



Sudan University of Science and Technology

College of Post-Graduate Studies

**The Impact of Applying the Standards of Total Quality Assurance in
Teaching English Language to the Students in the Secondary Schools of
Khartoum State**

أثر تطبيق معايير الجودة الشاملة على تدريس اللغة الإنجليزية لطلاب المدارس الثانوية بولاية الخرطوم

A Ph. D Thesis Submitted by Hashim Humeidah Ahmmed

Supervised by Prof Ali Khalid Madawi

2021

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



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Dedication

To my parents,

To my wife, Prof. Samia Hashim Muhammed

To my sons: Muhammed Akram and Abed Alrahman

Acknowledgements

Foremost, I would like to express my sincere gratitude to my supervisor, Prof. Ali Khalid Madawi for the continuous support to my PhD research. His encouragement helped me throughout the time of research and writing of this thesis. Without his valuable guidance, this research would have been too difficult to accomplish.

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II

Abstract

The research aims to investigate the application of Total Quality Assurance in the teaching of English language in the Sudanese secondary schools. In research methodology, the researcher has used the descriptive approach, three questionnaires as tools for data analysis and the software program (SPSS) for the statistical treatment of data. Research population consists of (155) respondents. They are school-administrators, teachers of English language and inspectors of English language. All of them work in the secondary schools at Althawrat Locality/ Omdurman/ Khartoum State/ Sudan. (90) respondents have been randomly chosen as research sample (30) from each of the three groups of respondents. According to the assessment- procedures of Total Quality Assurance, each group of the respondents has given opinions about the other two groups, and in this way, the application of Total Quality Assurance in teaching of English language in the Sudanese secondary schools, has been investigated. The most important results include: EFL teachers, EFL inspectors and the principals, do not apply the guidelines of Total Quality Assurance in English language teaching in the Sudanese secondary schools. The most important recommendation is: to draw the attention of the educational authorities to its significance so they may communicate with the concerned governmental bodies for funding and consequently plan for the various requirements of its implementation. There are suggestions for future research including topics about: adapting the job-description for school-administrators according to the requirements of Total Quality Assurance, designing training program for inspectors and teachers of English language based on the requirements of Total Quality Assurance.

III

مستخلص

يهدف هذا البحث إلى التحقق من تطبيق معايير الجودة الشاملة في تدريس اللغة الإنجليزية في المدارس الثانوية السودانية. ففي منهج البحث استخدم الباحث المنهج الوصفي، ثلاث استبانات كأدوات لجمع البيانات (للمعالجة الإحصائية للبيانات. يتكون مجتمع البحث من (155) فردا من مدرء SPSS ثم البرمجيات) مدارس، موجهي ومعلمي اللغة الإنجليزية وجميعهم يعمل في المدارس الثانوية في محلية الثورات / أم درمان / ولاية الخرطوم / السودان. ومن مجتمع الدراسة تم اختيار (90) فردا بالطريقة العشوائية كعينة بحث. من ثم تم اختيار (30) فردا من كل مجموعة من المجموعات الثلاث. ولمعرفة أثر تطبيق معايير الجودة الشاملة في تدريس اللغة الإنجليزية في المدارس الثانوية السودانية ، قدمت كل مجموعة من أفراد العينة آراء حول المجموعتين الأخرين، وبهذه الطريقة، تم التحقق من تطبيق معايير الجودة الشاملة في تدريس اللغة الإنجليزية في المدارس الثانوية السودانية. أهم النتائج: إن مدرسي وموجهي اللغة الإنجليزية ومديري المدارس، لا يطبقون معايير ضمان الجودة الشاملة في تدريس اللغة الإنجليزية في المدارس الثانوية السودانية. وتتمثل أهم التوصيات في توجيه انتباه السلطات التعليمية إلى أهمية تطبيق معايير الجودة الشاملة ومن ثم التواصل مع الجهات الحكومية المعنية للتمويل وبالتالي التخطيط لمختلف متطلبات تنفيذها. هناك اقتراحات للبحوث المستقبلية بما في ذلك الموضوعات حول: تكييف الوصف الوظيفي لمديري المدارس وفقا لمتطلبات ضمان الجودة الشاملة وتصميم برنامج تدريب للموجهي ومعلمي اللغة الإنجليزية على أساس متطلبات ضمان الجودة الشاملة.

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CHAPTER ONE

The General Frame Work of the Study

1.0 Introduction

The concept of total quality TQ as Brennan (2010: 3) emphasizes was introduced by Professor W. Edwards Deming in the 1950s in the field of industry and then modulated to be applied in various fields. According to Brennan (ibid: 7), the terms (Total Quality) stand for the process of shifting the focus of the organization towards a superior quality of products and services.

According to Harvey (1993: 67), the applications of TQ in education generally, and in language teaching specifically, reflect the same distinctions as those found in industrial and commercial contexts. There are elements related to productivity and efficiency: the analysis of the processes needed to deliver effective courses, for example, involving a logical sequence from curriculum to syllabus to the planning and execution of individual lessons. Another aspect is the presence of systematic approaches to assessment with coherent applications of a sequence of placement and diagnostic testing, and both formative and summative approaches to evaluation. The efficiency of staff is fostered by the practice of regular performance reviews or appraisals in which individual professional objectives are set. There is also a degree of consensus about aspects of good practice which promote commitment to quality, to innovation and continuous improvement, to enlightened leadership and teamwork; these include regular observation of classes with peer observation as a feature of self-assessment.

TQ approach in education involves not only achieving high quality but also influencing all segments of the educational process: organization, management, interpersonal relations, material and human resources, etc. Applying the approach described above quality becomes total (integral). The TQ approach in education is

adapted to the teaching of various subjects and of course, English language is concerned. Crystal (2003: 17) states that, English is a global language and experts of TQ have done their best in adapting Deming's approach to be implemented in EFL teaching and there have been significant achievements evident in research-results..

In the trends of TQ, Hassan (2010: 11) indicates that, the President of Sudan (2004) called for the implementation of TQ in the Sudanese institutions. Since that time, Sudanese institutions have been involving themselves into the issues of TQ. Accordingly, the Ministry of Education conducted a number of workshops to ensure the implementation of TQ in the Sudanese educational institutions.

Siddig (2012: 22) mentions that: in (2012), the National Conference of Education in Sudan recommended the implementation of TQ in terms of establishing departments of TQ in State-Ministries of Education, establishing a flexible educational ladder, encouraging the use of technology in the educational process and improving the standards of assessment.

TQ in the Sudanese Ministry of Education is a field of research now. The researcher has come across a number of researches seeking to examine and evaluate the implementation of TQ in various educational levels. And, in this respect, this present study as an extension to the previous research-effort, seeks to examine and evaluate the implementation of Total Quality Assurance in EFL teaching in the Sudanese secondary schools.

1.1 Statement of Research problem

In the Sudanese secondary schools where the researcher works, the importance of EFL is restricted to the process of passing the exams to upper stages. One reason supporting the aforementioned restriction is the that, the syllabuses are presented in Arabic language in most of university-faculties and other institutions of Higher Education. This constitutes an absence of the seemingly external stimulus of EFL learning. So, the restriction of work to passing the exams sounds justified by both: teachers and learners. That's also ascertained by the highest percentage of success in the Sudanese Certificate Examinations.

According to the records of (2016), the scores of the compulsory subjects are as follows:

- English language = (94.6 %)
- Islamic education = (89.9%)
- Arabic Language = (79.3 %)
- Basic Mathematics = (77.4 %)

Despite the achievement of the (94.6 %), EFL researchers: Ahmed (2014:144), Alryah (2015: 136) claim that students in the university-first level, find it difficult to freely express themselves in English, whether in speaking or writing. So, and according to the researcher, passing the exam is not among the targets of foreign language teaching/learning and it is not included within the purposes presented at the outset of the teaching guide-books.

In this respect, the (94.6 %) means that, the teaching methods and techniques were adapted to the shortest ways to prepare students for passing the exam. So, the realistic match between the goals of foreign language teaching/learning and students' real performance is not clearly translated into reality.

Foreign language as Alryah (ibid: 24) states, is taught to be a means of communicating thought and information, or a tool for coping with technology, or viewed as an important element of human being's thought processes.

However, there have been other different studies conducted to find the reasons for the decline of English language in the secondary schools. Based on that, policy-makers and experts have been working hard enough to find suitable solutions to the problem. There have been a number of suggestions; among them is the adoption of TQ guidelines in (2012) to participate in enhancing the situation of the whole educational process.

So, with reference to the adoption of TQ guidelines in (2012), this study will attempt to answer the following question now:

- To what extent the guidelines of Total Quality Assurance are applied in English language teaching in Sudanese secondary schools?

1.2 Research Questions

This research attempts to answer one main question and three sub-questions:

1.2.1 Main Question

- To what extent there is a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance and English language teaching in the Sudanese secondary schools?

1.2.2 Sub-Questions

- a. To what extent do the principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process?
- b. To what extent do EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools?
- c. To what extent do EFL inspectors of the Sudanese secondary schools; consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances?

1.3 Research Hypotheses

This research attempts to validate one main hypothesis and three sub- hypotheses

1.3.1 Main Hypothesis

- There is a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance **and** English language teaching in the Sudanese secondary schools.

1.3.2 Sub- Hypotheses

- a. The principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process.
- b. EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools.
- c. EFL inspectors of the Sudanese secondary schools, consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances.

1.4 Research Objectives

This research seeks to:

- a. Investigate the application of Total Quality Assurance in the teaching of English language in the Sudanese secondary schools.
- b. Raise the awareness of the manpower in the Sudanese secondary schools, of the significance of applying the guidelines of Total Quality Assurance, in teaching of English language.

1.5 Research Significance

The significance of this research based on the concepts of Total Quality Assurance which aims at achieving quality goals through planning, monitoring, assuring and improving quality.

The concepts of Total Quality Assurance have moved from word-market to education. In this sense, the research also generates its significance since it aims at raising the awareness of applying the guidelines of Total Quality Assurance, in the teaching of English language in the Sudanese secondary schools. In addition, as long as the need for quality performance in teaching English language is required, this research offers significant details to improve the teaching process in a way to make an influential tool for achieving the top targets of EFL.

The significance of this research is also based on the essence of Total Quality Assurance, in English language teaching. It addresses a collaborative work and involves school-administrators, teachers and inspectors to upgrade the standard of English language teaching. At large, the significance of this research lies in its attempt to actualize concepts into reality in the domain of EFL and in terms of teaching, training, continuous assessment and management.

Finally, the results of the research are expected to contribute to the efforts made to enhance EFL teaching and will also address the expectations of both policy makers and EFL teachers.

1.6 Method of Research

The writer used the Descriptive Approach

1.7 Research Structure

Chapter one: Introduction

Chapter two: Literature review and previous studies

Chapter three: Research methodology

Chapter four: Data analysis and discussion

Chapter five: Results, recommendations and suggestions

1.8 Definition of Terms

Assessment: A systematic evaluation process of collecting and analyzing data to determine the current, historical or projected standard.

Best practice: A superior method or innovative practice that contributes to the improved performance of an organization, usually recognized as best by other peer organizations.

Brainstorming: A technique teams use to generate ideas on a particular subject. Each person on the team is asked to think creatively and write down many ideas. The ideas are discussed after the brainstorming session.

Breakthrough improvement: A dynamic, decisive movement to a new, higher level of performance

Cause: An identified reason for the presence of a defect or problem

Cause and effect diagram: A tool for analyzing process dispersion. The diagram illustrates the main causes and sub-causes leading to an effect.

Certification: The result of a person meeting the established criteria set by a certificate granting organization

Chain reaction: A chain of events described by W. Edwards Deming: improve quality, decrease costs, improve productivity, increase market with better quality and lower price, stay in business, provide jobs and provide more jobs.

Characteristic: The factors, elements or measures that define and differentiate a process, function, product, service or other entity.

Consensus: A state in which all the members of a group support an action or decision, even if some of them don't fully agree with it.

Continuous quality improvement (CQI): A philosophy and attitude for analyzing capabilities and processes and improving them repeatedly to achieve customer satisfaction.

Customer satisfaction: The result of delivering a product or service that meets customer requirements.

Driving forces: Forces that tend to change a situation in desirable ways.

Root cause: A factor that caused a nonconformance and should be permanently eliminated through process improvement

Total quality: A strategic integrated system for achieving customer satisfaction that involves all managers and employees and uses quantitative methods to continuously improve an organization's processes.

Total quality control (TQC): A system that integrates quality development, maintenance and improvement of the parts of an organization.

Total quality management (TQM): A term first used to describe a management approach to quality improvement.

World-class quality: A term used to indicate a standard of excellence: best of the best.

Found at: asq.org/glossary/t.html American Society for Quality

CHAPTER TWO

The Theoretical Frame Work of the Study

2.0 Overview

This chapter introduces:

- Literature Review
- Previous Studies

It focuses on four main issues:

- a. English Language in Sudan (Past and Present)
- b. Total Quality (TQ): its definition, theoretical concepts, historical background, domains and guidelines.
- c. Application of Total Quality in Education and particularly, in foreign language teaching.
- d. The Previous related Studies

2.1 Literature Review and Previous Studies

2.1.1 Introduction: English Language in Sudan (Past and Present)

Teaching of English language has deep roots in Sudan. It started at the outset of the Condominium period (1898-1956) and still continues.

El Tigani (1966: 6) emphasizes that, in the first years, English was taught to small groups to occupy junior posts in the civil service. In schools and governmental institutions, English was the medium of both: instruction and communication.

Therefore it can be said that English language, found a rich environment to grow and flower. The case was not different in the two decades immediately after

Independence. English continued with the same status as the language of instruction, administration and business.

El Tigani (1966: 9) indicates that, English language was considered vital in the fields of science and technology and was viewed as the language of progress, prosperity and prestige. As English was used daily, a context existed which provided a strong motivation to achieve competence in the language. Initially, the standard of English was high as the few secondary schools were well equipped with resources and native speaker teachers. However, English was as El Tigani described: 'the language of earning a living'.

No doubt what El Tigani says, reflects the glorious era of English language in Sudan.

2.1.2 Decline

Towards the end of (1960s) forwards, English language began to lose ground in the Sudanese context, whether in schools or in governmental institutions.

Taha (1980: 43) states that, the expansion of schools all over the Sudan opened working opportunities to the masses in the educational field. That resulted in a rapid increase in the number of students without a corresponding increase in teacher training and preparation of materials and methodology. He particularly points to the failure of assessing traditional approaches to teaching during the process of expansion. He considers that as one of the causes of the decline in the standard of teaching. He also reports that, crowded classrooms and shortage of equipment were permanent features of most schools.

In the opinion of the researcher who worked in the field of training for a long time, the decline of English language started after the declaration of the policy

of Arabicization in (1967). Meanwhile it can be noticed that, Taha (loc cit) criticized the situation of teaching English language in (1980s). Later the situation continued to fall bitterly.

Subsequent researchers also criticized the decline of English language and expressed that in various terms.

Josephine (1987: 3) explains that (40%) of the students were in classes of over (60) while (90%) had (50) students or more in the class.

Many did not have an individual textbook and such an over-crowded, ill-equipped context created logistical problems when efforts were undertaken to shift the focus from a teacher dominated to a student centered methodology. Changes in the educational ladder and with Arabic as the main medium of instruction and the consequent reduction of hours allocated to English language instruction resulted in a drastic drop in standards

Description of English language decline continues in research and finds its way to the reports of different conferences.

Corbluth, J. (1976) focuses on the decades following independence arguing that, criticism of the abilities of English Language teachers and the paucity of teaching materials continued to mount. Several committees made a range of suggestions but little practical action was taken. While students desire to learn English remained high as university education and advancement in the professional world depended on English language competency, shortage of funds, books and teaching equipment, decentralization, provincialism and poor teacher training

programs resulting in the recruitment of teachers with inadequate skills aggravated the declining standards.

There has been much literature on the deterioration of English language in Sudan. There also have been cries for reform resulted in the emergence of Nile Course syllabus in (1980s) and ten years later or more, followed by the Spine Series which is still in action.

However, the problem seems to be complicated. It has roots in different areas. Most of the teachers attributed it to financial and political reasons.

In further literature, some critics shed light on the poor standard of teachers of English language. Brien, J. who was an adherer of the Nile Course syllabus, got frustrated when Sudanese teachers had spoken aloud about the difficulty of the syllabus. He attributed that to the weaknesses of the teachers themselves and sarcastically wrote the title of his MA degree (*Why Damn the Nile if the Generator is Inadequate*). Brien (1988:33) writes:

It was observed that the Sudanese classroom did not provide any opportunity for interaction in English. As the teacher had little or no exposure to the cultural and pragmatic use of English, he/she therefore was unable to demonstrate everyday English in use. In most cases, Arabic was used to give instructions and to explain and instruct on how English grammar worked.

Brien (ibid: 36) proceeds:

Teachers claimed that this practice (the use Arabic) resulted from students' demands whereas many students said the teacher used Arabic because he/she lacked confidence and was incompetent. The

use of the mother tongue does not have to be excluded but its use should be discretionary and it should not be the major tool employed by the native speaker teacher. The dialogues provided in the course were generally modeled first by the teacher with students repeating after him/her though there was no guarantee that the teacher's modeling of pronunciation was in fact correct.

Although Brien, J. described a case in the (1980s), the researcher confirms that, today's standard of English language teachers is in a lower level than that of the past. Many studies have been conducted in this area.

2.1.3 Reform

Simultaneously with the signs of the deterioration, there have been positive steps towards reform represented in teacher training. In this issue, some Sudanese researcher has conducted their studies on training of teachers in Sudan. Among them: Babiker (1999), Bashir (1970), Rajaa (2004), Siddiek (2011) and Yeddi (2003). In these studies, there is sufficient information about teacher training in Gordon Memorial College, Bakht er-Ruda Training Institute, the In-service Educational Training Institute (ISETI)), the intermediate training institute (ITTI), the Higher Teacher Training Institute in Omdurman, SELTI and teachers colleges.

2.1.4 Present day Situation

As far as syllabus is concerned, the Spine Books (4, 5, and 6) are now taught in the secondary level. The syllabus is supposed to be taught through the Eclectic Method as recommended in the accompanying teacher-guide books.

The teachers of English language are graduated in the Faculties of Education or the Faculties of Arts. Inspectors of English language are also with the working power. However, there is no regular teacher-training to consider, but short courses with crash programs conducted in the localities from time to time.

In common knowledge, teachers of English language always complain of the deteriorating standard of the language and attempt actively to raise it. So, a collaborative effort is required from all because English language is of high importance to the Sudanese EFL learners, academically, socially, for self-expression and even for living.

2.1.5 Importance of English language

2.1.5.1 Academic Importance of English language

Badger (2000: 63) explains that practicing of the language skills with engaging activities in teaching can foster confidence and lifelong love of the concerned language. Through various activities students can discover their identities and work through real-life problems. In this sense, creative and reflective exercises build confidence and appreciation for language use. In addition to that, exercises on skills support development of critical thinking and problem-solving skills. EFL learners then, learn the language perfectly and this prepares them for further academic learning, particularly the subjects which require English as a means of instruction.

Based on what Badger explains, the researcher deduces that confidence and lifelong love of language results in an emotional development of positive attitudes towards English language and this furnishes for future academic success in other subjects.

Aronoff (2007: 46) claims that practicing of English language skills helps in class performance. Students need skills to effectively complete activities in classrooms. Mastering language skills is a key to success in English classes now, and academic life in the future.

The researcher supposes that, what Aronoff says is what is actually considered today in the Sudanese secondary schools. It is true that commonly assigned exercises have their role in the assessment of students' performance. In this sense, the achievement of high scores is assumed to be as motivating to learning and encourages further academic achievements in various fields.

2.1.5.2 Social Importance of English Language

Bob (2003: 33) argues that English language is a popular tool used for creating connections between people because it serves as a mean of communications in various social settings. Moreover, English language:

- a. is an international common tongue
- b. is the language of academia
- c. gives access to a wealth of written media, online and printed
- d. is essential for traveling
- e. is essential for working in international business or commerce
- f. is the language of mass media
- g. is the language of the internet
- h. is used creates a large circle of social contacts
- i. facilitates sharing ideas with others, particularly on line

Joanna (2008: 13) sees that English language connect learners to the world around them. So, practice helps the students apply communication in different social situations. Practice creates situations for students to complete tasks with peer

reviews and feedbacks and allows them learn from each other. Creating these environments at a young age teaches students to both accept and deliver constructive criticism.

Joanna (17. *ibid*) associates language learning with technology. In that, as learners progress through their school years, they will need to be both literate and computer-literate to succeed. They, through the use of computer in writing, reading, listening and speaking, learners will have good opportunities to cope with more people.

The researcher agrees to the involvement of Sudanese EFL learners in modern technology. That's because the two skills: literate and computer-literate complement each other, but, the researcher believes that some computer tools, such as spelling and grammar checks, can inhibit developing the writing skills. By writing with a keyboard, for example, students are not practicing handwriting. It is also important for students to know that these tools should supplement their own writing, not replace it, because even computers make mistakes.

2.1.5.3 Importance of English Language for Self-Expression

People need to find ways in which they can express themselves in a meaningful and positive manner. People need to express their feelings and thoughts. Once they express themselves they feel at peace. So, self-expression is important for living and leading a peaceful life.

Self-expression is how to interact with others and the world. It can be fulfilled through communication, body language, artwork, clothes and hairstylesetc

Penne (1997: 68) mentions that personal expression in correct language is the heart and soul of all forms of communication. Writers and speakers combine their inner thoughts and feelings with what they perceive in the outer world and put them into words and communicate with readers and listeners.

2.1.5.4 Importance of English Language for Living

To some scholars, getting a job in the future depends on the mastery of English Language in today's world.

Bex (1996: 52) indicates that good English Language can have a positive impact on the individual's career advancement. That's because, the increasing global organizations, conduct communication through English Language. Therefore, applicants for jobs need to impress the interviewers with their faculty of English Language at the outset. So, perfect English Language inspires a feeling of confidence in both, the employer and employee

The researcher thinks that the province of business as an important factor that encourages EFL learners to develop their English Language for working opportunities.

Neil (2007: 26) also states that English Language helps in getting a job. When one prepares application materials including a resume and cover letter, s/he has the chance to sell oneself and abilities through articulate and persuasive good English Language. Additionally, employers often assess responses to questions to determine a candidate's communication skills.

Neil (28. *ibid*) points out that: employers increasingly consider English Language in not only hiring, but also promotion decisions. As one moves up into

management positions in a company, the importance of communication in English Language also increases. Even email interactions with customers and business associates can be evaluated. Strong communication in English Language conveys intelligence, professionalism and attention to detail.

The researcher agrees to what's mentioned, because the consideration of getting a job in the future motivates the Sudanese EFL learner and moreover it draws the attentions of syllabus designers to consider the necessary tasks that promote English Language learning.

2.1.6 Some Problems Confronting Sudanese EFL Learners

For numerous Sudanese EFL learners English language appears to be challenging. However, scholars and language experts, attribute the difficulties of English language learning to a number of factors. This study will explore: first language interference, spelling problems, difficulty of grammar and lack of vocabulary as supposed to be among the obstacles confronting the Sudanese EFL learners.

2.1.6.1 First Language Interference

Cook (1993: 27) claims that first language interference has important implications in foreign language learning. Because first language learning is different from foreign language learning, as the person already knows about meaning and use of one language. First language helps learners when it has elements in common with foreign language, but hinders the learning process when both language systems differ. But the case of foreign language is different. Foreign language learning takes many forms and occurs in many situations other than natural circumstances, and that causes problems.

The researcher agrees to the ideas that an EFL learner, learns English language in artificial situations and that constitutes one of the difficulties. The case happens in Sudan.

Moustafa (1997: 89) mentions a number of differences between English and Arabic writing: The direction of the writing system in which Arabic is right to left, while English is left to right. There are many differences in the sets of letters which make up the English and Arabic alphabet. There are no capitals in Arabic and there are two sets of letters, capitals and small in English language. In Arabic, letters are almost always joined but in English this is not the case. There are also several syntactic differences between the two languages which will influence EFL learners' writing in English such as the rules for positioning and adjectives which are not the same.

However, the researcher agrees to the difficulty that results from syntactic differences between the two languages, but other differences in terms of the mechanics, don't constitute any difficulty in writing because they can easily be acquired.

2.1.6.2 Spelling Problems

Harmer (2005: 67) asserts that spelling problems will interfere with learners' ability to write at the level of their spoken language or to express the complexity and range of their ideas. EFL learners may have a range of difficulties with spelling and the most difficult aspects of English spelling for them are complex correspondence between sound and letters.

The researcher immediately agrees to the above-mentioned view. Spelling is a difficult task for students, particularly words with silent letters and irregular terms. This makes writing a difficult task for the Sudanese EFL learner.

Lagan (2000: 47) points out that English spelling constitutes an area of difficulty for EFL learner and so writing will be a difficult job. That's because students suffer when they need to memorize the spelling of heavily used, irregular words, such as “right”, “government”, etc. Due to irregularities in English spelling, students have to memorize each word as a separate entity; hence there is no logical connection between sound and symbol.

Lagan (ibid: 48) asserts that EFL students may not know the actual sound system of English, and will appear to use the wrong letter when they choose between two or three consonants /c/, /z/ and /s/ in words as [recognize – recognize - recognise]. Other difficulties are noticed in their confusion between the use of /e/ or /i/. EFL students sometimes omit vowels, particularly (e) when is absent from the spoken form in the middle of words such as in [seventh - sevnth] or they may substitute one sound by another as in [quickly - cuikly]. According to the researcher's experience, it is true that the system of English language confuses EFL learners in different manners same as what Cook mentions and beyond and that has its negative effect on Sudanese EFL learners' writing.

2.1.6.3 Difficulty of Grammar

Chandler (1993: 12) attributes the difficulty of English language to the traditional style of teaching grammar on the part of the teachers and lack of practice on the part of the learners.

It is true that traditional methods of teaching don't qualify the EFL learner to express oneself properly in English since the priority is to the memorization of rules. The researcher considers that as one of the factors that constitutes a difficulty for a Sudanese EFL learner.

Kleisar (2005: 48) claims that grammar is the most difficult area for foreign language learners. Students face difficulties in the use of correct sentence structure and paragraph development, and in creating a coherent form. That's because EFL learners lack necessary information such as the use of different type of sentences, subject-verb agreement, and placement of modifiers, tense agreement and parallel construction.

Kleisar (ibid: 51) indicates that learning grammar can be pretty dull, as no one likes the rules; and the memorization of rules is worst than applying them. Students usually know how to build tenses, but they are unable to use them in sentences. They face difficulties in combining two complete sentences in.

