, the availability of provisions necessary for effective teaching such as teacher’s handbooks, extra-curricular activities, other teaching aids, the teacher’s views regarding the position and aims of ELT and finally the efficiency of ELT situation prevailing at present in Sudan.

CONCLUSION:
1. Judging from the findings of the research it is painful to note that teachers at both levels of school are academically not qualified, as indicated in Table No.38, PP.191-192. The teachers of Basic level are holders of only Secondary School Certificate and hence have studied English only for six years and one can imagine their command over English language and how effective they would be as teachers of English. The Secondary school teachers are holders of a Bachelor’s degree while some of them have not specialized in English nor have they gone for any course for specialization in English (Table No.64, P.216).

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2. Another dimension of grave concern that has emerged from the findings of the study is that enough provision for teachers training does not exist in Sudan. A large number of teachers of both levels are not trained, as indicated in Table No. 64, P. 216. Even those who got some or the other kind of training, the number of the training courses and the duration of the courses are probably not adequate (see Table 65-66, PP. 216-217). A significant number of teachers attributed the reasons for not undergoing any training course to the fact that training courses are not held for teachers (see Table No. 67, P. 218).

3. Judging from the findings of the research, it is most sorrowful to find that in the field of ELT in Sudan, there is no proper and clear perception of the aims and priorities of ELT. There is no specific and uniform understanding of the aims of ELT at school level as indicated in Table Nos. 45, PP. 198-199, and 46, PP. 200-201. Moreover, a large proportion of Secondary school teachers feel that the teaching of English has to start in the earlier stages of Basic schools as against less number of Basic school teachers who supported this idea as indicated by Table No. 96, PP. 240-241.

4. One can reasonably assume that translation into the mother tongue constitutes a large part of what goes on under the name of teaching English. Such practice is bound to affect the extent of students’ exposure to English which will definitely limit their learning of English on the one hand and make the objectives of
ELT which are stated in Chapter III, PP. 122-123 more or less in terms of language skills, seems to be too ambitious judged by the prevailing ELT situation. Moreover, a large number of teachers at both levels prefer more to teach grammar than other aspects of the language (see Table 43, P.196). It might be right to state that frequently such teachers teach English as they were taught before by their teachers who also have been taught in the same way before. They have gone further to state that learners themselves enjoy grammar drills and exercises as indicated in Table 95, PP.239-240. The implications of this finding are obvious. The teaching materials uphold and suggest communicative approach to ELT, while the teaching-body still adheres to the traditional methods of teaching and diverting their students in the same direction. In such a teaching situation, one might question the extent of full and proper use of the communicative materials. It seems logical to conclude that the teachers are not keeping pace with what changes are taking place in the field of ELT.

5. Unless the objectives are clearly understood, we cannot proceed to formulate proper teaching strategies. This is evident in Table No. 77, P. 225, which shows the discrepancy between what is advocated by the communicative material used in schools and what is actually happening in the classes of English.

6. However, one of the major findings of this research is that schools are not supplied enough teaching aids and equipment both

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in quality and quantity (see Table No. 63, P.215). In other words, teaching aids are no longer an integral part of teaching English in Sudan. And, what is claimed to be available, hardly exceeds the common aids such as wall pictures, flash cards etc. Videos and cassette Recorders as teaching aids are something rare. It is also a matter of concern that schools are not organizing proper extra-curricular activities to support the teaching process of English. What is practised is mostly English language associations. Moreover, schools of both the levels lack maintained libraries as indicated in Table No.85, P. 232. There are no suitable graded readings in English. Teachers complain that students' vocabulary achievement is not satisfactory as indicated in Table No. 92, P. 237. Literature texts suitability to the students' language level and their content have been refuted by teachers (see Table 91, P.236). Students are not given intensive homework and assignments. Teachers complain of overcrowdedness of the classes (Tables 56, PP.210-211 and 59, P.212). All these data expose the extent of the availability of provisions necessary for ELT in schools. And, if one takes for granted that the teaching/learning of a foreign language is conditioned more or less by the extent of students' exposure to it, then it is possible to maintain that in the present ELT situation in Sudan teaching is bound to be erratic, arbitrary, wayward and stray and one can venture to conclude that the ELT establishment in Sudan is not on the right track. Inspite of the fact that in some parts of the study, the Heads of the schools tried to show a 'Rosy
Picture' of the ELT situation as in Table Nos. 30, (A),(B) and (C), PP.183-184, and 31, P.186, the findings of the research tend to show that there is a serious discrepancy in what they claim and what is believed and practised inside the classrooms.

