



**Sudan University of Science & Technology**  
**College of Graduate Studies**



## **Evaluating English Language Syllabus in the Colleges of Education at Sudanese Universities**

**تقويم مناهج اللغة الانجليزية في كليات التربية بالجامعات السودانية**

**A Thesis Submitted in Fulfillment of the Requirements for PhD  
Degree in English Language Teaching and Methodology**

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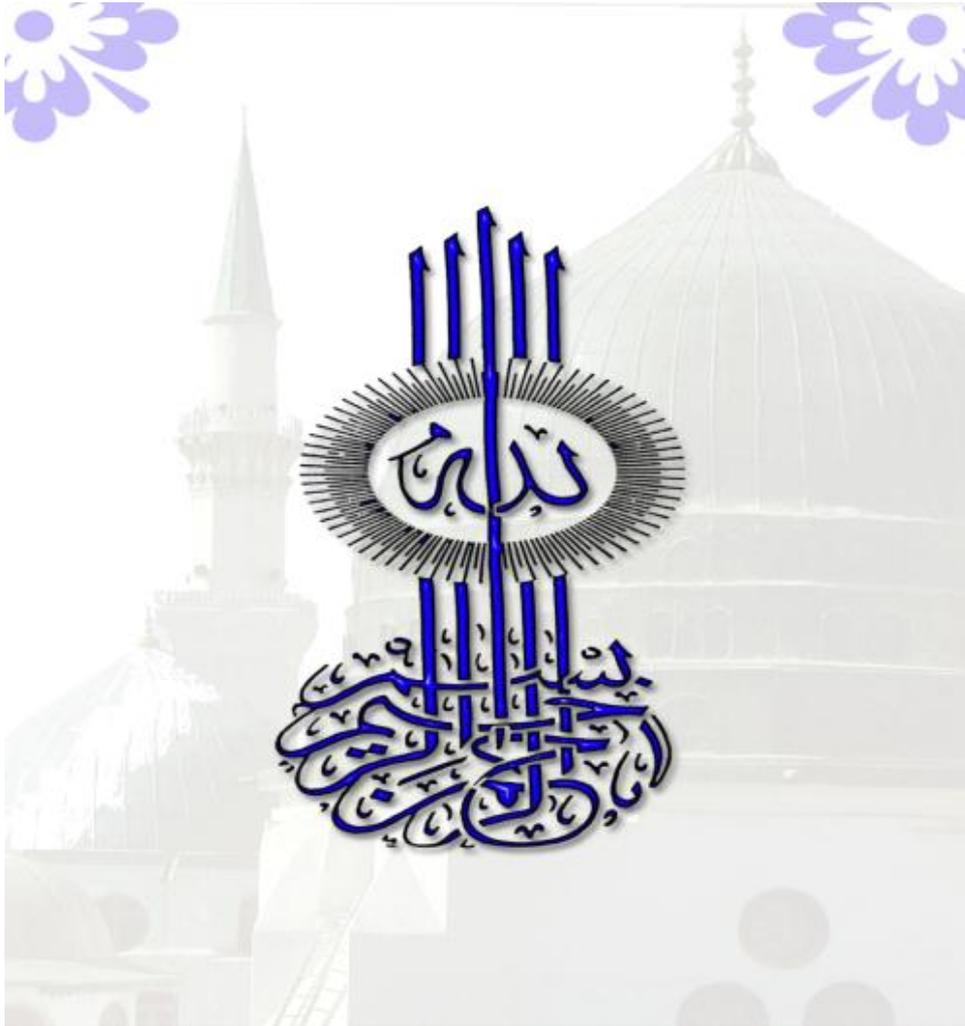
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## الاية

بسم الله الرحمن الرحيم

( وَأَنْزَلْنَا إِلَيْكَ الْكِتَابَ بِالْحَقِّ مُصَدِّقًا لِمَا بَيْنَ يَدَيْهِ مِنَ  
الْكِتَابِ وَمُهَيْمِنًا عَلَيْهِ فَاحْكُم بَيْنَهُم بِمَا أَنْزَلَ اللَّهُ وَلَا تَتَّبِعْ  
أَهْوَاءَهُمْ عَمَّا جَاءَكَ مِنَ الْحَقِّ لِكُلِّ جَعَلْنَا مِنْكُمْ شِرْعَةً  
وَمِنْهَا جَا وَلَوْ شَاءَ اللَّهُ لَجَعَلَكُمْ أُمَّةً وَاحِدَةً وَلَكِنْ لِيَبْلُوكُمْ  
فِي مَا آتَاكُمْ فَاسْتَبِقُوا الْخَيْرَاتِ إِلَى اللَّهِ مَرْجِعُكُمْ جَمِيعًا  
فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ فِيهِ تَخْتَلِفُونَ )

سورة المائدة الاية (48)

# DEDICATION

To my:

Mother, the essence of my life.

Father, the symbol of wisdom.

Brothers and sisters.

Supervisor Dr. AbdAlrahman Ahmed Abdallah.

Co-Supervisor Dr.Ienas Abdelrahman Ahmed

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## ABSTRACT

This research aims to evaluate the importance of English language syllabus in the Colleges of Education (fourth and fifth levels) at some Sudanese Universities. The researcher tries to set out the main causes of deterioration in the standard of English language proficiency in general. Also it focuses on strengths and weaknesses of the syllabus, and how much the syllabus satisfies and meets the needs of graduate students who standing to work as teacher trainers.

The data was collected from the specialist English language teachers and the expertise of English language syllabus by using the questionnaire and interview. Qualitative data analysis techniques were used to identify the strengths and weakness of English syllabus, and the student's needs. The researcher adopted the quantities, qualities and descriptive analytical methods to carry out the research by designed and conducted two tools (questionnaire and interview) for collecting data from the samples. The samples is consist of seventy person included male and female, sixty (60) specialize English language teachers and ten (10) expertise of English syllabus. Validity and reliability of the questionnaire and interview were confirmed the questions and hypotheses below.

This research was founded on three hypotheses which have been confirmed by participants' responses to the questionnaire and interview related to the following hypotheses:

1. Evaluation of English fourth and fifth levels students can help in developing English language syllabus.
2. Evaluation of English language syllabus can help in identifying best level of English that matches student's needs.
3. Evaluation of English language syllabus can help in providing labor market with qualified cadre.

The hypothesis above leads to the main question of the research that is:

Does the Colleges of Education in Sudan offer effective English language syllabus programmer at under graduate level to prepare English language teachers? The main question confirmed the following sub- question:

1. To what extend can objectives of English language syllabus help to developing student English (fourth and fifth levels)?
2. To what extend can the contents of English language syllabus satisfying the needs of students?

3. To what extent can syllabus of English language help in providing labor market with qualified cadre?

Through all the above procedure this research intended to provide a brief summary of the main findings, recommendations and suggestions as flow

The findings:

1. Evaluation helps in developing English language syllabus content in process of education.
2. Evaluation assists in designing English language syllabus content in process of education.
3. Evaluation helps in identifying the defects in English language syllabus content.
4. Evaluation helps in sequencing the English language syllabus content in process of education.
5. Evaluation of English language syllabus helps in identifying the best level of students.
6. Evaluation of English language syllabus helps in improving the students understanding and ideas.
7. Evaluation of English language syllabus promoting student's performance in their activities.
8. Evaluation of English language syllabus helps in achieving the language objectives.

The most important results obtained that the English language syllabus were effective on training English language graduate teachers. Also the programmers of graduate teachers training at Colleges of education were effective enough to train the graduate English teachers. In the other word the teaching methods adopted were effective on training English language graduate teachers.

## مستخلص البحث

هدف هذا البحث الي تقويم مناهج اللغة الانجليزية لطلاب المستويين الرابع و الخامس بكليات التربية في بعض الجامعات السودانية. يحاول الباحث لمعرفة الاسباب الرئيسية التي ادت الي تدهور مستوى الطلاب في اللغة الانجليزية من خلال التركيز علي معرفة جوانب القوة و الضعف للمنهج و ايجاد الحلول اللازمة التي تؤدي الي تحسين مستوى الطلاب و اشباع رغباتهم و احتياجاتهم وخاصة الذين يرغبون العمل في مجال التعليم.

تم جمع المعلومات من المعلمين المختصين في مجال تدريس اللغة الانجليزية بالجامعات وكذلك خبراء مناهج اللغة الانجليزية. باستخدام الاستبيان و المقابلة. و اتبع الباحث طريقة التحليل الوصفي لتحليل اجابات العينة التي تتكون من (70) فردا (60) منهم معلمون يعملون في مجال تدريس اللغة الانجليزية بالجامعات و (10) منهم خبراء في مناهج اللغة الانجليزية.

اسخدم الباحث الفروض التالية:

- 1- تقويم مناهج اللغة الانجليزية لطلاب المستويين الرابع و الخامس يساعد في تطويرها.
- 2- تقويم مناهج اللغة الانجليزية لطلاب المستويين الرابع و الخامس يساعد في تحديد و تمييز افضل المناهج التي تحقق متطلبات الطلاب و احتياجاتهم.
- 3- تقويم مناهج اللغة الانجليزية لطلاب المستويين الرابع و الخامس يساعد في تزويد سوق العمل باطر مؤهلة.

كما ان اسئلة البحث تتمثل فيما يلي:

- 1- الي اي مدي يمكن لتقويم مناهج اللغة الانجليزية المساعدة في تطوير و تحسين مستوى الطلاب الدارسين؟

2- الي اي مدي يمكن لتقويم مناهج اللغة الانجليزية المساعدة في تحديد وتمييز افضل المناهج و ذلك للايفاء بمتطلبات و احتياجات الطلاب الدارسين؟

3- الي اي مدي يمكن لتقويم مناهج اللغة الانجليزية المساعدة في تزويد سوق العمل باطر مؤهلة؟

توصل الباحث الي النتائج التالية:

1- التقويم يساعد في تطوير محتوى مناهج اللغة الانجليزية من خلال العمليات التعليمية. كما يساعد ايضا في تحديد المشكلات المتعلقة بمناهج اللغة الانجليزية  
2- تقويم مناهج اللغة الانجليزية يساعد في تحسين و تطوير و فهم افكار الطلاب من خلال اداء الانشطة بصورة جيدة.

3- تقويم مناهج اللغة الانجليزية يساعد في انجاز و تحقيق الاهداف من خلال تزويد سوق العمل باطر مؤهلة

من خلال النتائج المذكورة اعلاه توصل الباحث الي التوصيات التالية:

- 1- تقويم مناهج اللغة الانجليزية يؤثر تائيرا مباشرا في تدريب الطلاب الدارسين.
- 2- طرق التدريس المستخدمة تؤثر في اداء و تدريب الطلاب الدارسين.
- 3- برامج اللغة الانجليزية في كليات التربية تحتاج الي تطوير.

# CHAPTER ONE

## 1.1. Introduction

Evaluation is measured by the united factors come in the forefront of multi-level man power, education, health and life. Education is the basis of Renaissance and the basis of national security as his locomotive progress.

No doubt, people all over the world need to build a good curriculum and to prepare qualified teachers. Evaluation and analysis of the curriculum and syllabus used as a means to realize the objectives of teaching and learning. According to above, the research set out to evaluating English language syllabus on the Colleges of Education at some Sudanese Universities.

The researcher believes that it is very important to offer an evaluation of English language syllabus programme for the fourth and fifth levels in the Colleges of Education to identify the strengths and weaknesses of the programme and how much the programme satisfies and meets the needs of graduate students who tend to work as English teacher trainers at schools or Colleges.

## 1.2. Statement of the Problem

Language is one of the most important means of communication used in history of people and nations. The evidence or proof of this is due to the creation of man, with a man found the language and then evolved languages. And through this evolution humans have developed many curriculums, and who have been, knowledge or the work of curriculum of its own.

Curriculum and syllabus is normally graded and selected according to certain patterns, such as grading and selection function as a part, of the syllabus of many Colleges, in some cases one may find a suitable syllabus but there is a problem in some or all of its components. In other cases one may find that syllabus fails to provide essential knowledge for the learning situation .It may contain out-dated items which are irrelevant to the learners' needs or level of thinking. All of these

factors might cause a drop in quality of teachers of English Language in Sudan especially in those who are newly graduated. This drop is clearly felt in education in general but in English Language in particular as reported by local authorities who have noticed the lowering of standards in English Language among graduate learners. Also the researchers and specialists have proven in the field of education that there is a weakness in the performance of students who graduate in Colleges of Education in general and graduates from Departments of English Language, in particular, that based on the reports, research and thesis prepared by researchers and specialists in this field. So from all above mentioned the scholars and educationalist point to the decline standard of English Language syllabus in the Colleges of Education. This problem needs a great effort to remedy, and this research try to solve this problem through evaluating the English Language syllabus on Colleges of Education at some Sudanese universities.

### **1.3. Objectives of the research**

1. This research aims to investigate the appropriateness of English Language syllabus objectives in the process of Education.
2. It is an attempt to highlight the problematic areas of English language syllabus to stand on the strengths and weakness of the syllabus to provide solution.
3. it's an attempt to develop the English language syllabus to match the students' needs.

### **1.4. Questions of the Research**

1. To what extent can objectives of English language syllabus help in developing English language at the fourth and fifth levels students?
2. To what extent can the contents of English language syllabus satisfying the needs of students?
3. To what extent can the syllabus of English language help in providing labor market with qualified cadres?

## **1.5. Hypotheses of the Research**

1. Objectives of English language syllabus are appropriate activities at the fourth and fifth level.
2. English language syllabus contents satisfying the needs of learning language.
3. Methods used by teachers' resources are suitable for learning English language syllabus.

## **1.6. Significance of the Research**

This study has great importance to the teachers who work in the field of English language teaching by drawing their attention to the weaknesses and strength of English language syllabus, that can help the teachers trainers, methodologists and those who are interested in the area of curriculum development by attempting to shed light on area of English language syllabus and how the courses, can be selected and taught to suit the learners in particular situation.

## **1.7. Limitations of the Research**

This Research is confined, trying to introduce an investigated a specific English language syllabus in the Colleges of Education at some Sudanese Universities which is currently used. .These syllabic consists of many courses such as linguistic, translation, literature, English language teaching (ELT) and methods.

This Research conducted during the period from (2013 – 2018).

## **1.8. Definition of the important terms**

### **1. ESL: English as a second language**

One which has some specific functions within a multilingual society of minority groups and is learned after the mother tongue. It is taught in conditions where there is some reinforcement from the child immediate environment and the language is used in everyday life. It's all so used as the official language of government media.

## **2. English as a foreign language**

One which has no internal function in the learner's country. It is learnt in order to communicate with native speakers. It is confined to the classroom and it is taught like other subjects in the school curriculum for operational purposes. Motivation depends on the teachers, the method, the language activities, the textbooks and the classroom situations.

## **3. Syllabus**

Specification of what unit will be taught (as distinct from how they will be taught), which is a matter of methodology.

## **4. Evaluation**

It is the process of providing important information on the merit of goals, designs, instruction, content and type of educational activities, and it should help to provide feedback for students, teachers, and textbook authors. (Nunan, D. 1988).

# CHAPTER TWO

## Literature Review and Previous Studies

### 2.1. Part One: Literature Review

This chapter presents the role of the colleges of education in Sudan, an overview of literature relevant to the evaluation of English language syllabus.

In this respect the researcher attempted to define the basic concepts related to evaluation of the English language syllabus in the colleges of education in the field of English as a foreign language (EFL).

The importance of systematic evaluation of teacher education programs has been stressed by many researchers. Language-teacher preparation supported the idea of evaluation of programs on a regular basis. The whole of this chapter approached with that view expressed by Cookson (1992) which states as follows:

"Any programmed planned could not be considered successful without a clear idea of the meaning success or failure".

To examine Cookson statement, the researcher investigated the studies administered abroad and in the Sudan in order to present the previous studies in the field to show the latest status of English language syllabus evaluation. Wallace (1991) suggests that teacher education programs need a clear philosophy, and the Turkish Online Journal of Qualitative Inquiry, April 2014, program content should reflect that philosophy. He also claimed that curriculum should be balanced in terms of received and experiential knowledge, and also suggests that programs should support and contribute to the development of reflective practices. Freeman and Johnson (1998) mention that views of the knowledge-base of foreign-language teachers should be included together with the knowledge of the social context of learning (i.e. classrooms), because learning cannot be fully comprehensible without it. They also state that some

programs may place too much emphasis on theoretical and teaching skills, but there should be a balance between them.

This present study aims at evaluating English language syllabus Program in the Colleges of education at a Sudanese university. The research focuses on strengths and weaknesses of the program and how much the program satisfied and met the needs of the graduate students who tended to work as teacher trainers either at a school or a college. In order to evaluate the program, the data was collected from their professors, scholars, and teachers through a questionnaire and interviews. It is important to get especially the students' opinions about the program and identify their needs to be considered after the evaluation. Qualitative data analysis techniques were used to identify the strengths, weaknesses of the program, and the students' needs.

Program design and evaluation studies have mostly focused on identifying students' language needs, feelings and attitudes towards preparatory or undergraduate programs ;( Mutlu, 2004; and Örs, 2006 ;) claims that: One of the major sources of problems in teaching programs is the mismatch between the properties of the given instruction and the characteristics, needs and wants of learners.

The design of language teaching programs is concerned with the selection, grading, and presentation of the target language forms via various teaching practices or techniques. There are different approaches and models of program design by developing different frameworks. These models focus on the following steps to be applied during the design of the program:

- 1- Needs analysis.
- 2- Specifying Goals and Objectives of the Program.
- 3- Development of Tests on the Basis of Program's Goals and Objectives.
- 4- Developing Materials.
- 5- Language Teaching.
- 6- Program Evaluation.