The researcher notices that many Sudanese EFL learners are not able to communicate in English language properly. They don't have enough grammatical information to help them write coherent forms of paragraphs or short topics.

2.1.6.4 Lack of Vocabulary

Miller (1984: 74) claims that the lack of vocabulary is the cause of difficulty which makes foreign language boring and ineffective. Vocabulary is divided in two parts: active vocabulary and passive vocabulary. Active vocabulary is learned for production and passive vocabulary is used only for recognition. Students usually face difficulties in the production area which is associated with meaning.

The researcher sees that the lack of vocabulary is a problem. The Sudanese EFL learner who has a small volume of vocabulary will not be able to communicate freely in English.

Daniels (1996: 27) argues that students who lack adequate vocabulary have difficulty in getting meaning from what they read, so they read less because they find reading difficult. As a result, they learn fewer words because they are not reading widely enough to encounter and learn new words. On the other hand, students with well-developed vocabularies read more, which improves their reading skill, and they learn more words. Weak decoding skills (phonemic awareness, phonics and word study, fluency) also contribute to the gap between how much good and poor readers will read and encounter new vocabulary. Over time, poor readers fall further behind.

The researcher can state that: poor readers because of vocabulary lacking, are also poor writers on the other hand. So, the lack of vocabulary has its negative effect on students' language.

These difficulties not only affect learners' academic success, but also hinder their professional progress in the future. For overcoming such problems and others, the researcher suggests the (TQA) core guidelines to be implemented in the secondary level in an inclusive way as will be discussed throughout the study.

2.2 Total Quality Assurance (TQA)

2.2.1 Initial Overview of Total Quality Assurance (TQA)

There are different terms attempting to label the concepts of Total Quality (TQ). So, there have been: Total Quality Control (TQC), Total Quality Management (TQM) and Total Quality Assurance (TQA) which is the most recent label. They are all having something in common, that's: They were originated in industrial contexts, initially during the Second World War where the reliable production of armaments and airplanes was a major concern. Ways of reducing the number of defects were developed through a systematic study of design, of production processes and of quality control. The techniques were developed further and have now spread to a generalized use and have been extended to other service.

2.2.2 Main Concepts of (TQA)

There are no significant differences among the theorists of Total Quality Assurance (TQA) so they nearly share the same concepts since they aim at the achievement of (TQA).

- Juran (1951: 12) *Fundamental to all (TQA) systems is improving the quality of the products and services provided by an organization. Such quality improvement results in greater productivity and enhances the ability of an organization to remain vital, employ people, and serve customers. A focus on continuous quality improvement helps an organization do things right.*
- Deming (1971: 7) *When people and organizations focus primarily on quality, quality tends to increase and costs fall over time. However, when people and organizations focus primarily on costs, costs tend to rise and quality declines over time.*

- Walton (1986:21) *(TQA) calls for studying work processes quantitatively, using individuals or teams, to find places that breakdowns or unnecessary complexities occur in processes, and then to identify solutions that prevent them in the future. Study of work processes helps to reduce costs while ensuring that quality is built into a service or product since quality cannot be inspected into it at the end of the processes.*
- Senge (1990: 53) *Quality is at the top of the agenda for every meeting, every communication. The leader's goal is to help people, things, and machines do a better job; the leader's role is that of facilitator, catalyst, and coach.*
- Taylor (1991: 13) *(TQA) is characterized by long- term thinking which helps mold the future by understanding the consequences of current actions. Such thinking requires decision making that is based on data, both hard and soft, and related to real problems, not symptoms. It requires time. It shies away from quick fixes arrived at by discussion and intuition. Long- term thinking works best in organizations where managers plan to stay, and thus have a stake in the consequences of their decisions.*
- Montgomery (2004: 16) *Continuous quality improvement requires an atmosphere for innovation where suggestions for improvement are solicited and respected and where supervisors and managers are open to disagreement, conflict, and challenge. Activities for the improvement of work processes, especially when teams are involved, help to break down barriers that occur between departments or between supervisors and those supervised.*
- Kohler (2007: 44) *Central to all (TQA) is a focus on the customers, their needs and desires define quality for the producer whose job it is to meet or exceed the customer's needs and expectations. A focus on customers helps an organization to do the right things.*

2.2.3 Definitions of Total Quality Assurance (TQA)

Scholars and researchers define Total Quality Assurance (TQA) from different perspectives:

- Burnes (1992: 33): *Quality refers to a parameter which decides the superiority or inferiority of a product or service. Therefore, quality can be defined as an attribute which differentiates a product or service from its competitors. Quality plays an essential role in every business. Business marketers need to emphasize on quality of their brands over quantity to survive the cut throat competition.*
- Creech (1994: 53): *"A term first used to describe a management approach to quality improvement. It is a management approach to long-term success through customer satisfaction. TQM is based on all members of an organization participating in improving processes, products, services and the culture in which they work."*
- Houston (1997: 10): *"TQM is a philosophy for managing an organization in a way which enables it to meet stakeholder needs and expectations efficiently and effectively, without compromising ethical values."*
- Pfeifer (2002: 5): *"A management approach of an organization centered on quality, based on the participation of all its members and aiming at long term success through customer satisfaction and benefits to all members of the organization and society."*
- Brooks (2005:21): *(TQM) is a comprehensive management approach that works horizontally across an organization, involving all departments and employees and extending backward and forward to include both suppliers and clients/customers. (TQM) is only one of many acronyms used to label management systems that focus on quality.*

- Hoyle (2007: 200): *"A management philosophy and company practices that aim to harness the human and material resources of an organization in the most effective way to achieve the objectives of the organization."*
- Cartwright (2007: 8): *Total Quality management is defined as a continuous effort by the management as well as employees of a particular organization to ensure long term customer loyalty and customer satisfaction.*
- Margaret (2016): *(TQ) is any systematic process of checking to see whether a product or service being developed is meeting specified requirements. A total quality assurance system (TQA), increases customer confidence and a company's credibility, to improve work processes and efficiency, and to enable a company to better compete with others."*
- According to Business Dictionary on line, (2016): *Total Quality is a holistic approach to long-term success that views continuous improvement in all aspects of an organization as a process and not as a short-term goal. It aims to radically transform the organization through progressive changes in the attitudes, practices, structures, and systems. Total quality management transcends the product quality approach, involves everyone in the organization, and encompasses its every function: administration, communications, distribution, manufacturing, marketing, planning, training, etc.*

Now, and with close reference to the above-mentioned definitions, the idea of meeting or exceeding the customer's expectations is central to the development of quality assurance in service industries. It assumes that customers choose on the basis of how far their needs are met. However, and within the general scope of this research up to now, the previous definitions may not appear smoothly matching with a research about foreign language development. It is true that the concept of

(TQA) is quite complex in a language teaching context. In school systems, most learners (will be customers later) have no choice of teacher, method or content whereas in markets, customers have choices according to the manifestos of Total Quality Assurance Systems (TQAS). This point constitutes an essential idea in this research and will elaborately be discussed in the right place where the guidelines of Total Quality Assurance (TQA) are adapted to the teaching / learning process. In this respect, the operational definition which is supposed to be the point of departure for this research should also be attested till more literature about (TQA) is presented and discussed.

2.2.4 Historical Background of Total Quality Assurance (TQA)

In order to understand the place of (TQA) in foreign language teaching it is better to know where it began. Historically, the quality movement arose in the field of industrial production, and was extended to service industries and subsequently to public institutions, including schools and universities, and to specific areas such as language teaching.

Harvey (1993: 22) explains that the development of (TQA) traces back to the aftermath of the First World War and the high death rate through accidents during munitions manufacture. The techniques developed in the UK and the States, sprang to prominence in the 1950's with the birth of Japanese manufacturing skills. He emphasizes that, the purpose of (TQA) is to manufacture the product or produce the service and to maintain the cost of quality within budgets when substantial manufacturing cost savings can be achieved.

Weber (2007: 17) focuses on the period before and during the Second World War in the United States, and after 1945 in Japan. He shows that the principles of

(TQA) were developed by a number of academics and consultants. Most of them were working in manufacturing industry, linked closely to the war effort in the USA, and to reconstruction of the economy in Japan. The best known of them is W. Ernest Deming (1900–1993), who developed a series of principles for the management of quality in industry, including an approach to management known as ‘Deming’s Wheel’ or (from its initials) ‘PDCA’, a continuous sequence consisting of four steps:

- Plan (establish targets, objectives and processes)
- Do (implement the plan and collect data)
- Check (study the results and compare with the plan)
- Act (analyze differences, carry out corrective actions)

2.2.5 W. Edwards Deming (Father of TQA)

William Edwards Deming (1900 –1993), an American statistical academic who became the father of the quality movement when invited to invigorate the Japanese manufacturing sector in the early 1950.

Haller (1993: 18) argues that Deming is best known for his work in Japan after WWII, particularly his work with the leaders of Japanese industry. That work began in August 1950 at the Hakone Convention Center in Tokyo when Deming delivered a speech on what he called "Statistical Product Quality Administration". Many in Japan credit Deming as the inspiration for what has become known as the Japanese post-war economic miracle of 1950 / 60, when Japan rose from the ashes of war to start Japan on the road to becoming the second largest economy in the world through processes founded on the ideas Deming taught.

Gabor (1992: 53) claims that Deming is best known in the United States for his 14 Points (and his system of thought he called the "System of Profound Knowledge". The system includes four components or "lenses" through which to view the world simultaneously:

1. Appreciating a system
2. Understanding variation
3. Psychology
4. Epistemology, the theory of knowledge

Gabor (ibid: 67) mentions that Deming was honored in Japan in 1951 with the establishment of the Deming Prize. He is regarded as having had more impact on Japanese manufacturing and business than any other individual not of Japanese heritage. He also won a widespread recognition in the U.S. at the time of his death in 1993. President Ronald Reagan awarded him the National Medal of Technology in 1987. The following year, the National Academy of Sciences gave Deming the Distinguished Career in Science award.

With reference to the afore-mentioned biographical information about the man, the researcher can say that: Deming made a significant contribution to Japan's reputation for innovative, high-quality products and for its economic power. The Sudanese appreciate the Japanese products; however, they rarely know the great man beyond the effort.

2.2.5.1 The Problem of Quality as Deming Sees

Deming, (1964: 47/50) investigates the obstacles confronting the quality of Japanese business and summarizes them in what he refers to as the "Seven Deadly Diseases." They include:

1. Lack of constancy of purpose
2. Emphasis on short-term profits
3. Evaluation by performance, merit rating, or annual review of performance
4. Mobility of management
5. Running a company on visible figures alone
6. Excessive medical costs
7. Excessive costs of warranty, fueled by lawyers who work for contingency fees

He also adds what he calls: "A Lesser Category of Obstacles." This includes:

1. Neglecting long-range planning
2. Relying on technology to solve problems
3. Seeking examples to follow rather than developing solutions
4. Excuses, such as "our problems are different"
5. The mistaken belief that management skills can be taught in classes
6. Reliance on quality control departments rather than management, supervisors, managers of purchasing, and production workers
7. Placing blame on workforces who are only responsible for 15% of mistakes where the system designed by management is responsible for 85% of the unintended consequences
8. Relying on quality inspection rather than improving product quality

Deming offers his solution to the problem by suggesting his fourteen key principles to managers to develop all aspects in the field of business.

2.2.5.2 The Solution as Deming Sees

Deming (1986: 23/24) offers fourteen key principles to managers for upgrading business effectiveness. They are:

1. Create constancy of purpose toward improvement of product and service, with the aim to become competitive, to stay in business and to provide jobs.
2. Adopt the new philosophy. We are in a new economic age. Western management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.
3. Cease dependence on inspection to achieve quality. Eliminate the need for massive inspection by building quality into the product in the first place.
4. End the practice of awarding business on the basis of a price tag. Instead, minimize total cost. Move towards a single supplier for any one item, on a long-term relationship of loyalty and trust.
5. Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs.
6. Institute training on the job.
7. Institute leadership. The aim of supervision should be to help people and machines and gadgets do a better job. Supervision of management is in need of overhaul, as well as supervision of production workers.
8. Drive out fear, so that everyone may work effectively for the company.
9. Break down barriers between departments. People in research, design, sales, and production must work as a team, in order to foresee problems of production and usage that may be encountered with the product or service.

10. Eliminate slogans, exhortations, and targets for the work force asking for zero defects and new levels of productivity. Such exhortations only create adversarial relationships, as the bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the power of the work force.
 - a. Eliminate work standards (quotas) on the factory floor. Substitute with leadership.
 - b. Eliminate management by objective. Eliminate management by numbers and numerical goals. Instead substitute with leadership.
11. Remove barriers that rob the hourly worker of his right to pride of workmanship. The responsibility of supervisors must be changed from sheer numbers to quality.
12. Remove barriers that rob people in management and in engineering of their right to pride of workmanship. This means, *inter alia*, abolishment of the annual or merit rating and of management by objectives.
13. Institute a vigorous program of education and self-improvement.
14. Put everybody in the company to work to accomplish the transformation. The transformation is everybody's job.

He closes with the statement: "Massive training is required to instill the courage to break with tradition. Every activity and every job is a part of the process."

Scholars have volumes of literature about how Deming's fourteen key principles and Seven Deadly Diseases have been adapted by various institutions.

Aguayo (1991: 54) states that Deming's principles have been adapted by many business organization, management procedures and systems. They have been

continuously codifying them over the years to result now in the all embracing general purpose international standard ISO9000 as well as specialist codes such as TS16949 and Q1 in the automotive sector, ISO 15504 for software project modeling, ISO 13485 (Medical Devices), ISO 17025 (Calibration and test laboratories) and many more.

2.2.5.3 Deming's Influence on the (TQA) Movement

Scholars have volumes of literature about how Deming's principles have had tremendous influence on the various movements calling for (TQA).

Winder (1996: 73) mentions that, Deming (1986) also developed a set of principles which have profoundly influenced the QM movement: an emphasis on leadership, on giving responsibility to workers, on the idea of production being driven by planned processes, on a systems approach, on the importance of data collection and of basing decisions on factual information. They are in direct opposition to previous approaches. Winder continues to say, Deming claimed that by giving responsibility to small groups of workers, defects could be eliminated at the outset: 'get it right the first time, every time!'

2.2.6 Summary

According to past presented review, it is seen that (TQA) principles and practices cover a broad range of different concepts. In industrial contexts the emphasis is on efficiency and productivity, through careful analysis of processes and the basing of decisions on observed facts. In services, these are complemented by the development of guaranteed service standards and the primacy of the customer and customer satisfaction.

To sum up, benefits of (TQA) can be summarized in the following points:

1. Strengthened competitive position
2. Higher productivity
3. Enhanced market image
4. Elimination of defects and waste
5. Reduced costs and better cost management
6. Higher profitability
7. Improved customer focus and satisfaction
8. Increased customer loyalty and retention
9. Enhanced shareholder and stakeholder value
10. Improved and innovative processes

The case now is how to apply (TQA) principles in education in general and foreign language teaching specifically.

2-3 Application of (TQA) principles in education

2.3.1 Modifying Deming's Points for Quality in Education

2.3.1.1 Mt. Edgecumbe's Modified Version

Ankomah, et al. (2005: 67-77) in their review on the concept of quality in education, they account for Mt. Edgecumbe's implementation of TQA principles in education. Mt. Edgecumbe has adapted a version of Deming's fourteen points for quality and implemented it in schools and later, researchers called that version: "Mt. Edgecumbe High School's Modified Deming Points for Quality in Education". The version speaks as follows: (italic writing is for the key ideas within points).

1. *Create and maintain a constancy of purpose toward improvement of students and service. Aim to create the best quality students capable of*

improving all forms of processes and entering meaningful positions in society.

2. *Embrace the new philosophy.* Educational management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.
3. *Work to abolish grading and the harmful effects of rating people.* Focus on the learning process, not the rating process.
4. *Cease dependence on testing to achieve quality.* Eliminate the need for inspections on a mass basis (standardized achievement tests) by providing learning experiences which create quality performance; learning experiences that encourage creativity and experimentation.
5. *Work with the educational institutions from which students come.* Minimize total cost of education by improving the relationship with student sources and helping to improve the quality of students coming into your system.
6. *Improve constantly and forever the system of student improvement and service* to improve quality and productivity in personal life and community.
7. *Institute continuous training on the job* for students, teachers, classified staff and administrators; for all people connected to the human organization or community.
8. *Institute leadership.* The aim of supervision (leadership) should be to help people use technology and materials to do a better job and set the pace driving human creativity.
9. *Drive out fear,* so that everyone may work effectively for the school system. Create an environment which encourages people to speak freely and take risks.
10. *Break down barriers between departments.* People in teaching, special education, accounting, food service, administration, curriculum development

and research *must work as a team*. Develop strategies for increasing the cooperation among groups and individual people. Planning time will facilitate this dynamic.

11. *Eliminate slogans, exhortations, and targets for teachers and students asking for perfect performance and new levels of productivity*. Exhortations create adversarial relationships. The bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the control of teachers and students.
12. *Eliminate work standards (quotas) on teachers and students* (e.g., raise test scores by 10%; lower dropouts by 15%). Substitute leadership, the eternal drive for quality, and joy of learning.
13. *Remove barriers that rob the students, teachers and management* (principals, superintendents and central office support staff) *of their right to pride and joy of workmanship*. This means abolition of the annual or merit rating and of management by objectives. The responsibility of all educational managers must be changed from quantity to quality.
14. *Institute a vigorous program of education and self-improvement for everyone*.

In the nearly seven years since Mt. Edgecumbe began implementation of the TQA approach, its program has become more eclectic, incorporating elements from the work of other analysts and futurists who have focused on individual and organizational self-renewal. The continuous adaptation and use of Mt. Edgecumbe's approach by the staff and students shows that it is successful in making change in schools.

2.3.1.2 Implementation Mt. Edgecumbe's Modified Version

Baker (2010: 77) confirms that, the TQA concepts, together with their potential application in educational environments, were introduced upon the business/technology teachers in Mt. Edgecumbe's High School. Mt. Edgecumbe began to utilize TQA principles in a computer class. Within a year, students from the computer class were prepared and began to give presentations in their school and elsewhere, on the beneficial effects of TQA principles. Then interest in the TQA approach spread all over. Shortly, Mt. Edgecumbe's Approach became a subject in training programs in European schools and beyond.

2.3.2 Further Ideas on Application of (TQA in Education

2.3.2.1 Introduction

With reference to previously quoted material, Total Quality Assurance (TQA) is used to outline two fractionally varied but related notions. The first one is continuous improvement and the second notion is used to define such tools and techniques as brain-storming and force-field analysis generally applied to make quality improvement more real thing. TQA is both a mind-set and a set of practical activities being able to promote continuous improvement. It is not a set of slogans but balanced and systematic approach used to achieve appropriate level of quality and therefore meet students' needs and requirements.

As any approach TQA renders a continuous shift of the educational focus from short-term practicability to long-term quality improvement. Sustainable innovations, improvement and changes are the main things which should be followed, thus keeping on the cycle of continuous improvement.

Carron (1996: 104) argues that, secondary educational establishments are to make conscious attempts to analyze what they are doing and create plans of future actions to improve it. To sustain a continuous improvement it is necessary to trust the staff and delegate decisions to the appropriate level, thus granting

responsibility to the staff to deliver quality within their own sphere. Teachers' training to implement quality concepts and ideas is one of the most important elements in required educational change. The best aspects of the professional development mean improving academic and cultural standards. Blending the best aspects of professional skills with total quality is greatly vital for significant success. If TQA has the importance for improving education it is necessary to address the quality of the learners' experience.

The researcher confirms Carron's views because it is a common fact that students can do their best in a style which is relevant to their needs and inclinations. So, the educational establishment that is about to follow the total quality route, is supposed to consider the issue of learning styles and needs and develop the strategies which result in making learning more individualized and differentiated. That is because, the learner plays a role of a primary customer and unless the learning styles meet individual needs it will be too early to proclaim about achieving total quality. But, to involve the learners in the teaching / learning process, there have to a sort of consideration to their feedback.

Chiejine (1999: 66) accounts for Providing and establishing appropriate feedback because it is one of the most important elements to carry out quality assurance process. This assessment is required to be a continuous process and must be performed during the whole period of studies. The results of assessment processes should be discussed with the students afterwards and it could be done in the form of completing a record of achievement.

The feeling of being involved into the process of carrying out the assessment will assist in creating the students' analytical skills. It is also important that the results of the formal monitoring will be used to establish the validity and suitability of the programs developed by the staff and definite corrections should be done in the case of not corresponding to existing needs and requirements of students' body.

Chiejine (ibid: 68) concludes that, TQA can be a powerful tool to achieve main educational goals in spite of being developed for manufacturing purposes. The key elements to a successful implementation of TQA are:

- a. gaining the support of everyone in the chain of supervision
- b. identifying your learners
- c. focusing on refining educational process
- d. applying Deming's 14 Points as a guide and a checklist during the implementation effort.

The final result will be providing a more efficient educational process and a teamwork attitude rather than as an attitude between school and students.

The researcher also confirms that, quality assurance processes should be both intensive and transparent, and that quality enhancement initiatives should be firmly embedded in any quality programs.

2.3.2.2 Improving Quality in Teaching

There are three issues for supporting teachers themselves to improve quality and they will be discussed in this section:

- a. quality awareness and self-evaluation
- b. professional freedom
- c. professional ethics

2.3.2.2.1 Quality Awareness and Self-Evaluation

Of general importance for teachers' ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create an increased quality awareness among teachers and help teachers improve their teaching

methodology and skills, may be of crucial importance to improve quality in education.

Chinapah (1997: 63) points one major way of achieving quality awareness and self-evaluation to systematically evaluate their own teaching and its results. Evaluation is a general term used to describe any activity where the quality of provision is the subject of systematic study. There are different ways to organize the evaluation process in education in various countries. In some countries the main focus seems to be to evaluate the whole educational system, while in other countries the emphasis seems to be to evaluate individual schools or even individuals.

In Sudan both types of evaluation are conducted. The researcher is aware of that due to his experience in the different levels of education. However, evaluating the whole educational system, individual schools or even individuals is not enough for achieving quality in teaching.

Chinapah (ibid: 68) mentions several risks in relation to present developments in the area of evaluation. One main risk is that evaluation is focused too much on easily measurable school achievement, without taking into consideration the complexity of the reality in schools. In relation to this, there is also a risk that teachers will be sidestepped in the evaluation process and made only objects of the process. In order to make evaluation a tool which teachers can use to improve the quality of education, there is a need to find and highlight alternative methods for evaluation which allow for the consideration of the complexity of the school environment and which give teachers a possibility to be part of the process.

It is clear that Chinapah is attempting to furnish for further concepts that may assist in the achievement of the deserved quality in teaching. One concept that

is often used is school-based evaluation. This is a process by which teachers discuss their own work in schools to improve the quality of education.

Coombs (1985: 17) suggests the European Pilot Project on Quality Evaluation in School Education. To him, this program has played an important role to underline how teachers can be part of evaluation and use it to improve education. It can be said that this approach was first tested at a large scale when the National Union of Teachers in England and Wales (NUT) commissioned John MacBeath, in 1995, to conduct a study to investigate if the self-evaluation model adopted in Scotland could operate in England and Wales. The report “*Schools Speak For Themselves*” (MacBeath et al, 1996) was published as a part of this work.

Coombs (ibid: 23-25) explains that, the self-evaluation model had an enormous impact in England and Wales. Over 30 local education authorities adopted this approach in their schools as a way of head teachers and teachers gathering information and using it for school improvement. In the school year 1997/98 EU launched a pilot project on quality evaluation in school education which was inspired by the projects in the United Kingdom (the project in Scotland and the NUT project in England and Wales). The project involved 101 secondary schools in 18 countries. At the beginning of the project schools were asked to rate themselves on each of the following twelve aspects:

- a. Academic achievement
- b. Personal and social development
- c. Pupils destination
- d. Time as a resource for learning
- e. Quality of learning and teaching
- f. Support for learning difficulties
- g. School as a learning place

- h. School as a social place
- i. School as a professional place
- j. School and home
- k. School and community and
- l. School and work.

This was done using a four point scale from positive to negative, and a change scale from improving to declining. On the basis of this exercise schools were asked to identify the issues, which they wished to monitor and evaluate in greater depth over the period of the coming year. Schools received guidance from critical friends appointed from outside the schools. These critical friends offered support at an individual school level and, at a national level. They also encouraged networking among schools. As well as enjoying the benefits to be gained from networking within their own country the schools had the added value of exchanging good ideas and good practice with schools in other countries, through e-mail and Internet, and through a number of conferences within the project. In 1999 the project came to an end.

The (EU) seems to be one of the most important programs for evaluation and for the development of educational quality. The researcher will use some of the experiences of the project and its conclusions in the questionnaire of this study.

Benefiting from the European theories and application in achieving quality in the Sudanese schools, there is another project which is referred to as: (The European Education Quality Benchmark System-EQBS). It is a project that works with similar methods as the projects in the United Kingdom and the EU Pilot project.

According to the *Theme Report of Education International* (2001), the objective of the project named (EQBS), is to provide educators with tools for addressing quality in schools. Specifically the methods used in the project show

ways in which schools can adapt the principles and philosophies of quality to serve as a guide for building learning environments that support youth development, rather than merely addressing inspection standards.

These example of the project show ways in which teachers actively can be involved in evaluating and improving their own work. An important part of the evaluation is the discussion about new methods to use in the teaching. The choice of the best teaching method is a very frequent discussion among teachers. One method is seldom proved to be much better than another in general. The efficiency of different methods seems to be very closely related to specific circumstances, the student and the teacher. The natural conclusion from this is that: teachers must be given the right to try different methods in order to find out for themselves what is best in the specific teaching situation.

Then, quality awareness and self-evaluation should logically establish for the next topic in this section, that's, teachers' professional freedom.

2.3.2.2.2 Teachers Professional Freedom

The professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation.

Greaney (1998: 47) argues that, professional and academic freedom for teachers is of crucial importance in achieving teaching that is independent of any political, economic, ideological or religious influence, in order to preserve young peoples' right to democratic exercise of critical creativity. There has to be a general thrust in the creativity of the teacher. How teaching is done in the classroom should never be prescribed by persons outside the classroom reality. This does not imply

that authorities should not suggest new teaching methods through in service training, professional development and other means. Teachers should be given different approaches and models for their teaching. This is important and necessary, but it must never turn into a process of dictating which methods to use.