7. There does not appear to be a uniform vision regarding the position of ELT at school level as mentioned earlier in this chapter.

8. Finally, teachers of both the levels urged to take some measures to improve the ELT in Sudan. A significant number of teachers from both the levels have urged for a clear definition of objectives of ELT. A large number of teachers, specially of the Basic level, who are handling the new course books urged for better textbooks. This correlates with the expression of dissatisfaction with the curriculum referred to earlier. Again this suggests that there is a clear lack of dialogue regarding what material is suitable for teaching at the school level. This is a clear evidence to support their suggestion to improve the current textbooks so that these help to improve the students achievement in vocabulary (Table No. 93, P.237). They also urged to have a proper method of ELT and proper environment of ELT. This last one correlates with their suggestion to improve both teachers' salaries and students' motivation. It might be right to say that good salaries for teachers help to motivate them to teach properly because teaching cannot be separated from the socio-economic situations. A considerable proportions of teachers urged

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for academically qualified, specialised and trained teachers to teach English as indicated in Table No.99, P.234-235. This again shows a significant correlation between what the teachers said regarding the reasons as to why they choose to teach English. They do so as there is no specialist for the subject and to prepare specialised and qualified teachers. The implication of this finding is significant. A teacher who is not academically and professionally well equipped cannot do justice to his duty. Due to the absence and lack of adequate libraries, supplementary readers and teaching aids, the teachers suggested that there should be good libraries, graded readings and sufficient teaching equipment. This correlates with the complaint of some teachers that they are not using teaching aids because they are not available in the school (see Table 63, P.215). It is worthy to recall that in Table No.16, P.174 and Table No.18, P.175 some Headmasters of schools have claimed that their schools have teaching aids.

9. However, teachers are not satisfied even with the examination system adopted by the Ministry of Education. In Table No.99, P.234-235, teachers demanded improvement of the examination system while in Table No.69,P.219 and Table No.76, P.223-224, expressed the need to have training courses in testing and evaluation techniques. It is clear that the evaluation system is defective not only within the schools but also on the state examination level.

10. For the ELT in Sudan, the measures suggested by teachers and
which are tabulated in Table Nos. 97, P.241-242, 98, P.243 and 99. P. 244-245, are of the utmost importance. The findings of the research in general and teachers' suggestion in particular show that the administrators in charge of education in Sudan are allowing things just to go on as they are, without any serious review of the situation. This leads us to conclude that if this is the reality of ELT in Sudan then what would be the realities of ELT learning, if we agree with Bruce Joyce and take it for granted that "Models of teaching are really models of learning". The tests of performance of students at both the levels coincide with the findings of the survey and reveal frustrating realities of ELT and learning as it has been mentioned earlier in Chapter No. V. In general, the performance of students of both the levels was not as one should desire inspite of the adequate time allotted for tests of 25 marks only. Although much attention, practice and interest are attached to the teaching of grammar but ironically enough a detailed handling of the students' average marks (Table No.104, P. 248, and Table No.122, P.258) reveals that students are poor in grammar. This is probably so because much of efforts directed towards grammar itself are a deviation from the principles of communicative language teaching nursed by the teaching material.

11. The students' general performance in reading comprehension might appear satisfactory but judging from the average range of marks of students of both levels as shown in Table No.107, and 119 we may venture to assume that it is not satisfactory at all. This finding has a significant correlation with the situation of ELT as
emerging from the survey. How could their performance be satisfactory in reading comprehension, when there is no adequate graded reading material available in English (Table 22, P.177), or when the teachers complain that the text books of English literature are not suitable as far as language and content are concerned (Table 91, P. 236). In a situation where the use of the mother tongue pervades the practice of explaining passages, phrases, sentences and the testing of comprehension as indicated by Table Nos. 47, P.202, 48 'A' and 'B' PP.203-204, 49, P.205 and 50, P.206. It is important to mention here that a large number of learners could not make out the meaning of a word out of the context, this correlates with the finding of table No.92, P.237, where teachers expressed dissatisfaction with the students' achievement in vocabulary. Reading comprehension is one of the major aims of ELT in Sudan. Judging from the above findings it is clear that the students do not have desired ability in the reading skill.