According to Lynch (1996: 2) program evaluation is “the systematic attempt to gather information in order to make judgments or decisions.” Brown (1995: 218) describes:

*“Program evaluation as the systematic collection and analysis of all relevant information necessary to promote the improvement of a program and evaluate its effectiveness within the context of the particular institutions involved.”*

Henry and Roseberry (1999), for example, evaluated the teaching method and materials used in the writing course based on the process-genre approach at the University of Brunei Darussalam. In a parallel study, Tarnopolsky (2000) evaluated the process-genre approach in the writing course at the language program in Ukraine. The past and present situations in teaching writing and the reasons for avoiding teaching communicative writing skills in English courses in that country were considered.

There are various studies conducted in Turkey, which evaluated and modified the existing language teaching programs or language courses. For example, Toker (1999) evaluated the Preparatory School Program at Gaziantep University in terms of the students’ attitudes. In another study, Erozan (2005) examined the language improvement courses, Oral Communication Skills I /II, Reading Skills I/II, Writing Skills I/II, Advanced Reading Skills, Advanced Writing Skills, and English Grammar I/II in the undergraduate curriculum of the Department of English Language Teaching (ELT) at Eastern Mediterranean University.

Similar to the present study, using Brown’s (1995) theoretical framework, Mede (2012) designed and evaluated a Language Preparatory Program at an English medium university. A pre and post-needs analysis questionnaires were given to the student teachers; and semi-structured interviews with instructors regarding the perceptions of the student teachers’ language needs were conducted. The findings of the study revealed that teacher education programs need to cover

awareness raising training about the important steps of program design and evaluation. Mede's study emphasized there should be collaboration among the program developers, the course instructors and the student teachers in order to increase program success.

In the light of the above mentioned research studies, it could be said that all of the language programs or language teacher education programs should be evaluated on a regular basis based on the needs of the students in these programs. In this respect, the present study would be a significant step to fulfill the gap in the field of English language teaching (ELT) program evaluation.

Syllabus and curriculum development has a long history that shares the historical development of education itself. In the discussion of education, the terms curriculum and syllabus have considerable ambiguity and conceptual overlapping, for example, referred the word „curriculum, in American educational context, to the contents of courses or subjects offered in a certain institution or college, where as these same courses or contents were referred to as syllabus in British education system. That is, similar elements of educational domain have been named differently in different countries like America and Britain.

Recently, however, there seems to have a common understanding of terms, curriculum and syllabus. The word curriculum has been defined as the overall contents and aims to be taught and realized in a given colleges White (1988) Syllabus, on the other hand, has been considered as contents of a particular course or subject matter. Curriculum, in a broader sense, is referred to the mission, purpose, design, and implementation of an education programme, while syllabus is understood as a specification and sequencing of courses and course contents. Syllabus is, thus, part of a given curriculum and plays a major role in realizing the curriculum of a particular education programme. It attempts to define and interpret the philosophy of the curriculum into detail elements of teaching learning. Curriculum and syllabus design as a Significant plays in

English language teaching (ELT). According to Richards, (1983) several countries have a unit of language curriculum development in ministries of education with a mandate of evaluating and designing national language curriculum. Language curriculum determines basic principles of language, language teaching and language learning: based on these principles the aims, objectives and learning purposes as well as implementation programs or drawn .That is, language syllabus is developed based on the philosophy of the language curriculum where general and specific objectives, contents, learning experiences and evaluation mechanisms of a course or courses can be developed. Based on the underlying assumptions of the nature of language and language teaching and learning, there are various types of language syllabus. The earliest and most common type of language syllabus is the grammatical syllabus. This type of syllabus is designed based on the assumption that language is a system of grammatical rules and mastering these grammar rules enables learners to use the language in their communication. Inputs of the syllabus focus on various grammatical elements. The other type of syllabus is the lexical syllabus. It is used widely in ELT; vocabularies are assumed to determine learning a language. Thus, listed lexical items are organized to be taught and learnt. The skill-based syllabus is also another type of syllabus, which has been used in many parts of the world. In this type of syllabus, the micro skills (pronunciation, grammar and vocabulary) and the macro skills (listening, reading, speaking and writing) of language are identified and organized. The functional notional syllabus is still another type of syllabus that emphasizes on language functions (e.g., requesting, agreeing, suggesting and complaining), and a list of language functions is taken as a syllabus. Content – based, on the other hand, considers topics, themes, situation, and other academic contents as the basis for teaching and learning a language. The task-based syllabus is relatively a recently used type of syllabus that considers classroom processes as the main determinant factors for learning a language, and a variety

of tasks and activities or listed for engaging learners in the classroom. Given these varieties of language syllabus discussed by different scholars, there are a few areas of shared understanding on the nature of language syllabus. That is, the language syllabus usually determines learning objectives and learning contents in which teachers, curriculum experts and student-teachers, in one way or the other, involve in the designing process.

Generally, various types of syllabi have been used for effective implementation of language education programme. A well developed language education program, indeed, needs not only a well structured and organized syllabus but also enriched teaching and learning materials and resources that enable teachers and learners to translate the syllabus into classroom activities and interactions for the attainment of intended objectives. Given the dynamic nature of ELT syllabus design, there is a direct link between language syllabus and teaching materials. Teaching materials and resources are basically prepared based on the given language syllabus that is used for a particular ELT program. As Nunan (1992) notes, practical instructional processes of a language education program begins with designing and preparing teaching material to be used for actual classroom instructions. The author further indicates that the already defined goals and objectives as well as learning experiences in the syllabus are made tangible with the teaching materials. That is, the teaching materials bring flesh to the bones of the syllabus.

The hope of this study is to provide empirical information about the uses of English language and better course content in the teaching field which, in return, can be used as an input to feed the larger structure of the ELT context in language teaching.

Apart from the program evaluation studies carried out in various second or foreign language contexts abroad, many program evaluation studies in terms of English language teaching and learning have been conducted in Turkish EFL

context as well. While some of these studies made a thorough program evaluation, some others tried to evaluate only one particular aspect of a program. Similarly, Muşlu (2007) aimed to find out the teachers' view on the writing curriculum in terms of the materials, the process-genre approach, journal writing, portfolios, project work and the writing competition at Anadolu University School of Foreign Languages (AUSFL). 48 writing course instructors working at different proficiency levels at AUSFL participated in the study. A questionnaire was designed to identify the teacher's views on the writing curriculum. In addition, a semi-structured interview was conducted with 40% of the teachers to get their further thoughts. According to the results of the study, there were problems with the course packs and supplementary materials used during the terms. They were inappropriate for the students and needed to be revised. As for the process-genre approach, most of the teachers stated that the genre and the approach taught in the program were parallel to the students' needs. Additionally, the grammar syllabus was considered to be crucial while preparing the writing syllabus particularly in the lower levels. As for journal writing, portfolios and project work the teachers believed that it was a good communication opportunity between the teacher and the students. Finally, the teachers suggested that the award and the topics should be changed in terms of the writing competition.

In a different study, Karataş (2007) evaluated the syllabus of the English II instruction program applied in the Modern Languages Department, Yıldız Teknik University (YTU) School of Foreign Languages by using Stufflebeam's (2001) context, input, process and product (CIPP) model. 35 teachers implementing the English II program and 415 students were chosen randomly to participate in the study. Data came from two questionnaires given to the teachers and students. The findings revealed some significant differences between the teachers and students' opinions in terms of context, input, process and product. Specifically, the suitability of the program's objectives for the

students' improvement, the proficiency level and the comprehensibility of the textbook and the use of audio-visual materials used in the program for the improvement of the students were among the crucial concepts that were taken into consideration while redesigning the program.

Finally, Özkanal (2009) investigated the English Preparatory Program of Eskişehir Osmangazi University, Foreign Languages Department to find out whether the program was successful and suggest a new Preparatory Program model. Two questionnaires and interviews were carried out with 354 students who were either enrolled in the program, finished the program or studied at the faculties and 27 instructors of the program. The results of the study showed certain problematic elements particularly in technical English, and suggested the necessity for an English Preparatory model and increase the qualities of the program.

Based on the above overviews, it can be implied that considering the changes in language teaching, recent research has focused on the process of evaluating a program based on students needs. Despite the high number of studies that investigated the role of program evaluation in language teaching and learning process, most of them attempted to identify the general needs of the students enrolled in School of Foreign Languages or Preparatory Program. To fill in this gap, the present study aims to evaluate the preparatory program primarily designed for students who will major in English Language Literature and Translation Departments based on their language and learning needs, and also provide evidence for the modifications to be done in the program.

Language is one of the most useful tools we have as humans. Without it we could not think thoughts expressible to others, nor could we engage in the activities that commonly take place in the society we build ourselves. Language is very important in education. For instance, Roy-Campbell and Qorro (1997) asserted that education is carried out largely through the medium of language, thus, language is very significant in the education process. Additionally, Adea

(2005) argues, “Language is not everything in education. Teaching materials are very important in the whole process of teaching and learning to any subject. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-city and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from students Nyamubi, (2003). For instance, Kapoli (2001) noted that authentic materials enable the students to explore the language used in day-to-day life and which is tailored to their needs and interests. UNESCO (2000) reported that the provision of teaching and learning materials especially books is an effective way of improving results. However, the World Education Report (1998) reveals out that in many countries, conditions are difficult, whether they relate to the physical states of schools and the availability of teaching and learning materials, class sizes, or the changing characteristics of the student population.

Conceptual framework is based on Bloom’s (1982) model of evaluation because of its suitability in the process of language learning and teaching. It was useful in examining the interdependence of variables, teaching and learning process to students’ performance in English language subject. The model consists of three items: Predictor variables, Mediating variables and Performance. According to Bloom (1982) predictor variable mediating variables were of high quality, then teaching and learning process would produce good performance in language comprehension, production and attitudes towards English.

The model examines the relationship between variables, teaching and learning process with performance in English language. It was anticipated that if there were enough and well qualified teachers to teach English language subject, availability of teaching and learning materials, they would contribute to students’ high-performance in the subject. It was also hoped that students would perform better if they had motivation to learn the language because their motivation would determine their success. Additionally, if teachers had

motivation to teach the language, students would perform better because teachers were the ones who determine students' success. The study also assumed that if the school environment especially classrooms and home environment were conducive to students' learning they would contribute to high performance not only in English subject but also in other subjects taught in English, hence, high school achievement.

Furthermore, it was expected that students' attitudes toward the language they learn could predict their academic performance. Also students' frequent use of the language inside and outside classrooms would influence the level of performance in the language they learn. On top of that, it was expected that if English language teachers could manage to organize content, learning objectives, and apply recent methods of teaching and learning English, students would perform highly in the subject at the end of the course.

So all above – mentioned scholars and educationalist come to consensus that, no one group members will possess all information, skills, competence and the useful resources, which are highly needed for the process of learning. It's a matter of sharing ideas.

From what has been explained above they are many trends about evaluation English language syllabus these trends dependent on the vision or ideas of the scholars and educationalist.

## **2.2. Colleges of Education in Sudan**

Based on the vision of the Ministry of higher education, the vision, mission, framework, and the notions of colleges of education in the Sudanese universities are derived from the policies made by the Sudanese Ministry of Higher Education, which are as follows:

### **a) Vision**

The Colleges of education in Sudan are the academic and educational institutions working to promote the knowledge and its application to serve the

community and the world and shaping the world of teaching and learning. And then they work on the development of education at all the levels both in pre-university educational and higher education in order to achieve comprehensive sustainable community based human development for Sudanese community so as to communicate with the Arab world and other countries. This vision is based on the following:

- 1- Education is an accelerated development career cognitively, and technically.
- 2- To recognize the change in the role of a teacher from a transmitter to facilitator of knowledge to an organizer, a planner, inspiring creativity and team work and self education.
- 3- Teacher- quality and excellence are the bases of the success of the colleges of education in achieving its mandate.
- 4- The colleges of education have a much bigger community and cultural role than just the teachers training.
- 5- The Education is the basis of national security, that the Colleges of Education play a pivotal role in providing it.

#### **b) Mission**

The mission of the Colleges of Education in the Sudan determines building of perceptions and taking decisions for training of educational cadres and the development of education at all levels with co-operation with the Ministry of General Education, and the Ministry of Higher Education and Scientific Research and other ministries. And from the main mission can be derived the following tasks: the continuous training of a teacher before joining his/her service as well as providing in service training, the promotion of educational research which helps to produce educational, formulating policies and programs that serve the community and development .

**c. Policies and procedures for implementing the vision and the achievement  
Of the mission**

Based on the above vision, the colleges of education through their various administrations, scientific departments, and academic staff members Endeavour to achieve this vision through the above mentioned mission, through the following policies and measures:

Pre -service teacher training through high quality programmers in all specializations of general education starting from the basic education to the secondary level in accordance with the integrative and the sequential system and the training of a teacher should take the following into consideration:

- 1- He/she should be competent in his specialization.
- 2- Is highly skilled in the presentation of material and interaction with his students.
  - A. Works to create a learning and democratic environment within the class and school.
  - B. Encourages his students to cooperative and autonomous learning.
  - C. Stresses the importance of thinking, planning, problem solving and decision – making in education through the school activities.
  - D. Committed to professional ethics, values of the Sudanese society and values of progress.
  - E. The teacher should be familiar with the Sudanese, Arab, African, and world cultures which enable him to assert his identity and open to others.
  - F. Able to use general technology and special educational technology.
- 3- In service teacher training and disseminating self- professional development trends among graduates and supporting the values of life-long learning.
- 4- Efficient contribution in formulating educational and implementing them through memberships of committees at the national and local levels and special units and leadership development and training.

5-Conducting educational researches that produce educational knowledge address educational matters real educational problems that face education and resolving them so as reform education.

6-Rendering consultancy services and the studies that contribute to the development of education and modernizing it through effective and smart partnership with the ministries of education and educational institutions so that it includes all the components of the educational system including administrations, curriculums, teaching methods, assessment.

7. Modernizing the educational systems and programmers in the colleges of education in line with global trends and local needs, that can improve the performance of the college and provides a model for educational institutions. Dissemination of the advanced educational thought, and modern educational practices that should be in accordance with modern sophisticated mechanisms within the environment, educational community and the community as a whole. The integration of technology in the areas of teacher training and educational researches and promotes its use in areas of higher education and pre- university education.

To provide research and advisory services to non- formal education institutions public or private this can serve the school and community and promotes life.

Participation in the training of academic staff in all university disciplines and institutions of higher education should be in continuing educational training that enables them to perform their role effectively and efficiently dissemination of educational ethics among academic staff-members, students, and employees at a college and educationalist from outside in accordance with charter of the moral adhered by every-one.

Adoption of the concept of the total quality management(TQM) and its application within the college and the level of the higher education and pre-university education ,And falls under this ,the emphasis on the self-evaluations

as a practice and follow-up and to prepare for external evaluation, all these should be a way for achieving total quality and sustainable development.

The process of accreditation is viewed as official, national, and popular recognition of colleges of education and its mission and their performance in various fields as mentioned above.

#### **d) The Conceptual Framework**

This conceptual framework is based on several sources, including local and international documents about local Sudanese community and the international community. Reports that tackled the educational issues in Sudan in general and teacher training in particular, studies which have focused on the development of colleges of education in Sudan, which were either evaluative or developmental, or comparative studies as well as the standard levels set by the international bodies for colleges of education and their outputs.

#### **e) Globalization**

The information and telecommunications revolution, and conventions governing human activities have led at a global level to increased interdependence and by pass the border so that the world has become a global village with no place for isolation, and this situation is characterized by, opportunities and risks, which education should contribute in general and Colleges of Education particularly in preparing to address them.

#### **f) Knowledge**

Knowledge is the most prominent characteristics of the 21st century and has been confirmed by the information revolution and rapid flow and turning it into knowledge. This revolution has proved that, the knowledge which we experiences its effects has transformed the economy now into an economy based on the knowledge's production and marketing and this is reflected in activities that generate billions of dollars to countries of third world and developed appropriate policies and successfully implemented them and therefore the education that affirms, not only on saving the information and knowledge rather

on its production is regarded as a quality education that improves the training of learners.

As such, a teacher should prepare students to think, research and production of knowledge in order to analyze criticize it. Teacher training is the responsibility of Colleges of education professionally in their specialized programmers and culturally by creating a community supportive environment.

### **g) Science and technology**

Varied scientific applications have come into existences which are based on theories of natural, social and mathematical sciences and this era is known as the age of science.

### **h) Competition**

As the most prominent features of this era is viewed as the era of competitiveness in the field of politics and economy. This requires that educational institutions should train individuals who can compete locally, nationally, and internationally.

### **i) Co-operation**

Co-operation is one of essential values and practices in this era as it is the age of coalitions. These clusters are the result of co-operation between institutions in a particular area and co-operation might be internally and locally, regionally and globally in all areas and it is a prerequisite for the age of competition. Cooperation is an important value that should be upheld by educational institutions including institutions of teacher training and adoption of educational strategies.

### **j) Total quality**

A total quality is a prelude for competitive and investment of knowledge and technology. A total quality is a feature of this century in all productive and service areas. The developed countries and many developing countries have

given much attention to the total quality management and control and have made it the basis of work regardless of its quality.

Sudanese Colleges of education facing significant challenges increased demand for Education as well as the lack of financial resources available and the incompatibility of Educational outcomes with requirements of development in most cases, perhaps the most important challenges locally either at the revolution communication and information requires a change in the goals of education and policy to task of education to prepare qualified personal. Also the challenge here was prepare qualified teachers are not limited to creative knowledge on what happened in numbers of institutions of knowledge and information.