It is true that teachers should be free in their choices when teaching but the researcher thinks that what is meant here are trained masters and not all teachers. Trainees have to follow the guidelines and methods till they are equipped enough to create their own ways of teaching. Meanwhile, and as Greaney claims the professional freedom of the teacher is necessarily influenced by link the educational authorities particularly in terms of budgeting of the teaching process. The one who pays is the one who decides. How can that be considered when calling for the professional freedom of the teacher?

Greaney (ibid: 54) claims that the decisions concerning budget responsibilities in many countries are decentralized. In some cases the objectives in the curriculum are precisely and strictly formulated. Some governments have even tried to prescribe for teachers, which initial reading instructions method that should be used in the classroom. This can result in fewer opportunities for teachers to make their own decisions on how to transform curriculum objectives into practical classroom teaching.

Greaney also accounts for the risk that occurs in situations where some decisions concerning curriculum and syllabus are referred to different kinds of local authorities and school boards, as part of decentralization processes. Local administrators and politicians might not be aware of the need to respect the professional freedom of teachers. In their eagerness to use the new rights to take decisions they might reach conclusions concerning courses, teaching aids, textbooks etc. without the necessary consultations with teachers and their organizations.

To find at least a suitable theoretical solution, the researcher thinks it better in this context to recall Article 61 in the ILO/UNESCO Recommendation concerning the Status of Teachers. According to Delors et al. (1996):

The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and the adoption of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programs, and with the assistance of the educational authorities.”

(UNESCO, 1996. P. 124)

2.3.2.2.3 Professional Ethics

The professional ethics of teachers is another important issue. Teaching is becoming a more and more complex task. Teachers meet a large number of children and young persons from different backgrounds. In many education systems teachers have also been given more and more responsibilities. All these developments underline the questions related to the responsibilities and duties of teachers.

Sallis (2003: 156) relate the professional ethics of teachers to the Convention of the Right of the Child. Several articles in the Convention have direct implications for the professional ethics of teachers. It is important that the teaching profession through its organizations discuss and clarify how the provisions of the Convention should be incorporated into the ethics and professional standards of the teaching profession. For example what does it mean to take full account of the child's best interest in all actions concerning the child, to protect the child from

interference with privacy, to protect the child from maltreatment, to protect the child from drug abuse or to protect the child from sexual exploitation.

Sims (1995: 56) clarifies that in some countries the rights and obligations of teachers are expressed in official documents issued by the government, in others there are agreements between governments and teacher organizations on such matters and in some certain professional standards are set by the teachers themselves. One way for teachers to set standards themselves is to agree within the profession on a code of ethics. Such a document is usually a set of basic rules for teachers to follow in order to guarantee certain standards of the profession. Regardless of how these things are dealt with in any country. It is very important that the provisions in the Convention on the Right of the Child are reflected in the professional ethics of teachers.

Kelly (2005: 88) supports his ideas with the ILO/UNESCO Recommendation concerning the Status of Teachers refers to codes of ethics (paragraph 73):

Codes of ethics or of conduct should be established by the teachers' organizations since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles. (UNESCO, 1996. P. 188)

In recent years, many teacher organizations have been involved in the discussions of ethics. This has also been the case at the world level where the World Congress in (2001) adopted the "*Education International Declaration on Professional Ethics*"

A central paragraph in the Declaration is paragraph 1a where it is said that education personnel shall: (*justify public trust and confidence and enhance the esteem in which the profession is held by providing quality education for all students*) (EI, 2001. P.48).

The EI Declaration indicates in its different paragraphs the commitment of education personnel towards the profession:

- (paragraph 1), the students
- (paragraph 2), their colleagues
- (paragraph 3), the management personnel
- (paragraph 4) and the parents
- (paragraph 5), the commitment to the community needs to have towards the teachers
- (paragraph 6), the commitment of teachers to respect children's' rights.

In the context of ethics, the researcher also adds (corruption) as another issue related to the professional ethics of teachers. There is a need to increase the awareness about corruption among teachers, head teachers, principals and other employees in the education sector. Teachers have to reflect on what could be regarded as a corrupt behavior and see that such behaviors are abandoned in the teaching profession.

In order to eliminate corruption there is a need to find measures to monitor critical processes and to make communication and administration in general more transparent.

2.3.3 Supporting Teachers to Achieve Quality Education

Quality education is not only a responsibility of the teachers. There must be a public responsibility to ensure all citizens the right to receive quality education. Such an important matter cannot be left to individuals, private companies or to the market. To create quality education it is necessary to establish a good practice and to meet demands at all levels (the classroom, the school/institution and the educational system in which classrooms and schools/institutions exist). It is not possible in the long

run to establish good teaching in the classroom if schools and the educational system as a whole are functioning badly. Even if individual teachers are able to establish good classroom practice in spite of badly functioning schools/institutions and non-supportive educational authorities, this can only last for short periods. There are many examples of teachers trying to do their best in spite of lack of support from local and national authorities. Such situations too often end with stress and the burn-out of the teachers. The question is: How can teachers be provided with the necessary moral and financial support?

In order to support teachers in their efforts to improve the quality of education, Cheng (1997: 76) claims that, governments and relevant education authorities must:

- provide education and professional development of high quality to the teachers.
- provide teachers and schools with the resources necessary to offer quality education.
- see that teachers have a salary comparable with other professions requiring the same level of qualifications and responsibility.
- ensure that teachers receive the moral recognition appropriate to their level of qualifications and responsibilities.

2.3.4 Teachers' Professional Development

The professional development of teachers is a key guarantee of quality education and must be linked to all phases of teacher education and educational research.

Comer (2006: 122) states that, in order to improve the education of teachers worldwide, education-authorities, governments and intergovernmental organizations must ensure that teachers receive a good initial teacher education at

university level to prepare them for their work as teachers. All teacher education must contain four components:

- a. methodology
- b. pedagogy
- c. practice
- d. curriculum areas

The presence of all four components is however essential to achieving a balance between general theory and the professionally oriented training.

In a large number of countries a considerable part of all teachers do not have any teacher education or a teacher education, which is far from sufficient. A large number of European countries are experiencing a situation of teacher shortage. The reasons for the shortage situation may vary between countries, but there seem to be certain similarities in several countries. The number of retiring teachers has grown in recent years and these numbers will be even higher in the coming years.

Fenner (2009: 70) indicates that, in many countries in Africa, Asia and Latin America a large number of new teachers is needed to expand the education system in order to provide for education for all. In Africa the problem to recruit new teachers is even more urgent due to the fact that the HIV/AIDS pandemic is effecting the teaching profession negatively. Large numbers of qualified teachers are expected to be victims of HIV/AIDS in the years to come and it will be necessary to find new teachers with sufficient qualifications in order to fill the gaps. Top priorities must be to see that a sufficient number of young persons get a high quality teacher education, to establish programs to up-grade all non-qualified teachers and to provide in-service training to all teachers on a regular basis.

The researcher agrees generally to what Mac Beath, J. mentions and concludes that, the best way to improve teacher quality depends on conditions in

each country. Luckily enough, Sudanese teachers don't suffer from HIV/AIDS pandemic. They are healthy but need much support to achieve quality.

To sum up, with close reference to the previous literature associated with the researcher past experience in teacher training, the researcher draws attention to the following ideas:

- a. development of teachers should support progress towards empirical learning instead of memorizing and rote learning as what happens in many schools.
- b. teacher education can not only be regarded as initial teacher education, it is also important that teachers receive in-service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching methods.
- c. to teach, is a life-long process of learning. Human knowledge is expanding, facts are changing and there is always a risk that the teacher will be stuck in old tracks repeating the same kind of instruction year after year. This is not a satisfying situation, either for the students or for the teachers. Classroom teachers must be given the support needed to seek for new methods, to test new methods and to identify new approaches.
- d. in-service training and professional development should be designed to support teachers in their exploration of new teaching methods. In-service training offered to teachers must be of a high quality. It is not acceptable that teachers are offered in-service training that merely means routine meetings and conferences. To guarantee a high standard, in-service training must be organized in cooperation with universities, colleges or other appropriate institutions specializing in higher and further education.

- e. educational research must be strengthened as an instrument for improving educational quality, and the results of such research should be communicated to teachers in a better way. In-service training could be one of the major ways to communicate such findings to the teachers.
- f. the link between classroom teaching and research is extremely important. It must be a link operating in two directions; information to the teachers about the latest findings in educational, pedagogical and psychological research and information to the researchers about the problems in teaching experienced by classroom teachers. Action research in joint projects between schools and universities might be one way to achieve this. To find different forums for the exchange of such views and experiences must be a challenge for all educational systems.
- g. strengthened pedagogical research based on these premises could be an important step in improving educational quality.
- h. there should be a variety of different kinds of in-service training offered to the teachers. Those who would like to improve their teaching methods must find suitable training as well as those who would like to get a deeper knowledge of their teaching subjects.
- i. there must also be possibilities for teachers to broaden their skills and knowledge in order to be qualified for teaching positions in other subjects or at other levels in the education system.
- j. the teacher should be given a large amount of freedom to choose the kind of training that he/she thinks is most appropriate.
- k. in-service training must be considered a fundamental right for teachers. If the importance of in-service training is to be properly recognized it cannot be left to the teacher to organize it in her/his free time.

- l. in-service training should be organized within working hours, with the possibility for the teacher to have reduced class contact hours while following a course. When teachers are asked to do in service training at the same time as they are supposed to give a full number of lessons the obvious risk is that they will not be able to do either in an appropriate way.
- m. to make a profession attractive it is essential to offer a good education to those who will work in the profession. The number of applicants to the teacher education is in itself a good way to measure the attractiveness of the profession. To achieve an attractive profession there ought to be more applicants for the initial education than places available. An education that prepares the teachers in an adequate way to do their future job in a competent manner will be attractive.
- n. to increase teachers' awareness about corruption, as discussed above, it is necessary to include issues related to how to fight corruption in teacher education. This means both in pre-service teacher education and in-service training. Those who are studying to become teachers have to be made aware of the problems related to corruption and how they can fight against it, but also those who are working as teachers need to be reminded and get support. In-service education should deal with anticorruption issues, sometimes as a specific topic, but perhaps in most cases as an integrated topic when other issues are dealt with.
- o. in a world where international relations and connections are getting more and more important and complex it is of crucial importance to make it possible for teachers to broaden their outlook and learn more about other countries through study visits and exchange programs.

2.3.5 Applying (TQA) in Foreign Language Teaching

2.3.5.1 Introduction

As a global language of the world, English language has advanced international awareness and cooperation in numerous domains. An increasing number of countries consider English language as an important skill set for successful international communication. And owing to its widespread adoption as a universal language, English language is used for a great variety of purposes.

So, considering the global spread of English language associated with the need of meeting the requirement of higher education, enhanced quality English language teaching becomes imperative in preparing Sudanese students to better equip themselves as a competitive workforce.

In this part of the research, the researcher will attempt to explore the guidelines and standards for quality in teaching English language.

Amaral (2005:13) states that, both, the guidelines and standards were first applied in seven European countries (UK, Spain, Austria, Germany, Sweden, Czech Republic, Estonia) and then generalized all over Europe and beyond.

2.3.5.1 Guidelines for Quality in Teaching English Language

The guidelines are ideas to inspire teachers of English language to reflect on quality in teaching. The existing quality management systems across Europe vary from monitoring learning satisfaction to the strict assessment of teachers and institutional performance

Dale et al. (1997: 66-74) explain that, there are roles and benefits of quality assurance for learners, teachers and the institutions (schools). The three groups work together to achieve a common target in the development of English language

learning. The roles and benefits of quality assurance are summarized in the following literature:

2.3.5.2 Roles of Quality Assurance

Roles of quality assurance include the roles of managers, teachers and learners.

2.3.5.2.1 The Role of Managers

It is the responsibility of managers to ensure that:

- a. they develop an holistic approach towards quality within the institution .
- b. effective quality systems are in place, are understood and followed and have an impact on quality.
- c. quality measurements are in place.
- d. all staff are involved in and fully informed about the on-going quality process.
- e. sufficient time and priority is given to implementing quality systems.
- f. they personally have the courage to implement the necessary changes.
- g. teachers have appropriate qualifications and social skills.
- h. teachers have the opportunity to take part in continuing professional development.
- i. they personally keep up to date with what is going on in the classroom and in the education world in general.
- j. the facilities and atmosphere are suitable for teaching and learning.
- k. there is a system which ensures that learners are put on the right course.
- l. the necessary resources are provided eg sufficient staff, equipment, materials.

- m. all the teachers feel part of the institution (including part-time, freelancers, etc.)
- n. all staff uphold the values of the institution.
- o. a high quality learning experience is provided in relation to fees paid by learners.
- p. they personally are approachable and open to suggestions from teachers and learners.

2.3.5.2.2 The Role of Teachers of English language

It is the responsibility of teachers of English language to ensure that they:

- a. negotiate and agree clear and realistic learning targets with the learners.
- b. plan lessons thoroughly to meet learners' needs and agreed targets.
- c. use appropriate resources and activities to inspire learners and help them to meet their individual needs and learning styles.
- d. create an enjoyable and motivating learning experience.
- e. transmit knowledge clearly and at an appropriate level for their learners.
- f. offer continuous feedback and encouragement to learners.
- g. monitor learners' progress regularly eg to make sure they are on the right course and/or learning at their individual pace.
- h. encourage learner autonomy and teach them how to learn.
- i. give information, advice and guidance about further learning opportunities.
- j. encourage feedback from learners, reflect on their own practice and remain open to change.
- k. give priority to taking part in continuing professional development and updating their professional skills.
- l. keep up to date with what is going on in their institution.
- m. uphold the values and the reputation of the institution.

- n. exploit the facilities to create the optimum atmosphere for teaching and learning.
- o. implement the CEFR and use the ELP wherever appropriate.
- p. understand and fully participate in implementing quality systems.
- q. give sufficient time and priority to implementing quality systems.

2.3.5.2.3 The Role of Learners of English Language

It is the responsibility of learners to ensure that they:

- a. take responsibility for their own learning, both inside and outside of the classroom.
- b. turn up regularly and on time for classes.
- c. show respect for the teacher and their fellow classmates.
- d. follow the required standards for classroom behavior.
- e. take part in setting their own goals and targets for learning.
- f. communicate their needs clearly.
- g. reflect on and monitor their own progress.
- h. contribute in class.
- i. offer constructive feedback.

2.3.6. Benefits of Quality Assurance

Benefits of quality assurance are specified to the learner, the teacher and the institution.

2.3.6.1 Benefits of Quality Assurance to the Learner

Quality assurance in English language learning:

- a. leads to a better learning experience.

- b. helps learners to have realistic expectations (via initial information, advice and guidance, initial assessment etc.).
- c. helps learners to understand their rights and responsibilities.
- d. can make learners think about how they learn.
- e. can encourage learners to become more involved and share the responsibility for the learning process.
- f. can make the learning process more transparent (e.g. by explaining aims and checking that they have been achieved).
- g. can help learners to feel more valued.
- h. should help them achieve better results.

2.3.6.2 Benefits of Quality Assurance to the Teacher

Quality assurance in English language teaching:

- a. helps teachers think about how they teach.
- b. helps teachers feel more valued (e.g. continuing professional development, feedback from lesson-observation).
- c. supports teachers with planning tools, e.g. schemes of work, lesson-plans,
- d. Assists teachers get feedback on how they are doing (e.g. from lesson-observation or from talking to their learners).
- e. helps teachers understand what is expected of them.
- f. involves teachers become more interested in their professional development.
- g. allows teachers share responsibility for the learning process with their learners and the institution.
- h. forces the teachers to reflect upon aims and learning-outcomes.

2.3.6.3 Benefits of Quality Assurance to the Institution

Quality assurance in the institutions of English language teaching:

- a. Develops a common understanding of what constitutes high quality teaching and learning in order to ensure that provision for all of the learners is of the same high quality.
- b. Ensures that the needs of learners, teachers, administrative and supporting staff and also, in some cases the needs of the community and employers, are met.
- c. Develops reputation of the institutions and make them more successful.
- d. Let institutions know more about their teachers and learners, and about the quality of the provision and what needs to be improved.

2.3.7 Quality of Foreign Language Teachers

2.3.7.1 Introduction

Today teaching is more concerned with facilitating and managing students' learning than explaining and giving information. Furthermore in learning foreign languages the student are the main actors as they develop their linguistic knowledge and skills as a result of their learning experience. In order to make the process productive teachers need to address the diverse needs of student creating a learning environment that reflects their individual abilities, skills and interests.

Teachers need new competences to meet the new challenges, among which might be the acquisition of reflective and research skills to be able to notice and study students' needs and develop appropriate teaching and learning strategies.

Teachers also need to engage in continuing professional development in order to be effective and reflective practitioners. That requires a qualified teacher.

2.3.7.2 Requirements of Quality

Brown et al. (1999: 18) emphasize that, foreign language teachers should have a high level of proficiency in foreign language, an understanding of the culture associated with the language, elementary certification, a background in language acquisition and foreign language teaching methods, and general knowledge of the secondary school curriculum in the different grade levels.

Bartolom (2002) reports the following:

The American Council on the Teaching of Foreign Languages (2011) recommends that experienced teachers be provided with ongoing professional development and new teachers be provided with mentoring services in order to advance their knowledge of language, culture, and instruction. A study conducted by researchers at the U.S. Department of Education identified seven model early foreign language programs across the country. One characteristic that was found to be critical to the success of all seven programs was the provision of ongoing professional development opportunities, including in-service workshops, demonstration lessons, participation in professional association conferences, and collaboration with other teachers.(p. 123)

The researcher thinks that foreign language teachers should be given enough time for their additional responsibilities, such as developing lessons and materials for the multiple grade levels. They teach to enable them interact with other classroom teachers, and to communicate with parents and community members.

2.3.7.3 Equipping the Teacher

According to the guidelines of quality in foreign language teaching, the Council of Europe (2014: 156), suggests that a teacher should have acquired:

- a. language proficiency in the language(s) they intend to teach.
- b. intercultural awareness and ways of developing experiences which involve exchanges and interaction between different cultural perspectives.
- c. language teaching methodologies, including classroom techniques and activities.
- d. knowledge and skills in how to apply various assessment procedures, techniques and ways of recording learners' progress.
- e. knowledge of methods of teaching to raise awareness of language learning strategies.
- f. an understanding of the nature and practice of independent language learning.

2.3.7.4 Initial Teacher Training

As new teachers face constantly challenges they should be aware of the importance of initial training. Therefore initial training has to be seen as an inseparable part of total quality assurance and should be integrated into the language policy of the institution.

Enwistle (2009: 27) Claims that, initial teacher training is the training required by the institution before offering teachers employment and the amount and content of initial training required can vary. Initial teacher training is essential for teachers who have no pedagogical background. In order to encourage teachers to attend training sessions, the institutions should:

- a. create a bonus system for teachers.
- b. provide food and a friendly, supportive atmosphere.
- c. provide suitable and flexible time-table for training sessions.

- d. provide follow ups of trainings where teachers give some feedback of approaches they have implemented.

2.3.8 The Tasks of an Inspector

Inspection should be seen as a collaborative activity with the aim of quality improvement. The inspector must possess knowledge and experience and so knows what to look for and where/how to find it.

Richard (2003: 77) suggests some items for judging quality assurance in inspecting foreign language teaching. The items are:

- a. planning and preparation
- b. clarity of aims - achievement of aims
- c. class management
- d. record-keeping
- e. clarity of stages
- f. variety of focus and variety of task
- g. checking learning
- h. material appropriate to the level
- i. learner involvement
- j. full coverage of all learners
- k. full range of skills
- l. quality of grammar explanation
- m. clear explanations
- n. attention to individuals
- o. use of resources
- p. effective and appropriate use of methods

2.3.9 Standards of Quality Assurance for Foreign Language Learning

Standards for foreign language learning are incorporated into instruction. A commonly accepted set of foreign language educational standards was developed in 1996 through the Foreign Language Resource Center at Iowa State University and the U.S. Department of Education (Iowa State University, 1997).

Kok (2004: 34) explains that, the standards used in conjunction with state and local standards and curriculum frameworks help educators plan lessons and determine reasonable expectations for students.

In the same trend, Kok (ibid: 38) indicates that, the Center for Applied Linguistics' nationwide survey of over 5,000 foreign language programs found that : the percentage of secondary school foreign language teachers incorporating national or state standards into their instruction, increased from 25% in (1997) to 76% in (2008).

The standards for foreign language learning are summarized as follows:

2.3.9.1 Communication is emphasized

The ultimate goal of foreign language programs is students' acquisition of the speaking skills needed to interact in the foreign language in real-life situations.

While grammar and vocabulary are essential tools for communication, they should be taught implicitly through the modeling of correct language usage and through tasks that provide relevant examples and visual support.

2.3. 9.2 Lessons are Planned Around a Theme

The curriculum should be organized around a broad subject that allows students to connect the language they are learning to meaningful content.

2.3. 9.3 Teachers Create a Student-Centered Classroom

Studies have found that learning is most meaningful when topics are relevant to students' lives and interests and when the students themselves are actively engaged in creating, understanding, and connecting to knowledge.

Tang (2007: 88) indicates that, researchers agree that lessons should be planned to include a wide range of culture-rich, age-appropriate activities, such as singing, rhyming, playing games, watching videos, and using the Internet. Teachers should guide learning as students work independently, in pairs, and in groups.

2.3. 9.4 Technology is Integrated into Instruction

Foreign language teachers are increasingly using technology to encourage interaction and collaboration with native speakers of other languages through email, Skype, and chat rooms. Technology also allows students to access authentic information and entertainment in the foreign language, such as television programs, movies, storybooks, computer games, and music videos.

2.3. 9.5 Consideration of Students' Individual Learning Styles

Foreign language teachers must take into account how young learners acquire language at different rates. While there are identifiable universal aspects of second language acquisition, there is also considerable variability in students' rates of learning and their ultimate level of achievement.

Crosby (1998: 109) states that researchers have found that instruction is more successful when it is differentiated to accommodate students' diverse learning styles. They suggest that lessons be divided into different segments that appeal to various learning styles; for example, videos for visual learners, class discussions for aural learners, and group activities for kinesthetic learners.

2.3. 9.6 Students are not Taught Through Rote Memorization

Foreign language teachers should engage students in activities, such as storytelling, that emphasize the gradual acquisition of language rather than the memorization of vocabulary and rules. They should also use a minimum of “listen and repeat after me” instruction. Students are more likely to become proficient in a foreign language when they learn through association, since it is impossible to memorize every word in a new language.

2.3. 9.7 The Use of Foreign Language in the Classroom

Benson (2007) states that, experts recommend that teachers and students use the foreign language in the classroom 90% to 100% of the time. If a student asks the meaning of a word in the foreign language, the teacher should use both gesture and description to explain the word, rather than reverting to English. The foreign language should be used for classroom management as well as for instruction.

2.3. 9.8 The Use of Foreign Language outside of the Classroom

Dale (2006) mentions that, studies have found that students demonstrate increased retention and enthusiasm for language learning when they hear the foreign language being spoken throughout the school and by more than just the foreign language teacher. Language fairs, competitions, and cultural events provide opportunities for students to use the foreign language outside of the classroom and serve to integrate the foreign language into students’ everyday lives. If the only input students receive is in the context of a limited number of weekly language lessons based on a course book, they are unlikely to achieve high levels of second language proficiency.

2.3. 9.9 Constructive Feedback

Littlewoods (2010) emphasizes that constructive feedback assists students and improves their ability to interact in the foreign language. Experts recommend that teachers provide students with a balance of positive and negative feedback, making sure that critical statements do not embarrass students or discourage them from participating in classroom activities.

2.3. 9. 10 Assessments

Binnie (1996), states that, experts recommend that frequent formative assessments be administered to provide teachers with precise data on students' strengths and weaknesses in specific areas of foreign language learning, such as vocabulary, letter-sound awareness, or syntactic understanding.

Researchers have concluded that ongoing formative assessments better inform instruction than formal, standards-based summative assessments. Examples of formative assessments include performance-based products, such as writing samples, multimedia presentations, oral interviews, essay assignments, and quizzes.

Previous Studies

2.4 Local, Regional and International Studies

The surveyed 20 previous studies are local, regional and international:

2.4.1 Local Studies

1. Ph.D. Thesis: (Impact of Quality Management Methodology in Higher Educational Institutions) presented by Abdul Wahab Nourein (2016), Karary University, Khartoum, Sudan

The purpose of this study is to determine the effect of total quality management in Sudanese universities. The results of the study are:

1. There is no clear application of (TQM) in the Sudanese universities.
2. The directors of the Sudanese universities do not show any conviction to the application of total quality management.

The study is relevant to this present research in that: the standards of total quality are not well aware of the Sudanese educational institutions, a problem which should be considered.

2. Ph.D. Thesis: (Challenges in Implementing Total Quality Management in Sudanese Higher Education Institutions) presented by Hatim Ramadan (2014), University of Technology, Malaysia

The purpose of this study is to enable better understanding of the challenges that face the Ministry of Higher Education and Scientific Research in Sudan in terms of quality assurance policies and strategies of implementation. Accordingly, the study has evaluated the existing status of total quality management in Sudanese Higher Education Institutions. The study concludes that: The years of experience among the staff members have the least impact on the Academic Quality Improvement as compared to other tested factors. The present research benefits from the reviewed study in generalizing the remedial reforms over the Sudanese secondary schools.

3. ELT Research Paper: (Applying the National Standards of Quality Assurance in Higher Education in Sudan) by Alfatih Elfaki (2017), the Arab Journal, Vol, 10, No. 30, University of Technology-Yemen.

The aim of this study is to clarify the importance of having national standards of quality assurance to achieve quality in the Sudanese universities. Through adopting the descriptive analytical method, the study reveals that: There is not enough familiarity with the national quality assurance standards in the Sudanese universities.

This paper is relevant to the present research as it seeks for applying the standards of quality assurance to achieve quality, but in the Sudanese universities rather than the Sudanese secondary schools.

2.4.2 Regional Studies

4. Ph.D. Thesis: (Assessment of Implementation of Total Quality Management in Kenyan Primary Schools) by Joseph Mukolwe (2017), University of Science and Technology, Kenya.

The purpose of this study is to assess the extent of implementation of TQM and examine its impact on pupils' academic achievement in primary schools in Kenya. The findings revealed that: There was a positive and significant relationship between academic achievement and the application of TQM.

This research is relevant to the present research in terms of its variables. The differences can be seen in primary vs. secondary levels, besides the focus on English language in the present research.

5. M.ED. Thesis: (Teacher Quality and Student Achievement at Secondary Stage in Mogadishu Somalia) presented by Mohammed M. Abed Allah (2015), Simad University, Somalia.