12. It is a serious matter that the findings of the tests of students' performance in composition, specially free composition, reflected sour realities of English language learning in Sudan. On the basis of the results as indicated in Tables 112, 113, 124 and 125, we may venture to assume that their performance in these tables nullified their apparently satisfactory performance in grammar on one hand and revealed a miserable realities of students performance in writing skills as a whole on the other hand. It can be stated that their writing recorded the worst performance

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in the tests as a whole and revealed many points of weakness. A good number of teachers at both the levels stated that they give assignment every week. Judging from the findings of the research it is clear that in such a situation no proper transfer of writing skill is made. A close examination of the students’ writing skill revealed that the students could operate some what better on the questions of grammar which were based on multiple choice where a number of answers were given and a student had to select the correct answer, but they could not form a grammatically correct sentence.

13. The analysis of the major errors committed by the students reveals a long list of errors and difficulties which confronted the Sudanese learners at the school level as indicated by Table Nos. 129, 130, 131, 132, 133, 134, 135. The Basic level students’ errors in composition such as spelling, punctuation, capitalization, incomplete sentence, intermixing of tenses, intermixing of small and capital letters all these posed major problems for the students of Basic level. They committed excessive spelling mistakes and some of these mistakes were the result of the inconsistency existing between the sound of some words in English and their written forms. They did not adhere to the conventions of writings rather they tended to adhere to the writing of a word to its sound or pronunciation. There was an absence of the concept of paragraphing and punctuation as well as capitalization. They displayed forms of interrupted and incomplete sentences which reflect collapse of communication. They intermixed

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tenses in a haphazard manner which disturbed proper narration. They intermixed capital and small letter which indicates that after four years of instruction in English they have not yet mastered the distinction between capital and small letters. In addition to various errors in the questions of grammar and reading comprehension as well as the guided composition as indicated by Table Nos. 129, P. 278, 130, P. 278, and 131, P. 279, 132, PP. 279-280.

14. The error analysis of students of Secondary level reveals that students confuse between various types of pronouns, they failed to form interrogative sentences in a proper way, and the style of their writing in general. In addition to a number of errors in reading comprehension and grammar questions as indicated by Table Nos. 133, P. 282, 134, P. 283 and 135, P. 284 all posed problems to students.

15. All these represent some aspects of the frequencies of errors traced, identified, classified and explained in the performance of students in the tests. The implications of error analysis seem to indicate that students do not seem to have acquired the basic knowledge of grammar and word order in English nor the basic knowledge of its vocabulary, spelling, punctuation, capitalization etc.. Students commit spelling mistakes. This defect persists even with the students of the Secondary level. It is so because proper and sufficient opportunities for practice and reinforcement are not given to them. In other words, even teachers are not giving this aspect of the language sufficient

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attention. Wrong use and spelling of words affect the intelligibility. It creeps in because students acquire the knowledge of words either by rote learning or by translation into the Arabic language and they are not given practice in the proper use of the word itself. Such findings supplement the findings of the survey, and support us to assume that the various defects in ELT establishment contributed to such deplorable learning situation.

16. Students of even Secondary level fall prey to the mistakes in punctuation because the teachers do not attend to them from the very beginning. Students do not know the use of a fullstop. Errors of comma, apostrophe, semicolon, interrogation marks, etc. are quite common in their writings. This proves that students are not given enough practice in writing and assignments. It seems that either the content of the course of English has failed to give sufficient attention to this aspect of English or teachers are not giving it the required attention.

17. As we have seen the mistakes are of varied nature. Particularly in the field of grammar and composition. It seems that students, even those of the Secondary level, do not have control over the system of English language. Even if we consider that many types of such errors as developmental errors with the Basic Level students, it cannot be so in the case of Secondary school learners. Grammar teaching in our schools is not done properly. There is no separate textbook to teach grammar and

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its exercises. (See Table No. 98). The main practice is that students are taught rules (See Table No. 77) and then are asked to apply these rules.