From this understanding of what has been the institution to prepare teachers face a lot of criticism about the outcomes in some people opinion they did not qualify as adequate parents can play their role according to what is required and in the light indicated by studies on the preparation of the teacher in the Arab world in general and Sudan in particular.

The problem, the researcher view lies in the quality of programs offered throughout the institutions entrusted with the preparation of teacher in the system of study (specialization-year numbers and patterns) and by this way the developing programs to prepare teachers to be essential to meet the needs of community development in line with the labor market.

Many of the teachers preparation programs focus on knowledge and mastery as a criterion for success in the practice of the profession and rely more on education programs, the process of the theoretical knowledge as a frame of reference on the grounds that this topic is enough knowledge to become a student's/ teacher able to teach his students in the facts and information in the textbook way that traditional teaching in most cases. This is reality has been reflected in teacher preparation programs on the Arab educational process in the

Following points:

- A. Weakness of Arab teacher preparation technology, which reflected negatively on the overall practice of the educational process.
- B. Sovereignty and control of the traditional role of the teacher's parents depends on the teleprompter in a verbal deal with his students and the authorities agreed in general terms as the researcher learned.
- C. Dealing with the student as a recipient rather than a central part of learning.
- D. Lack of interest in school by providing requirements and the means and technology education, prompting my father cast a shadow over the educational process and make it static dead, did not see the results of the learner to learn and not keen in the production of knowledge. The absence of workshops, production educational materials and multimedia labs permanent exhibitions, museums and school computer labs. It is evidence of the decline standard based on the above and on the sidelines of the conference of the faculty of education, university of Khartoum in the period between (21 to 22) December (2010) under the title the role in the preparation of colleges of education and teacher education. Put forward some proposals and visions of the future perhaps useful in the development of teacher education as should be the process of preparing the faculties of education in universities of Sudan.

**a)**-Development of a new system to prepare complementary to the teacher education colleges duration of the study with five years of study is characterized by the following:

1-Can increase the number of hours of professional(educational)and specialist, in line with the explosion of knowledge and information revolution, and it can be prepared in which the teacher has specialist competencies better than the status as well as with this.

2-Make the preparation of the teacher in the colleges of education in the framework of university preparation in force.

3-Can the authorities responsible for education and prepare teachers to plan for the needs of public schools on the (short, near-term and long term).In line with current trends in the preparation of teacher concerned with lengthening the period of preparation.

**b)** To build the learning resource centers setup an environment guideline by allowing interactive viewing and listening and read under the supervision of the ministry of education is the training of teachers in-service a future teacher on the use of learning resources and be an opportunity for teacher to meet and exchange views and ideas with regard to the educational process. The researcher suggest in this context to beginning to change the name of school libraries to become the centers of the sources of learning.

**c)**The development of programs of teacher preparation in the light of the new role of teachers in the information age, and adoption of research and development as responsibility and essential to the colleges of education and as a key element in the programs of teacher training in co-ordination with relevant and to this should be considered in re-assess the organizational skills of the curriculum and pedagogical skills related to the teacher to keep pace with the requirements of the school of electronic and to be able to design education and employment of technology in education and encourage the interaction of learners and guide them to how to gain information and develop learning for students and make a courses and recruitment..

**d)**The establishment of accreditation system and evaluation of teacher preparation institutions and strictly applied to ensure the quality of teacher preparation institutions and the new mechanism. The provision includes all aspects of the educational process, courses and teaching methods and evaluation methods, buildings and equipment, and the acceptance criteria and methods of training.

## 2.3. Course Material

The curriculum content or university curriculum is a term used to indicate the information that students study in each subject. In Europe they use 'syllabus' and in North America they use curriculum to mean the same thing, or farther apart depending on the context in which they are used.

Brunfit (1984) by Farouk (2003) explained the difference between syllabus and curriculum by stating that:

"curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to planning of educational program syllabus, on the other hand, refers to the part of the curriculum which is concerned with specification of what unit will be taught".

The term content in this study is used to refer to the information included university syllabus used by students.

The process of choosing and organizing the curriculum content needs numerous procedures that aim at describing the content of the procedure 'as stated by Ellagani (1989) by Farok (2003).

Before choosing the student's syllabus is fundamental to determine the curriculum organization which is going to be adopted like the subject-matter curriculum, activity curriculum the project method or the core curriculum. It is not necessary to abide by one of these curriculums organization to the better but it is possible to pair between them to create a new organization that involves the most important points that observe the learner's tendencies, the objectives, needs of given society and its materialistic and human resources .

What judges the content organization is prevailing Educational philosophy, it also important to emphasize that syllabus content should be suitable for the learner it should be subjected to experimentation and consultation of teacher's views. In addition to getting feedback from specialist, those who are concerned to avoid making mistakes short comings and to be able to perform suitable changes.

## **Contents**

There are many trends in choosing the curriculum content one of these trends is to present the content in curriculum sequence.

Another trend is to choose the content of knowledge in the light of the specified objectives and this usually ends with the teacher's guide. Choosing a student's courses content is accomplished by including the problems and causes that have priority and that interest the society. In other words as Ellagani(1989)put it: there is social foundation from which the objectives have been derived when chosen, the students courses content should be suitable for the learner's readiness and maturity and should be abreast with the scientific and educational progress that takes place in the field of education and psychology in learning and instruction. The process of choosing content should be carried by an adhoc group represents the social philosophical and psychosocial dimensions so that curriculum and its objectives are subjected to.

It is worth mentioning that the educational foundation bases are constantly changing Therefore, the student's course content should not be rigid or otherwise it becomes a curriculum stuffed with the changes that happen around it.

The process of choosing and organizing the curriculum content needs numerous procedures that aims at describing the content to perform necessary changes on it. Below is a summary of these procedures as stated by Ellagani (1989).

1-Description of the curriculum content by some or all of the following methods

a)Specifying the main topics (chapter a main titles).

b) Describing the content in details in addition to using quantitative assessment to determine the aspects which have greater degree of concern besides taking the objectives into consideration.

2-Describing the style used in presenting the different subject matter of the content.

3-Describing exercises that the learner should perform the content should indicate and specify the frequency and methodology of these exercises.

4- Recording the expressions that are related to the student. These expressions concern the assessment of the student's standard.

5-Recording examples of tests and other evaluation methods and specify their types.

6-Recording the frequency of expressions that the students refer to the teacher to seek help.

7-Recording any expressions that enable the students understand the desired objectives.

So, all the above mentioned scholars and educationalist come to consensus that, no one group members will possess all information, skills, competence and the useful resources, which are highly needed for the process of learning. It's a matter of sharing ideas.

From what has been explained above there are many trends in choosing the curriculum or syllabus content. This chose dependant on the vision or ideas of the scholars and educationalist or the mission and objectives of the country.

## **2.4. Definition of Syllabus**

Syllabus is primarily concerned with what is to be learned, but as Corder(1975), points out "it is more than just an inventory of item" In addition to specifying the content learning, a syllabus provides a rationale for how that content should be selected and ordered. In other words, syllabus are specification of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning more effective process.

Widdowson (1979) claims that: 'the syllabus is simply a frame work within activities can be carried out a teaching device to facilitate learning, It only becomes a treat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which learning can be taken'.

The linguists provide a variety of opinion to clarify the meaning of the syllabus. Yalden (1984) claims that the syllabus replaces the concept of method and the syllabus is now seen as an instrument by which the teacher with the help of syllabus designer can achieve a degree of "fit" between the needs and aims of learner (as social being and individual) an the activities which will take place in the classroom.

Any syllabus will express, how-ever, indirectly certain assumption is about language, about the psychological process of learning and about pedagogic and social process within a classroom.

Candlin (1984) claims that we might... As whether it is possible to separate so easily what we have been calling content from what we have been calling method or procedure, or indeed whether we can avoid bringing evaluation into the debate?

Since the language is highly complex and cannot be taught all at the same time, successful teaching requires that there should be a selection of material depending on the prior definition of objectives, proficiency level, and duration of course. This selection takes place at the syllabus planning stage.

A syllabus is statement of content which is used as the basis for planning courses of various kinds and that the task of the syllabus designer is to select and grade this content.

One document which gives a detailed account of the various syllabus components which need to be considered in developing language courses is that there should level English Van EK (1975).Lists the following as necessary components of language syllabus:

The situations in which the foreign language will be used including the topics which will be dealt with:

- A. The language activities in which the learner will engage.
- B. The language function which the learner will fulfill.
- C. What the learner will be able to do with respect to each topic.
- D. The general and specific notions which the learner will be able to handle.
- E. The language forms which the learner will be able to use.
- F. The degree of skill with which the teacher will be able to perform.

The syllabus is the vehicle through which policy makers convey information to teachers' textbook writers, examination committees and learners concerning the program.

No matter what its title of course, it is the content of the document which concerns program –designers, not what it might be called in specific setting.

For what we are calling ' syllabus' may have the title of curriculum plan course outline or any number of other names whether, it is called, a document which ideally describes what the learner are expected to know at the end of the course, or the course objectives in operational terms.

- a) What is to be taught or learned during the course, in the form of an inventory of items?
- b) What it is to be taught and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraint of the course.
- c) How it is to be taught, suggesting procedure, techniques and materials.

So, all the above- mentioned scholars and educationalist come to consensus that, no one group members will possess all information, skills, competence and the useful resources, which are highly needed for the process of learning. It's a matter of sharing ideas and vision.

From what has been explained above there are many definitions of the curriculum and syllabus. This definition dependant on the ideas or vision of scholars and educationalist.

## **2.5. Syllabus and Curricula**

Within the literature, there is some confusion over the terms syllabus and curriculum, it would, therefore, be as well to give, some indication at the outset of what is meant here by syllabus, and also how syllabus design is related to curriculum development.

General statements about language learning, purpose and experience evaluation, and the role relationship of teachers and learners. According to CandLin they will also content barks of learning items and suggestions about how these might be used in class syllabuses. On the other hand, are more localized and based on a counts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation,.

Stern (1984) point out that I would like to draw attention to distinction between curriculum or syllabus, that is, its content, structure parts and organization, and what in curriculum development implementation, dissemination and evaluation, the former is concerned with, what the curriculum is like or should be like, the later concerned with the who and how of establishing the curriculum.

Curriculum is a very general concept which involves consideration of the whole complex of philosophical, school and administrative factors which contribute to the planning of an educational program. On the other hand, syllabus refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as a matter for methodology).

Until fairly recently most educational authorities have considered the syllabus to be the educational program, it has been the syllabus which has received the most attention in education design and implementation It has been syllabus reform which has been seen as central to educational reform. When new

education goals are sought or old goals are felt to have been inadequately realized, specification of a new syllabus has been the typically favored solution. In 1975, syllabus, curriculum distinction was defined, the assumptions implicit in the formulation of syllabic and curriculum are synonymous syllabic, which prescribe the content to be covered by a given course, from only a small part of the total school program, and curriculum is a far broader concept. Curriculum is all those activities in which children manage under the auspices, of the school. This includes not only what student learn, but how they learn it, supporting, materials, styles and methods of assessment, and in what is kind of facilitates. The course designer full responsibility is that of setting not only broad general goals but also specifying objectives which are made assessable to those involved with the program. The task, of course, is traditionally carried out through written documents which are given any number of different names: guide, plans out lines" etc- In the discussion, however two titles are used, and curriculum syllabus.

So, all the above-mentioned by scholars and educationalist come to consensus that, no one group members will possess all information, skills, competence and the useful resources, which are highly needed for the process of learning. It's a matter of sharing ideas. From what has been explained above by the Candlin and Stem they give a different ideas and vision between the curricula and syllabuses. But the most of the scholars and educationalist saw that the syllabus is educational program. But the curriculum it's very wide conception than syllabus. The researcher also agrees to the concept of the scholars.

## **2.6. University Syllabus**

The up surge of interest in the content of language syllabus, taken into consideration communicative competence from the point of view of its vital role in preparing well qualified language teachers. Proves the fact that we ought to

know much more about what should be taught and learned if a non-native learner is to be communicatively competent in English.

Yalden, (1996,p77) defined the practical syllabus that should be used as that, it's 'A syllabus which works as an instrument to be used co-ordinate all the aspects of language teaching ... it should not be rigid but flexible, not closed but open – ended and not static but subject to constant revision as a result of feedback from the classroom"

The syllabus which is needed is the one that conveys access to the use of authentic language through work in discourse analysis. Also the one that has a wide range of appropriate methodology using authentic language texts that include hidden ways of handling structures and the communicative techniques ranging from situations, games, role plays,

(The initial response to the methodology issues) to newer techniques and materials that involve problem-solving and inference abilities. The syllabus should be covering all the principles governing classroom interaction.

In the other hand the syllabus which is needed is one that can easily accomplish syllabuses. It can accomplish synthesis by considering the argument for immersion ( subject-matter) teaching to conflict least with the need for some planning in the form of syllabus. In the early forms of immersion teaching, there was no linguistic syllabus as such, there was a conceptual scheme and a support for language activities provided by the syllabus for regular subject. The balance between emphasis on language study and emphasis on functional use of language to negotiate meaning is clearly more important than its formal study. Some language study is now perceived as desirable in redressing the balance between the language development and language use, a sort of fine tuning of the immersion model. In any case a plan of study should be mapped out before classroom interaction begins. Thus synthesis might be accomplished by considering the implementation of the nature of language as communication.

## **Criteria of the university syllabus**

The criteria of the university syllabus can be categorized into two stages. The first one is the prototype stage, which includes components like leanness, adaptability, flexibility and adequacy. The second one is the finished product stage which includes efficiency, explicitness and resources. The resources also are divided into two kinds' human resources and materials.

### **2.7. Criteria of the prototype stage Leanness**

The initial design of the syllabus, which is represented in this point, means the leanness in producing.

The items of the syllabus, they are generally not specific in the sense that they are capable of change, addition or mission, for the fact that it is not yet a classroom ready material.

#### **Adaptability**

The selection of syllabus depends mainly on the communicative need of the learners, beside the feedback given by teachers, thus the syllabus at this stage should be adaptable to receive such feedback and needs in form of information about the kind of proficiency do learner need to acquire for progress and how it should be included in the syllabus. In this respect Munby, (1994:1) assured that: 'However, the area of syllabus designs which requires more systematic attention? Especially the derivational relationship of syllabus specification to such needs.'

#### **Flexibility**

The syllabus must be as flexible as possible, it must accommodate variation in teachers' styles as well as learners preferences .It will consist of a number of items which are created on the basis of data gathered by analysis of language needs including tasks that describe communication objectives. For each objective there is a number of teaching and learning.

## 2.8. Components of A practical University Syllabus

The syllabus of the College level especially Colleges of education English language department should include all features of the language that can automatically accommodate development without sacrificing the underline philosophy of foreign language teaching and learning The syllabus which cater for communication as instructional content, should consider the analytic approach of teaching foreign language that is the functional analysis approach which handles communication through the study of speech acts, discourse rule, contextualization, participant role definition, emphasis on topics, sociolinguistic variation and general semantic emphasis.

Thus functional analysis plays a major role in syllabus design if all the previously identified features are present. As mentioned by Stern,(1996.p.173):" The syllabus may simply emphasize one aspects of functional analysis' 'The syllabus can easily be divided into four components:

1- The language syllabus which includes two stages:

A) Aims to develop skills

B) Aims to introduce the backbones of language.

2-The literature syllabus

3-English language teaching (E.L.T) syllabus

4-Syllabus of general university requirements which depend on department and the field of specialization.

Kelly: "Language pedagogy since immemorial Has attempted problem either intuitively, Or by an analytic approach.

And this broad duality of pronunciation, teaching methods is in Kelly's view, still the main option for teaching foreign languages today. These skills courses should be accompanied with intensive training and practice to do justice to spoken language as well as to listening one. Many teachers agree that early existence of correct pronunciation can save many hours of remedial work later,

and the main goal of these courses should be intelligibility, acceptability beside native like perfection. Much hour's should be given to these courses for they demand heavy and intensive practice.

Survey on the present syllabus resulted that, the skills syllabus are not adequate at the same time they are not given enough time for practice. I need, shortage of native speaking teachers and lack of language Labs caused in adequacy in the standard in the skills courses in general and listening and speaking as problematic areas in the target colleges in particular.

Another section of skill courses is of a vital importance, that is study skills course, in the first stage study skills courses attend to contain basic needs of freshmen and the threshold of college studies, so it develops specific topics such as motivation for the learners of English, such as using the dictionary ,using the library reading comprehension plus note taking then at an advanced stage courses extend to over method of writing researches and other advanced skills like dealing with themes of abstracts and complex research papers to prepare the students to continue their graduate studies later on. As previously mentioned, the other part of skills syllabus including reading and writing has a great effect on preparing a well qualified teacher, but in Sudan they don't represent a great problem.

The syllabus should include intensive reading and writing courses especially in the first two years. They should be graded from one semester to another, starting from training students on the basic mechanics of first stage of writing lexical and syntactic levels, with plentiful exercise and go onto the writing of sustained pieces of writing containing arguments.

The courses should be designed as to promote the communication function of the writing process and there-for the students practice in writing should be reader-based.

## **2.9. Language Syllabus**

### **2.9.1. Linguistic Courses**

Graduate teachers courses take into account the students: Linguistic limitations carefully designed to progress and meet their growing language demands. So the first courses to meet these demands are linguistic courses represented in grammar , in the early stage it should be enables the student to read structure of language and its systematic relation to meanings .Beside intensive remedial practice in the grammatical categories and structures.

The advanced part of these courses extend to over morphology and syntax to the interval structures of English till it reaches surface structures in the final and semi-final years.

