ABSTRACT

It is a commonplace observation that English language teaching in Sudan today leaves much to be desired and achieved. The English language teaching establishment does not appear to be on the right track. It is with the view to study objectively the present ELT situation that the researcher undertook the probing of various aspects of ELT in Sudan.

During the last three decades there was much hue and cry about the deteriorating standards of English in schools in Sudan and the status of English has been rapidly changing. Teaching faculty is one of the main pillars of any sound educational system. It is a major factor that determines the extent of the success of any teaching programme involved in education. The teaching of English at school levels in Sudan is supposed to be maintained properly by various factors so as to lead it to a successful and fruitful teaching process such as specialised qualified teachers, proper and suitable aims of English language teaching in consonance with the present ELT situation in Sudan, proper and relevant methods of ELT and adequate provisions necessary for effective teaching of English and materials that help in the process of teaching/learning such as teachers' Handbook, other teaching aids and extra curricular activities.

It was, therefore, decided to study the present situation of ELT in Sudan and for this purpose the researcher selected the Basic and Secondary school levels.
THE THESIS HAS THE FOLLOWING CHAPTERS:

CHAPTER I: SUDAN AND ITS PEOPLE:

This chapter offers a general background of the Sudan since the time of the old Egyptian Civilization, when Sudan, particularly the North Sudan, was a part of Egyptian civilization, then the influence on Sudan by various civilizations like Eastern Christian, Arab-Islamic civilizations. Then it traces the history of the Turko-Egyptian rule to Sudan that linked Sudan with Europe through Turkey. This government was abolished by the Mahadist revolution at the end of the second half of the 19th Century. But its independence was a short-lived independence when the Anglo-Egyptian invasion aborted it by the end of the 19th century. This chapter then deals with the colonial period when England and Egypt ruled Sudan up to the beginning of the Second half of this century, and then Sudan got independence and was ruled by various forms of governments in which military systems and parliamentary systems, both, have been experienced till the present time by the country.

Then the chapter outlines the geographical aspects of Sudan, its position, size, climate as well as the socio-economic aspects, the people of the Sudan, various resources, and the main factors of the economy of Sudan. It also deals with the demographical aspects of the nation.

CHAPTER II: HISTORY OF ENGLISH LANGUAGE TEACHING IN SUDAN:

This chapter offers a detailed narration of the history of
ELT in Sudan. It gives an analysis of the educational system established by the British and then it shows how English language was introduced during the British rule and how it dominated the educational system established by them. English language teaching was the main concern of the educational system at that time. English was used as a medium of instruction in the higher education and it was a subject taught in schools with special care and attention as far as its standard was concerned. Although education was not widely spread but English language flourished in this highly selective educational system. English was taught in Sudan in government schools, public schools and missionary schools. It was taught initially by the expatriates from England, Egypt and Syria and later on the Sudanese staff were employed. Gradually, English language occupied a significant position. Various committees and commissions were appointed to study the ways so that English language teaching could be improved and promoted. These were the hey-days of English language teaching and learning. This chapter then deals with the teaching of English after independence which brought the Sudanization and Arabization of administration. Then it narrates the concerns of the Sudanese Educators and Governments about English language and its standard. A pressure was exercised by Arabic language upon English language in the sphere of Education and there was a consequent decline of the standard of English which urged the government to take various measures to improve it, such as seeking help from various foreign and Sudanese experts like J. Bright,
Julian Gorbluth, and the changes of syllabus from West's materials to structural material and finally to communicative material in the wake of eighties when finally came the Arabization of the higher education which reduced English to a position of one of the subjects taught at various educational levels and finally only specialization Department in the higher educational level.