18. Students concentrate on the semantic meaning of a word, sentence, or idea in Arabic language and then try to present it in English. Students are not able to acquire a thorough knowledge of the principles of English language. The teaching system in this case also has not helped even the advanced learners to overcome these difficulties. Teaching of English is not easy as that of the mother tongue and hence it is necessary that the teachers who teach English should be quite efficient. They should be aware of the techniques, methods, and the importance of the objectives of English language teaching in Sudan.

19. Evidently, a large number of errors committed by the students in areas like spelling, grammar, punctuation, capitalization etc., denote the poor state of English language situation in Sudan. It is really very strange to find that even after four years of studying English at the Basic Level and about six or seven years of studying English at the whole school level, students failed to give a satisfactory performance in the tests of English. The causes of the students' errors seem to be both interlingual and intera-lingual. But after all the teaching system in our schools may be held responsible for the major part of the defects in English language learning in Sudan. Particularly, if the defects of ELT already displayed in the first part of this chapter are

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taken into consideration.

20. Judging from these findings it might be right to state that the student’s functional language in general and that of grammar, writing and reading in particular are not up to the mark. However such a situation makes us recall the ELT situation and the general practice related to it. As mentioned earlier, in overcrowded classes and limited periods of English students are neither exposed to suitable reading material nor to intensive homeworks and assignments. Ill-equipped teachers are involved in the use of mother tongue rather than English due to the misunderstood method, aims and objectives of ELT. Students do not have separate exercise books and grammar books as mentioned earlier. Most of the teachers of both levels whirl in the orbit of guided composition procedures as indicated by Table No.82, while ‘free writing’ as envisaged by the course objectives seems to be an ambition rather than a reality.

SUGGESTIONS:

In view of the foregoing analysis the following suggestions for improving English language teaching in Sudan are made:

1) Teachers are the main pillar of any sound education system. Therefore they must be academically and professionally well qualified. The Ministry of Education has to review its policy of drafting academically and professionally unqualified teachers to

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teach English at the School level. According to Eskey D., "The single most important feature of any program .... is the teaching faculty .... Good teachers make good programs ....". While R.K Johnson himself states, "teachers are the driving force in every educational enterprise, so that the success or failure of any particular program rests largely on faculty development". When there is a decline in the standard of English, we tend to blame the teaching material and hurry up to change it, but we never become true to ourselves and examine the qualifications of teachers. According to B. Bhatt and S. Sharma, "No plan of curriculum organization can produce good results without competent teachers". Therefore we should consider like Keith Johnson that, if the syllabus is the body, teacher training should provide the spirit. Special attention should be paid to the way teachers are trained. We cannot invite teachers to the training institute for only one week and call it a training course. Trainers should know their trainees more closely; what their abilities and deficiencies; and what they need, otherwise any training course would be fruitless. According to W.R. Lee, "Appropriate training cannot be planned or carried out in ignorance of the trainees' idea about language teachers or of the degree of skills with which they can teach .... their ability to handle a specific technique, otherwise the training programme is unlikely to be well-matched to their abilities and needs". He goes on to say that "...any training course for language teachers should be based on sound knowledge about those to be trained". As far as
teachers' academic qualifications are concerned we should not insist to follow the qualifying system which is loose and easy going and which drafts any holder of Secondary School Certificate to teach English in the Basic level and any University Graduate to do it in the Secondary level. It should be taken for granted that to know English well and to have the capacity to teach it are two different things.