### **2.9.2. Translation Courses**

Translation is an important component of the English syllabus for Arabic-speaking students. At the preliminary stage the course must contain items for practice in translation, with the view to introduce the learner to various levels of lexical and syntactic beside recognition and use of various kinds of dictionaries, translation needs continuous and intensive practice either written or oral, should be take place from the present syllabus. Survey in the present syllabus resulted that the teaching hours devoted to translation are inadequate and there is no enough time for practice, this may cause the low standards of the target Colleges graduates.

### **2.9.3. Literature Courses**

As mentioned before literature syllabus is not at issue now for the reason that there is no problem with its courses as well as the fact that they take most of the teaching hours in the present syllabus according to the survey results, their importance cannot be neglected therefore, they should be balanced appropriately to the students needs.

Literature courses serve as dual medium, it should be directed to expose learner to a variety of authentic texts of both the classical, Elizabethan, 17. 18.19 century and modern English literature, to promote learners appreciation of English language.

These courses should be directed to allow the learner to listen to forming parts of these Arts and the other. This shows the independent relation between the skills and literature, so it will help to develop learner's proficiency in this sense, especially in the starting stages and it can be developed gradually to different degrees of interest in the thematic philosophical, social and historical implication of classicism sentimentalism realism and rationalism with critical understanding and practice of language literature.

#### **2.9.4. English Language Teaching Courses**

The courses of this syllabus are the backbone of the target department, for the fact that it is an educational college aiming at preparing a well qualified teacher of the language. It is observable from the result of the survey that in some universities they used to present these courses only in the third year while in other universities they are in final year. It is clearly seen that it is more effective if it starts in third year in one term theoretically and second term practically, and the same case extends to exist in the final year also one term theoretical and the other practical.

These are other participants in the educational transaction whose roles are of great importance, such as supervisors for instance, the role of supervisors and tutors in these courses is illustrated by R.Gower and S.walter,(1982:2) in deciding what to do in such courses.

*"Supervisors or tutors usually give a lot of Support and help initially, both with And material to use this support is often Gradually withdrawn as ability increases in Identifying the student language needs and Therefore, the objective of these courses are (1) primarily to give an opportunity to the students to relate what they have been studying to the theory of language*

*teaching as well as (2) to review of language as communication by knowing how to teach each of the skills and how to deal with classroom.(integration of skills)".*

At the advanced stages the courses gradually aimed at recognition of texts books analysis, use of authentic materials and technical aids and error analysis and remedial work. Intensive training in different stages should take place starting from peer teaching in first stages to training and teaching practice. So, discussion represents a major component in these courses. English language teaching (ELT) courses should start from the third year, when the learners were supposed to be well equipped regarding language proficiency and use, they should start theoretically continue training and teaching practice in fourth year when the learner should know how to connect and relate foreign language approaches to language teaching.

## **2.10. General Syllabuses**

These are general courses decided by the College as Universities requirement courses. Usually they include Islamic studies, Arabic language, educational and psychology courses. According to the results of the survey on these courses it is noticed that the number of teaching hours which are devoted to them are greater than that of the course of the learner's field of specialization. The survey resulted that in some colleges these courses take more than 40% of the total teaching hours of the semester. This will have great effect on limiting the time of the special courses and on the other hand affect the learning process.

### **2.10.1. Syllabus Used at University**

It is reported by head Dept, of the English language at Khartoum university that the existing materials were developed by a learn of material developers who were familiar with a particular educational system and learner tenth of years ago, regardless of the great changes that took place in the field such as the education and revolution of higher education and its consequences.

It is arguable that the learner of the decade and their performance of the foreign language were compatible with the situation at that time, but a notable decrease felt within the last years, this problem under investigation.

The researcher made a survey on the syllabus of different universities so as to know whether there is relation between the components of the syllabuses and the problem of learners' level.

### **2.10.2. The Syllabus of Sudan University (SUST) College of Education**

#### **The B.Ed syllabus**

The only university syllabus that under changed and progressed was that of Sudan University of Science and Technology (SUST). It was first designed by the department of English for the newly established B.Ed. in English and education at the college of education SUST, This syllabus worked out first in year (2011) the syllabus identifies four components:

- 1- A foundation language course.
- 2- Linguistic courses.
- 3- Literature courses.
- 4- English language teaching courses.

The courses of the fourth year cover the eleven components foundation.

In the first semester it includes research methodology, social linguistic, British literature, Theories of translation, English cohesion and African literature. In second semester it includes social linguistic, syllabus design, applied linguistic, translation and American literature. The results of the survey indicate that the general courses take more than 40% of the total teaching hours of the semester this will have a great effect on limiting the time of the special courses and affect the learning process.

### **2.10.3. The Syllabus Used at Khartoum University English Language**

#### **Department.**

The courses of the fourth year cover the eight components foundation. In the first semester it includes, poetry and poetic appreciation, advanced reading and writing and linguistic two. In the second semester the courses includes the stylistics, 20 Century Drama, Advanced communication skills (2), English language teaching methods and language and society. As for the final year the first semester is devoted completely to teaching practice, while the second semester is divided between five courses as follow: Contemporary Novel phonology, Elements of translation and testing.

### **2.11. The Procedural Aspects of Evaluation**

It is important to shed light with some more details on procedural aspects of the evaluation process. In this context, we need a specific definition for evaluation. To most educational measurement practitioners for instance,(Ornstein. A. 1985) evaluation is:

" a process or cluster of procedures that people perform in order to gather data that will enable them to decided whether to accept, change or eliminate something – the curriculum in general or an educational textbook, or a syllabus in particular".

The purpose for gathering such data about a certain programme, i.e., about its strengths and weaknesses, helps in revising, comparing maintaining or continuing the programme. In particular, evaluation of language programmers helps in making decisions, drawing conclusions and furnishing data that will help greatly in supporting decisions, regarding teaching outcomes.

#### **2.11.1. Questions Pertinent to Evaluation**

Talmage (1988) discussed five types of value questions pertinent to evaluation:

1.The question of intrinsic value: This question seeks to enquire into whether the curriculum incorporates the best thinking to date on what is known about language profile. Raising such a question, researchers need to analyze curriculum documents hence to perceive the whole language programme.

Testing procedures are supposed to be carefully considered to provide views about the content and the way it is presented and evaluated.

2-The Question of instructional Value: This question posits "what is curriculum good for, and who is its intended audience?" Educators deal with the first part of this query by attempting to link the curricula planned with the goals and objectives stated for the programme. Eventually, they judge whether or not what is planned in the programme is going to address the goals and objectives stated. Evaluation in this respect can be based on tests' results. They also raise this question once the programme has been delivered to address whether what is planned will be attained, or to what extent and by which student.

3-The Question of Comparative Value: This question is often asked by those faced with possible new programmers. Is the new programme better than one it is supposed to replace? Usually, new programmers are introduced because people feel that the existing programme is inadequate. But still, if the programme being suggested for implementation is of the same type, the question of comparative value can be considered, for in each case we need a criterion for our judgments.

4-The Question of Idealized Value: In dealing with evaluation activities, educators are interested in operations that will furnish data that can help them decide how to make the programme the best from possible. They are concerned with taking their information on how the programme is working and asking them if there are alternative ways to make the programme even better for students' achievement or involve students more fully in their own learning. In this respect, educators consider how they might refine the programme content, materials, methods, etc. So that students can derive optimal benefit.

5-The Question of Decision Value: If the four previous questions are addressed, the decision made should be quality decisions because the improvement and

modifications proposed are within the programme content. Assessors should have evidence documented in such a manner that they can decide whether to retain, modify, or discard the programme. The question of decision value keeps the assessor cognizant that the value of decisions needs to be assessed as the syllabus is delivered in the classroom. This is mainly because the evaluation process as a whole aims at delineating, obtaining and providing useful information for judging alternative decisions. Hence, decision-making is central to evaluation.

## **2.12. Materials Evaluation**

We must grant the artist his subject, his idea done: our criticism is applied only to what he makes of it. (Henry James: the Art of fiction)

### **a) Why evaluate materials?**

Evaluation is a matter of Judging the fitness of something for a particular purpose given a certain need, and in the light of the resources , available, which out of a number of possibilities can represent the best solution. Evaluation is the concerned with relative merit there is no absolute good or bad. Only degrees of fitness for the required purpose.

In any kind of evaluation, the decision finally made is likely to be the better for being based on a systematic check of all the important variables. The published course or a large investment is made you will probably have to live with the consequences of it for sometimes even if it later proves to have been

A bad choice. A careful evaluation then can save a lot of and frustration. On the positives side, it can also help in justifying. Requests to sponsors or other Members of an ESP team for money to buy materials or time to write them.

### **b) How do you evaluate materials?**

Evaluation is basically a matching process: matching needs available solutions. If this matching is to be done as objectively as possible, it is best to look at the needs and solutions separately. In final analysis, any choice will be made in subjective grounds.

### **c) Four major steps for evaluation process:**

- a. Defining Criteria
- b. Subjective analysis.
- c. Objective analysis
- d. Matching.

Most of the work of the first two stages will have been done in the course design stage. It will be useful, however, to set out your criteria and your own preferred realization of the criteria in a form which will make it easy to compare different set of materials. Don't, however, see your own, subjective analysis as a fixed set of requirements. You should use the materials evaluation process as a mean of questioning and developing your own ideas as to what is required. Hut chinós (1987) It is also very important to have some kind of rank order of factors. It is almost certain that there will be a conflicts one textbook might match your criteria in terms of content and language areas, but another might match your criteria in terms of content and language areas, but another might have the more appropriate methodology. How will you make a choice? You will need decide which you think is the more important to the various people concerned: teachers, students, sponsor, you should also consider which unsatisfactory features or easier to remedy. Is it, for example easier to adapt content or methodology might find it difficult to find alternative texts, while it may be relatively easy to change the exercises based on the texts.

We can now present our own check list of criteria for objective and subjective analysis. This is not an exhaustive list; you may find other criteria which you feel are important.

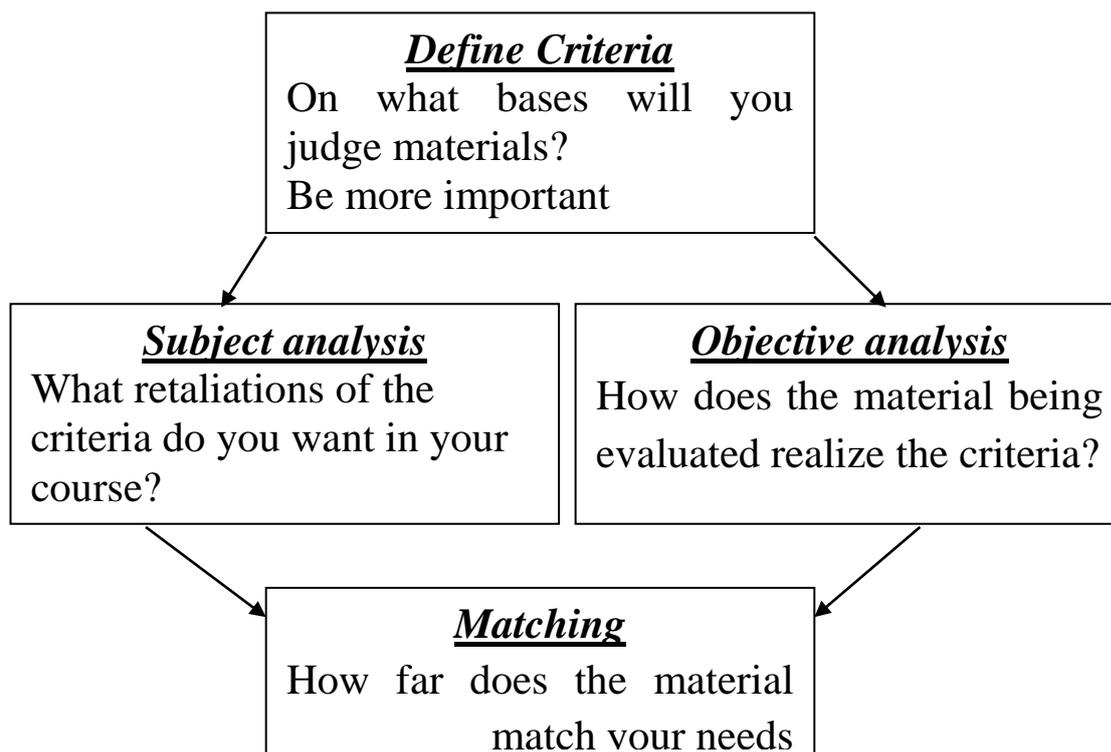


Figure No(2.1) the materials evaluation process

Table No ( 2/1 ) Criteria for objective and subjective analysis

<b><i>SUBJECTIVE ANALYSIS</i></b> i.e. analysis of your course, in terms of materials requirements	<b><i>OBJECTIVE ANALYSIS</i></b> i.e. analysis of materials being Evaluated
<b><i>AUDIENCE</i></b>	
IA Who are your learners? e.g: ages-sex-nationality-study or work specialism- e.g-banking-medicine	I B who is the material intend for?

-status/ role with respect to specialism (e.g trainee ashier qualified an anesthetist etc.) -knowledge of 1-English 2-specialism-3-others (knowledge of the word-interests	
<b><i>AIMS</i></b>	
2A What are the aims of your course?	2B What are the aims of the materials? (note: check that the aims are actually what they are said to be, by looking carefully at the material itself.)
<b><i>CONTENT</i></b>	
3A What kind of language description do you require? Should it be structural, notional, functional, discourse-based, some other kind, a combination of one or more of	3B What type(s) of linguistic description is/are used in the materials?

these? (see ch.4)	
4A What language points should be covered? (i.e. what particular structures, functions, vocabulary areas etc?)	4B What language points do the materials cover?
5A What proportion of work on each macro-skill (e.g. reading) is desired? Should there be skills - integrated work?	5B What is the proportion of work on each skill? Is there skills-integrated work?
6A What micro-skills do you need? (e.g. deducing the Meanings of unfamiliar words-see Munby (1978), pages 116-123)	6B What micro-skills are covered in the material?
8A What subject –matter area(s) is/are required (e.g. medicine, biology etc.)? What level of knowledge should be assumed (e.g. secondary school, first year college/university, post graduate etc.)? What types of topics are needed? (e.g. in medicine: hospital organization, medical technology etc.)	8B What is are the subject matter area(s), assumed level of knowledge, and types of topics in the materials?
8A What treatment should the topics be given (e.g. straightforward factual, human interest angle: humorous; unusual perspective; taking into account issues, controversy, etc.)	8B What treatment are the topics given?
9A How should the content be organized throughout the course? - Around language points? - By subject – matter? - By some other means. - (e.g. a study skills)? - By a combination of means?	9B How is the content organized throughout the materials?
10A How should the content be organized within the course units? - By a set pattern of components? - By a variety of patterns? - By some other means? - To allow a clear focus on. e.g. certain skill areas, a communication task etc.?	10B How is the content organized within the units?
11A How should the content be Sequenced throughout the course? e.g. from easier to more difficult? - to create variety? - to provide recycling? - by other criteria? Should there be no obvious sequence?	11B How is the content sequence throughout the book?
12A How should the content be sequenced within a unit? e.g. from guided to free? - from comprehension to production. - accuracy to fluency? (see Brumfit, 1984 p.7-52). - by some other means? Should there be no obvious sequence?	

<b>Methodology</b>	
13A What theory of learning should the course be based on? Should it be behaviorist, cognitive, a affective, some other kind, a combination of one or more of these? (see ch.5)	13B What theories of learning are the materials based on? Check carefully don't just take the author's or publishers word for it!
14A What aspects of the learners' attitudes to/expectations about learning English should the course take into account? (see ch.6)	14B What attitudes to/expectations about learning English are the materials based on?
15A What kinds of exercise/ tasks are needed? e.g. - guided → free? - Comprehensions → production? - Language / skills practice → language/ skills use? - One right answers → many possible right answers? - Whole class → group → individual. - Language -/ skills – based → content – based? - Mechanical problem – solving. - Role – play, simulation, drama, games? - Ones involving visuals? - Self – study? - Some other kinds?	15B What kinds of exercises tasks are included in the materials?
16A What teaching – learning techniques are to be used? e.g. - Lockstep? - Pair – work? - Small group work? - Student presentations? - Work – involving - technical subject – matter? - Other kinds?	16 B What teaching – techniques can be used with the materials?
17A What aids are available for use? e.g. - Cassette recorders? - Overhead projectors? - Regalia? - Wall charts? - Video? - Others?	17B What aids do the materials require?
18A What guidance/ support for teaching the course will be needed? - Statements of aims? - Lists of vocabulary and language-skills points? - Language guidance? - Technical information? - Methodological directive or hints? - Suggestions for further work? - Tests?	18B What guidance do the materials provide?

- Other kinds?	
19A How flexible do the materials need to be?	19B In what ways are the materials flexible? e.g. - can they be begun at different points? - can the units be used in different orders? - can they be linked to other materials? - can they be used without some of their components (e.g. cassettes)
<b>OTHER CRITERIA</b>	
20A What price range is necessary?	20B What is the price?
21A When and in what quantities should the materials be available? <i>etc</i>	21B When and how readily can the materials be obtained? <i>etc</i>

## 2.13. Evaluation of English Language Teaching Materials

The ability to evaluate teaching materials effectively is a very important professional activity for all English Foreign Language (EFL) teachers and in this study the researcher tried to present the reason why teachers need to evaluate materials in the first instance. The ability to evaluate the textbook materials effectively is a very important professional activity for all students and teachers. In this study the researcher tried to present an external evaluation of English language syllabus (courses) in faculty of education in particular.

### 2.13.1. The Context and External Evaluation

#### 1. The context of Evaluation

No textbook (courses) or materials is likely to be perfect and even though it's clear that the course book assessment is fundamentally a subjective, rude of thumb activity and that no neat formula, grid or system will ever provide a definite Yard Stick and Sheldon,(1988).