CHAPTER III: AIMS OF TEACHING ENGLISH LANGUAGE IN SUDAN:

In this chapter various aims and objectives of ELT are discussed in relation to the political and educational context existing at various stages in Sudan since the arrival of the British rule, independence and till the present time. The chapter attempts to show how English was the tool of administration and education in Sudan as well as a weapon against the spread of Arabic language in the Southern parts of Sudan. It outlines the factors that made English flourish. These factors were embodied in the fact that English was the vehicle that facilitated the way, both, to good jobs and good education in addition to its influence on the social status of its speakers. Therefore, people were motivated to learn and master it. This situation continued till the independence which was followed by the Sudanization and Arabization of administration which was complete by the fifties, as well as the Arabization of the Secondary schools in the sixties. These factors naturally affected the status of English in Sudan especially in the sphere of education. Before independence, English was taught as almost L1, but various factors changed its situation
and made it a foreign language taught as a subject at school level and a medium of instruction only in the university. A rapid decline in its standard was observable. It started at the end of the sixties and continued till the present time when the decision of the Arabicization of Higher Education was taken up. This chapter also attempts to show the need for the revision of aims and objectives of ELT in Sudan.

CHAPTER IV: DESIGN OF THE RESEARCH:

This chapter gives details about the aims, procedures and scheme of the research work which was undertaken by the researcher. The research is aimed at studying objectively the present ELT situation in Sudan. The researcher decided to investigate into the prevailing conditions in the Basic and Secondary schools. These are the stages where foundation of any Second/foreign language is laid.

The researcher proceeded with the following objectives:

Objectives of the Study:

1) To study the aims of teaching English at the Basic and Secondary school levels;

2) To investigate the methods used in teaching of English at these levels;

3) To study the availability of provisions necessary for effective teaching such as materials that help in the process of teaching/learning English such as:-

   = Teachers' Handbook,
Other teaching aids,
Co-curricular activities.

POPULATION:

In order to eliminate the effect of extraneous variables such as the differences in education, syllabus pattern, medium of instruction and in order to have a homogenous sample, it was decided to select Government Schools, both Basic and Secondary, in Sudan for the study. The Southern part of the Sudan was dropped due to the civil war which is going on there. Thus, the schools, Heads of schools, teachers and students of Northern part of Sudan formed the population.

SAMPLE:

The sampling in this study was based on stratified random sampling of Heads of schools, teachers and student population of the Basic and Secondary levels of schools in Sudan. The survey represented various parts of the Sudan on the basis of random sampling.

PREPARATION OF TOOLS:

The research was based on Survey method as well as Library or Historical method. For the former, the following tools were employed to accomplish it:-

i) Questionnaire for Teachers of English and Heads of Basic Schools.

ii) Questionnaire for teachers of English and Heads...
of Secondary Schools.

iii) Test in English for the 8th class Basic Schools.

iv) Test in English for the 3rd class Secondary Schools.

I. Administration of Questionnaires:

On the basis of the stratified random sampling adopted in the study, the questionnaires were administered in various schools in different parts of Sudan excluding the South for the reasons mentioned earlier. Questionnaires were administered by personal contact, post services and with arrangement of visiting educators and the rate of responses in general was adequate for the purpose of the survey. The researcher received responses from seventy one schools of Basic level and fifty nine schools of Secondary level from all over the area covered in Sudan.

II. Administration of Tests:

Since the purpose of the tests was to make it part of the research of ELT, it required a representative sample. Various places in Sudan were selected, with the exclusion of the South, for the administration of the tests. The tests were administered in ten schools of each level and in various places in Sudan. The tests were administered on 538 students from Secondary level and 571 students of Basic level. The number of the students from both levels was considered adequate for the purpose of the study. This chapter also points out the limitations of the research. All these have been discussed in detail in this chapter.
CHAPTER V: ANALYSIS OF DATA:

This chapter deals with the analysis of the questionnaires of both levels of schools as well as the tests administered to students of class B: Basic level and class 3. Secondary level. Facts about the ELT in Sudan were inferred.

CHAPTER VI: CONCLUSION AND SUGGESTIONS:

In this chapter the conclusion is shown on the basis of the data analysis, interpretation and findings. However, the aims which were formed in the beginning have been clearly sustained by the findings of the research such as the problems revealed regarding the teachers' academic and professional qualifications; the aims and objectives of English language teaching; the methods employed in English language teaching; and the extent of availability of provisions necessary for effective teaching of English. However, the poor performance of students in the tests supplemented the findings of the survey of English language teaching. The research concluded that in such ELT situation no good teaching and learning of English can take place. Various suggestions for the improvement of English language teaching have been offered. Moreover, this chapter also provides suggestions for further research.