2) Within the Sudanese context English language teaching must be analysed more closely and critically especially as far as the aims and objectives of ELT and learning are concerned because they are the infrastructure on which any sound teaching/learning is based and any reform in English ought to begin first by stating unambiguously its aims and objectives. In reforming the ELT in Sudan we have to take into account the national needs English may have to serve in the wake of Arabicization. The only way to salvage English language teaching is to lay down proper and achievable aims and objectives of ELT and to endeavour to achieve them. According to P. Gurry, "In teaching it is highly desirable to know exactly what one is hoping to achieve, as it is in all great undertakings", because "When planning lessons or courses", Hamed ed Nil Fadil considers that "it is essential to be realistic about what students can master within any period of time". If this can be clearly seen, then the best way of getting to work usually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching a

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foreign language and teaching of English in Sudan would not have been suffered or have disturbed if its teaching/learning purposes were clearly defined and understood in such a way as to make teachers and learners aware of what they are doing and what they are striving for. According to Farida Dubin, before initiating a language teaching program many questions should be asked such as "who are the learners? Who are the teachers? Why is the language teaching necessary? Where will the language teaching be implemented? How will it be implemented? The answers to these questions, in turn, become the basis for establishing...goals." A mere statement of ambitious aims which are more or less utopian rather than real will not be fruitful. According to Keith Johnson, "a language teaching policy is better to the extent that it identifies as clearly as possible both its objectives and content of teaching and justifies its priorities on rational grounds". Teachers and learners should be aware of the importance of English language. They should also be aware of the aims and objectives of English language teaching/learning. Without proper knowledge of these aims and objectives they will neither be able to organise the teaching/learning nor will they be able to create proper interest in it.

3) Better progress in ELT might be made if its teaching is supported by proper provisions necessary for any desired successful performance, such as more periods for teaching of English, availability of textbooks, Teacher's Handbook and

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various teaching aids and equipment. Any plan that purports to improve the ELT in Sudan should have one of its basic goals of providing adequate provisions important for achieving the desired outcome of teaching. It is regrettable that in Sudan this is not given proper attention. The extent of the availability of these provisions contributes to the extent of teaching/learning outcome. According to T. MacAuthor, "Timetables, work periods .... access to books and equipment ...... all these and more will affect the outcome of whatever teaching is done". It is necessary that the teaching aids are available in schools and the teachers must make use of them in teaching English because teaching aids are the means of bringing about the efficiency in the teaching of English and it is only by using these aids that a teacher of English can make his teaching useful and meaningful. According to B. Bhatt and S. Sharma, "Alert teachers of foreign languages have always made good use of supplementary aids....They must make use of every device they can think of to make the study of the language interesting and seemingly practical, Posters, Photographs, Pictures, Postcards, reproductions of famous works of arts, craftware, maps, travel folders....". According to B.C. Roi, "teaching aids occupies significant place in the teaching of any language. English being a foreign language is more difficult and dry for the students. Teachers by employing these aids can make the teaching of English interesting, easy and comprehensible. With the help of these

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aids, it is possible to explain even the minute details and complexities of the language. According to W.R. Lee and Helen Copper, "Aids can be helpful to the teacher of a foreign language in a number of different ways:"

1. They can brighten up the classroom and bring more variety and interest into language lessons. They go on to say that teaching aids:

2. "...provide the situations (contexts) which light up the meaning of the utterances used;"

3. "...help the teacher to improve his own grasp of the foreign language and to prepare more effective lessons;"

4. "...Both aural and visual aids can stimulate children to speak the language as well as to read and write it...".

4) Teacher's Handbook must be made available for teachers, specially, in a situation like in Sudan where teachers are neither academically nor professionally well qualified. They should not be deprived of Teachers' Handbook because in such an ELT situation as is prevailing in Sudan, the Teachers' Handbook can serve as a source book for the teachers. For teachers, a textbook alone is not the be-all and end-all of language teaching. According to Keith Johnson, "Teachers' guides offer advice at the level of 'procedure', stating often in considerable detail what to do with the materials."

5) Textbooks should be made available for students. They are the main tool in the hands of students. It is necessary that each
student has a textbook of his own because sharing the same with his classmate might hinder the extent of his exposure to English specially in a situation where teaching periods are limited.