### **2.13.2. The External Evaluation**

In this central stage of model the researcher have included criteria which provide a comprehensive, external overview of how the materials have been organized. Our aim is basically that of examining the organization of the materials as stated explicitly by the author or publisher by looking at: 'Blurb' or the claims made on the cover of the teacher's student book. The introduction and table of contents. Which should enable the evaluator to assess what Cunnings Worth(1984) has termed 'what the books say about themselves " The researcher also found it useful to scan the table of contents page in that it often represents "a bridge between the external claim made for the materials and what will actually be presented "inside" the materials themselves .At this stages the researcher needs to consider why the materials have been produced presumably because the author feel that there is a gap in the existing syllabus that these material are intended to fill For upper-intermediate and more advanced students interested in using language rather than learning more about structure. Students at these levels often have a very good knowledge of English structure and vocabulary but cannot apply their knowledge of communicate effectively .... Introduce the major communicative function for which language is used and provide stimulating presentation and practice material it appears, therefore, that these textbooks are aiming at the higher proficiency student who has a very good "usage" background but needs a course which will activate language use. Later, when the evaluator investigates the organization of materials he or she will have to ascertain whether or not this is really the case.

### **3. The following example for evaluation a book**

This book is intended for good intermediate level student who have all ready got basic knowledge of grammar. The aims of the book are to:

- 1- Expose student to variety authentic written and spoken language and to give them confidence in copying with it.

- 2-. Provide plenty of opportunities for oral fluency from discussion activates to full scale role plays.
- 3-. Expose the students to language in use, with opportunist to revise areas of grammar or functional language which may still be causing problems.
- 4-. These themes have been chosen as ones which are likely to interest and motivate the average learner, and which are generative in terms of useful vocabulary area  
We can deduce from this the claims made for the materials by the claims can be justified. From the "blurb" and the introduction we can normally accept contents on some of the following:

- a) The intended audience we need to as certain who the materials are targeted at be it teenagers aged 13 and up words or adults for example: -The topic that will motivate one audience will probably not be suitable for another.
- b) The proficiency level .Most materials claim to aim at a particular level, such as beginner or lower intermediate. This will obviously require investigation as it could vary widely depending on the educational context.
- c) The context in which the materials are to be used. We need to establish whether the materials are for teaching general learners or perhaps for specialist subject Knowledge assumed in the materials.
- d) How the language has been presented and organized into teachable units. The materials will contain a number of units and their respective length need to be born in mind when deciding how – and if they will fit into given educational program. Some materials will provide guide lines here such as units providing material for (90 – 120) hours of teaching in other word, the author accepts that between (6- 8) hours will be required to cover the material.

These views on language and methodology and relationship between the language, the learning process and the learner.

In an understanding of what is involved in language learning and contain various activities and tasks to develop this.

When the materials is useful to keep of these claims which we can then refer back to later in the process. There are also some other factors that we believe it necessary to take into account at this external stage as follows:

A) Are the materials to be used as the main "core" course or to be supplementary to it?

This will help to evaluate their effectiveness a given context as well as the total cost. It may be that sheer economics will dissuade the evaluator from selecting these particular materials, especially if they are not going to be the core part of the course.

B) Is a teacher's book in print and locally available?

It is also worth considering whether it is sufficiently clear for non native speaker teachers to use. Some teacher's books offer general teaching hints while others have very prescribed programmers of how to teach the materials including lesson plans. On viability of the teacher's book may make the student edition difficult to work with.

C) Is a vocabulary list included?

Having this include in the materials may prove to be useful for learners in some contexts, particularly where the learner might be doing a lot of individualized out of class work. Some materials explicitly state that they are offering this student's book with an introductory unit ,forty double – page units, four self-cheek units an interaction appendix, a vocabulary appendix with phonetic spelling , a list of irregular verbs and a listening appendix , and the claims made are worthy of investigation .

The table of contents may sometimes be seen as a "bridge "between the external and internal stages of the evaluation and can often reveal useful information about the organization of the materials, giving information about vocabulary study. Skill to be covered, functions and so on possibly with some indication as to how match class time. The author thinks should be devoted to a particular unit. Consequently, it is often useful to see how explicit it is.

D) What visual materials does the course contain (photographs, charts, diagrams) and is it therefore cosmetic value only or is it actually integrated into the text?

In recent years there has been a tendency to use glossy prints in some materials to try and make the course appear more attractive. It is worth examining if the visual materials actually serves any learning purpose, i.e. in the case of a photograph or a diagram, is it actually incorporated into a task so that the learner has to comment on it interpret it in some way?

E) Is the layout and presentation clear or cluttered?

There are some courses which are very well researched and written but are so cluttered with information on every page that teachers learners find them practically unusable, hence, a judicious balance between the two needs to be found. The potential durability of the materials is another important factor in teaching contexts where materials may be selected for several groups over a period of years. Factors such as paper quality and binding need to be assessed.

F) Is the material too culturally biased or specific?

G) Do the materials represent minority groups and /or women in a negative way?

Do they present a balanced picture of particular country/society?

It is possible that the content of some materials will cause offence to some learners. The investigation by Little John and Windeatt (1988) into teaching materials shows how textbooks may be "biased" in subtle, and some case not so subtle, ways in their representation of class, ethnic background and reference to smoking and drinking.

H) The inclusion of audio/video materials and resultant cost. Is it essential to possess this extra material in order to use the course successfully?

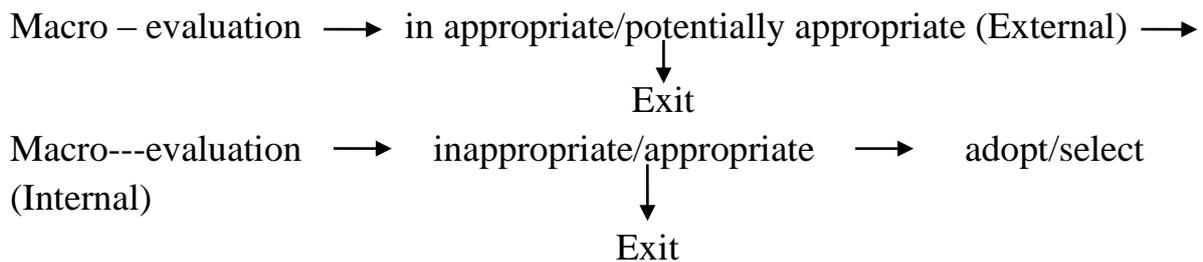
The inclusion of tests in the teaching materials (diagnostic, progress, achievement), would they be useful for your particular learners?

During this external evaluation stage we have examined the claims made for the materials by the author with respect to: the intended audience the proficiency

level the context and presentation of language items , whether the materials are to be core or supplementary, the role and availability of teachers the inclusion of vocabulary book list, the table of contents, the use of visuals and presentation, the cultural specificity of the materials the provision of audio/video material and inclusion of tests.

After completing this external evaluation and having funds and a potential group of learners in mind, we can arrive at a decision as to the materials appropriately for adoption selection purposes. If our evaluation shows the materials to be potentially appropriate and worthy of a more detailed inspection then we can continue with our internal or more detailed evaluation. If not, then we can 'exit' at this stage and start to evaluate other materials if we so wish, as figure illustrates.

**Figure No (2/2) External and Internal Evaluation**



**2.13.3. The Internal Evaluation:**

We now continue to next stage of our evaluation procedure by performing an in depth investigation into the materials, the essential issue at this stage is for us to analyze the extent to which the aforementioned factors in the external evaluation stage actually match up with the internal consistency and organization of the materials as stated by the author – for, as we saw in the previous section, strong claims are often made for these materials. In order to perform an effective internal inspection of the materials, we need to examine at least two units (preferably more) of a course or set of materials to investigate the following factors:

### **A) The presentation of the skills in the materials**

We may want to be investigating if all the language skills are covered, in what proportion and if this proportion is appropriate to the context in which we are working. Are the skills treated discretely or in an integrated way? The author's presentation and treatment of the skills may conflict with way in which we wish to teach-if the skills are presented too much in isolation for example. If they are integrated is this integration natural?.

### **B) The grading and sequencing of the materials**

This criterion is an important one and merits some investigation as it is not always patently clear what the principles is. Some materials are quite "steeply" graded while others claim to have grading at all. In this example the materials are based on lexical frequency count. The course is in three level each covering about (100) hours of class work and each level is complete in itself, together they cover the most useful patterns of (2500) of most frequently used words in English course covers the first (700)of these.....

Sometimes the grading of the materials will be within the units, other materials will be graded across the unit allowing a progression of difficulty in a linear fashion. Others materials claim to be modular by grouping a set of units at approximately the same level. In case where there is virtually no grading almost the units do not have to be taught in any particular order... we have to investigate the extent to which we think this is true, and how such a course would suit our learners.

### **C) Where reading /discourse' skill are involved, is much in the way of appropriate text beyond the sentence?**

As teachers we sometimes find that materials provide too much emphasis on skills development and not enough opportunity for students to practice those skills on extended reading passages.

**D) Where listening skills are involved, are recordings "authentic or artificial?"**

We need to ascertain whether or not dialogues have been specially written, there by missing the essential features of spontaneous speech.

**E) Do speaking materials incorporate what we know about the natural of real interaction or are artificial dialogues offered instead?**

The relationship of test and exercises to (a) learner needs and (b) what is taught by the course material.

Where these are included as a part of the materials, we need to see if they are appropriate in context.

**F) Do you feel that the materials are suitable for different learning styles, are A claim and provision made for self-study and is such a claim justified?**

With the growth of interest independent learning and learner autonomy, many materials will claim that "self –study modes " are also possible. From the knowledge that we have of our learners, we will need to assess this particular claim.

**G) Are the materials sufficiently "transparent" to motivate both students and teachers alike, or would for see a student teacher mismatch?**

Some materials may seem attractive for the teacher but would not be very motivating for the learners. Balance therefore has to be sought. At this stage it is also useful to consider how materials may guide and "frame 'teacher-learner interaction and the teacher learner relationship.

In the internal evaluation stage we suggested that as evaluators we need to examine the following criteria:

The treatment and presentation of skills ,the sequencing and grading to the materials ,the type of reading ,listening ,speaking, and writing, materials contained in the materials appropriacy of test and exercises self- study provision and teacher "balance in use of the materials.

## **Part Two: Previous Studies**

This part presented previous studies that have been conducted in the same area as the present research. The findings of this studies support the main hypotheses of the current research, first the unsuitability of English language syllabus, second the various weakness in the English language syllabus.

In this part, the researcher has exhibited ten previous studies relevant to the current research. These studies investigated some causes of the decline in standards of the students' proficiency in English language in the Sudanese Colleges of Education. The researchers were carried out in certain areas and levels during a specific period of time of each study. The causes hypothesized and the findings that these researchers arrived at varied from one research to another. Never the less, there were common factors of the decline which they found out. Some researchers dealt with the role of the language policies. The others researchers focused on the shortage in trained well qualified teachers' and its role in the fall of standards.

**1. Abdelrazzak, W, (2005), investigating the English language Teaching Situation in Tertiary level in the Khartoum capital (M.A.Thesis) Sudan University of Science and Technology (SUST).**

The aim of the study was identify the problems facing teachers' of English language at the tertiary level in the Khartoum capital which increased the percentage of deterioration in the standards of English language among learners. The researcher used the descriptive and analytic methods, aptitude test and questionnaires for students besides a questionnaire for teachers' were the tools utilized to collect data for the study. The researcher's hypotheses were that most of the teachers of English language were unqualified both academically and professionally. Moreover, the English language syllabus designed for Universities were not fully aware of why they are learning English. The researcher accordingly discovered that the aims of teaching English as a

University requirement were not well defined but rather vaguely determined. Another obstacle was that, teachers were facing problems of class-size, lack of materials and teachers training. The worst of all was that, most teachers of English as University requirement subject (URS) at tertiary level in the Khartoum capital were unqualified academically professionally to teach English.

The findings of this research firmly support the current study hypotheses that untrained, unqualified teachers contributed greatly to the drop of English language standards at various Educational levels.

**2. Babikir, A. A. (1999) Problems of English language teaching in high secondary schools in Sudan: Teacher Education Programme, (M.A –TEP) University of Khartoum.**

The aim of the study focus on analyzing the crucial problems of English teaching in secondary schools in Sudan in that period and explaining the causes of these problems. The research hypothesized that there were competence, performance and economic problems facing the Sudanese teachers of English in governmental secondary schools. The researcher used questionnaire for both students and teachers of English language to collect data. The research set out with the main finding that:

1. The teachers' training programmers and teachers' education of secondary level were not adequate enough for ensuring a good standard of teaching.
2. The in service training programmers could not have been expected to help teachers' attain sufficient skills and abilities to facilitate the learning of English language at secondary level.
3. The researcher based his findings on lack of awareness among teachers of English of the objectives of English language teaching (ELT), the in adequacy of the teachers' education programmers, teaching practice and teaching experience.

4. The stressed theoretical syllabus at Colleges of Education and training programmers added to the existing problem.

The researcher's findings agree to a great extent with and support the hypotheses of the current study in that, untrained and unqualified teachers contributed to the decline in standard of English language. The lack of actual adequate to the decline in standard practice at Colleges of Education which depended mainly on theoretical teaching and learning had not enabled the production of a better model of qualified teachers of English language to support and feed the schools of general education.

### **3. Mohammed and A. Ghani Ibrahim, (2009) Evaluation of Sudanese experience in teachers' training.**

In this study the researcher covered the historical development of Sudanese teacher training which began with the opening of Bakht-Errudha Institute for training primary school teachers in (1934). It was followed by the opening of a College for junior secondary school teachers training in (1949) and after that the ministry of Education and UNSECO signed an agreement to establish a higher Institute for training secondary school teachers (HTTI). The higher Institute for training teachers was affiliated to Khartoum University as a College of Education in (1974) to give graduates (B.Ed) in Arts and Sciences. Since (1994) the Colleges of Education became responsible for the training of elementary school teachers.

In this study the researcher found that: most Colleges of Education did not have a specific mission or vision. They had very ambitious unfulfilled goals. These Colleges completely lacked an effective administrative system; in addition, most of the staff members lacked suitable qualifications and experience to help qualify teachers.

The main finding of the study

1. Most of the trainees were low achievers
2. Most of the Colleges tended to teach theory rather than practical.

3. The researcher found that: a poor of infrastructure and Education aids.
4. Most of the research was carried out as a part of graduate requirements.
5. Most of the candidates were low achievers.

#### **4. Doyran Feyza Aylin Tekiner Tolu and Yeşim Keşli Dollar**

**(2014) handled evaluating a Graduate Program of English Language Teacher Education.**

This study evaluated the MA-TEFL Program at a foundation university. It focuses on strengths and weaknesses of the program and how much the program satisfies and meets the needs of the graduate students tending to work as teacher trainers. The data was collected from the students, the professors, the administrators, and the graduates through a survey, interviews, and document analysis of the curriculum, course syllabi and materials. Qualitative data analysis techniques were used to identify the strengths, weaknesses of the program, and the students' needs.

The main finding of this study shows that:

1. The teacher education program needs to be evaluated on a regular basis in order to increase the quality of education.
2. Students want to improve their knowledge and skills in the field of language teaching.
3. In the fact students choice of the program highly depends on the quality of the instructors.
4. There is a need to conduct more research studies related to the program evaluation of graduate studies especially in the field of English language teaching (ELT) and evaluation English syllabus, so that the quality of English language teachers and teaching will improve.

#### **5. Relevantly, R. Selvarajan and V. Thiyagarajan (2015) tackled English Language Syllabus in B.Ed Colleges: Problems and Perspectives.**

English is often treated as a subject rather than a language in the Indian linguistic context. The focus of English language teaching courses seems to be

examination oriented and its performance rather than communication. Also the classroom interaction sets target towards passive programs like examinations. Often teachers who deliver the curriculum based syllabus comfortably ignore the course objective and tend to concentrate on examination results. In order to throw more light on the actual teaching environment, this paper explores the problems experienced by the second language learners in undergraduate level B.Ed in Tamilnadu (India) through a detailed study.

### **Methods and Materials**

“The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can be post-use and therefore focused on analysis of what happened as a result of using the materials” (Tomlinson, 1998). In this study, the author approaches the skillfulness of the present course content (English curriculum and syllabus) from the perspective of student-teachers in classroom. A questionnaire is used as a neutral tool so as to find out the course content, kind of methods used in teaching English skills and the kind of difficulties student-teachers face. The language used in the questionnaire is English and as such it was straightforward for student-teachers” to answer the questions in the questionnaire. For purpose of the study, the author distributed the questionnaire among student-teachers in The Kavery College of Education for Women in mockery, Salem, Tamilnadu, India. Participants in the questionnaire were homogenous in terms of linguistic skills, socioeconomic background, educational system, and field of study. The concept of this study was given to student-teachers in the classroom through their professor(s). The researcher intentionally avoided conducting personal interviews with the student-teachers to give those respondents the freedom to answer the questions and express themselves without any interference by the

researcher. The research was aimed to test the effectiveness and competency of General English syllabus of student-teachers in Educational colleges in Salem, Tamilnadu, India. The brief procedure of the study was as under:

Sample of teachers in the colleges of education and the expertise to answer the questionnaire and interview.

### **Instruments**

For this study the following instruments were used for the collection of data:

Questionnaire for the principals of the B.Ed colleges

Questionnaire for the English language teachers of B.Ed College

Questionnaire for the English language student-teachers of B.Ed College

Document Analysis.

### **Results**

The findings of this study were organized based on three thematic areas: conceptions of language syllabus, roles of language syllabus and views of using the prescribed textbooks in classrooms.