The purpose of this study is to find out the relationship between teacher quality and student achievement at secondary stage in Mogadishu. This study

delimited three indicators of teacher quality: academic qualification, in-service trainings, and teacher experience. The study concludes that: There is a significant relationship between teacher quality and student achievements at secondary stage in Mogadishu

This study is relevant to the present research in indicators of teacher quality. These indicators are of high importance for applying the standards of TQA in the Sudanese secondary schools.

6. Ph.D. Thesis: (Measures of Classroom Quality in Foreign Language Learning) presented by: Lais Ilo (2012), Bayro University. Kano, Nigeria.

The purpose of this study is to examine the quality of foreign language learning among 14-18 year-olds, with reference to the infrastructure and design, classroom environments and teachers' interactions with students. The findings of this study show that, the educational policies, programs qualities and professional development efforts are not working together to improve teaching quality of foreign language learning. The researcher marks this study as relevant to his study whether in the topic it tackles or in the environment where it was conducted. So, collaborative efforts are needed in the implementation of (TQA) in foreign language learning conducted in the Sudanese secondary schools.

7. Research paper: (The practice of geography teachers to effective teaching in the light standard –based TQM) by Salman, S. (2009), University of Al-Mustansiriya, Malaysia

This study aims to investigate the application of Total Quality Management in teaching of geography in the intermediate schools/ Irag. The researcher used the Descriptive Approach and surveyed 200 geography teachers in intermediate schools of Al-Karkh in Baghdad. The result of the study indicated that the

principles of effective teaching in the light of standards - based TQM are very important in teaching geography.

This study is relevant to the present research in applying the standards of TQA in education but differs in its focus on geography. The study shows that TQA is applied in Iraq more than its application in Sudan.

8. M. Ed. Thesis: (Effectiveness of Total Quality Management in the English language Community), Zahir Radi (2016), Cairo

The purpose of this study is to determine the extent to which the principles of TQM are applied in TESOL educational institutions in Cairo as perceived by TESOL teachers. The researcher used quantitative and qualitative data. A quantitative questionnaire was administered and qualitative in-depth interviews were conducted with 50 TESOL teachers. The empirical results showed that TESOL teachers are not involved in the principles of TQM and that only four TQM principles out of nine principles are applied in TESOL educational institutions.

This study is relevant to the researcher's study as it is about enhancing learning through the principles of TQM, and that is not achieved as required. It is the same case in Sudan as resulted in the present study.

9. M.ED. Thesis: (Total Quality Management In Efl Education), presented by Zeena Ali dawood (2013), university of Baghdad, Iraq

The purpose of this study is to identify the extent of the EFL teachers' implementation of total quality management (TQM) principles through teaching English as a foreign language in Iraqi secondary schools. The researcher used the Descriptive Approach and the questionnaire for data collection. The results show

that EFL teachers need a comprehensive training to implement TQM principles in the secondary schools in Iraq.

This study is relevant to researcher's study in its top target: developing teaching through the implementation of (TQA) in teaching.

10. M.ED. Thesis :(Integrated Quality Management System for Universities), by Akhtar, N.A (2000), Punjab University, India

Akhtar et al. (2000)

The purpose of this study is to investigate the integration of Total Quality Management in Punjab University System. The researcher used the Descriptive Approach and surveyed 400 students of Punjab University, in the department of management. The main finding is that: Punjab University is willing to participate in the implementation of TQM, but first need serious development in different areas, especially concerning management and material resources. This study is relevant to the present research in applying the standards of TQA in education.

2.4.3 International Studies

11. Ph.D. Thesis: (Total Quality Management and School Restructuring) presented by L. David Weller (2004), University of Georgia, USA. (PhD)

This study claims that school restructuring efforts in the USA have failed in the past because no clear conceptual model or delivery system existed which allowed for unified implementation of restructuring. After examining the situation in the schools of Georgia State, the research states that, Georgia State has become one of the states turning TQM as a conceptual model for reform. This study describes the TQM initiative in Georgia's public schools, as reform in education. This study is relevant to researcher's study in its general scope of the

implementation of (TQA) in education and that contributes to adopting (TQA) theory and practice in foreign language learning.

12. Ph.D. Thesis: (Using Quality Assurance Procedures to Create an Educational Environment for Foreign Language Learning) presented by: Yulia Paven (2010), Charles University, Prague.

This study aims at assessing the quality of the educational environment and its impact on foreign language learning. The most important result is: Quality improvement of the educational environment motivates students in language learning. This study adds further dimensions to the researcher's study, represented in the positive impact of the rich environment on foreign language learning.

13. Ph.D. Thesis: (Total Quality Management in Education) presented by Twana S. (2008), Los Angeles University, USA

The argument of this study is that: many countries attempt to apply the same concepts and methods or setting of Total Quality management to improve the Educational systems. The main question of the study is how different education systems can compare their quality by using the same indicators and tools? The most important result is that: The principles of Education in different countries are already based on different languages, programs, cultures and society customs. However the same or common principles be applied to different educational system cannot expect the same quality out comes. This study implies that each country has to develop its own tools and indicators to the implementation of (TQA) in education or in foreign language learning. The study then encourages Sudanese experts to apply (TQA) with close reference to the situation in Sudan.

14. Ph.D. Thesis: (The Path to Quality English Teacher Education) presented by Hazri Jamil (2014), University Saints Malaysia

This study was executed to explore whether the embedding of TQM core principles can lead to enhance the determinants of quality of the English language teacher education programs delivered at Malaysian public higher institutions. The findings of the study disclose that Training and Development represent the most critical quality core principles in producing quality programs followed by top management commitment.

This study is relevant to the researcher's study as it is about enhancing foreign language learning. The only difference is that: this study was conducted in higher level institutions whereas the researcher's study is concerned with the secondary level. But, its findings can be adapted to the Sudanese secondary schools.

15. Ph.D. Thesis: (Quality of Programs Assigned for Teachers of English Language) presented by Jinan Hatem Issa (2012), Malaysia University

The purpose of this study is to investigate the quality of programs assigned for teachers of English language. The question of this study: Are TQM core principles significant predictors to quality English language teacher education? The major finding of the study can be summarized in the fact that the effective implementation of TQM core principles inevitably leads to produce quality English language teacher education programs. This study is relevant to researcher's study as they are both on the same issue but from different perspective. Training of teachers contributes positively to the development of foreign language teaching.

16. ELT Research Paper: (The Concept of Quality in English Language Teacher Education) presented by Ron White (2011), Oxford Journals. ELT Journal, Volume 52, Issue 2.

This paper claims that, the concept of quality, although much discussed in commerce and in mainstream education, has received little attention in the ELT literature, least of all in teacher education. The paper made some analysis on the diversity of interests and stakeholders involved in English language teacher education, and the range of definitions of teaching. The paper comes out with the following important idea: It is especially important for all parties concerned to clarify their educational positions as a basis for defining objectives and for establishing the criteria by which quality is to be judged. The researcher assumes that the conclusion of this paper will have a positive impact on the quality of teacher-training in Sudan.

17. M.ED. (Total Quality Management Practices in Turkish Primary Schools), presented by Toremén, F. (2009), Journal of Quality Assurance in Education, 17, (1), 30-44.

The purpose of this study is to determine the extent of Total Quality Management Practices in Turkish Primary Schools. The researcher used the Descriptive Approach and administered a questionnaire on 220 science teachers working in the primary schools. The result revealed the need for an effective change management, educating staff and utilizing human resources to attain a system-wide quality improvement, to implement the principles of TQM. This study is relevant to the present study in its general scope of applying the principles of TQM in teaching. It differs in the educational level and the subject on focus.

18. M.ED. in ELT Thesis: (Evaluation of Foreign Language Teacher- Education Programs) presented by Matthew Peacock (2006), City University of Hong Kong.

This study presents a new procedure based on (TQA) principles for the evaluation of EFL teacher-training programs in Hong Kong. The procedure focuses on the strengths and weaknesses of the programs and how far they meet the needs of students. The findings show that, the new procedure which is based on (TQA) principles, has much strength, including the teaching of pedagogic skills and promoting reflection and self-evaluation beside increasing the amount of teaching practice. The researcher ensures that the procedure can be useful the Sudanese-educational context.

19. Ph.D. Thesis: (Understanding Teachers' Written Feedback Practices in Hong Kong Secondary Classrooms) presented by Ho Tim (2007), Faculty of Education, The Chinese University of Hong Kong, Hong Kong, China.

This study claims that, there is less published research about how school teachers in EFL contexts respond to student writing. So, the study serves to fill the mentioned gap by examining the written feedback provided by (26) Hong Kong secondary English teachers to (174) student texts. It is concluded that teachers' feedback practices are influenced by contextual factors including teachers' beliefs, values, and socio-political issues pertaining to power and teacher autonomy. The study recommends adopting the (TQA) principles to improve the educational situation of EFL context in Hong Kong and this recommendation can be generalized to further countries such as Sudan and others.

20. M.A. Thesis: (Secondary School Teachers' Perceptions about Character Education) presented by Melek Demirel (2008), Liverpool University. UK.

The aim of this study is to determine the perceptions of secondary school teachers about character education. The findings revealed that secondary school teachers defined the character education as moral values necessary to be taught to individuals and behaviors for their personality development. The study claims that (TQA) is one of the assumed tools that participate in character-building when treating the student as a customer. In this sense, the customer has a right to choose and so an independent character is built. However, this study adds further positive dimensions to the researcher's study.

2.3.11 Summing Up

2.3.11.1 Conclusion of Concepts

The concept of quality assurance is not a new one, but the range of the terminology and methodologies which are now used to for its implementation are relatively recent. There are a great number of different perceptions of what is meant by quality in education. Varying definitions have been suggested, but it has not been possible to reach consensus.

Maguad (1999: 164) mentions that, the most widely accepted criterion of quality in education is probably “fitness for purpose”. According to this concept quality is gauged in terms of whether or not a product or service meets its stated purpose or purposes. On the other hand, Quality is defined by first identifying the people who use or benefit from the products and services being offered. These customers are then asked of their requirements and their expectations. Then the providers apply their expertise to transform the desires being expressed into a product or service that meets if not exceeds their expectations.

Scheele (2000: 15) starts with the question: But who are then the customers of education? Educational customers may be classified as either internal or

external. Internal customers include students and teachers. External customers are parents, higher-level institutions, church constituencies, employers, the government, and the community/society at large. Each of these has certain requirements and expectations, which must be taken into account by the educational institution.

Johnson (1999: 25) starts with another question:: what is the purpose of education? Then the different approaches to quality reflect different conceptions of education itself. That is, quality can be examined from at least three different perspectives.

- a. it can be examined by fact, that is, in terms of whether the product or service meets the specified requirements.
- b. can be examined in terms of whether the process and system produce the product or service as intended.

Clifford (1999, 63) summarizes the case saying: *TQA is a process that promotes bringing the right people together in teams where the boundaries between organizations have been eliminated and where the participants on the teams have been empowered to make changes*

Now, and based upon all previously presented literature, a quality teacher of English language is the chief driving force capable of making changes and transformation.

Robert (1998) refers to four determinants of quality education system as (capital), they are: (intellectual / financial / spiritual / social)

Therefore, English language teachers represent the driving force capable of making the educational process a success when commencing their teaching journey. In point of fact, research about English language teacher, education is

important in itself especially after today's world has entered into the globalization era, including education like all the other aspects of life, and the migration phenomena, of learners whether from communities or countries to others, which offer sufficient reasons for the educationists' concerns.

Accordingly, this study attempts to explore whether the embedding of TQA core principles have been involved in the Sudanese educational context, in terms of English language teaching in the secondary level.

2.3.11.1 Chapter Summary

This chapter tackles the theoretical background of involving TQA core principles in English language teaching in the secondary level. That is presented through five main topics: the writing skill, the total quality, the application of total quality in Education, the application of total quality in foreign language teaching and previous studies relevant to this study.

CHAPTER (THREE)

Research Methodology

3.0 Introduction

The focus of this chapter is to outline the methodology of the study used for investigating the application of total quality core guidelines in English language teaching.

It sheds light on: research approach, research population research sample, research data, questionnaires for teachers', administrators' and inspectors' opinions), establishing validity and reliability in the questionnaires, initial steps for developing valid and reliable questionnaires and data analysis.

3.1 Research Approach

The research is conducted according to the Descriptive Approach and accordingly:

- a. Three questionnaires will be administered as tools for data collection (Triangular Tool).
- b. The software program SPSS will be used for statistical treatment of data.

3.2 Research Population

Research population consists of (155) respondents as follows:

- a. (90) teachers of English language
- b. (50) school-administrators
- c. (15) inspectors of English language

The teachers and school-administrators work in (50) secondary schools in Althawrat Locality/ Omdurman/ Khartoum State/ Sudan. The inspectors work in the Education Office of the concerned locality.

3.3 Research Sample

Out of the total number of research population, research sample consists of random choice of (100) respondents as follows:

- a. (60) teachers of English language
- b. (30) school-administrators
- c. (10) inspectors of English language

3.4 Research Data

Research Data consists of three questionnaires described as follows:

3.4.1 First Questionnaire (for Teachers' Opinions)

This questionnaire is oriented to the teachers of English language. It consists of two parts: part (one) covers some personal information whereas part (two) covers information about:

- a. The role of the institution (school) in the application of total quality in foreign language teaching.
- b. The role of the inspectors of English language in the application of total quality in foreign language teaching.

3.4.2 Second Questionnaire (for Inspectors' Opinions)

This questionnaire is oriented to the inspectors of English language. It consists of two parts: part (one) covers some personal information whereas part (two) covers information about:

- a. The role of the institution (school) in the application of total quality in foreign language teaching.

- b. The role of English language teachers in the application of total quality in foreign language teaching.

3.4.3 Third Questionnaire (for Administrators' Opinions)

This questionnaire is oriented to the Principals of schools. It consists of two parts: part (one) covers some personal information whereas part (two) covers information about:

- a. The role of English language teachers in the application of total quality in foreign language teaching.
- b. The role of English language inspectors in the application of total quality in foreign language teaching.

3.5 Establishing the Validity and Reliability of the Questionnaires

Norland (1990: 28) emphasizes that, validity refers to how well the results of a study measure what they are intended to measure. Reliability means consistent results over time.

To establish validity and reliability in a broad sense, researchers have to consider the following ideal requisites of a questionnaire:

- a. Should be clear and easy to understand
- b. Layout is easy to read and pleasant to eye
- c. Sequence of questions are easy to follow
- d. Should be developed in an interactive style
- e. Sensitive questions must be worded exactly
- f. The terminologies of research measuring should be clear
- g. Should be of a reasonable size

3.5.1 Establishing Validity

To achieve questionnaire-validation, there have to be consideration to the following question as Groves, R. M., (1987: 66) mentions:

1. Is the questionnaire valid?

(In other words, is the questionnaire measuring what it intended to measure?)

2. Does it represent the content?
3. Is it appropriate for the sample/population?
4. Is the questionnaire comprehensive enough to collect all the information needed to address the purpose and goals of the study?
5. Does the instrument look like a questionnaire?

Radhakrishna. et al (2003: 15) mentions the following types of validity as of high importance to questionnaire-designing:

3.5.1.1 Face Validity

Face validity simply addresses whether a measuring instrument looks/ valid. Therefore, questionnaire-layouts, formats, questions ordering, font sizes and style clarity of wording feasibility have all been carefully crafted.

3.5.1.2 Content Validity

Content validity is the extent to which the questionnaires contain representative samples that cover the full range of applying total quality in foreign language teaching.

To establish content validity of the questionnaires, three experts in the field will be consulted to assess and approve them before distributing them to research sample.

3.5.1.3 Concurrent validity

Concurrent validity is concerned with estimating present performance. The questionnaires have been designed for present day performance on the application of total quality in foreign language teaching, neither for past years, nor for future ones.

3.5.1.4 Construct Validity

Construct validity measures how well the questions yield data that measure the application of total quality in foreign language teaching. To achieve it earlier, the researcher initially examined the interrelationship among the items concerned with the application of total quality in foreign language teaching. Various items are gathered into common factors. Common factors are synthesized into fewer factors to be measured. Unrelated items will be eliminated after piloting and experts' views after assessment.

3.5.1.5 Expert Validation

The questionnaire of this research was submitted to two professional experts (judges) to confirm its validity. The letter to the experts was accompanied by necessary data to reflect some views on the research topic. Finally, the questionnaire validity was approved by:

1. Dr. Dya Aldeen Muhammed Alhassan, Sudan University of Science and Technology

2. Dr. Alshaffa Hassan Abed Algadir, Sudan University of Science and Technology

3.5.2 Establishing Reliability

Esposito, (2002: 35) states that: reliability is the degree to which an assessment tool produces stable and consistent results. There are many types of reliability; however, this research is concerned with only one type: test-retest reliability which is a measure of reliability obtained by administering the same test twice over a period of time to a group of individuals. The scores from Time 1 and Time 2 can then be correlated in order to evaluate the test for stability.

Accordingly, the three questionnaires will be administered initially to (20) respondents as piloting testing but the respondents are not included within the research-sample. The aim of that is to refine and minimize measurement errors as much as possible. Finally, three experts will assess and approve the three questionnaires to be ready for research-sample.

3.6 Initial Steps for Developing Valid and Reliable Questionnaires

With reference to the aforementioned literature, the researcher has initially:

- a. Assigned the gap of research problem after thorough understanding through literature review and previous studies.
- b. Examined the questions, objectives and hypothesis of the study to relate and link them to questionnaire-contents.
- c. Outlined questions/ statements to measure: knowledge, attitudes, perceptions and facts about the application of total quality in foreign language teaching.
- d. Selected appropriate scales of measurement: a nominal scale with three options (yes, no, not sure) and an interval/ratio scales (strongly agree to strongly disagree).

- e. Considered questionnaire-layouts, formats, questions ordering and font sizes.
- f. Selected the respondents (sample vs. population).
- g. Determined (20) respondents for piloting, not included within the research-sample.
- h. Considered questionnaire-layouts, formats, questions ordering and font sizes.

The three questionnaires constitute a measuring triangular tool as recommended for assessing total quality in foreign language teaching.

2. 7 Results of Initial Reliability-Piloting

The three questionnaires were distributed for piloting in terms of test – retest convention. (20) Respondents responded to the questionnaires at the outset of February 2017, and again towards the end of the same month. The mentioned number includes:

- a. (10) teachers
- b. (5) inspectors
- c. (5) administrators

The results are as follows:

2. 7.1 Results of Reliability-Piloting (Teachers' Questionnaire)

2. 7.1.1 Teachers' Opinions on the Institution (School)

The following table reflects the numbers of choices in the first piloting.

(Key of scales)

Scales	Strongly Agree	Agree	Disagree	Strongly Disagree
Abbreviation	SA	A	D	SD

Table (1) Teachers' Opinions on the Institution / First Piloting

S	Statements	SA	A	D	SD
1	An attitude towards quality is evident in the school		1	9	
2	There is quality system in the school				10
3	There are quality measurements in the school				10
4	There is suitable atmosphere for teaching		8	2	
5	Facilities are sufficient for teaching			8	2
6	Time-table is suitable and flexible		9	1	
7	The school is open to suggestions from teachers		2	7	1
8	The school has a bonus system for teachers				10
9	The school provides free meals to teachers				10
10	The schools has future visions to develop language				10

Table (2) Teachers' Opinions on the Institution / Second Piloting

S	Statements	SA	A	D	SD
1	An attitude towards quality is evident in the school		1	9	
2	There is quality system in the school			1	9
3	There are quality measurements in the school			1	9
4	There is suitable atmosphere for teaching		9	1	
5	Facilities are sufficient for teaching			7	3
6	Time-table is suitable and flexible		9	1	

7	The school is open to suggestions from teachers		2	6	2
8	The school has a bonus system for teachers				10
9	The school provides free meals to teachers				10
10	The schools have future visions to develop language			1	9

The number of the participants is (10). The re-test of the questionnaire was administered after three weeks. The researcher used the SPSS program to analyze the results. The reliability of the questionnaire was computed and proved to be reliable at (0.98). Therefore the questionnaire is reliable. The correlation between test and re test has been calculated by using the following formula.

$$R_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Table (3) Questionnaire-Reliability of Teachers' Opinions on the Institution

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
b_av	10	10.00	36.00	215.00	21.5000
bb_av	10	14.00	36.00	220.00	22.0000
bx.bbxx	10	140.00	1296.00	5114.00	511.4000
Valid N (listwise)	10				

$$R_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{10 * 5114 - (215)(220)}{\sqrt{(10 * 5053 - 46225)(10 * 5192 - 48400)}} = 0.98$$

* Reliability= 0.98

2.7.1.2 Opinions on Inspection of English Language Teaching

(Key of scales)

Scales	Yes	No	Not sure
Abbreviation	Y	N	NS

Table (4) Teachers' Opinions on the Inspection / First Piloting

S	Statements	Y	N	NS
1	There are regular tours of inspection	7		3
2	Inspectors encourage teachers for quality in teaching		9	1
3	Inspectors explain the elements of quality in teaching		10	
4	Inspectors offer valuable advices in teaching	6	4	
5	Inspectors are open to teachers' feedbacks	2	7	1
6	Inspectors help in teacher-training		1	9
7	Inspectors provide teachers with what's new in teaching	1	7	2
8	Inspectors satisfy only with evaluation	9		1
9	Inspectors' visits are associated with trouble	4		6
10	Inspectors criticize more than advice	8	1	1

Table (5) Teachers' Opinions on the Inspection / Second Piloting

S	Statements	Y	N	NS
1	There are regular tours of inspection	7		3
2	Inspectors encourage teachers for quality in teaching		8	2
3	Inspectors explain the elements of quality in teaching		10	
4	Inspectors offer valuable advices in teaching	5	5	

5	Inspectors are open to teachers' feedbacks	2	8	
6	Inspectors help in teacher-training		1	9
7	Inspectors provide teachers with what's new in teaching	1	6	3
8	Inspectors satisfy only with evaluation	8	2	
9	Inspectors' visits are associated with trouble	3		7
10	Inspectors criticize more than advice	8		2

The number of the participants is (10). After calculating the correlation between the two tests, the reliability of the questionnaire is proved to be reliable at (0.91).

Table (6) Questionnaire-Reliability of Teachers' Opinions on the Inspection

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
c_av	10	11.00	20.00	160.00	16.0000
cc_av	10	12.00	20.00	161.00	16.1000
cx.ccx	10	144.00	400.00	2633.00	263.3000
xc.xc	10	121.00	400.00	2642.00	264.2000
xcc.xcc	10	144.00	400.00	2639.00	263.9000
Valid N (listwise)	10				

$$R_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{10 * 2633 - (160)(161)}{\sqrt{(10 * 2642 - 25600)(10 * 2639 - 25921)}} = 0.91$$

* Reliability= 0.91

Final results: Both teachers' questionnaires are reliable.

2.7.2 Results of Reliability-Piloting (Inspectors' Questionnaire)

2.7.2.1 Inspectors' Opinions on Institutions (Schools)

(Key)

Scales	Strongly Agree	Agree	Disagree	Strongly Disagree
Abbreviation	SA	A	D	SD

* * *

Table (7) Inspectors' Opinions on Institutions / First Piloting

S	Statements	SA	A	D	SD
1	Attitude towards quality are evident in the schools			4	1
2	There are quality systems in the schools			5	
3	There are quality measurements in the schools			5	
4	Schools enjoy suitable atmospheres for teaching		4	1	
5	Facilities are sufficient for teaching		3	2	
6	Time-tables are suitable and flexible			5	
7	schools are open to suggestions from teachers		3	2	
8	Schools have bonus systems for teachers				5
9	Schools provide free meals to teachers				5
10	Schools have future visions to develop language		1	3	1

Table (8) Inspectors' Opinions on Institutions / Second Piloting

S	Statements	SA	A	D	SD
1	Attitude towards quality are evident in the schools			3	2

2	There are quality systems in the schools			5	
3	There are quality measurements in the schools			5	
4	Schools enjoy suitable atmospheres for teaching		4	1	
5	Facilities are sufficient for teaching		3		2
6	Time-tables are suitable and flexible		2	2	1
7	schools are open to suggestions from teachers		3	1	1
8	Schools have bonus systems for teachers				5
9	Schools provide free meals to teachers				5
10	Schools have future visions to develop language			4	1

The number of the participants is (5). The re-test of the questionnaire was administered after three weeks. The researcher used the SPSS program to analyze the results. The reliability of the questionnaire was computed and proved to be reliable at (0.94). Therefore the questionnaire is reliable. The correlation between test and re test has been calculated by using the following formula.

Table (9) Questionnaire-Reliability of Inspectors' Opinions on Institutions

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
b_av	5	5.00	14.00	44.00	8.8000
bb_av	5	5.00	14.00	44.00	8.8000
xb.xbb	5	25.00	196.00	464.00	92.8000
xb.xb	5	25.00	196.00	464.00	92.8000
xbb.xbb	5	25.00	196.00	464.00	92.8000
Valid N (listwise)	5				

$$R_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{5 * 203 - (30)(32)}{\sqrt{(5 * 203 - 961)(5 * 203 - 961)}} = \frac{51}{54} = 0.94$$

* Reliability= 0.94

2.7.2.2 Inspectors' Opinions on English Language Teachers

(Key)

Scales	Strongly Agree	Agree	Disagree	Strongly Disagree
<i>Abbreviation</i>	SA	A	D	SD

Table (10) Questionnaire-Reliability of Inspectors' Opinions on English Language Teachers / First Piloting

S	Statements	SA	A	D	SD
1	Teachers plan and prepare lessons		4	1	
2	Teachers have clarity and achievement of aims		3	2	
3	Teachers are aware of quality teaching			5	
4	Teachers are trained in quality teaching			5	
5	Teachers use modern teaching aids		2	3	
6	Teachers devote much time to students' work			3	2
7	Teachers don't use the mother tongue in classes			5	
8	Teachers regularly assess students' learning		3	2	
9	Teachers encourage outdoor language-activities		1	3	1
10	Teachers are open-minded to advices	1	2	2	

Table (11) Questionnaire-Reliability of Inspectors' Opinions on English Language Teachers / Second Piloting

S	Statements	SA	A	D	SD
1	Teachers plan and prepare lessons		4	1	
2	Teachers have clarity and achievement of aims		2	3	
3	Teachers are aware of quality teaching			4	1
4	Teachers are trained in quality teaching			4	1
5	Teachers use modern teaching aids		2	3	
6	Teachers devote much time to students' work		1	3	1
7	Teachers don't use the mother tongue in classes			5	
8	Teachers regularly assess students' learning		3	2	
9	Teachers encourage outdoor language-activities		1	4	
10	Teachers are open-minded to advices	1	2	1	1

The number of the participants is (5). After calculating the correlation between the two tests, the reliability of the questionnaire is proved to be reliable at (0.91).