6) Students also must be provided with workbooks and grammar books because an absolute dependence on a communicative notional text in a country where English is not used in common life at all will not suffice and without proper knowledge of constructing grammatically correct sentences students will not be able to proceed in the learning of English as grammatical competence is not different from communicative competence which is advocated by the current course and there is no hope of learning the use of a language unless the students learn "how the language operates". The written performance of students is an evidence of what their competence in grammar is. According to Keith Johnson, "Grammatical competence is part of communicative competence, and the language teacher is clearly committed to ensuring that his students are able to manipulate the language structurally, 'entailing grammatical knowledge'." According to John Munby, "communicative competence includes the ability to use the linguistic forms to perform communicative acts". While J. P. B. Allen states that "students can scarcely be expected to communicate in a second language until they have mastered the underline principles of sentence structure".

7) This leads us to suggest that more attention should be paid to the teaching of writing skill. Writing is a productive skill

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and in the absence of the use of spoken form in the common life writing assignments and activities can compensate a lot for it. The practice of writing has many useful dimensions. According to V.V. Yardi, "Writing involves three kinds of abilities:

(1) Penmanship, that is the abilities to shape the letters of the alphabet properly, also known as graphics.

(2) The ability to put the letters in the right combination, that is spelling.

(3) The ability to express oneself through the written word, that is composition".  

8) Intensive writing activities can remove the problems faced by Sudanese students as a result of the lack of consistency between some of the letters of English and the sounds they represent. This constitute one of the major sources of errors for the Sudanese learners of English. In other words, it can improve the students' performance not only in the spelling of English which is a cornerstone in the attempt for learning written English and to reinforce the English they hear inside the classrooms. But also it can enhance their abilities in English in general and English grammar in particular, and without fostering it no desirable achievement in learning of English is possible, because writing skill involves "a wide range, from the acquisition of script to the creative writing. A student must learn letters of an alphabet, grapheme-phoneme correspondence, spelling system, joining of letters, writing of words, phrases and sentences along with the use of all the appropriate punctuation marks. A

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student must be able to organise the ideas and thoughts in the form of writing.\textsuperscript{23} Omker N. Kaul goes on to say that "The writing skill can develop only by practice."\textsuperscript{24} According to Keith Johnson, "students must also learn how to write coherently, producing passages in which sentences are linked on the level of sense and grammar."\textsuperscript{25}

9) The measure which would give more efficiency to ELT is that students should be provided with suitable and authentic graded readings in English. Reading skill as one of the major aims of ELT cannot be attained without prescribing suitable materials for reading to supplement the teaching of English. Omker N. Kaul states that in a language teaching situation the students should have the ability to "comprehend whatever he reads,"\textsuperscript{26} and this largely depends on the presentation and gradation of materials used for developing this skill. Without properly graded reading material students' chance to reinforce what they hear inside the class room would not be effective specially when exposure to language outside the classroom is absent. According to Keith Johnson, "in situations where opportunities for learning are brief.....opportunities for forgetting almost infinite, and where there is no contact with the target language outside the classroom.... schools which promise only what they can perform are likely to go out of business."\textsuperscript{27} However, reading as a skill should not only be encouraged from the very early stages in the learning of a foreign language but also be part and parcel

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of any syllabus. According to C.J. Brumfit, "learners are more likely to acquire the language if they are exposed to authentic samples of it". A carefully graded reading may also help to limit translation by increasing students' ability to comprehend what they read. Therefore supplementary graded readings are supplementary to learning itself and can help the process of teaching to accomplish its tasks. The current literature texts used at both the levels have to be substituted by suitable reading materials because they do not appear to be linguistically suitable for the students' language level nor relevant as far as the subject matter is concerned. The quality of the texts prescribed for the teaching of reading must be suitable. According to Mary Spratt, "the type of text and reading activities we employ in the classroom must be appropriate".

10) Learning of English depends more or less on the time allotted for its teaching. To rescue the ELT situation the periods allotted for the teaching of English must be increased. More periods of English means more chance for learners' exposure to the language and hence better chances to learn it.

11) One of the important factors which affect the achievement not only in English but also in education as a whole is the number of students in the classroom. Learning of a foreign language as well as the proper implementation of the communicative language

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teaching principles, both, depend on the extent of interaction between the teacher and the individual learner, but in overcrowded classes this would be rather impossible. Teachers should find a way to divide these overcrowded classes into divisions so that they might be able to pay more attention to individual learners and enhance their level of learning of English more easily and effectively. The Ministry of Education should therefore reduce the number of students in each class.