### **Commencement of English Language Syllabus**

The participants of student-teachers do seem to have a similar understanding of a language syllabus, and they reported their conceptions of language syllabus as follows:

- a) Guide for the teaching and learning of English.
- b) Convention between the teachers and learners.
- c) Preparation of accomplishment.
- d) Glimpses of language and learning.
- e) Consist of aim, general and specific objectives, content methodology and evaluation system.
- f) Incorporation of textbooks, teaching materials and teaching methods.
- g) Scaffold teaching and learning.
- h) Learning out comes, contents, classroom activities, the methodologies and instructional materials.

Generally, the student-teachers seemed to have considerable understanding of language syllabus. They considered a syllabus as a comprehensive frame that defined the purpose, learning experiences and evaluation mechanisms of a language program. The student-teachers, however, did not appear to see the differences between the language syllabus and the teaching materials. For example, one of them used the given language syllabus as a basis for preparing and writing textbooks and other resources of teaching.

### **Roles of Language Syllabus**

The participants seemed to acknowledge the significant roles of developing language syllabus in language education program. They thought that language Syllabi could serve as:

- a) Resources of materials development (e.g., classroom tasks and activities).
- b) Foundations of adapting the lesson.
- c) Indicator of direction.
- d) Guide for teaching and lesson planning.
- e) Resources of identifying the learners' capacity problems.
- f) Inspirational teaching materials (textbooks).
- g) Direction.

Major aspects of a language syllabus they mentioned were inclusion of textbooks and teaching materials. The teaching materials and textbooks are not part of any language syllabus. Material designers rather concisely, the student teachers conception of what roles a language syllabus has in language education program appears to be acceptable and clear. However, there seems to be some kind of ambiguity in the above listed roles. That is, the student-teachers did not seem to understand the essential functions of a syllabus in language teaching program. For example, they considered the language syllabus as a base for preparing lessons and identifying language proficiency of student-teachers. In fact, with diverse socio cultural and economic background of student-teachers, nationally designed syllabi could not have accurate presumption of student-

teachers language learning capacity, and in practical terms, the syllabi could not serve teachers as bases of classroom lesson planning. This is rather the student-teachers misconception of the roles the syllabi used in the teaching and learning process. On the other hand, the student-teachers acknowledged the language syllabus as a framework of selecting and designing teaching materials, as well as classroom implementation procedures. The student-teachers, in this sense, did seem to conceptualize the essential purposes of language syllabi. In fact, the student-teachers“ did not explain how syllabi help teachers select their teaching materials and classroom procedures.

**6. Mohammed Musaed Mohammed Elamin (English teacher's training Program and proposal for a new one) Alzaiem Alazhari University (MA.ELT).**

The study investigated the Basic English language teachers training programmers which are delivered by in service educational training Institute (ISETI).

The methodology used in conducting this study are experimental descriptive. The tools used for the study were two different questionnaires, observation checklist and test for pupils.

The main findings of the study are: Two groups of teachers share positive attitude towards the type of training they had. In all teaching skills and classroom management, the trained teacher's performance was excellent, but the untrained teachers' lacked many teaching skills and classroom management techniques.

The trained teachers have a good command of the language and were very fluent, but the untrained teachers lack both accuracy and fluency. The achievement of the pupils taught by trained teachers is better than taught by untrained teachers.

The researcher recommended that English language teachers training courses would be more effective if the suggested training programme out line were adopted.

**7. Abdulla Adam Osman Algazoly (2008) is entitled "Developing University Teaching Methods to improve reading skills in English language (M.Ed in ELT) Sudan University of science and Technology (SUST).**

The study aimed at improving teacher's mode in order to teach in English language teaching, English foreign language reading efficiently. It aimed also at investigating the difficulties which faced students in teaching reading comprehension in L2. The population of this study was the teachers of English language department at (SUST).It also consisted of the English language teachers department in Alzaiem Alazhari University.

The samples of this study consist of thirty (30) teachers at Sudan University and Alzaim Alazhari University who have taken English language as a major subject. In this the researcher used questionnaire to collect data.

The main finding of this study as follows:

1. Teachers of English language found difficulties in teaching reading comprehension.
2. Teachers of English language give less attention to the techniques and strategies of reading skills in the process of teaching reading comprehensions.
3. The majority of teachers agree that teachers must be trained well so as to use the strategies of teaching reading comprehensions. This study is directly relevant to the present study since it focuses on teaching reading comprehension.

**8. Relatedly, Oris Tom-Lawyer (2014). An Evaluation of the English Language Curriculum of the Nigeria Certificate in Education: A Case Study of a College of Education**

This treatise is a pilot study that evaluated the implementation of the English language curriculum of the Nigeria Certificate in Education at a College of

Education in Ogun State, Nigeria. The certificate is the basic qualification for teaching. The poor performance of Nigerian students in external English examinations has continued to be a source of worry to parents, educational stakeholders and the government. This problem has impeded the transition to higher education of many Nigerian students. In order to proffer solution to this problem, the effectiveness of the training of English language teachers need to be examined. The study sought to fill the gap by evaluating the implementation of the English language curriculum of the NCE in order to determine the effectiveness of the schooling of teachers. In investigating these issues, a mixed methods approach was used to utilize a case study. The sample comprised ten lecturers and twenty students drawn through convenience sampling techniques. The instruments were questionnaires, observation checklists, interviews and field notes. The methods of analysis were descriptive/inferential statistics and thematic content analysis. The findings revealed that lecturers employed mostly a combination of teaching modes in classrooms. The resources (physical and human) were found to be inadequate and the school technologically deficient. Furthermore, the negative attitudes of the students impacted on the implementation of the curriculum. The study identified the ineffective implementation of the NCE English language curriculum. The paper recommends that parents and other stakeholders should thoroughly investigate teacher training.

The outcome of the question showed that the students were only sometimes interested in English language courses and that they had a negative attitude to their studies. According to research (Anoma, 2005; Fakeye, 2002; Gardener & Lambert, 1972; King, 1981) these factors will impact on their success at learning and gaining proficiency in the language.

The interviews with the lecturers gave an insight into the negative attitudes of the students as perceived by the lecturers. The attitudes were described as laziness, failure to write tests, poor attitude to reading. The reasons given for the

negative attitudes were societal, economic and domestic factors. These caused the students to engage in other activities instead of reading. The consequences of poor attitude were given as poor learning and poor performance; this is in accord with Weinburgh 1998.

The excerpts from the interviews below confirm the views earlier stated that the students did not possess reading culture; the reasons ranged from domestic to societal and the students were also described as being lazy.

The lecturers were asked about the attitude of the students to their studies:

“Generally, one will be able to say that African students or Nigerian students have a poor attitude to reading but it is not necessarily their fault, it is as a result of societal challenges; I mean economic challenges. Some of the students do not have parents who can readily sponsor them. Some of them fend for themselves. So, instead of reading, some go on how to make ends meet.” (Interviewee 1)

“Generally, the students are very lazy, For instance I gave them an assignment and I told them where to get the answers to my questions. From the response, I cannot say up to 10% went to library.” (Interviewee 2)

“That is one of the major problems. I don’t know if it is a global issue or sometimes I ask some of them, if they were forced to come to school, because of the negative attitude that they have towards some of the subjects.

One of the factors that affect performance is the attitude to learning. When the attitude to learning is poor, the outcome will be poor.” (Interviewee 3)

The result that the students only do the minimum work required, is consistent with previous studies that language learning attitude influences behaviour (Kabala & Crowley, 1985; Weinburgh 1998, cited in). In addition, the attitude of students affects the implementation of a curriculum.

A null hypothesis was tested, the data showed a non-significant difference in the English standard of male and female students.

This finding agrees with the study of, which found no significant difference in the language proficiency of male and

female Iranians. Gender was considered, as female educational attainments outshine males in industrialized nations.

## **9. Sitti Syamsinar Mappiasse<sup>1</sup> & Ahmad Johari Bin Sihes<sup>1</sup>**

### **(2014) Evaluation of English as a Foreign Language and Its Curriculum in Indonesia**

A Review. The most widely used language in research, business, politics and other areas of life in our contemporary world is the English language.

The exploration of the world by the British people through colonization and their conquest of North America contribute immensely to the spreading of the language. This paper traces the historical spread of English as a language, the methods that were used to teach it across the ages and its adoption as a foreign language in Indonesia. It also examines its introduction to the senior high school and the effectiveness of the present curriculum. Findings show that the current program requires upgrading, while a lot of administrative adjustments are required to encourage students learning the language as part of the curriculum.

It was further concluded that the only way to improve quality of graduates and make them useful in the international labor market is to incorporate English as part of the curriculum and as medium of teaching in Indonesia.

The importance and prominent position that English language occupies in the world of today has made it an acceptable language beyond the original boundary where it serves as the mother tongue of the British. The role the British played in the seventeenth to twentieth century's through colonization, industrial revolution, technological advancement and the conquest of the United States force many people and nations to learn English and adopt it in one way or the other. Although Indonesia was not colonized by the British, their style of Spreading education everywhere they went made Indonesia adopt the language as a foreign language so as to be able to converse and transact business with other countries.

The advent and the introduction of English language as a foreign language were reviewed in this paper. It is observed that a lot of improvement is required in the curriculum so as to improve the competency of both the learner and the teachers. The need for curriculum evaluation is stressed by the inadequacies of the existing program which is taught only as a subject that can be avoided by some students. even though it is compulsory at the senior high school level, the fact that English is not used to teach science subjects reduces the rate through Which learners can build up their vocabulary in science and technology related subjects?

This study tackled evaluation of English as a foreign language and its curriculum in Indonesia a review. It similar to the present study in the context, but it differs on the other ways.

#### **10. Hussain Ahmed Liton (2013) English Foreign Language EFL**

##### **Teachers' Perceptions, Evaluations and Expectations about English Language Courses as English Foreign Language EFL in Saudi Universities.**

The focus of this study is to explore English Foreign Language teachers' perceptions, evaluations and expectations about English language courses as English Foreign language in Saudi tertiary level. In other words, this article aims at creating a new way for effective English Foreign Language teaching learning curriculum techniques and syllabus in the Saudi tertiary context. Saudi universities offer credit and non-credit Foundation English courses as a part of their program, which are not being very effective. These courses do not promote the students in dealing with their disciplines or programs oriented courses. Even after completion of the Foundation English courses in consecutive two or three semesters, students fail to grasp comprehensive control over the reading materials of their discipline-oriented courses. This is a common scenario in almost all the universities in KSA. The author of this paper ventured to study the predicament of English Foreign Language courses in some universities through survey questionnaires, observation as well as primary and secondary sources. The data

were collected through questionnaires from a total of 25 English Foreign Language teachers at renowned Saudi universities.

The research results revealed that the existing Foundation English Course syllabus is not tailored appropriately to the needs of the students so far as the higher studies concerned, and EFL classroom is not conducive to *task-based language teaching (TBLT)* practice due to large class size (100-140). It, therefore, suggests that the learners' standard and previous learning and course contents should cover the socio-cultural factors of the Learners University Foundation English Courses should be redesigned in assimilating. The study also concludes with some effective implications and recommendations based on the findings of the present research.

In this paper, the researcher examined the diverse information on English Foreign Language teaching learning issues and experiences of teachers and students based on statistical research data analyses as well as overall research review, and found the following points of focus:

1. The findings of this present study reflect that 24% of the participants suggest that Foundation English syllabus should be redesigned in keeping with the learners' standard and previous learning. 64% of the respondents felt that the contents of existing English syllabus are not satisfactory and appropriate for the higher studies of different disciplines concerned. The paramount focus of English syllabus should lay emphasis on vocabulary, listening skill, speaking skill, and grammar with other skills concerned.
2. The teachers have nuance of expressions about learners' stance and attitude regarding the courses. Virtually, 12% course contents should cover the socio-cultural factors of the learners, i.e., Saudi socio-cultural milieu as "The more texts are related to learners' personal concerns and interest the deeper and more rapid the processing will be" as cited in Mishan,( 2005). It means making the teaching materials relevant to the learners' personalities, backgrounds, needs, and interests as well as those of the teacher or institution. Indeed, textbook

should include criteria that pertain to representation of cultural and gender components.

3. Based on research findings, 4% of the teachers believe that pre-university courses should be modernized and learner-centered. 48% of the teachers identified the foremost weak point of the students in vocabulary. Consequently, 100% of the participants unanimously opined that the education policy makers should be keen on re-designing the pre-secondary English syllabus imparting the basic language skills as though the students can keep pace in their subsequent academic stages. So, it is clear that pre-university English language courses should be reshuffled with a view to correlating and balancing with university courses.
4. In terms of ‘task-based language teaching’ (TBLT) practice in EFL class, 80% of the teachers suggested that EFL class would be based on TBLT practice with small class size. Interestingly, the focal point of language teaching has been placed on changing the classroom practice from the traditional passive lecture to more active group learning so that learners can be more easily exposed to target language use. Thus, many teachers have a desire in using TBLT as a teaching technique, chiefly because they believe task-based learning has specific benefits for increasing learners' communication skills and interaction.
5. 80% of the participants in the present study preferred to use English as a medium of instruction at the university level. In the Saudi EFL context, the learners do not have much more opportunity to use English in everyday conversation like other EFL countries, for instance- Taiwan, Korea, and Kuwait. So, the rationale of using English in classroom teaching was to create a favorable language environment so that students would be immersed in English-speaking context.
6. The study also suggests that authentic texts for a successful teaching be designed to expose students to a variety of learning styles, linguistic and learners’ intra socio-cultural contexts including issues or content areas with a

focus on communication, with a view to developing cognitive skills and understanding cultural variations.

7. This study also reveals some important implications: English courses should be introduced in primary and pre- primary levels university foundation English courses should assimilate learners' secondary and pre-secondary language learning. Organize more English credit courses to facilitate and advance students' command in English in order to run their respective field of study in English medium.

This study was carried in 2013 by Hussain Ahmed Liton The researcher investigated the EFL teachers' perceptions, evaluation and expectations about English language courses as EFL in Saudi Universities . This study is the similar to the present research in the aspects such as the educational context and the content of the study. But its differs in the focus, the focus of this study is to explore EFL teachers' perceptions, evaluation and expectations about English language courses as EFL in Saudi universities

### **summary**

In this chapter, the researcher has reviewed different views and findings of relevant studies in the field of evaluating English language syllabus. This chapter illustrated various scientific activities significant to the current research. The previous literature and relevant studies are considered the background for the current research.

What the different between the current research and previous one's is that:

- a) The previous researchers tried to find out some individual causes of decline in English language standards or other language domains. The focus on the certain specific causes. Not only that, but most of them conducted their studies depending on a limited population of specific area. The previous researchers' population represented individuals Universities. Others dealt with the methods of teaching or the syllabus.
- b) the current research tries to investigate most of the main causes that

Collaborated and resulted in the current decline instead of focusing on a few or limited causes.

- c) The study is also characterized by its sorting the causes of deterioration in a descending rank order according to their pedagogical importance and they played in deterioration investigated.

# **CHAPTER THREE**

## **Methodology of the Research**

### **3.1. Introduction**

This chapter discussed the methodology of the research. The research has adopted the descriptive analytical quantitative and qualitative method, in the light of the different aspects of English language syllabus. The researcher used two tools for data collection in this research. The researcher designed a questionnaire for specialized English language teachers who work in the Colleges of Education and Colleges of Arts and an interview for Expertise of English language syllabus in order to investigate and evaluate the English language syllabus (fourth and fifth levels) on the Colleges of Education at some Sudanese Universities.

### **3.2. Research Instruments (Tools)**

#### **3.2.1. Questionnaire**

A questionnaire was designed after a great deal of research into the fields of English language syllabus. Also, the researcher studied different types of questionnaires concerning teaching and evaluation of English language syllabus in general. This questionnaire was processed according to the following sequence (1) questionnaire design (2) validity of the questionnaire (3) reliability of the questionnaire. In the other hand the questions of the questionnaire were changed to statements that provide the answers from the specialized of English language teachers at university to investigated the hypotheses of the research. The major objectives of the questionnaire were to reflect the teachers' perspectives about the English language syllabus to consider their criticisms, advice and suggestions for the evaluation of this syllabus.

### **3.5. Questionnaire Techniques**

The first tool was a questionnaire which is distributed to the teachers from both sexes. This questionnaire has included a covering page which introduces the topic of the research and identifies the researcher. It used Likert 5-point scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree).

The questionnaire was designed as a tool for collecting information about English language syllabus teachers at colleges of education, the academic period 2013-2017. The questionnaire included (30) statements given to Sudanese English teachers from different universities. It was judged by experienced professors and doctors from Sudan University of Science and Technology, Khartoum University and Omdurman Islamic University.

The analysis of the questionnaire was done with a computer. The researcher chose computer package which is called a statistical package for social science (SPSS). Therefore, the data was change into numbers, i.e. all the responses were changed into numbers and the questions were codes. Then the result was given in formats which include frequencies of all responses, percentage and mean eventuality tables with percentage were provided.

#### **3.2.3. Questionnaire Validity**

Before its distribution, the questionnaire has been proposed for a group of referees specialized in the field of English language curriculum, to consider its validity, these procedures were used for checking whether it is suitable to achieve its purpose or not. In the other hand to know whether the items of the questionnaire measure the intended objectives or not.

The researcher has used the observation and comments made by these referees to modify formation of few items, change and add others, and consequently the questionnaire items have become sixty "60",The questionnaire was designed by the researcher with help of supervisor and after amendments was presented in suitable form. Therefore after constructing the questionnaire paper copy was send to experts working in the field of English language curriculum to evaluate

the questionnaire, the experts suggested dividing the questionnaire into three sections, focusing on particular areas.