Table (12) Questionnaire-Reliability of Inspectors' Opinions on English Language Teachers

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
c_av	5	5.00	8.00	31.00	6.2000
cc_av	5	5.00	8.00	31.00	6.2000
x.c.y.c	5	25.00	64.00	203.00	40.6000
c.c	5	25.00	64.00	203.00	40.6000
cc.cc	5	25.00	64.00	203.00	40.6000
Valid N (listwise)	5				

$$R_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

R xy =

$$r = \frac{5 * 203 - (30)(32)}{\sqrt{(5 * 200 - 961)(5 * 203 - 961)}} = \frac{48}{55} = 0.87$$

* Reliability= 0.87

Final results: Both inspectors' questionnaires are reliable.

2.7.3 Results of Reliability-Piloting (Administrators' Questionnaire)

2.7.3.1 Opinions on English Language Teachers in the School

(Key)

Scales	Strongly Agree	Agree	Disagree	Strongly Disagree
<i>Abbreviation</i>	SA	A	D	SD

Table (13) Questionnaire-Reliability of Administrators' Opinions on English Language Teachers / First Piloting

S	Statements	SA	A	D	SD
1	Teachers plan and prepare lessons		5		
2	Teachers have clarity and achievement of aims		3	2	
3	Teachers are aware of quality teaching			5	
4	Teachers are trained in quality teaching			5	
5	Teachers use modern teaching aids		3	2	
6	Teachers devote much time to students' work		3	2	
7	Teachers don't use the mother tongue in classes			5	

8	Teachers regularly assess students' learning		3	2	
9	Teachers encourage outdoor language-activities		2	2	1
10	Teachers are open-minded to advices	1	4		

Table (14) Questionnaire-Reliability of Administrators' Opinions on English Language Teachers / Second Piloting

S	Statements	SA	A	D	SD
1	Teachers plan and prepare lessons		5		
2	Teachers have clarity and achievement of aims		2	3	
3	Teachers are aware of quality teaching			5	
4	Teachers are trained in quality teaching		1	4	
5	Teachers use modern teaching aids		2	3	
6	Teachers devote much time to students' work		3	2	
7	Teachers don't use the mother tongue in classes			5	
8	Teachers regularly assess students' learning	1	3	1	
9	Teachers encourage outdoor language-activities	1	2	2	
10	Teachers are open-minded to advices		4	1	

Table (15) Questionnaire-Reliability of Administrators' Opinions on English Language Teachers

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
b_av	5	6.00	11.00	44.00	8.8000
bb_av	5	6.00	9.00	42.00	8.4000
xb.yb	5	36.00	99.00	378.00	75.6000
b.b	5	36.00	121.00	400.00	80.0000
bb.bb	5	36.00	81.00	360.00	72.0000
Valid N (listwise)	5				

$$R_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{5 * 378 - (44)(42)}{\sqrt{(5 * 160000 - 1936)(5 * 129600 - 1764)}} = 0.87$$

The number of the participants is (5). After calculating the correlation between the two tests, the reliability of the questionnaire is proved to be reliable at (0.87)

* Reliability = 0.87

2.7.3.2 Administrators' Opinions on Inspection of English Language Teaching

(Key)

Scales	Yes	No	Not sure
Abbreviation	Y	N	NS

Table (16) Questionnaire-Reliability of Administrators' Opinions on Inspection of English Language Teaching / First Piloting

S	Statements	Y	N	NS
1	There are regular tours of inspection		4	1
2	Inspectors encourage teachers for quality in teaching		5	
3	Inspectors explain the elements of quality in teaching		5	
4	Inspectors offer valuable advices in teaching	5		

5	Inspectors are open to teachers' feedbacks	3	2	
6	Inspectors help in teacher-training		4	1
7	Inspectors provide teachers with what's new in teaching	2	3	
8	Inspectors satisfy only with evaluation	4	1	
9	Inspectors' visits are associated with trouble		2	3
10	Inspectors criticize more than advice	2	2	1

Table (17) Questionnaire-Reliability of Administrators' Opinions on Inspection of English Language Teaching / Second Piloting

S	Statements	Y	N	NS
1	There are regular tours of inspection		3	2
2	Inspectors encourage teachers for quality in teaching		5	
3	Inspectors explain the elements of quality in teaching		5	
4	Inspectors offer valuable advices in teaching	4	1	
5	Inspectors are open to teachers' feedbacks	3	1	1
6	Inspectors help in teacher-training		3	2
7	Inspectors provide teachers with what's new in teaching	2	2	1
8	Inspectors satisfy only with evaluation	3	1	1
9	Inspectors' visits are associated with trouble	1	2	2
10	Inspectors criticize more than advice	1	3	1

Table (18) Questionnaire-Reliability of Administrators' Opinions on Inspection of English Language Teaching

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
c_av	5	5.00	8.00	31.00	6.2000
cc_av	5	5.00	8.00	31.00	6.2000
x.c.y.c	5	25.00	64.00	203.00	40.6000
c.c	5	25.00	64.00	203.00	40.6000
cc.c.c	5	25.00	64.00	203.00	40.6000
Valid N (listwise)	5				

$$R_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{5 * 203 - (35)(31)}{\sqrt{(5 * 203 - 961)(5 * 203 - 961)}} = 0.88$$

The number of the participants is (5). After calculating the correlation between the two tests, the reliability of the questionnaire is proved to be reliable at (0.88)

* Reliability = 0.88

Final results: Both administrators' questionnaires are reliable.

3.8 Data Analysis

Research data will be statistically treated by the software program SPSS (Statistical Package for the Social Sciences). The treatments include: data classification and presentation, tabular presentation, frequency distribution tables, graphic presentation, (ANOVA) analysis of variance and other required treatments.

CHAPTER (FOUR)

Data Analysis & Discussion

4.1 Introduction

This chapter is concerned with data analysis and discussion. Both: analysis and discussion are based on the obtained data after being statistically tackled. Through analysis and discussion the researcher intends to give answers for research main and sub-questions so as to reflect the findings in a scientific way. Research questions are:

4.1.1 Research Questions

* Main Question: Is there a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance and the English language teaching in the Sudanese secondary schools?

* Sub-Questions

- a. To what extent do Principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process?
- b. To what extent do EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools?
- c. To what extent do EFL inspectors of the Sudanese secondary schools; consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances?

And based upon the answers of research main and sub-questions, the researcher intends to validate research main and sub-hypotheses. Research hypotheses are:

4.1.2 Research Hypotheses

* Main Hypothesis:

There is a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance and English language teaching in the Sudanese secondary schools.

* Sub- Hypotheses

- a. The Principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process.
- b. EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools.
- c. EFL inspectors of the Sudanese secondary schools, consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances.

Based on the previous processes, the researcher checks out the extent to which research objectives are achieved. Research objectives are:

4.1.3 Research Objectives

- a. Investigate the application of Total Quality Assurance in teaching of English language in the Sudanese secondary schools.
- b. Raise the awareness of the manpower in the Sudanese secondary schools, of the significance of applying the guidelines of Total Quality Assurance, in teaching of English language.

4.2 Research Data

Research data consists of three questionnaires described as follows:

4.2.1 Teachers' Questionnaire

This questionnaire is about:

- c. The role of the institution (school) in the application of total quality in foreign language teaching.
- d. The role of the inspectors of English language in the application of total quality in foreign language teaching.

4.2.1 Inspectors' Questionnaire

This questionnaire is about:

- c. The role of the institution (school) in the application of total quality in foreign language teaching.
- d. The role of English language teachers in the application of total quality in foreign language teaching.

4.2.3 Administrators' Questionnaire

This questionnaire is about:

- c. The role of English language teachers in the application of total quality in foreign language teaching.
- d. The role of English language inspectors in the application of total quality in foreign language teaching.

The three-dimensional data obtained by the three statistically oriented-questionnaires, furnish well for answering research questions.

The answer for the above-mentioned question is obtained from the analysis and discussion of the three questionnaires. That be as follows:

4.3. Analysis of Research Respondents

4.3.1 Teachers

(30) Teachers have responded to the questionnaire. The following tables reflect their gender, qualifications and teaching experiences:

Table (1) Teachers' Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	19	63.3	63.3	63.3
	Female	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

Table (2) Teachers' Academic Qualifications

		Academic qualifications			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	17	56.7	56.7	56.7
	Post- Graduate Diploma	4	13.3	13.3	70.0
	Master	8	26.7	26.7	96.7
	PhD	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table (3) Teachers' Teaching Experiences

		Teaching Experiences			
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	10 to 15 years	1	3.3	3.3	3.3
	15 to 20 years	13	43.3	43.3	46.7
	20 to 25 years	10	33.3	33.3	80.0
	more than 25	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

With close reference to tables (1), (2) and (3):

- 63 % are male teachers
- 56.7 % hold Bachelor Degrees
- 76.6 % have experiences ranging between 15 – 25 years

Due to all that, the obtained opinions seem reasonable.

4.3.2 Inspectors

(30) Inspectors have responded to the questionnaire. The following tables clearly reflect their gender, qualifications and teaching experiences:

Table (4) Inspectors' Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	18	60.0	60.0	60.0
	female	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Table (5) Inspectors' Academic qualifications

Academic qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	21	70.0	70.0	70.0
	Master	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Table (6) Inspectors' Teaching Experience

Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 - 20 years	3	10.0	10.0	10.0
	20 - 25 years	9	30.0	30.0	40.0
	more than 25 years	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

According to tables (4), (5) and (6):

- 60 % are male inspectors
- 70 % hold Bachelor Degrees
- 90 % have experiences more than 20 years

So, the obtained opinions are considered.

4.3.3 Administrators

(30) Administrators have responded with reasonable information. The necessary data about their genders, qualifications and experiences are highlighted within the following tables:

Table (7) Administrators' Gender

Gender

	Frequency	Percent
Male	13	43.3%
Female	17	56.7%
Total	30	100%

Table (8) Administrators' Academic Qualification

Academic Qualification:

	Frequency	Percent
Bachelor	18	60.0%
Post- Graduate	1	3.3%
Master	7	23.3%
PhD	4	13.3%
Total	30	100%

Table (9) Administrators' Teaching Experience

Teaching Experience

Gender	Frequency	Percent
10 to 15 years	2	6.7%
15 to 20 years	12	40.0%
20 to 25 years	8	26.7%
more than 25 years	8	26.7%
Total	30	100%

4.4 Answering Research Questions

4.4.1 Answering Sub-Question One

- To what extent do principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process?

The answer of this question is generated from teachers' and inspectors' opinions about the extent to which the principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process. Opinions of both participants are analyzed in the following tables and charts and then followed by comments.

4.4.1.1 Displaying the Statistical Data for Question One

4.4.1.1.1 Teachers' and Inspectors' Opinions on the Institutions

Table (10) An Attitude towards Quality is Evident in the School (Teachers)

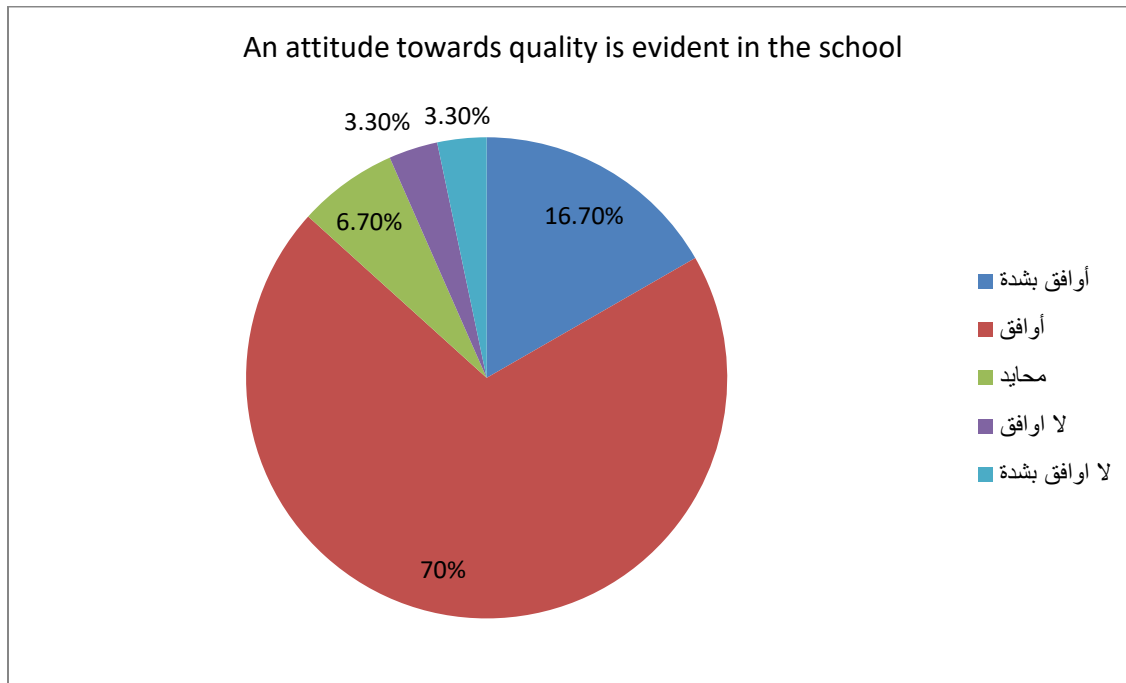
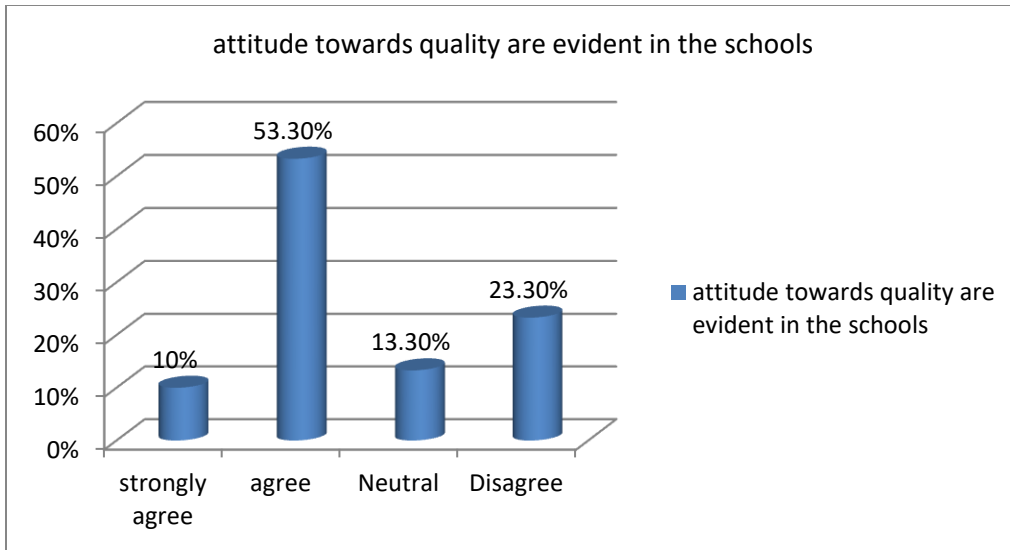


Table (11) An Attitude towards Quality is Evident in the School (Inspectors)



Tables (10) and (11) reflect that: (86.70%) of the teachers and (63.30%) of the inspectors assert that, there is a positive attitude towards the application of the guidelines of Total Quality Assurance in schools.

Table (12) There is Quality System in the School (Teachers)

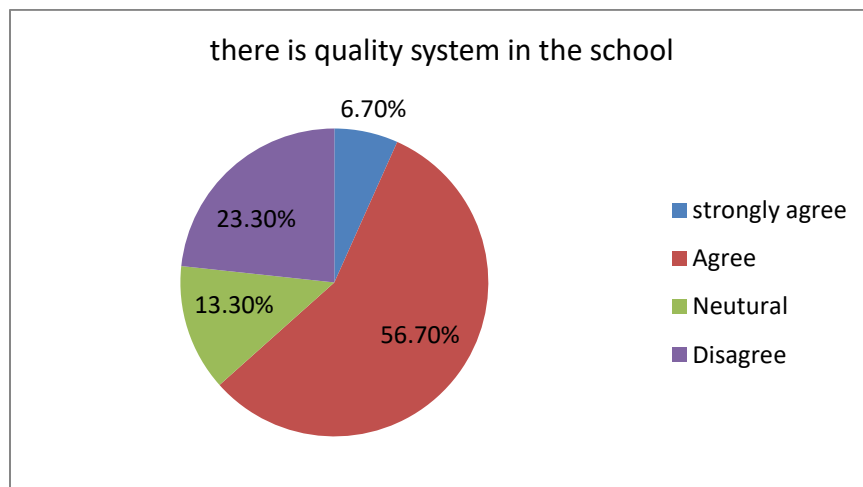
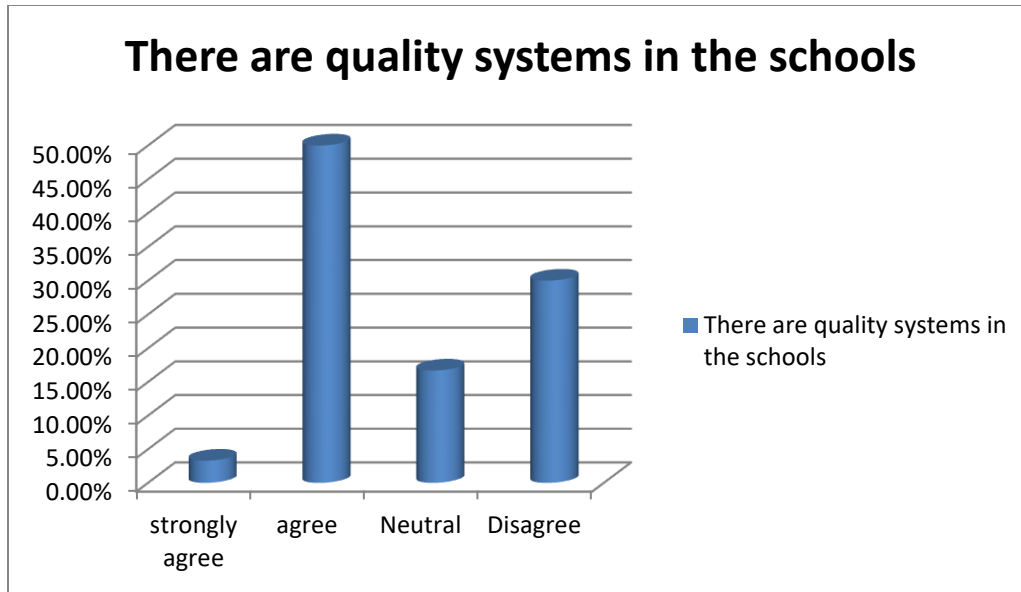


Table (13) There is Quality System in the School (Inspectors)



According to tables (12) and (13): (63.40%) of the teachers and (62.00%) of the inspectors strongly agree or agree upon the availability of quality system in the schools. However, the minority of those who disagree or uncertain is considered in the discussion part as well as others in the subsequent tables.

Table (14) There are Quality Measurements in the School (Teachers)

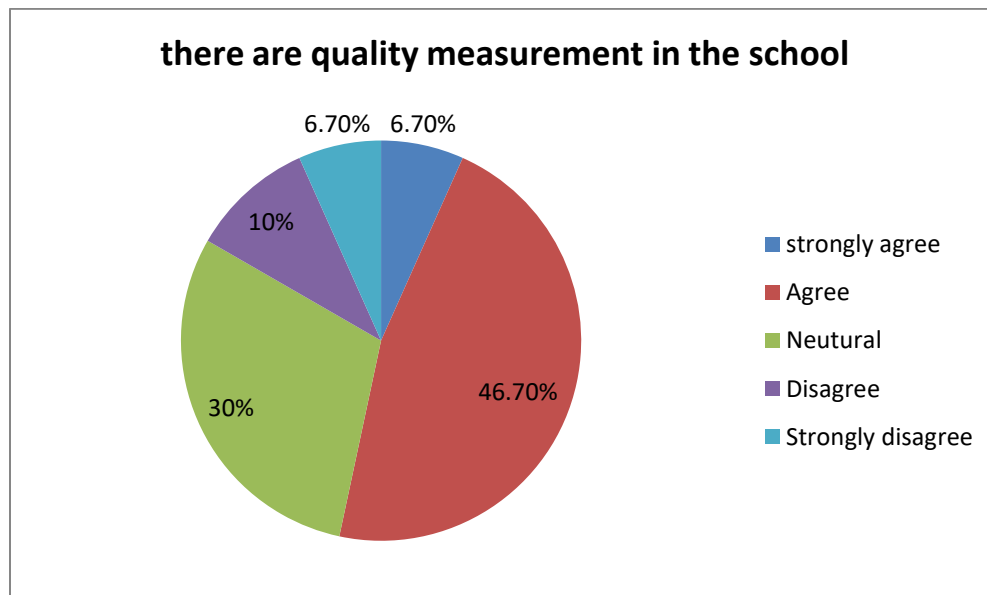
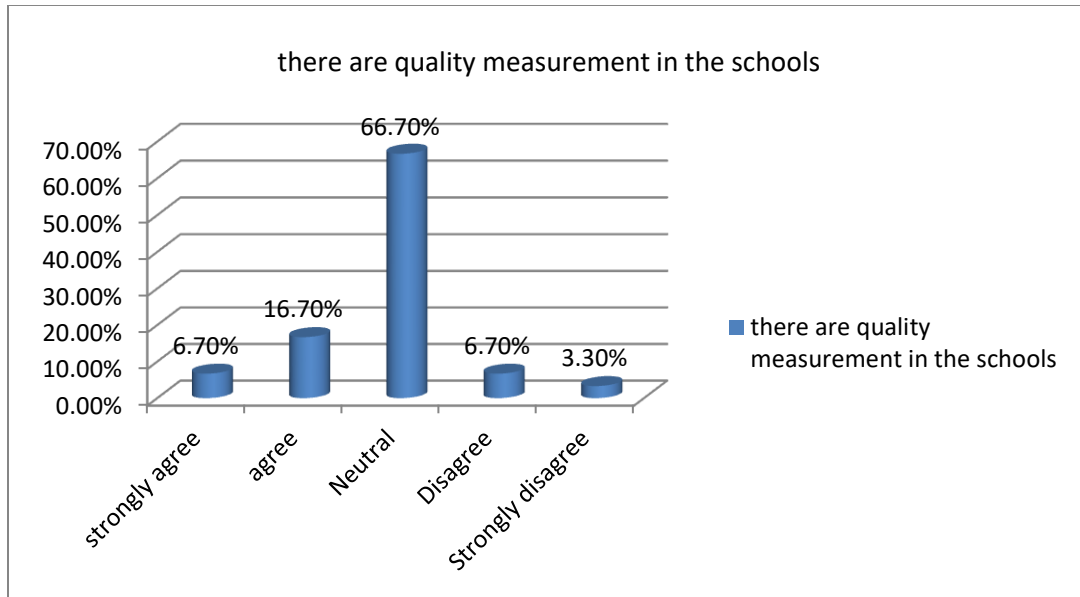


Table (14) There are Quality Measurements in the School (Inspectors)



The agreement of the quality measurements in the schools has statistical significance in table (13) where (53.40) strongly agree or agree but, in table (14) (uncertainty, disagree or strongly disagree), constitutes the majority of (76.70 %).

The statistical difference needs further discussion and justification.

Table (15) There is Suitable Atmosphere for Teaching (Teachers)

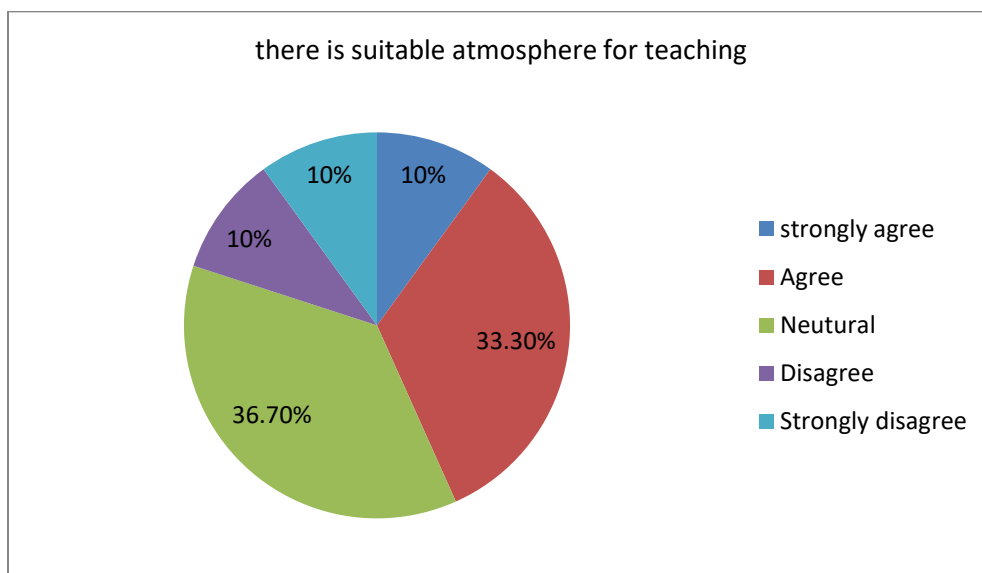
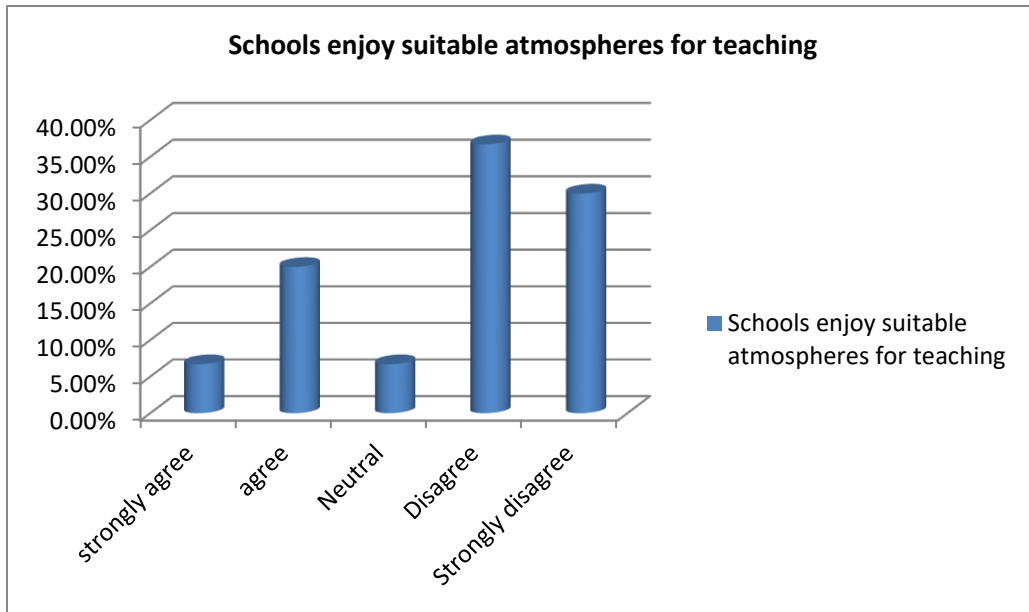


Table (16) There is Suitable Atmosphere for Teaching (Inspectors)



Tables (15) and (16) concur that there is no suitable atmosphere for teaching in schools. The majority of that idea has a statistical significance over the other. In that, (56.70%) of the teachers deny the suitable atmosphere for teaching in schools and (74%) of the inspectors have the same idea.