12) There is immediate need to make teachers adopt a suitable method for ELT. Without proper method of ELT, its teaching is bound to be lopsided and proper learning cannot be ensured. The issue of teaching method in any language teaching situation crucially influences classroom progress. In Sudan, teachers are involved in the use of mother tongue in the teaching of English and therefore a distinction has to be made between teaching of English as communication and the teaching of English as translation. Teachers must be aware that the excessive use of the mother tongue cannot serve the purpose of ELT nor can it lead to proper learning of English because translation may give meaning and lessen the burden of the teacher and can help quick comprehension of a linguistic item but it does not help to learn all the language skills. It limits the student's exposure to English language. Therefore, we need to evolve a suitable methodology to ensure that the ELT practices are on the right track. Judging from the problems of students in the process of English language learning we are likely to agree with Omker N. Koul

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that, "language learning cannot be a load in case suitable methods of language teaching are used".\textsuperscript{31}

13) Teachers ought to increase their teaching knowledge by reading various related books and periodicals because a sound knowledge of the subject is, however, an essential matter and teachers should retain a sense of proportion about it and acquire a kind of on-going love affair with the subject, a steady development in one's contact with it.\textsuperscript{32} However, an ideal teacher would possess adequate level of personal education, sufficient command of the language he is teaching, professional understanding, and to go on improving his professional effectiveness throughout his career.\textsuperscript{33} According to Gilbert Highe, "Teaching is inseparable from learning. Every good teacher will learn more about his subject every year, every month, every week if possible".\textsuperscript{34} A limited number of books which teachers had, mostly, come across during their school life would not suffice. In a situation like Sudan, a teacher who probes various related materials would develop and sustain his knowledge and compensate for his academic and professional drawbacks.

14) A special attention should be directed to the teachers' economic position and welfare. They should be improved because they are very important factors that affect more or less, the teacher's motivation and hence their complete involvement with their job. According to T. MacArthur, "Nothing that is taught can be isolated from the socio-cultural matrix in which it

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occurs, National Policies.... economic differences .... these and other factors walk into the classroom with students and the teacher stays there throughout the lesson, and go out again with them at the end".35

15) This leads us to deal with another important issue, that is, students' motivation. Motivation is the driving force that makes the individual strive for the achievement of his aims. Teachers as well as administrators should find a way to foster and sustain students' motivation to learn English, specially in the post-Arabicization of the higher education which is bound to affect both the position of English in education and the motivation of learners to learn it. According to John Munby, "It has been observed that in countries where there is a change in the status of English from medium to subject, standards of English are considered in quite a number of cases to be dropping".36 We need to evolve proper aims which are suitable with the ELT situations in Sudan. According to Y.C.Bhatnagar "aims and objectives of ELT must coincide with the learners' motivation, requirements and needs".37 Therefore motivation for learning English will come only from the felt needs and not from any fancied notions about its importance past, present or future. Therefore motivation to learn English is the corner-stone of any teaching/learning endeavour. Students in Sudan might have felt that learning of English is no longer essential since it is no longer a medium of instruction in higher education and even it can be substituted

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by other subjects to obtain the S.S.C.. An important point in the words of Omker N. Kaul related to this issue is that language planners' task is not only to specify the general aims and objectives of the language teaching but also to keep in view "the requirements of the people in a particular society". Since "motivation is fundamentally dependent on individual's need and drives", then if the existing teaching course is truly learner-centred, as it claims, then it has to comply with the learner's need and no teaching material can claim to be so unless the learner's subjective needs and perceptions relating to the purpose of learning are taken into account. By the analysis of learner's need, as Paul Seedhouse states, "a direct link can be drawn from needs to aims to course design, classroom implementation, and evaluation". Therefore, language planning programme must begin to cater directly to the needs of the people and plan its strategies, aims and objectives, methodology and procedures according to them, while teachers should find a way to enhance students' motivation to learn English because even after Arabic language becomes the medium in higher education, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university where English might help them in referring to various books, and periodicals published in English.