After making the necessary modification some colleagues were asked to read each question and say what each question means, they were able to interpret all questions at the same meaning as was meant by the researcher.

### 3.2.5. Questionnaire Reliability

For ease of checking the reliability of the questionnaire, ten test papers were distributed randomly to ten participants to fill in. After three weeks another ten copies were given to the same participants. The responses on two set of papers were finally compared and reliability coefficient calculated and found to be (0.81) which was a reassuring result of reliability.

After making positive comments, the approved its contents layout. The responses were recorded on tables prepared for that purpose according to Likert scale.

To ensure face reliability of the questionnaire they were taken the following steps:

First: The spilt-half method was used to compute the reliability coefficient by correlating the scores on the two halves of the questionnaire. The Person product moment correlation coefficient formula used for this purpose as indicates of below.

$$R = \frac{N\sum XX - (\sum X)(\sum Y)}{\sqrt{N\sum X - (\sum X)^2 | \sum Y - (\sum X)^2}}$$

Where: R= the correlation coefficient for half of the questionnaire.

N= the number of scores.

X= the number items

Y = the even – number items.

Second: the reliability of (30) is only half questionnaire, to estimate the reliability of the whole questionnaire. The Spearman.

$$R = \frac{2r_{oe}}{1+r_{oe}}$$

Where: r = the reliability of the whole questionnaire. ( R = the result)

Roe = the reliability coefficient obtained by correlating scores on with the scores on the even item.

### 3.2.6. Alpha-Cranach coefficient:

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for. In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cranach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cranach coefficient; the results have been showed in the table.

Table No (3.1)

#### Reliability Statistical

Cranach's Alpha	No of Items
.81..30	30

### **3. 6.The Interview**

An interview was used in the research as one of the research instruments besides the questionnaire to fill the gap of information that has not covered by the questionnaire in this respect. Walker (1985 p63) mentioned that:" an interview as a research instrument "includes a wide range of techniques, from the structured questionnaire through to the unstructured' conversation, but all hinged on the assumption that interview are some degree reflective about their actions, or can be put in a position where they become so'.'

An interview contained ten (10) questions. The questions correspond directly to the questions of the research. The interview was distributed to (10) expertise of English language syllabus at some Sudanese universities; the researcher met each person individual and discussed the questions of interview. The answers of the interview were treated statistically for the purpose of reading real results. The interview were designed to Expertise teachers of English language syllabus who works in the Colleges of Education at some Sudanese Universities

#### **3.6.5. Interview Analysis Techniques**

The analysis of the interview was done with a computer. The researcher chose computer package which is called a statistical package for social science (SPSS). Therefore, the data was change into numbers, I.e. all the responses were changed into numbers and the questions were codes. Then the result was given in format which includes frequencies of all responses, percentage and mean eventuality tables with percentage were provided.

#### **3.6.3. Validity of the Interview**

The interview will administrate to an expert judge who related their relevance.

#### **3.6.4. Reliability of the Interview**

For ease of checking the reliability of, the interview. The researcher distributed the questions of interview to the English language teaching staff including instructors, lecturers and professors to consider its reliability. This procedure was used for checking whether it is suitable to achieve its purpose or not. In the

other words to know whether the questions of the interview measure the intended objectives or not.

### 3.3. Population

The populations for this research were selected from the English language teaching staffs including instructors, lectures, and professors who work in the Colleges of Education and Arts at some Sudanese universities. Also the researches choose the (100) population randomly and distributed the questionnaire, for all these numbers to answer the questions, after finished the answers the researcher selected (60) form only with full-required information . In other hand the researcher made the interview for Expertise teachers of English language syllabus who works in the Colleges of Education at some Sudanese Universities and collected full required information about English language syllabus programme of graduate teachers in the Colleges of Education.

### 3.4. The Sample

The sample of the research answering the questions according to the following variables:(Sex, Colleges, Qualification, Experience).

#### a)According to the Sex

Table No. (3-2)

The Frequency Distribution of the research Respondents According to Sex:

Sex	Number	Percent
Male	40	66.7%
Female	20	33.3%
Total	60	100.0%

From the table No.(3.2), it is shown that most of the sample respondents are males, the number of those was (40) persons with (66.7%). The female respondents number was (20) persons with (33.3%). It is clear that the number of male questionnaire respondents is higher than the number of female.

### b). The Colleges of Graduation:

Table No.(3-3)

The Frequency Distribution of the research Respondents According to Colleges of Graduation

Colleges	Number	Percent
Education	45	75%
Arts	15	25%
Total	60	100%

From the above table No. (3.3) it is shown that most of the study's respondents have graduated from Colleges of Education. The number of those was (45) persons with (75%). The respondents who have graduated from Colleges of Arts were (15) persons with e (25%).

It is clear that the number of English language teachers who graduated from college of Education is greater than the number of teachers from the colleges of Arts.

### c) The Qualifications

Table No.(3-4)

The Frequency Distribution of the research Respondents According to the Qualifications:

Qualification	Frequency	Percent
Master of curriculum and methodology	30	49.7%
Master of English language	20	33.3%
PhD. degree of curriculum and English language teaching	10	17. %
Total	60	100.0

From the above table No. (3.4) it is shown that most of the research respondents have Master degree of curriculum and methodology as qualification, the number of those was (30) persons with (49.7%). The respondents who have master degree of English language qualification were (20) persons with (33.3%). The

respondents who have PhD degree of curriculum methodology and English language are (10) persons with (17%) .

It is clear that the number of those who obtain master qualification is the biggest.

**d) Experience**

Table No (3-5)  
The Frequency Distribution of the research Respondents  
According to the Experience

Experience	Frequency	Percent
1-5 years	14	23.3%
6-10	21	35.0%
11-15	16	26.7%
16-20	6	10.0%
21- above	3	5.0%
Total	60	100.0

From the table No. (3.5) it is shown that the research respondents have the experience (1-5 years), the number of those were (14) persons with (23.3%), the number of the respondent's in the research who have Experience (6-10 years) was (21) with (35.0%). The numbers of respondents' in the research who have Experience (11-15years) were (16) with (26.7%), The numbers of the respondents' in the research who have experience (16-20years) was (6) persons with (10.0%), The numbers of respondents in the research who have Experience (21-above years) were (3) persons with (5.0%) this mean the most respondents of the research the experience between one to fifteen years.

The ten (10) samples was selected from the expertise of English language syllabus and methodology staff members at some Sudanese Universities responded to the interview questions, most of the answers covered the field of the research.

### **3.7. Study Piloting**

Nunan (1992-145) pointed out that all research instruments should have piloting phase. Bell (1993-48) also believes that, “all data gathering instrument should be piloted to interview how long it takes recipient to complete them to check that all questions and instructions are clear and enable you remove any items which do not yield usable data”.

#### **3.7.1. The Study Piloting will Conducted for the Following Aims**

1. Give the researcher a clear idea about the time needed for the interview.
2. Determine whether the questions and instructions were clearly written.
3. Identify any problems.

The following part presents the analysis the study piloting, which is the teachers' writing interview. “Kash Avarz’s (1994) model will use to analyze teachers' writing products.

### **3.8. Summary**

This chapter presents information about the data corpus used in the research, including instruments of data collection and methods of presenting data. And the research instruments adopted for data collection. Also it's provided a detail description of all the procedures about each instrument, including population, sample, validity and reliability of the instruments.

# CHAPTER FOUR

## Data Analysis and Results Discussion

### 4.1. Introduction

This chapter was devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire and Interview.

The responses to the questionnaire of the sixty (60) teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives, hypotheses and the questions of the research.

Each item in the questionnaire is analyzed statistically and discussed. The tables support the discussion.

### 4.2. Data Analysis and Results

This is the calculated chi- square value which we always compare it with tabulated value at the specific significance level and degree of freedom.

And then the significant values determinate if there is statistically differences between the sample frequencies expected that by comparing the probability value with the significance value (0.05). and if the probability value is smaller than the significance value 0.05 this indicate that there is statistically differences between the sample frequencies expected frequencies and then compare the real mean with the hypothesized mean of the statement and find out if it's less than hypothesized mean this is enough evidence for the no acceptance of the respondents to the statement and if this greater its indicate that most of the respondents agree with the statement.

### 4.3. The First Hypotheses analysis.

Table No(4-1)

Evaluation can help in developing English language Teaching at fourth and fifth levels.

NO	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Evaluation can helps in developing english language at fourth and fifth levels.	48 80%	12 20%	0 0%	0 0%	0 0%
2	Evaluation assists in designing english language syllabus content in process of Education.	27 45%	30 50%	3 5%	0 0%	0 0%
3	Evaluation helps in identifying the defects in English language syllabus content.	21 35%	33 55%	6 10%	0 0%	0 0%
4	Evaluation helps in sequencing the English language syllabus in process of Education.	24 40%	33 55%	3 5%	0 0%	0 0%
5	Evaluation English language syllabus helps in identifying the best level of students.	33 55%	18 30%	6 10%	3 5%	0 0%
6	Evaluation English language syllabus helps in improving understanding ideas of students.	24 40%	33 55%	3 5%	0 0%	0 0%
7	Evaluation English language syllabus helps promoting students performance in their activities.	30 50%	21 35%	9 15%	0 0%	0 0%
8	Evaluation English language syllabus helps in achieving objectives of English language.	27 45%	21 35%	9 15%	3 5%	0 0%
9	Evaluation English language syllabus gives adequate explanation.	21 35%	30 50%	3 5%	6 10%	0 0%
10	Evaluation English language syllabus helps and show innovation and creativity.	15 25%	27 45%	18 30%	0 0%	0 0%

From the table No. (4.1) It is clear that there are (48) persons with (80 %) strongly agreed with That Evaluation helps in developing English language syllabus content in process of education. There are (12) persons with (20%) agreed with that.

From the table No.(4.-1 ) It is clear that there are (27)Persons with (45%) strongly agree with that evaluation assist in .designing English language

syllabus content in process of education. There are (30) persons with (50%) agreed with that and (3) persons with (5%) were not sure.

From the table No.(4.1 ) It is clear that there are (21)persons with. (35 %) strongly agreed with that "evaluation helps in identifying the defects in English language syllabus content ". There are (33) persons with (55%) agreed with that and (6) persons with (10%) were not sure.

From the table No.(4.1) It is clear that there are(24)persons with. (40 %) strongly agreed with that "evaluation helps in sequencing the English language syllabus content in process of education ". There are (33) persons with (55%) agreed with that and (3) persons with (5%) were not sure.

From the table No.(4.1) It is clear that there are (33)persons with (55 %) strongly agreed with that "evaluation English language syllabus helps in identifying the best level of students ". There are (18) persons with (30%) agreed with that and (6) persons with (10%) were not sure that and (3) persons with (5%) disagreed.

From the table No. (4.1) It is clear that there are (24) persons with. (40 %) strongly agreed with that "evaluation English language syllabus helps in improving student understanding ideas ". There are (33) persons with (55%) agreed with that and (3) persons with (5%) were not sure.

From the above table No.(4.7) It is clear that there are (30)persons with. (50 %) strongly agreed with that "evaluation English language syllabus helps promoting student's performance in their activities ". There are (21) persons with (35%) agreed with that and (9) persons with (15%) were not sure.

From the table No.(4.1) It is clear that there are (27)persons with. (45 %) strongly agreed with that "evaluation English language syllabus helps in achieving English language objectives ". There are (21) persons with (35%) agreed with that and (9) persons with (15%) were not sure that and (3) persons with (5%) disagreed.

From the table No.(4.1) It is clear that there are (21) persons with. (35 %) strongly agreed with that "evaluation English language syllabus helps and gives adequate explanation ". There are (30) persons with (50%) agreed with that and (3) persons with (5%) were not sure that and (6) persons with (10%) disagreed, From the table No.(4.10) It is clear that there are (15)persons with (35 %) strongly agreed with that "evaluation English language syllabus helps and show some innovation and creativity. ". There are (27) persons with (50%) agreed with that and (18) persons with (5%) were not sure that and (6) persons with (10%) disagreed.

#### 4.4. The result of first hypotheses

**Table No. (4.2) The result of first hypotheses analysis**

No	Statement	mean	SD	Chi square	p-value
1	Evaluation helps in developing English language syllabus content in process of education.	2.8	0.9	22	0.05
2	evaluation assist in designing English language syllabus content in process	3.1	0.6	23	0.05
3	Evaluation helps in identifying the defects in English language syllabus content.	2.8	0.7	24	0.05
4	Evaluation helps in sequencing the English language syllabus content in process of education.	2.5	0.8	22	0.05
5	evaluation English language syllabus helps in identifying the best level of students	2.7	.40	25	0.05
6	evaluation English language syllabus helps in improving student understanding ideas	3.0	.70	26	0.05
7	evaluation English language syllabus helps promoting student's performance in their activities	2.7	0.6	29	0.05
8	evaluation English language syllabus helps in achieving English language objectives	2.5	0.4	27	0.05
9	evaluation English language syllabus helps and gives adequate explanation	2.7	0.4	25	0.05
10	evaluation English language syllabus helps and show some innovation and creativity	3.0	0.9	29	0.05

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “ Evaluation helps in developing English language syllabus content in process of education.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “evaluation assists in designing English language syllabus content in process.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Evaluation helps in identifying the defects in English language syllabus content.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “evaluation helps in sequencing the English language syllabus content in process of education.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation English language syllabus helps in identifying the best level of students .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation English language syllabus helps in improving student understanding and ideas .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation English language syllabus helps in achieving English language objectives .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation English language syllabus helps in achieving English language objectives .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation English language syllabus helps gives adequate explanation.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation English language Teaching helps and showed some innovation and creativity.

According to the previous result the researcher concluded that the first hypothesis of the study was accepted and that the evaluation can help in developing English language syllabus for the fourth and fifth levels students.

#### 4.5. The second Hypotheses analysis

Table No (4-3)

Evaluation of English Language Teaching can help in identifying the best level of English language syllabus that matches student's needs.

NO	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
11	English language syllabus matches learner's objectives.	15 25%	30 50%	9 15%	6 10%	0 0%
12	English language syllabus is learner centered.	12 20%	30 50%	12 20%	6 10%	0 0%
13	English language syllabus facilitates learning	9 15%	24 40%	21 35%	6 10%	0 0%
14	English language syllabus socio culturally appropriate.	12 20%	18 30%	21 35%	3 5%	6 10%
15	English language syllabus is gender sensitive.	18 30%	21 35%	9 15%	9 15%	3 5%
16	English language syllabus is up to-date.	9 15%	21 35%	15 25%	15 25%	0 0%
17	English language syllabus is graded comprehensibly.	3 5%	30 50%	15 25%	3 5%	9 15%
18	English language syllabus is age appropriate.	12 20%	24 40%	9 15%	9 15%	6 10%
19	English language syllabus is visually attractive.	6 10%	18 30%	15 25%	18 30%	3 5%
20	English language syllabus is difficult to learn.	6 10%	27 45%	12 20%	12 20%	3 5%

From the table No.(4.2) It is clear that there are (15) persons With (25 %) strongly agreed with that "English language syllabus matches learner's objectives ". There are (30) persons with (50%) agreed with that and (9) persons with (15%) were not sure that and (6) persons with (10%) disagreed.

From the table No.(4.2) It is clear that there are (12) persons With (20%) strongly agreed with that "English language syllabus is learner centered ". There are (30) persons with (50%) agreed with that and (12) persons with (20%) were not sure that and (6) persons with (10%) disagreed.

From the table No.(4.3)) It is clear that there are (9) persons With (15 %) strongly agreed with that "English language syllabus facilitates learning ". There

are (24) persons with (40%) agreed with that and (21) persons with (35%) were not sure that and (6) persons with (10%) disagreed.

From the table No.(4.3) It is clear that there are (12) persons With (20 %) strongly agreed with that "English language syllabus socio culturally appropriate ". There are (18) persons with (30%) agreed with that and (21) persons with (35%) were not sure that and (3) persons with (5%) disagreed, while (6) persons with (10%) strongly disagree.

From the table No.(4.3)) It is clear that there are (18) persons With (30 %) strongly agreed with that "English language syllabus is gender sensitive ". There are (21) persons with percentage (35%) agreed with that and (9) persons with (15%) were not sure that and (9) persons with (15%) disagreed, while (3) persons with (5%) strongly disagree.

From the table No.(4.3) It is clear that there are (9) persons With (15%) strongly agreed with that "English language syllabus is up to date ". There are (21) persons with (35%) agreed with that and (15) persons with (25%) were not sure that and (15) persons with (25%) disagreed.

From the table No.(4.) It is clear that there are (3) persons with (5 %) strongly agreed with that "English language syllabus is graded comprehensibly. ". There are (30) persons with (50%) agreed with that and (15) persons with (25%) were not sure that and (3) persons with (5%) disagreed, while (9) persons with (15%) strongly disagree.

From the table No.(4.3) It is clear that there are (12) persons With (20%) strongly agreed with that "English language syllabus is age appropriate ". There are (24) persons with (40%) agreed with that and (9) persons with (15%) were not sure that and (9) persons with (15%) disagreed, while (6) persons with (10%) strongly disagree.

From the table No (4.3) it is clear that there are (6) persons with (10%) strongly agreed with that "English language syllabus is visually attractive ". There are (18) persons with (30%) agreed with that and (15) persons with (25%) were not

sure that, and (18) persons with (30%) disagreed, while (3) persons with (5%) strongly disagree.

From the table No.(4.3) It is clear that there are (6) persons With (10%) strongly agreed with that "English language syllabus is difficult to learn ". There are (27) persons with (45%) agreed with that, and (12) persons with (20%) were not sure that, and (12) persons with (20%) disagreed, while (3) persons with (5%) strongly disagree.