Table (17) Facilities are Sufficient for Teaching (Teachers)

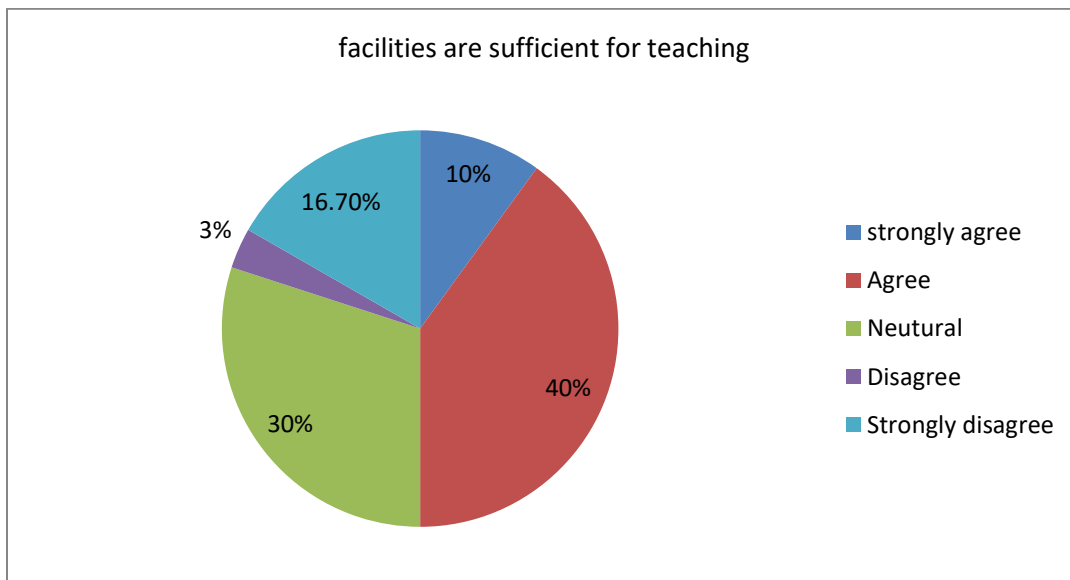
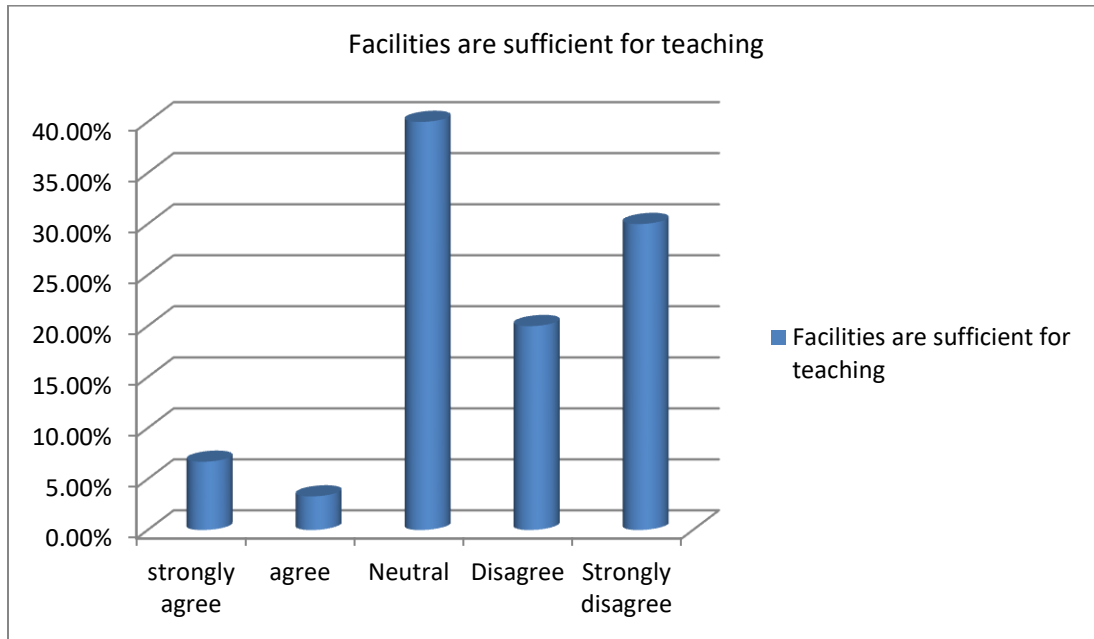


Table (18) Facilities are Sufficient for Teaching (Inspectors)



Facilities are not sufficient for teaching in schools. This confirmed by (50%) of the teachers in table (17) and (94%) of the inspectors in table (18).

Table (19) Time-Table is Suitable and Flexible (Teachers)

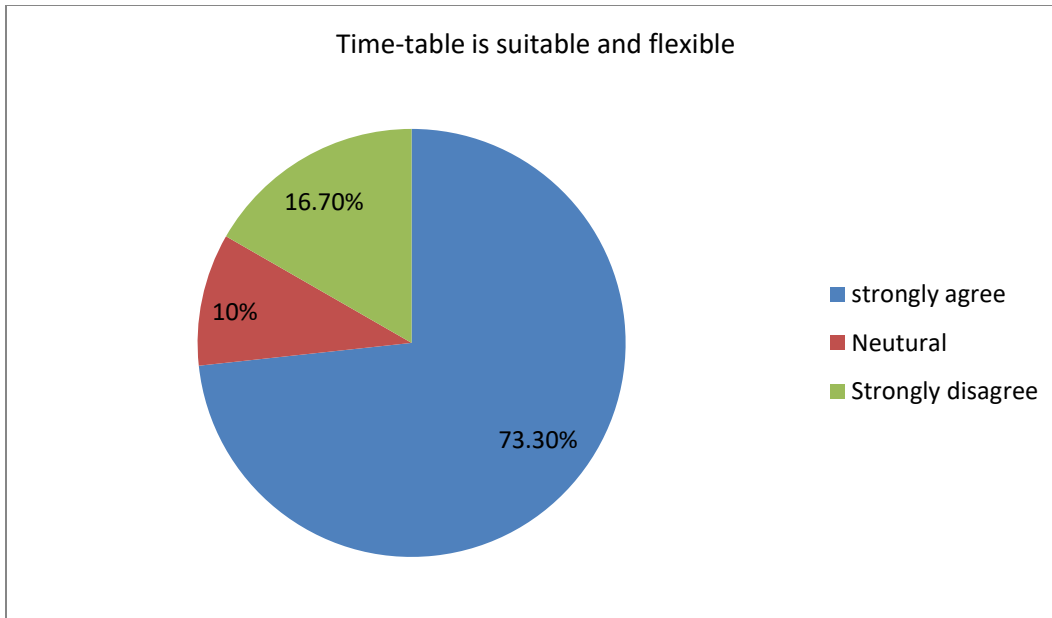
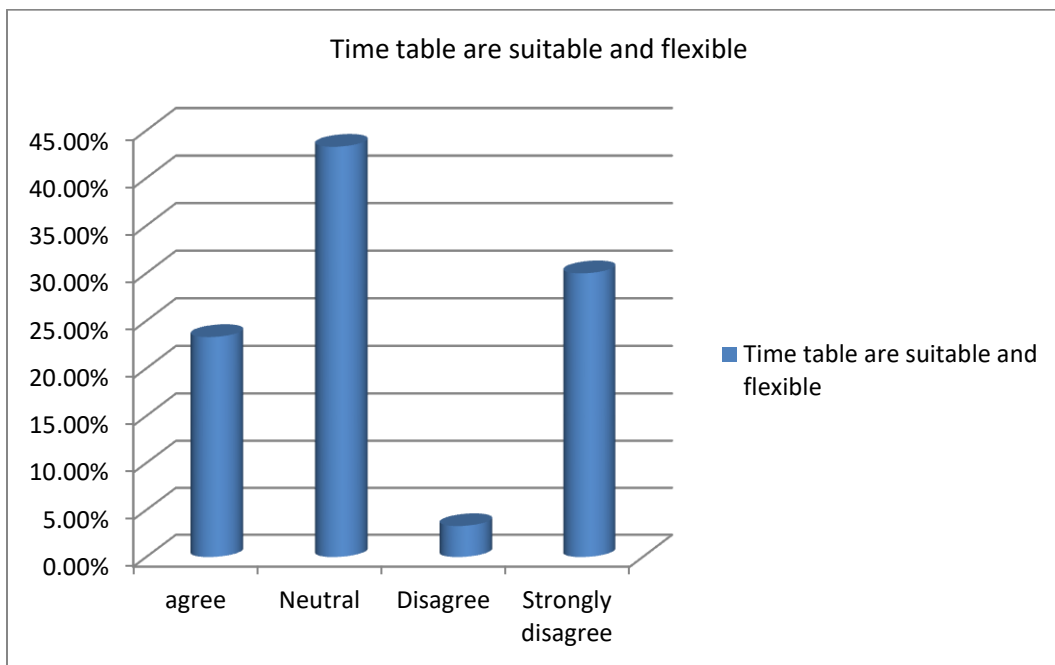


Table (20) Time-Table is Suitable and Flexible (Inspectors)



The majority of teachers (73.30%) in table (19) confirm that, the time-table is suitable and flexible but, only (26%) of the inspectors in table (19) agree upon this idea. Such contradiction needs later explanation.

Table (21) The School is Open to Suggestions from Teachers (Teachers)

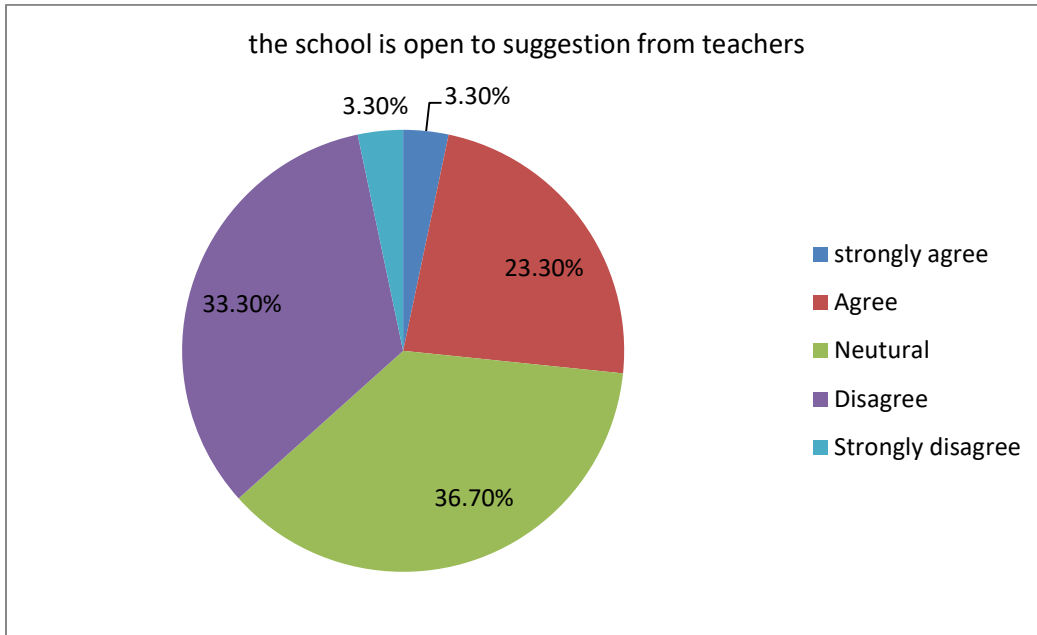
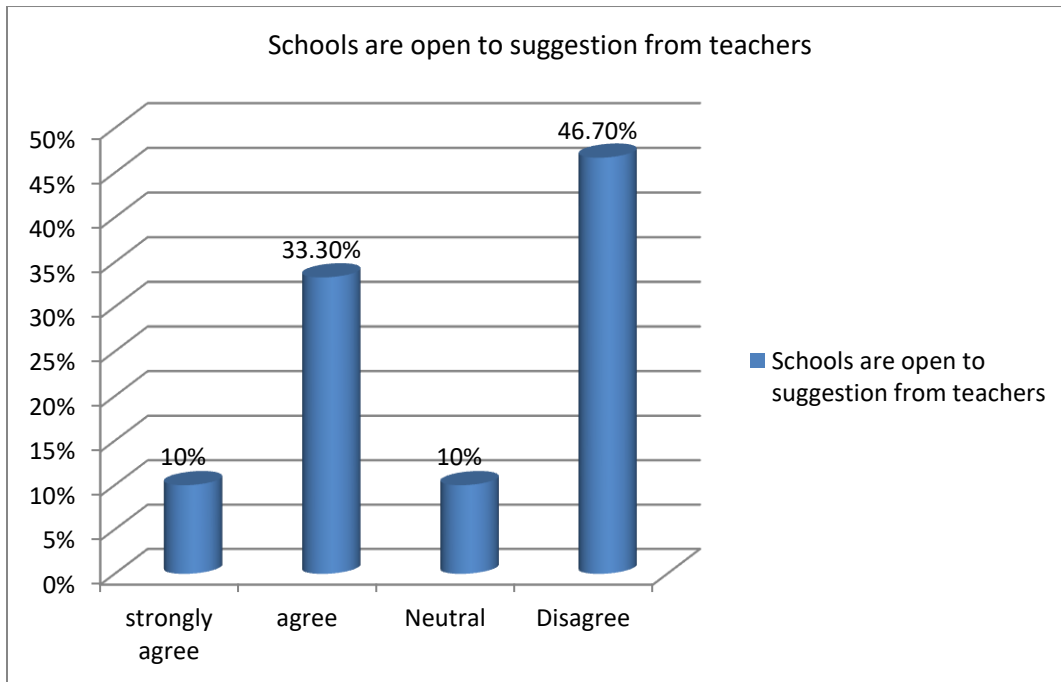


Table (22) The School is Open to Suggestions from Teachers (Inspectors)



According to tables (21) and (22), Schools are not open to suggestions from teachers. (74.40%) of the teachers do not support the idea and (56.70%) of the inspectors as well.

Table (23) The School Has a Bonus System for Teachers (Teachers)

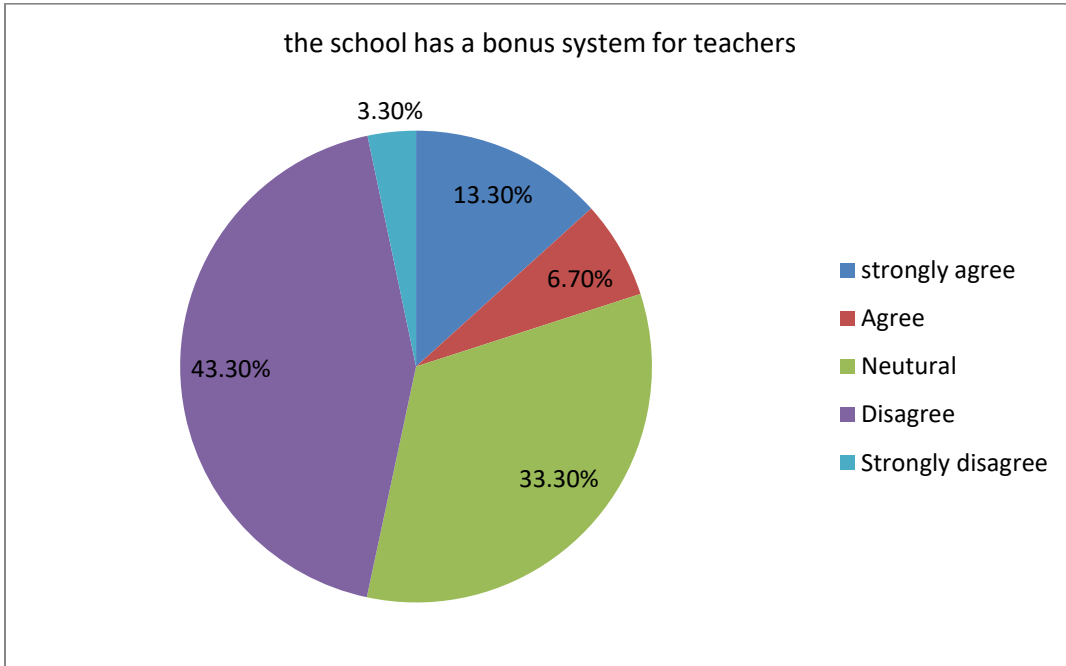
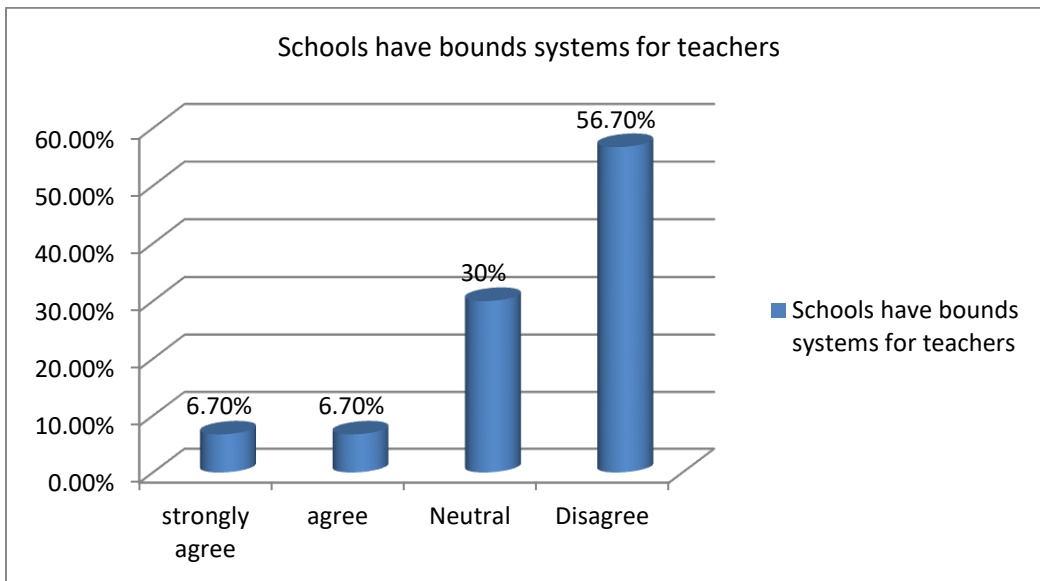


Table (24) The School Has a Bonus System for Teachers (Inspectors)



Tables (23) and (24) reflect that: the bonus system for teachers is not statistically supported. (80%) of the teachers deny it and (86.70%) of the inspectors deny it as well.

Table (25) The School Provides Free Meals to Teachers (Teachers)

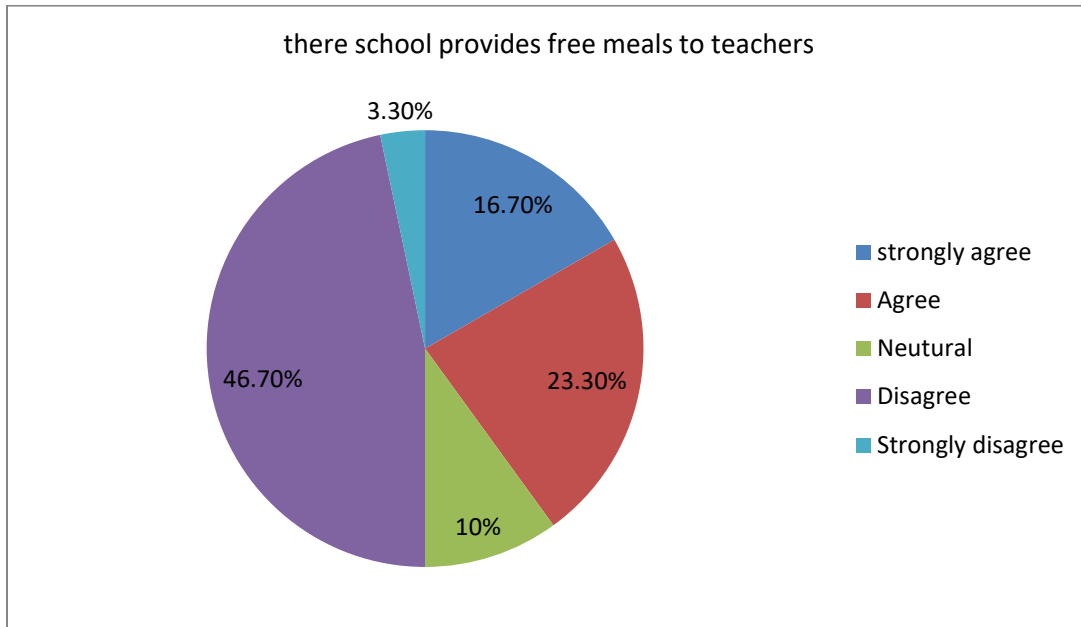
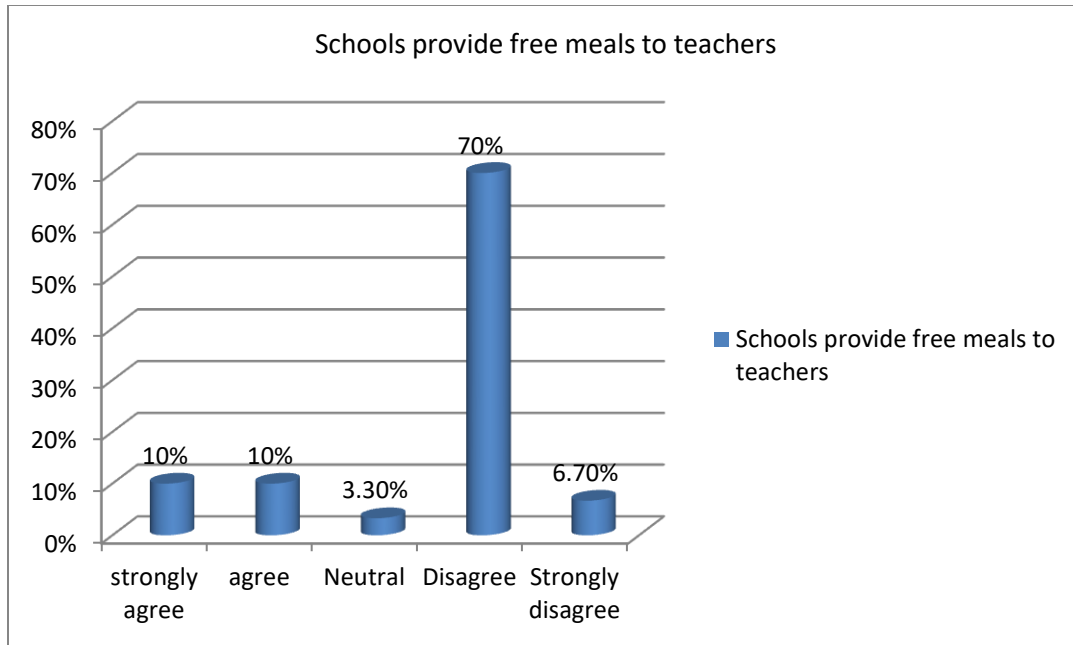


Table (26) The School Provides Free Meals to Teachers (Inspectors)



Providing free meals to teachers has no statistical significance. Table (25) shows that (60%) of the teachers do not recommend the idea whereas table (26) shows that (90%) of the inspectors far away from advocating the statement on focus.

Table (27) The Schools Have Future Visions to Develop Language (Teachers)

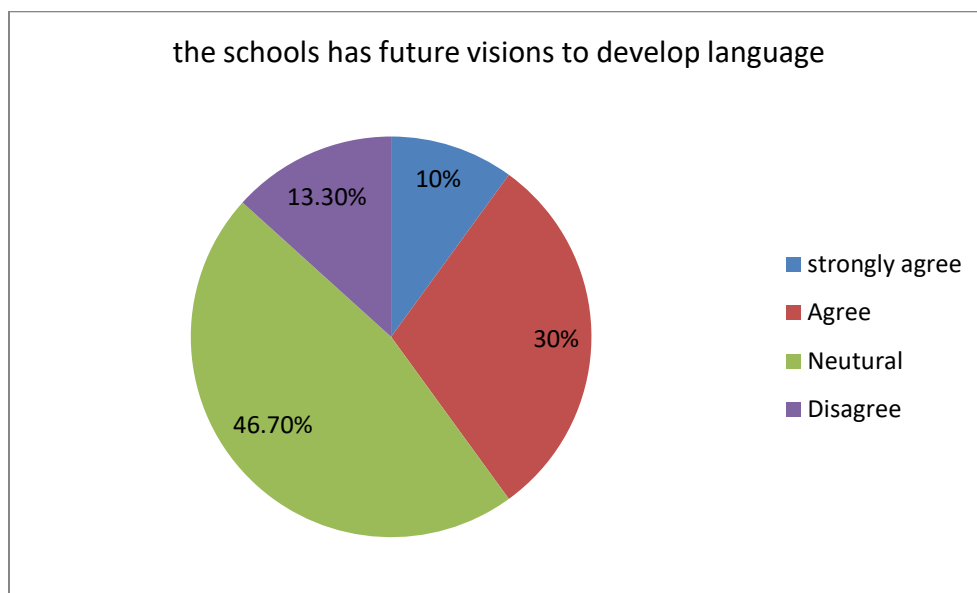
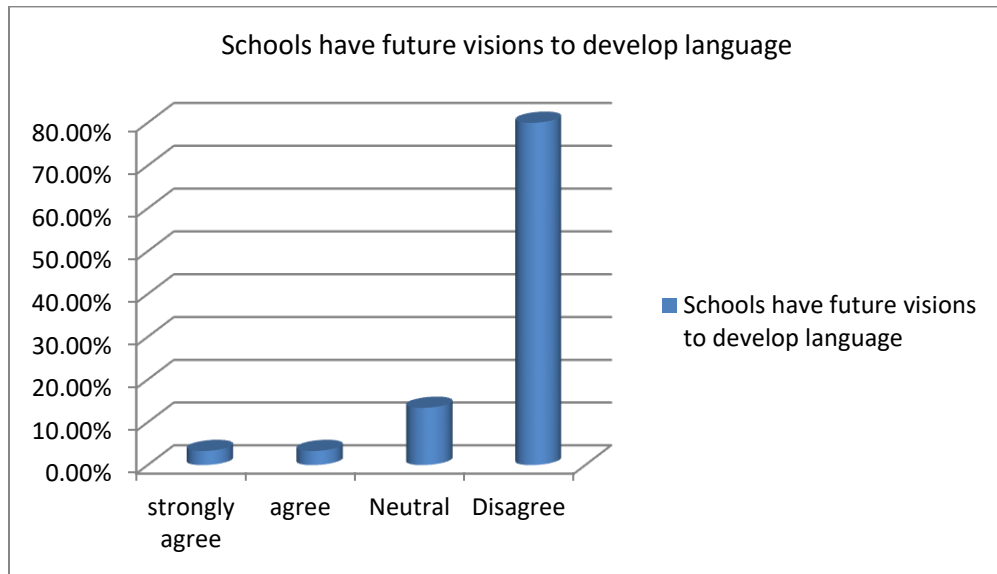


Table (28) The Schools Have Future Visions to Develop Language (Inspectors)



(70%) of the teachers in table (27) and (83%) of the inspectors in table (28) concurrently see that the schools have no future visions to develop language. These are odd statistical values.