16) A considerable improvement in the ELT in general and

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students' motivation to learn it in particular can be achieved if
the existing examination and evaluation system is improved. The
percentage of pass in English is only 30% and this is too low.
Teachers also teach from examination point of view. The habit of
altering the real face of the results of examination in order to
decorate it became an integral part of the behaviour of the
examiners. A Report from the English Department, University of
Khartoum states, "looking at the matter from our end ....something
drastic must be done or we will soon reach a point of no return as
far as the teaching of English language in this country is
concerned....We believe that the grades scored by the students in
their School Certificate Examination do not relate meaningfully to
their performance. The practice of giving extra marks to pupils
in order to enable a certain percentage to pass is a dangerous
one". In such a situation, what teachers are teaching or how
they are teaching and what students are learning and how they are
learning as well as what evaluators are evaluating and how they
are evaluating all would be questionable and in this regard a
mismatch is bound to arise between the materials of teaching and
the way it is taught as well as the way it is evaluated.
According to K. Chastain, evaluation is "inseparably related to
both objectives and classroom procedures". According to Egon
Foldberg, "Exams should be so devised that they relate closely to
aims. Exams affect the teaching of a subject...". Therefore it
is clear that evaluation can be an asset or a hindrance to
teaching and learning and it has to be improved, and should be
improved without any delay.

17) It will be more profitable for the ELT in Sudan if there is a negotiation between teachers and planners in developing teaching/learning material. This will decrease, to a considerable extent, the degree of dissatisfaction of teachers regarding the teaching material. In this regard, teachers should keep on providing feedback and the planners should examine it carefully and depend on it in developing teaching materials because in the words of Keith Johnson "Consultation and feedback exist in even the most authoritarian systems". This would, to a considerable extent, improve teaching/learning and minimize the common errors and difficulties faced by the Sudanese learners of English.

18) The course of English must give proper attention to the teaching of grammar. The structure of English, such as tenses, verbs, compounds, interrogatives, pronouns etc, should be sufficiently drilled in the classroom and required amount of feedback has to be given to students. In a country where outside the classroom exposure to English is minimal it would not be, probably, advisable to depend heavily on the communicative approach.

19) To avoid the excessive interference of the mother tongue which affects the English word order and the style of the students' writing it is necessary that the contrast between the two systems should clearly be established. Learners should also be guided from
a level of a 'word' to the higher units of phrase, clause, sentence, etc. Some amount of rule practice through drilling and in many cases rote learning may help these learners to overcome the difficulties in this area. Teachers should also avoid unnecessary use of the mother tongue in the classroom.

20) To rectify errors and defects in capitalization and punctuation students should be made to write essays, passages, and paragraphs and subsequent feedback should be provided to the students.

21) Proper knowledge of words (vocabulary), pronunciation, spelling and comprehension skill may be established through more authentic and attractive reading and writing passages so as to rectify students deficiencies in these areas. The teacher can read it slowly leaving much room for the students to listen and then pronounce, read as well as write it. Because sufficient knowledge of words and their proper uses can only determine the intelligibility of the communication and make learners able to read and write properly and produce acceptable utterances in discourse situations. It should be based on the principle that spellings are caught and not taught.

22) The process of correction of teaching/learning should start from the lower classes. These are initial steps which have far reaching bearing on the teaching/learning process.

23) Finally, proper attention should be paid to the errors
committed by the students so as to evolve proper methods and techniques of correcting them as well as to improve the teaching methods and materials.

SUGGESTIONS FOR FURTHER RESEARCHES:

1. There is a need for further research into the teachers' training courses in Sudan so as to help developing proper teachers training.

2. There is an urgent need for further research into the attitude and motivations of both teachers and students towards the learning of English in Sudan.

3. Research has to be carried out to investigate into the common errors committed by Sudanese students who learn English. Moreover, each skill of English language needs to be investigated separately to obtain more objective picture of the students errors and difficulties.

4. There is also an urgent need for research to investigate into the methods of teaching English used in the Secondary schools.

5. Research should be made to probe the effectiveness of textbooks used in schools.

6. There is a need to investigate the ELT situation in the South of the Sudan as soon as the civil war ends.

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7)  Ibid.


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16) Ibid.
19) Ibid., PP. 91-92.
24) Ibid. P. 27.

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