#### 4.6. The second hypotheses results

Table No. (4.4)

The analysis of the second hypotheses result

No	Statement	mean	SD	Chi square	p-value
11	English language syllabus matches learner's objectives	2.3	0.6	26	0.05
12	English language syllabus is learner centered	3.0	0.8	27	0.05
13	English language syllabus facilitates learning	2.6	0.7	24	0.05
14	English language syllabus socio culturally appropriate	2.6	0.9	22	0.05
15	English language syllabus is gender sensitive	2.5	.40	25	0.05
16	English language syllabus is up to date	3.0	.70	25	0.05
17	English language syllabus is graded comprehensibly.	2.7	.60	28	0.05
18	English language syllabus is age appropriate	2.5	.40	22	0.05
19	English language syllabus is visually attractive	2.7	.40	25	0.05
20	English language syllabus is difficult to learn	3.0	0.7	27	0.05

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus matches learner's objectives.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is learner centered

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there were statistically significant differences at the level (5%) among the answers of the respondents, which supported the respondent who agreed with the statement "English language syllabus facilitates learning

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicated that, there were statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus socio culturally appropriate.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (25) which was greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicated that, there were statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "English language syllabus is up to date.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is up to date English language syllabus is graded comprehensibly.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is graded comprehensibly.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is age appropriate

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is visually attractive"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is difficult to learn"

According to the previous result the second hypothesis of the study is accepted and it's true that evaluation of English language teaching can help in identifying the best level of English language syllabus that matches students' needs.

#### 4.7. The third hypotheses analysis:

Table No (4.5)

Evaluation of English language Teaching can help in providing labor market with qualified cadre Needs of labor market.

NO	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
21	Evaluation helps English language designers to cope with needs of labor market.	9 15%	27 45%	9 15%	12 20%	3 5%
22	Evaluation enlightens English language syllabus designers with the needs of labor market.	12 20%	21 35%	15 25%	6 10%	6 10%
23	Evaluation of English language syllabus providing labor market with qualified cadres.	9 15%	27 45%	12 20%	12 20%	0 0%
24	Evaluation English language syllabus helps in achieving stated polices in terms of educational process.	12 20%	33 55%	6 10%	9 15%	0 0%
25	English language syllabus is relevant to real life situation.	12 20%	24 40%	15 25%	9 15%	0 0%
26	English language syllabus is interesting and easy to use.	12 20%	15 25%	15 25%	18 30%	0 0%
27	English language syllabus is logically sequenced.	12 20%	21 35%	18 30%	9 15%	0 0%
28	English language syllabus content is relevant to students needs.	9 15%	24 40%	12 20%	9 15%	6 10%
29	English language syllabus is too difficult to be use by teachers.	12 20%	27 45%	12 20%	6 10%	3 5%
30	English language syllabus is graduated from simple to difficult.	9 15%	21 35%	21 35%	9 15%	0 0%

From the table No.(4.5) It is clear that there are (9) persons With (15%) strongly agreed with that "evaluation helps English language designer to cope with the needs of labor market ". There are (27) persons with (45%) agreed with that and (9) persons with (15%) were not sure that, and (12) persons with (20%) disagreed, while (3) persons with (5%) strongly disagree.

From the table No (4.5)) it is clear that there are (9). With (15%) strongly agreed with that "evaluation helps English language syllabus designer with the needs of labor market ". There are (27) persons with (45%) agreed with that and (9) persons with (15%) were not sure that, and (12) persons with (20%) disagreed, while (3) persons with (5%) strongly disagree.

From the table No. (4.5)) it is clear that there are (9) persons with (15%) strongly agreed with that "evaluation helps English language syllabus providing labor market with qualified cadres ". There are (27) persons with (45%) agreed with that and (12) persons with (20%) were not sure that and (12) persons with (20%) disagreed.

From the table No.(4.5) It is clear that there are (12) persons With (20%) strongly agreed with that "evaluation English language syllabus helps in achieving stated polices in terms of educational process ". There are (33) persons with (55%) agreed with that, and (6) persons with (10%) were not sure that, and (9) persons with (15%) disagreed.

From the table No. (4.5) it is clear that there are (12) persons with (20%) strongly agreed with that "English language syllabus is relevant to real life situation ". There are (24) persons with (40%) agreed with that and (15) persons with (25%) were not sure that and (9) persons with (15%) disagreed.

From the table No. (4.5) it is clear that there are (12) persons with (20%) strongly agreed with that "English language syllabus is interesting and easy to use ". There are (15) persons with (25%) agreed with that and (15) persons with (25%) were not sure that and (18) persons with (30%) disagreed.

From the table No. (4.5) it is clear that there are (12) persons with (20%) strongly agreed with that "English language syllabus is logically sequenced ". There are (21) persons with (35%) agreed with that, and (18) persons with (30%) were not sure that, and (9) persons with (15%) disagreed.

From the table No. (4.5) it is clear that there are (9) persons with (15%) strongly agreed with that "English language syllabus content is relevant to student's needs ". There are (24) persons with (40%) agreed with that, and (12) persons with (20%) were not sure that, and (9) persons with (15%) disagreed, while (6) persons with (10%) strongly disagree.

From the table No. (4.5) it is clear that there are (12) persons with (20%) strongly agreed with that "English language syllabus is too difficult to be use by

teachers ". There are (27) persons with (45%) agreed with that and (12) persons with (20%) were not sure that and (6) persons with (10%) disagreed, while (3) persons with (5%) strongly disagree.

From the table No. (4.5) it is clear that there are (9) persons with (15%) strongly agreed with that "English language syllabus graduated from simple to difficult ". There are (21) persons with (35%) agreed with that and (21) persons with (35%) were not sure that and (9) persons with (15%) disagree

#### 4.8. The third hypotheses results

Table No. (4.6)

The analysis of third hypotheses result

No.	Statement	mean	SD	Chi square	p-value
1	Evaluation helps English language designer to cope with the needs of labor market.	2.5	0.7	26	0.05
2	Evaluation helps English language syllabus designers with the needs of labor market	3.0	0.3	27	0.05
3	Evaluation helps English language syllabus providing labor market with qualified cadres.	2.8	0.9	25	0.05
4	Evaluation helps English language syllabus helps in achieving stated polices in terms of educational process	2.5	0.8	22	0.05
5	English language syllabus is relevant to real life situation	2.7	0.8	26	0.05
6	English language syllabus is interesting and easy to use	3.0	.70	25	0.05
7	English language syllabus is logically sequenced	2.7	.60	23	0.05
8	English language syllabus content is relevant to student's needs	2.5	.40	28	0.05
9	English language syllabus is too difficult to be use by teachers	2.7	.40	25	0.05
10	English language syllabus graduated from simple to difficult	3.0	0.7	23	0.05

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation helps English language designer to cope with the needs of labor market

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation helps English language syllabus designers with the needs of labor market.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation helps English language syllabus providing labor market with qualified cadres.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "evaluation helps English language syllabus helps in achieving stated policies in terms of educational process.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is relevant to real life situation.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is interesting and easy to use.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is logically sequenced.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus content is relevant to student's needs.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus is too difficult to be used by teachers."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "English language syllabus graduated from simple to difficult."

According to the previous result we can say that the third hypothesis of our study is accepted and it's true that evaluation of English language syllabus can help in providing labor market with qualified students.

#### **4.9. The Highest and Lowest Agreement through the Teachers'**

##### **Responses**

As seen from the above tables that statements in all sections obtained the highest mean of agreement given by the teachers. In other words, these statements scored a percentage of 72% agreement among the teachers. This gives evidence that the teachers of English (respondents) were in total agreement with the concept that the evaluation helps in developing English language syllabus as well as evaluation of English helps in identifying the best level of English language syllabus that matches students' needs and providing labor market with qualified cadres.

This indicates the evidence that the teachers have favour to evaluation in developing English Language syllabus as well as identifying the best level to understand the problematic areas of English Language syllabus.

#### **4. 10. The Highest and Lowest Disagreement through the Teachers’**

##### **Responses**

Statements gave the highest disagreement and lowest percentage with a percentage of 3.1 %. It disagrees with the idea of pleasure and benefit, which are found the evaluation , does not help in developing English language syllabus as well as evaluation does not help in identifying the best level of English language and does not match students needs .

#### **4.11. The Responses to the Interview**

The second instrument of the data collection of the research an interview. The questions it's directly to the scholars and specialize English Language teachers at some Sudanese Universities. The interview consist of ten question related to hypothesis of the research. The sample of interview was selected randomly from specialize English Language teachers staff including Instructors, Lecturers and Professors, the total of this sample are ten (10) persons. The answers of the samples were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each question in the interview is analyzed statistically and discussed. The table (4-7) supported the discussion.

#### 4.12. Analysis of Interview.

Table No. (4.7)

Illustrate the percentage and frequency of the Expertise Teachers  
Statement

Questions interpret	one		two		Three		Four		Five	
	-ive	+ve	-ve	+ve	_ve	+ve	-ve	+ve	-ve	+ve
Frequency	35	15	38	12	40	10	39	11	42	8
Percentage	70%	30%	76%	24%	80%	20%	78%	22%	84%	16%

##### Question One

The table No (4-7) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the sample answers were negative which were represented by the percentage (70%). This justifies that evaluation helps in developing English language syllabus content.

##### Question Two

The table No (4-7) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the sample answers were non-past which were represented by the percentage (76%). This justifies that formative evaluation helps in promoting English language syllabus content.

##### Question Three

The table No (4-7) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the sample answers were non-past which were represented by the percentage (80%). This justifies that peer evaluation plays a great role in redesigning English language syllabus content.

#### **Question Four**

The table No (4-7) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the sample answers were non-past which were represented by the percentage (78%). This justifies that informal evaluation helps in identifying the output of English language syllabus content.

#### **Question Five**

The table No (4-7) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the sample answers were non-past which were represented by the percentage (84%). This justifies that demographic evaluation in designing relevant content that satisfy student's needs.

Table No. (4.8)

Illustrated the percentage and frequency of Interview

<b>Questions</b>	<b>Six</b>		<b>Seven</b>		<b>Eight</b>		<b>Nine</b>		<b>Ten</b>	
	-ive	+ve	-ive	+ve	-ive	+ve	-ive	+ve	-ive	+ve
<b>Frequency</b>	8	2	6	4	7	3	7	3	8	2
<b>Percentage</b>	80%	20%	60%	40%	70%	30%	70%	30%	80%	20%

#### **Question Six**

The table No (4-8) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the sample answers were negative which were represented by the percentage (80%). This justifies that true evaluation helps in providing labor market with the qualified cadres.

#### **Question Seven**

The table No (4-8) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the

sample answers were non-past which were represented by the percentage (60%). This justifies that English language syllabus evaluation helps in matching labor market's needs.

#### **Question Eight**

The table No (4-8) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the sample answers which were represented by the percentage (70%). This justifies that English language syllabus evaluation helps in promoting the badly needs of labor market.

#### **Question Nine**

The table No (4-8) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the sample answers which were represented by the percentage (70%). This justifies that English language syllabus evaluation helps in promoting the badly needs of labor market. English language syllabus evaluation helps in achieving the objectives of the courses.

#### **Question Ten**

The table No (4- 8) illustrated the percentage and frequency of the answers of the study sample that concerned with the questions and showed that most of the sample answers which were represented by the percentage (80%). This justifies that English language syllabus evaluation helps in achieving the State policies.

### **4.13. Summary**

The data presented and analyzed in chapter four has reflected to some significant facts about English Language syllabus in the Colleges of Education in general and about the criteria used for evaluating English Language syllabus for fourth and fifth levels in particular. To sum up, the findings of this chapter revealed that all sections justify 'the Need for evaluation' was highly rated by.

There was a consensus of opinions in favor of the Evaluation helps in developing English language syllabus as well as Evaluation of English language

syllabus helps in identifying the best level of English language syllabus that matches students' needs and providing labor market with qualified students.

The neutral responses, however, show irregularity and unexpected and unexplainable instability of the respondents' uncertainty in the all hypotheses.

The responses to all statements in terms of English language syllabus evaluation. All statements were positive in these sections were either strongly agreed to or only agreed to.

The percentages of the negative responses were less significant for evaluation.

All teachers agreed to the all statements of the sections "evaluation". The undecided responses, however, showed small differences.

The majority of the respondents were in favor of the need for the evaluation. a very large majority of the respondents agreed on:

- a) The importance of helping the teachers to acquaint with evaluation.
- b) The fact that evaluation increases awareness of teachers' evaluation.
- c) The urgent need for evaluation especially for explaining and understanding of the difficult areas in English language syllabus.
- b) Necessity that for English teachers know their evaluation abilities.

When the teachers were compared among themselves, no statistical significant differences were perceivable which stated that the teachers have no opportunity for evaluation.

However, the teachers confirmed that evaluation should be one of the main medium of improving students' performance, they were in favor of the use of evaluation in teaching the target language so as to reach the maximum efficiency in understanding English language syllabus evaluation.

# CHAPTER FIVE

## Findings, Conclusion, Recommendations and Suggestion

### 5.1. Introduction

This chapter presents the conclusion of the research. It relates the analysis and discussion of data to the research questions, hypotheses, objectives and significance, in addition to a brief reviewing of what the previous chapters include eventually reviewing the findings. It's also offered recommendations and suggestions for the further studies.

### 5.2. Findings

**The researcher has come out with the following findings:**

9. Evaluation helps in developing English language syllabus content in process of education.
10. Evaluation assists in designing English language syllabus content in process of education.
11. Evaluation helps in identifying the defects in English language syllabus content.
12. Evaluation helps in sequencing the English language syllabus content in process of education.
13. Evaluation of English language syllabus helps in identifying the best level of students.
14. Evaluation of English language syllabus helps in improving the students understanding and ideas.
15. Evaluation of English language syllabus promoting students' performance in their activities.
16. Evaluation of English language syllabus helps in achieving the language objectives.
17. Evaluation of English Language Syllabus gives adequate explanation

18. Evaluation of English Language Syllabus show some innovation and creativity
19. English language syllabus matches learners' objectives.
20. English language syllabus is learner centered
21. English language syllabus is gender sensitive.
22. English language syllabus is up-to date.
23. English language syllabus is visually attractive.
24. Evaluation enlightens English language syllabus designers with the needs of labor market.
25. Evaluation of English language syllabus helps in achieving stated policies in terms of educational process.
26. English language syllabus is relevant to real life situation.
27. English language syllabus is interesting and easy to use.

### **5.3. Conclusion**

This research aimed to identify the importance of evaluation English language syllabus programmers at Sudanese Colleges of Education. The researcher followed the analytical descriptive methods by using questionnaire and interview to obtain result. The research resulted that there are many problems facing the in-service substitute English language teachers training programme.

In accordance with the investigation findings, the research conclude That: the researcher has seen that evaluation helps in developing English language syllabus content in process of education as well as Evaluation assists in designing English language syllabus content in process of education. The researcher stated that Evaluation helps in identifying the defects in English language syllabus content and Evaluation helps in sequencing the English language syllabus content in process of education.

Evaluation of English language syllabus helps in identifying the best level of students. The researcher claimed that Evaluation of English language syllabus

helps in improving the students understanding and ideas and Evaluation of English language syllabus promoting students performance in their activities. The researcher identified that Evaluation of English language syllabus helps in achieving the language objectives and Evaluation of English Language Syllabus gives adequate explanation Evaluation of English Language Syllabus show some innovation and creativity, English language syllabus matches learners' objectives, English language syllabus is learner centered, and English language syllabus is gender sensitive, English language syllabus is up-to date. The researcher stated that English language syllabus is visually attractive and Evaluation enlightens English language syllabus designers with the needs of labor market, Evaluation of English language syllabus helps in achieving stated policies in terms of educational process, English language syllabus is relevant to real life situation and English language syllabus is interesting and easy to use.

The researcher hopes that English language syllabus should facilitate learning as well as English language syllabus should be socio culturally appropriate. The researcher wishes English language syllabus should be up-to date and English language syllabus should be graded comprehensibly. The researcher is seeking for English language syllabus should visually attractive.

The researcher is expecting Evaluation should enlighten English language syllabus designers with the needs of labor market, English language syllabus should be interesting and easy to use and English language syllabus should be logically sequenced. Eventually, the researcher contemplates that English language syllabus content should be relevant to students' needs and English language syllabus should be graded from simple to difficult.

This chapter concluded the study by providing answers to the research questions and verifying the hypotheses. It also summarized the main findings, offered some recommendations and suggested some topics that can be investigated in the future.

## **5.4. Recommendations**

**The researcher has come out with the following recommendations:**

- 1-English language syllabus should facilitate learning.
- 2-English language syllabus should be socio culturally appropriate.
- 3-English language syllabus should be up-to date.
- 4-English language syllabus should be graded comprehensibly.
- 5-English language syllabus should be visually attractive.
- 6-English language syllabus should be difficult to learn.
- 7-Evaluation should enlighten English language syllabus designers with the needs of labor market
- 8-English language syllabus should be interesting and easy to use.
- 9-English language syllabus should be logically sequenced.
- 10- English language syllabus content should be relevant to students' needs.
- 11- English language syllabus should be graded from simple to difficult.
- 12-Research in the field of English language syllabus and evaluation materials will be of a great value to improving the curriculum.
- 13-There is a dissatisfaction for evaluation English language syllabus in Colleges of education, this problem can cover by doing

## **5.5. Suggestions for the Further Study**

On the basis of this research the following suggestions, are given in recommendation for further studies.

This research can be extended to involve all the English teachers who work in Sudanese Colleges of education, to evaluate the English language syllabus to make the development for English curriculum.

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