4.4.1.2 Discussion of the Statistical Data for Question One

Teachers' and inspectors' opinions on the institutions (schools) on terms of the application of total quality core guidelines in English language teaching, sometimes similar, fluctuated or varied. That can be attributed to the diversity of the environments, situations and atmospheres in schools. However, their responses are highly valued to the nature of this research on total quality, since total quality is basically based on diverse ideas to enhance work.

Among the guidelines of total quality, respondents advocate the opinions of:

- a. The in the running positive attitude towards the application of the guidelines of Total Quality Assurance in schools

- b. The likely available quality system in the schools
- c. The partly available quality measurements in the schools

On other hands, the percentage fluctuates in items such as:

- a. The suitability of atmosphere for teaching in schools is not agreed on. Most of the inspectors claim it to be whereas around half of the teachers claim it to be. The case is clear, as in most cases of inspectors' tours to schools; administrators attempt to create a healthy atmosphere till the tours are over. This is common knowledge in schools and cannot be denied.
- b. The availability of sufficient facilities for teaching is supported by the majority of the inspectors versus (50%) of the teachers. The researcher confirms the teachers' viewpoints since they work on daily bases in schools whereas inspectors' tours are often associated with immediate arrangements.
- c. The suitability and flexibility of the time-table is advocated by the teachers and seems to be denied by the inspector. The researcher has investigated this case and come with the idea that teachers have formal time-tables in more than one school. The case is that, sometimes disturbs the inspectors' programs and for this reason they suggest the appointment of teachers to solve the problems of rarity to allow every teacher settle in one school. The researcher advocates the inspectors' views.
- d. The readiness of schools to accept suggestions is supported by the majority of inspectors but not very much supported by the teachers. Teachers' views have to be considered since they are the concerned focus of the suggestions. However, inspectors' views cannot be neglected due to what they notice or ask about during their tours.

Some guidelines for the application of total quality in English language teaching are almost denied by the majority of respondents:

- a. The bonus system for teachers
- b. The free meals to teachers
- c. The future visions to develop language

No formal funding is prescribed for either the bonus or the free meals. However, free or low-prices meals are offered in some schools but not on regular terms.

4.4.1.3 Results of the Discussion

The results of the discussion can be summarized in the following statements:

- a. The attitude towards quality is evident in the school.
- b. There is quality system in the school.
- c. There is an agreement to some extent on the quality measurements in the school.
- d. There is less than expected a suitable atmosphere for teaching.
- e. Facilities are not fully sufficient for teaching.
- f. Time-table is suitable and flexible as an access for teachers to work in more than one school and this is absolutely denied by the guidelines of total quality.
- g. The schools are not open to suggestions from teachers
- h. Bonus system is not prescribed for teachers.
- i. Free meals are not permanent to all teachers.
- j. Future visions to develop language are not clearly considered.

4.4.1.4 The Answer of Sub-Question One

Sub-Question One:

- To what extent do principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process?

The Answer:

With close reference to the results of the statistically treated data in (4.4.1.3), the principals of the Sudanese secondary schools; do not apply the guidelines of Total Quality Assurance in the educational process in a permanent way to consider.

4.4.2 Answering Sub-Question Two

- To what extent do EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools?

The answer of this question is generated from administrators' and inspectors' opinions about the extent to which the teachers of English language of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in language teaching.

Opinions of both participants are analyzed in the following tables and charts and then followed by comments.

4.4.2.1 Displaying the Statistical Data for Question Two

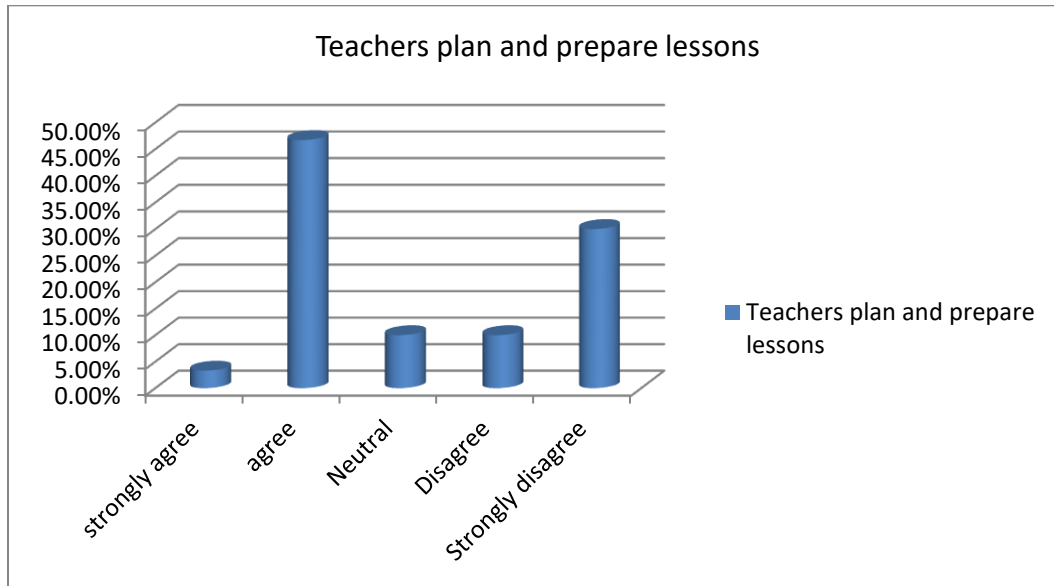
4.4.2.1.1 Administrators' and Inspectors' Opinions on the Teachers

Table (29): Teachers Plan and Prepare Lessons (Administrators)

Teachers plan and prepare lessons:	Frequency	Percent
strongly agree	9	30.0%

Agree	12	40.0%
Disagree	5	16.7%
Strongly disagree	4	13.3%
Total	30	100.0%

Table (30): Teachers Plan and Prepare Lessons (Inspectors)



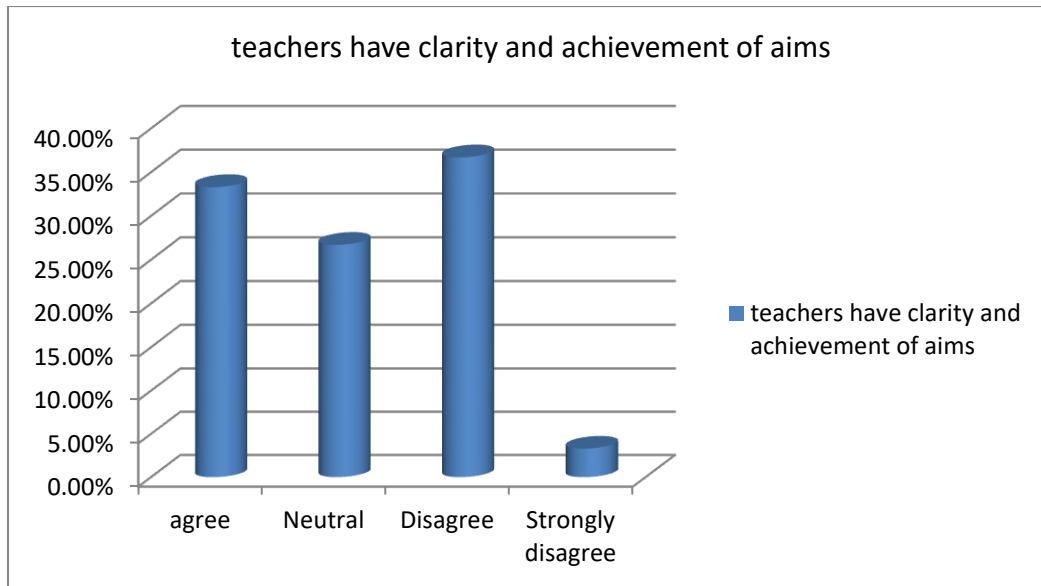
According to the administrators' opinions in table (29), planning and preparing of lessons are supported by (70%) whereas inspectors' opinions in table (30) reflect around (50%). However, inspectors' opinions are considered by the researcher and that will be justified in the discussion.

Table (31): Teachers Have Clarity and Achievement of Aims (Administrators)

Teachers have clarity and achievement of aims:	Frequency	Percent
strongly agree		
Agree	14	46.7%
Neutral	5	16.7%
Disagree	7	23.3%
Strongly disagree	4	13.3%

Total	30	100.0%
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Table (32): Teachers Have Clarity and Achievement of Aims (Inspectors)



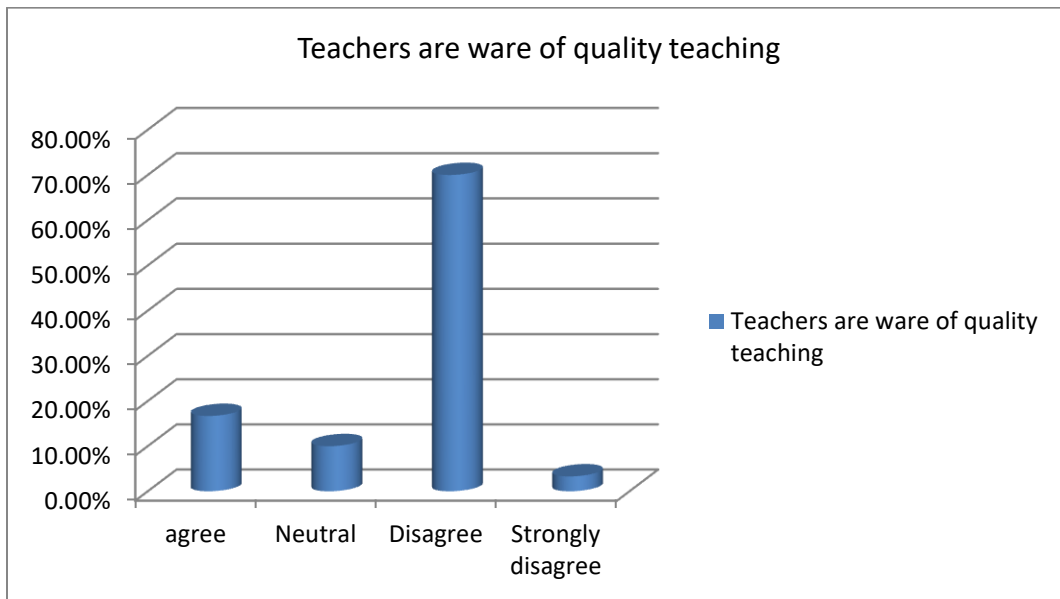
Tables (31) and (32) indicate that the teachers’ clarity and achievement of aims are (46.7%) according to the administrators’ opinions and (32%) according to that of inspectors.

Both percents are below the average and therefore have odd statistical values.

Table (33): Teachers are aware of quality teaching (Administrators)

Teachers are aware of quality teaching	Frequency	Percent
strongly agree	4	13.3%
Agree	10	33.3%
Neutral	7	23.3%
Disagree	4	13.3%
Strongly disagree	5	16.7%
Total	30	100.0%

Table (34): Teachers are aware of quality teaching (Inspectors)

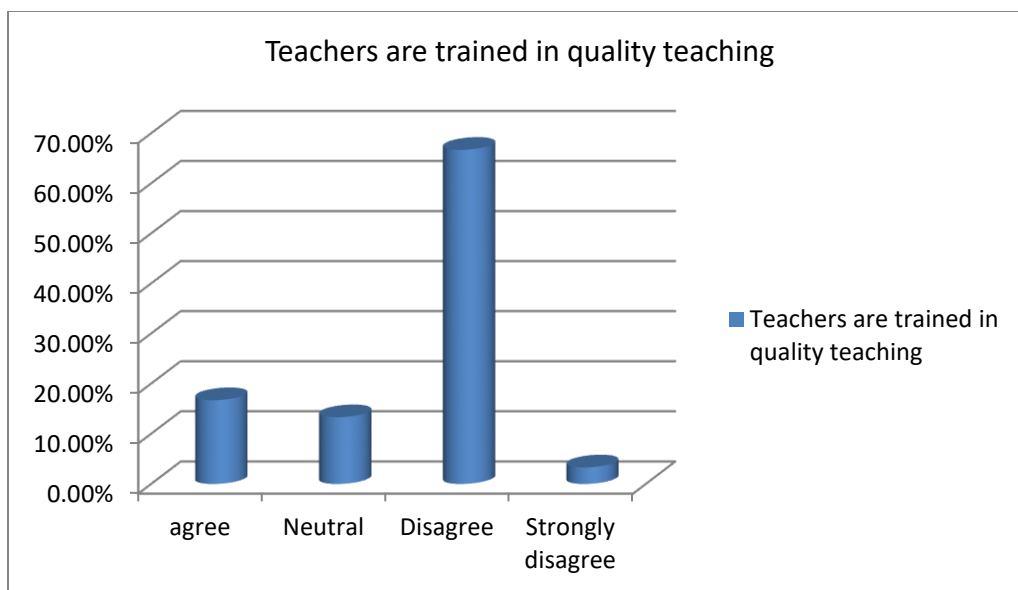


Teachers are not aware of quality teaching. The statement is supported by the administrators' opinions and the inspectors' as well. They are (46.6%) and (21%) in tables (33) and (34) respectively. Both percents are below the average and therefore have odd statistical values.

Table (35): Teachers are trained in Quality Teaching (Administrators)

Teachers are trained in quality teaching	Frequency	Percent
strongly agree	4	13.3%
Agree	6	20.0%
Neutral	10	33.3%
Disagree	5	16.7%
Strongly disagree	5	16.7%
Total	30	100.0%

Table (36): Teachers are trained in Quality Teaching (Inspectors)



The administrators' opinions and the inspectors' as well, indicate that teachers are trained in quality teaching. That is shown as (33.3%) in the administrators' table (35) and as (12%) in the inspectors' table (36).

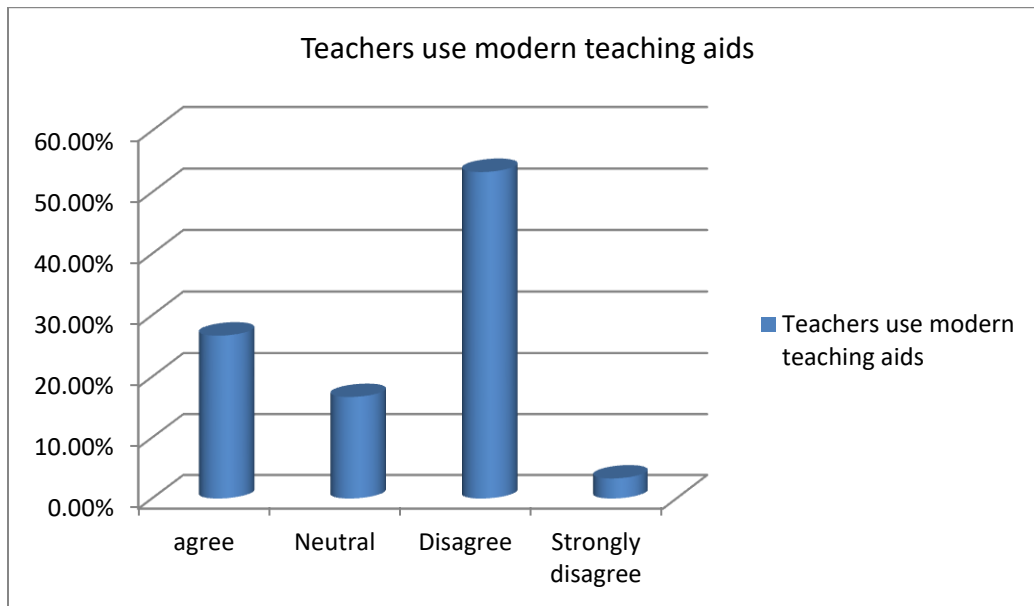
Both percents are below the average and therefore have odd statistical values.

Table (37): Teachers Use Modern Teaching Aids (Administrators)

Teachers use modern teaching aids	Frequency	Percent
strongly agree	3	10.0%
Agree	6	20.0%
Neutral	13	43.3%
Disagree	4	10.0%
Strongly disagree	4	13.3%

Total	30	100.0%
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Table (38): Teachers Use Modern Teaching Aids (Inspectors)



Teachers do not use modern teaching aids and therefore quality is not evident. Table (37) reflects (30%) whereas table (38) reflects (25%).

Both percents are below the average and therefore have odd statistical values.

Table (39): Teachers Devote Much Time to Students' Work (Administrators)

Teachers devote much time to students' work	Frequency	Percent
strongly agree	3	10.0%
Agree	7	23.3%
Neutral	9	30.0%

Disagree	7	23.3%
Strongly disagree	4	13.3%
Total	30	100.0%

Table (40): Teachers Devote Much Time to Students' Work (Inspectors)

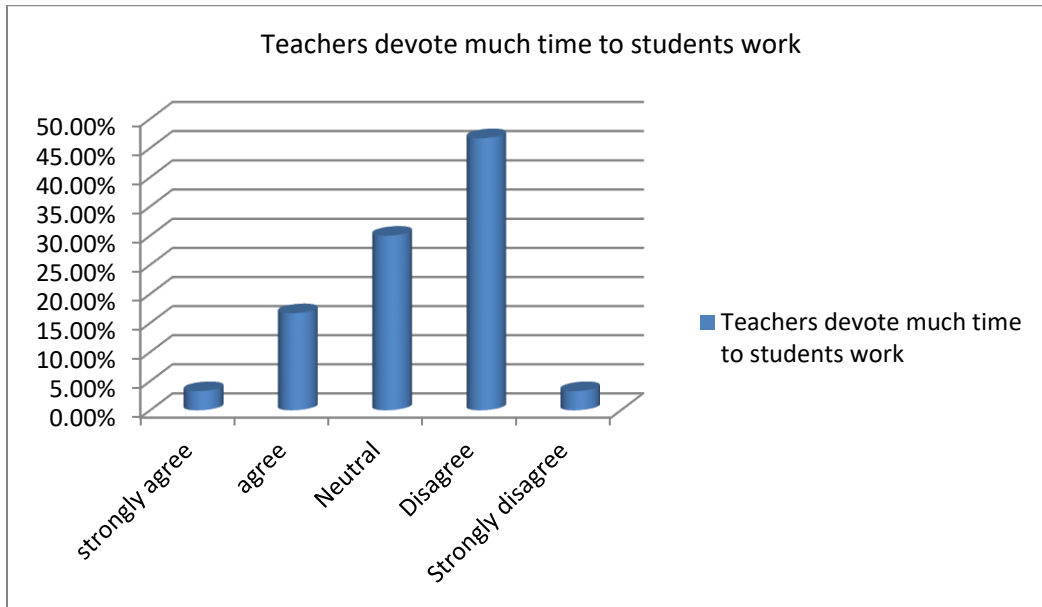


Table (39) and table (40) concurrently indicate that teachers do not devote much time to students' work. The idea is supported by ((33.3%) of the administrators' opinions and (20%) of the inspectors' opinions.

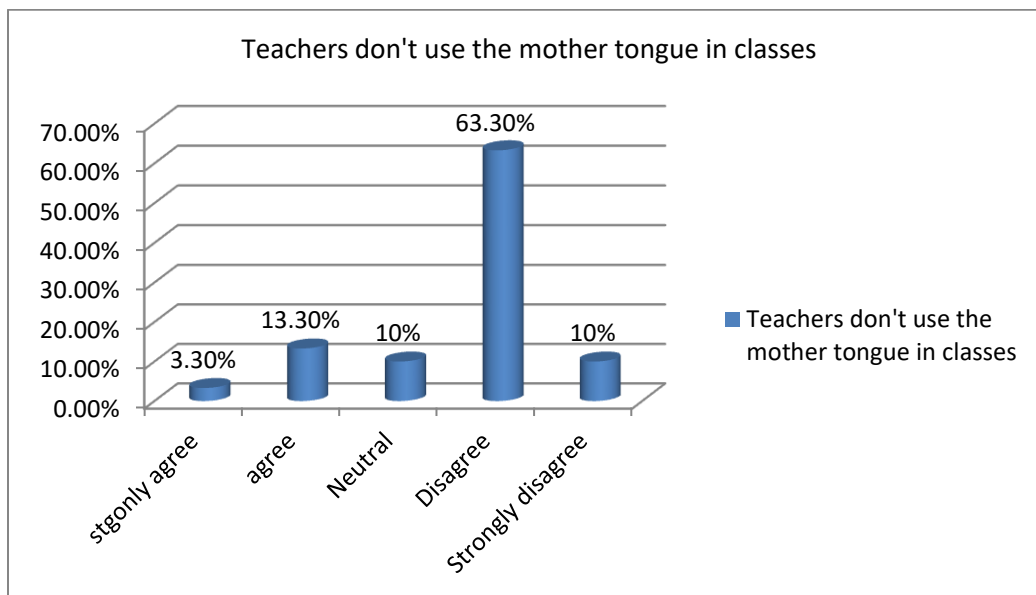
Both percents are below the average and therefore have odd statistical values.

Table (41): Teachers Don't Use the Mother Tongue in Classes (Administrators)

Teachers don't use the mother tongue in classes	Frequency	Percent
strongly agree	1	3.3%

Agree	2	6.7%
Neutral	5	16.7%
Disagree	12	40.0%
Strongly disagree	10	33.3%
Total	30	100.0%

Table (42): Teachers Don't Use the Mother Tongue in Classes (Inspectors)



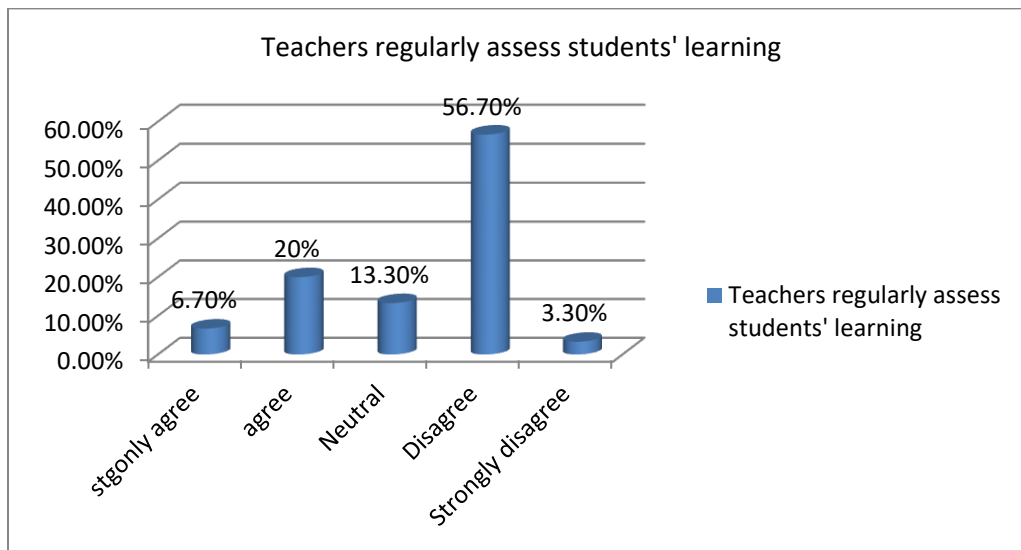
Tables (41) and (42) respectively reflect (10%) and (16.60%). Accordingly, teachers use the mother tongue in classes.

However, both percents are below the average and therefore have odd statistical values.

Table (43): Teachers Regularly Assess Student' Learning (Administrators)

Teachers regularly assess student' learning	Frequency	Percent
strongly agree	2	6.7%
Agree	5	16.7%
Neutral	6	20.0%
Disagree	11	36.7%
Strongly disagree	6	20.0%
Total	30	100.0%

Table (44): Teachers Regularly Assess Student' Learning (Inspectors)



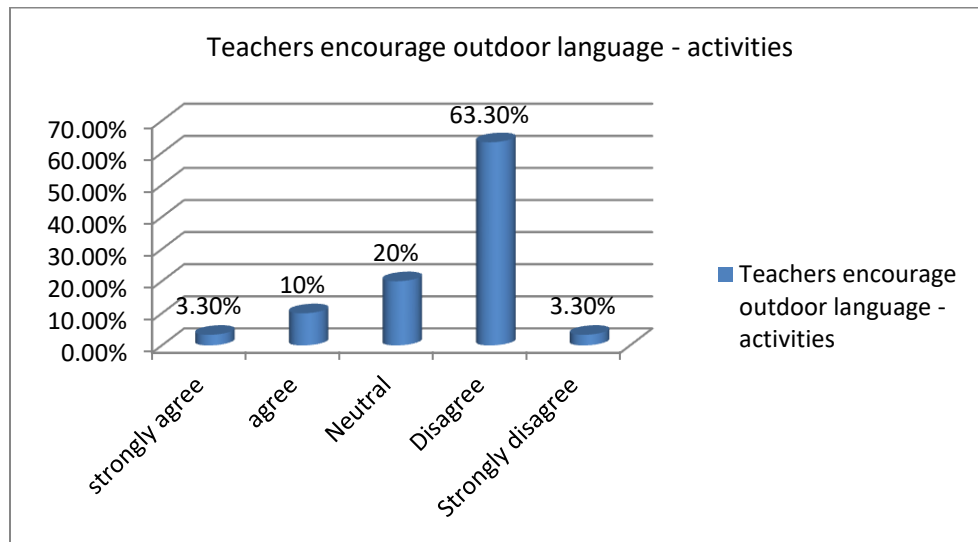
Teachers do not assess student' learning in regular terms. Administrators' table (43) shows a percentage of (23.20%) and inspectors' table (44) reflects a percentage of (26.70%).

Both percents are below the average and therefore have odd statistical values.

Table (45): Teachers Encourage Outdoor Language Activities (Administrators)

Teachers encourage outdoor language activities	Frequency	Percent
strongly agree	3	10.0%
Agree	2	6.7%
Neutral	7	23.3%
Disagree	12	40.0%
Strongly disagree	6	20.0%
Total	30	100.0%

Table (46): Teachers Encourage Outdoor Language Activities (Inspectors)



Tables (45) and (46) reflect (16.7%) and (13.30%) respectively and accordingly, teachers do not encourage outdoor language activities.

Both percents are below the average and therefore have odd statistical values.

Table (47): Teachers are Open-Minded to Advices (Administrators)

Teachers are open-minded to advices	Frequency	Percent
strongly agree	11	36.7%
Agree	6	20.0%
Neutral		
Disagree	6	20.0%
Strongly disagree	7	23.3%
Total	30	100.0%

Table (48): Teachers are Open-Minded to Advices (Inspectors)

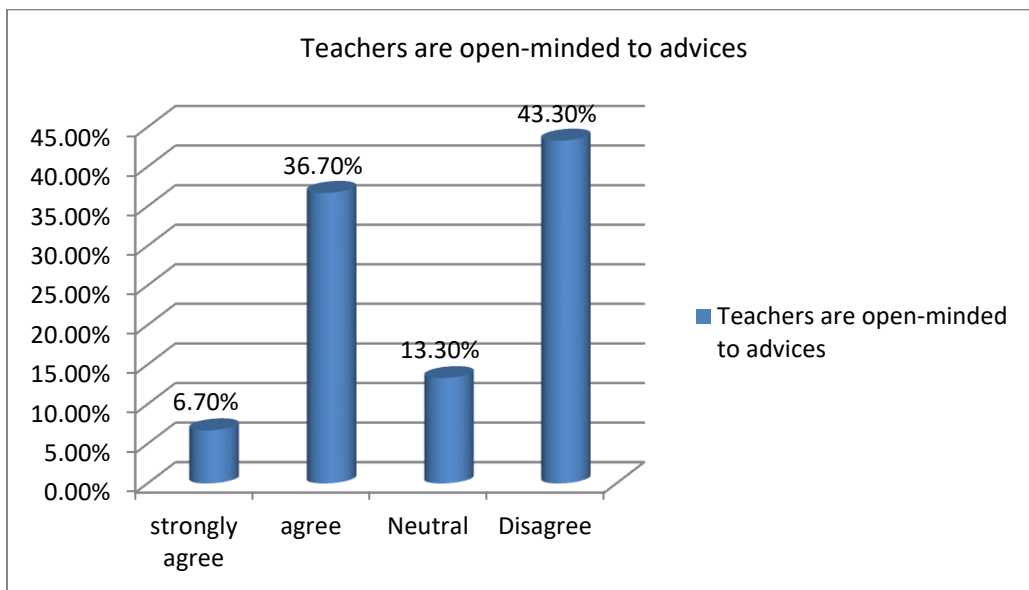


Table (47) shows (56.70%) of the administrators’ opinions indicate that teachers are open-minded to advices compared to (43.4%) of the inspectors’ opinions in table (48).

There is significance statistical difference needs further explanation.

4.4.2.2 Discussion of the Statistical Data for Question Two

Administrators' and inspectors' opinions on English language teachers agree in most cases and differ in other few cases. Among the points to which administrators and inspectors agree:

- a. English language teachers are not aware of quality teaching and are not trained in quality teaching as well. Meanwhile, good teaching leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge, skills, and values the instructor or the institution has set out to impart. The lack of awareness of quality teaching and the absence of training in the Sudanese secondary schools indicate that effective learning of English language is too difficult to achieve.
- b. Teachers do not use modern teaching aids. However, teachers theoretically know that teaching aids are important resources in the methodological strategies in foreign language acquisition as is English language. They also know that teaching aids include: whiteboards, posters, images, drawings, photos, murals, handouts, text books, overhead projectors and flash cards. And they can also tell that, visual aids can facilitate and make better the comprehension of the topics and lead learners to build their own concepts. On the other hand, teachers claim that it is the role of schools to supply them with the maximum of teaching aids and simultaneously administrators complain of lack of funding. Whatsoever being the case, the absence of

modern teaching aids constitutes an influential factor in the decline of the teaching/learning process of English language.

- c. Teachers do not have clear visions to help them achieve their aims. This refers to the absence of training in which teachers are well equipped with the importance of aims and how to achieve them. Aims are the concerned targets in the teaching/learning process of English language.
- d. Teachers do not devote much time to students' work. This shows that they are not aware of the correlation between students' work and language development. Students' work is associated with the development of language skills. Teachers need to observe and follow up as well or otherwise a breakdown may exist in the teaching/learning process of English language.
- e. Teachers use Arabic language during teaching. However, when teaching English as a foreign language, it's important for the teacher to encourage students to use English, and only English. However, if students begin conversing in their first language, that will be at the expense of English language. The teacher needs to establish a set of class rules for students when they use their first language. The problem now is that teachers themselves use the mother tongue in the foreign language class-rooms.
- f. Teachers do not assess student' learning in regular terms. However, continuous assessment isn't new. Teachers should formly assess whether or not their students have understood or mastered a concept or skill before moving on. This non-graded formative assessment is also valuable for students for several reasons. Firstly, it clarifies what content or skills the

teacher thinks are important to learn which enables students to review relevant material. Secondly, it shows students the relevance of classroom activities. If performance on tasks is assessed – even informally – then students are more likely to understand why the activity was important. Thirdly, continuous assessment helps students realize where they are in relation to where they should be in terms of skills and abilities. Finally, continuous assessment is not the same as testing. For one thing, tests are marked or graded whereas continuous assessment isn't.

Continuous assessments are quick checks for the purpose of letting the teacher and student know if more revision is needed. They are also useful for keeping track of progress between more formal tests.

- g. Teachers do not encourage outdoor language activities. However, teaching and learning can become inherently spontaneous and student-centered when moved from the confines of the classroom into the world at large. From the collaborative learning atmosphere that results from the unique relationships developed outside the classroom, to the deep learning that occurs when students must put into practice. Language clubs, language societies, circles of debates, watching of films or videos where possible, using of drama, group discussions ... etc, are types of outdoor language activities.

All that shows teachers are not aware of the core guidelines of total quality in English language teaching, a fundamental problem which has still to be addressed.

Among the points about which administrators and inspectors disagree:

- a. The administrators approve teachers' efforts in planning and preparing of lessons whereas inspectors deny teachers' efforts in planning and preparing of lessons. Specialized inspectors investigate the targeted details and seek for the quality in both: planning and preparing of lessons. On the other hand, administrators and since they are not specialized in the field, may be satisfy only with quantity of lesson-plans. For that reason, inspectors' opinions are considered.
- b. Teachers are not very much open-minded to advices. This can be attributed to the lack of training in which teachers are equipped with the values and conventions of the teaching career.

According to the principles of Total Quality, teachers are seen as a key organizational entity because of their share that can improve their students' performance. So, need to be well-trained.

4.4.2.3 Results of the Discussion

The results of the discussion are shown in the following points:

- a. English language teachers are not aware of quality teaching and are not trained in quality teaching as well.
- b. Teachers do not use modern teaching aids.
- c. Teachers do not have clear visions to help them achieve their aims.
- d. Teachers do not devote much time to students' work.
- e. Teachers use Arabic language during teaching.
- f. Teachers do not assess student' learning in regular terms.
- g. Teachers do not encourage outdoor language activities.
- h. Teachers do not plan and prepare lessons regularly and accurately.

- i. Teachers are not very much open-minded to advices.

4.4.2.4 The Answer of Sub-Question Two

Sub-Question Two:

- To what extent do EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools?

The Answer:

Based on the results of the statistically treated data in (4.4.2.3), EFL teachers; do not apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools. However, they are a bit far away.

4.4.3 Answering Sub-Question Three

- To what extent do EFL inspectors of the Sudanese secondary schools; consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances?

The answer of this question is generated from administrators' and teachers' opinions about the extent to which the EFL inspectors of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance when they assess EFL teachers' performances.

Opinions of both participants are analyzed in the following tables and charts and then followed by comments.

4.4.3.1 Displaying the Statistical Data for Question Three

4.4.3.1.1 Administrators' and Teachers' Opinions on the Inspectors

Table (49) There are Regular Tours of Inspection (Administrators)

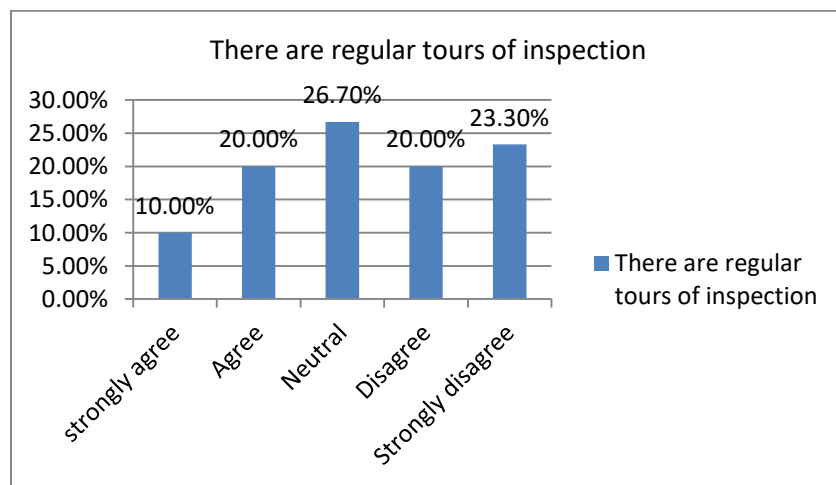
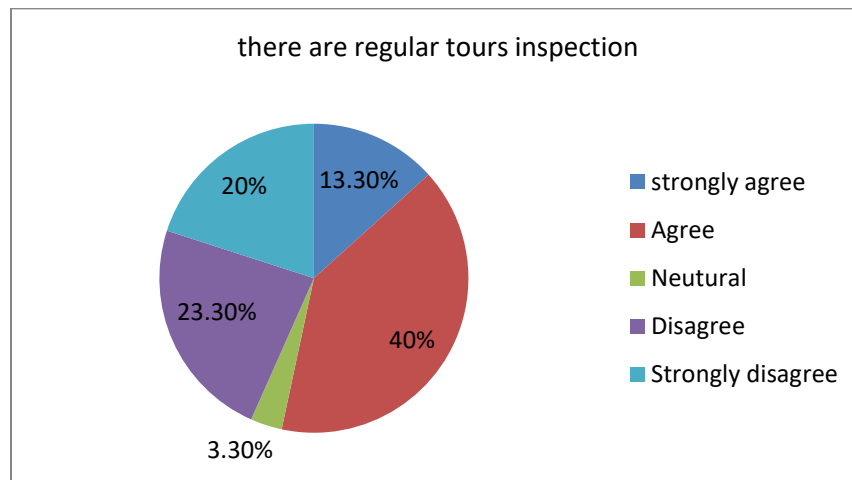


Table (50) There are Regular Tours of Inspection (Teachers)



Regular tours of Inspection to schools are confirmed by (30%) of the administrators as seen in table (49) and by (53.30%) of the teachers as seen in table (50).

There is a significant statistical difference between the two percents.

Table (51) Inspectors Encourage Teachers for Quality in Teaching (Administrators)

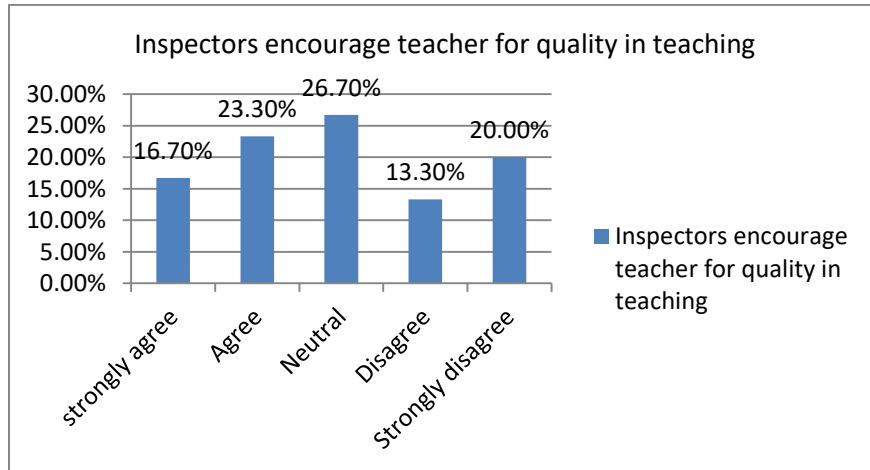
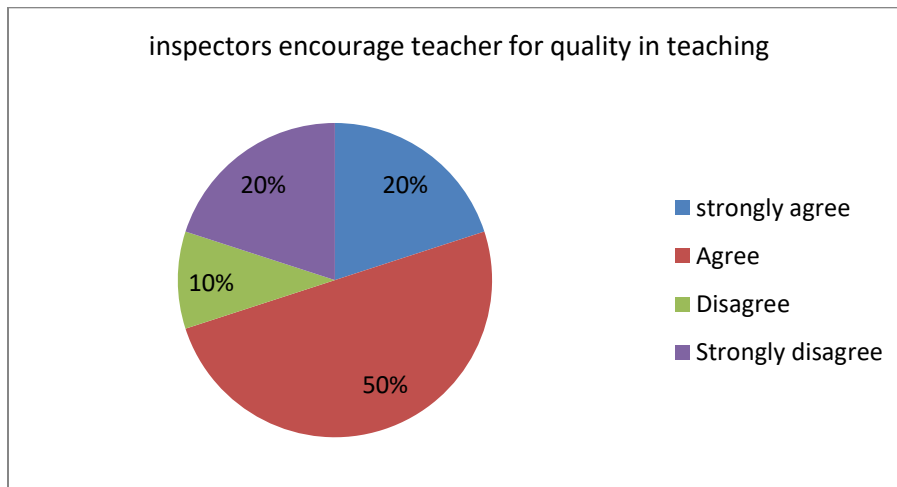


Table (52) Inspectors Encourage Teachers for Quality in Teaching (Teachers)



(40%) of the administrators confirm the statement: inspectors encourage teachers for quality in teaching as seen in table (51) whereas (70%) of the teachers as seen in table (52).

There is a significant statistical difference between the two percents

Table (53) Inspectors Explain the Elements of Quality in Teaching (Administrators)

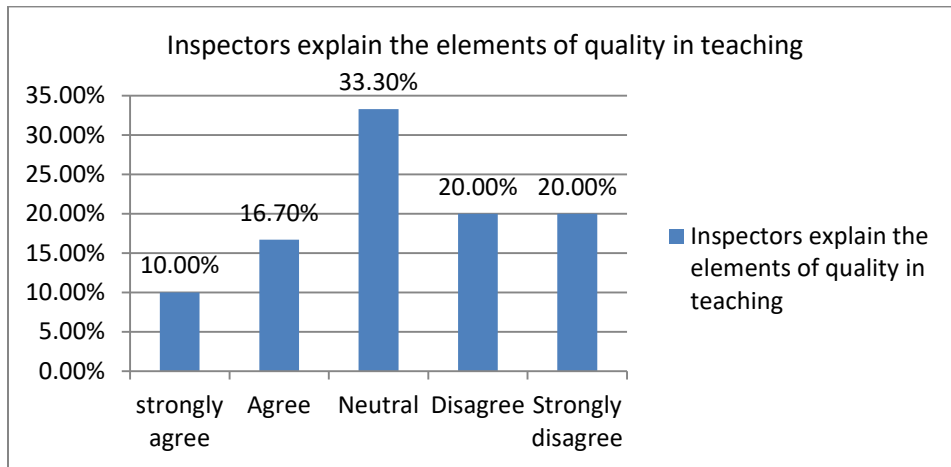
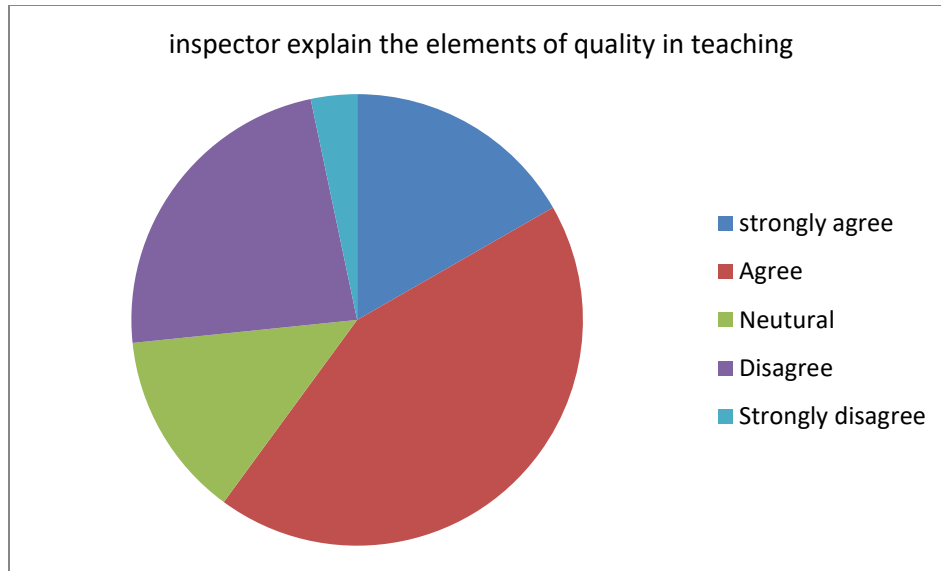


Table (54) Inspectors Explain the Elements of Quality in Teaching (Teachers)



According to table (53), (26%) of the administrators confirm the statement: inspectors explain the elements of quality in teaching. And confirmed by (53%) of the teachers as indicated in table (54).

There is a significant statistical difference between the two percents

Table (55) Inspectors Offer Valuable Advices in Teaching (Administrators)

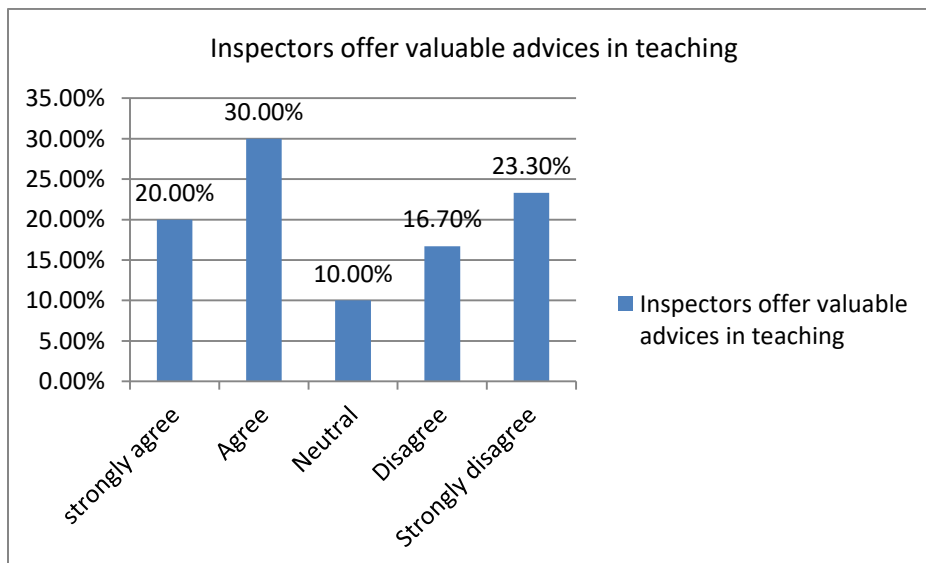
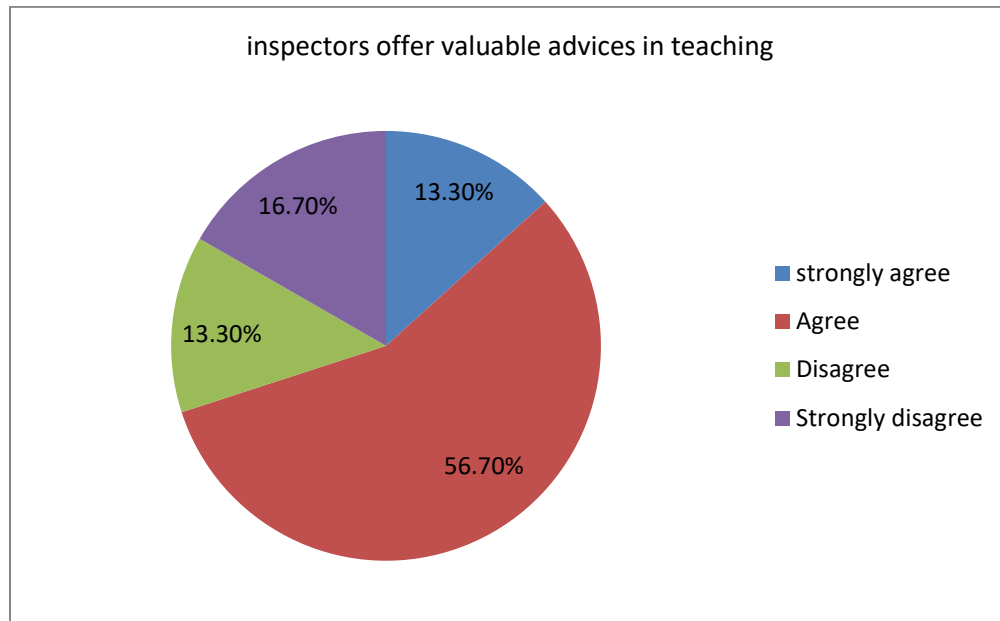


Table (56) Inspectors Offer Valuable Advices in Teaching (Teachers)



According to tables (55) and (56), the statement: inspectors offer valuable advices in teaching, is supported by (50%) of the administrators and (70%) of the teachers.

Table (57) Inspectors are Open to Teachers' Feedbacks (Administrators)

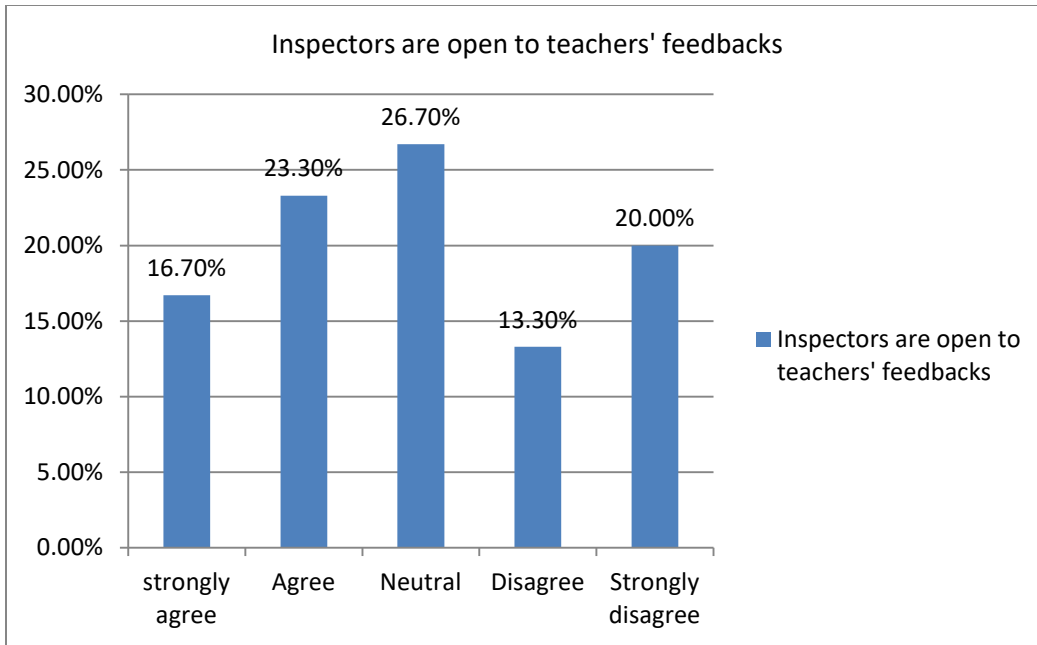
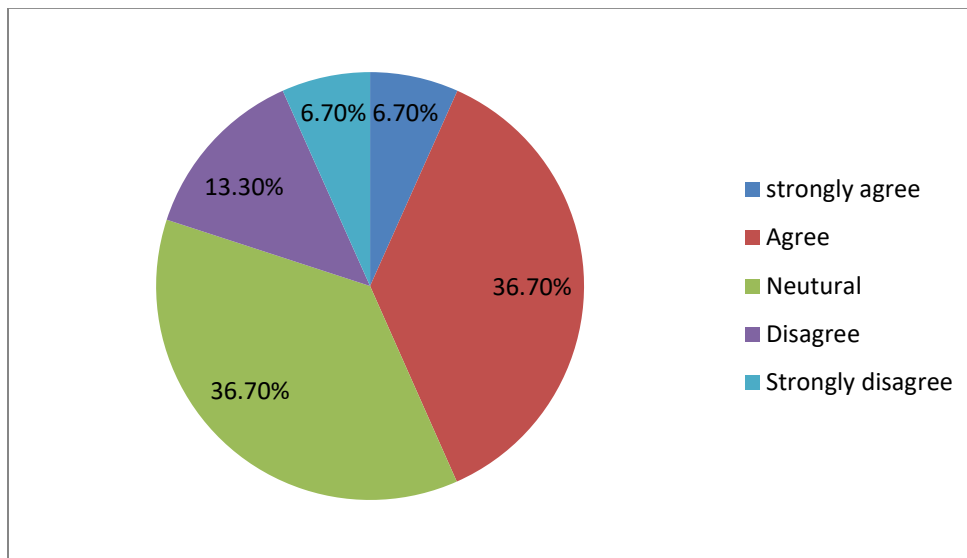


Table (58) Inspectors are Open to Teachers' Feedbacks (Teachers)



Inspectors are open to teachers' feedbacks. The statement is supported by (40%) of the administrators in table (57) and (43.40%) of the teachers in table (58). Both responses are below the desired average.

Table (59) Inspectors Help in Teacher-Training (Administrators)

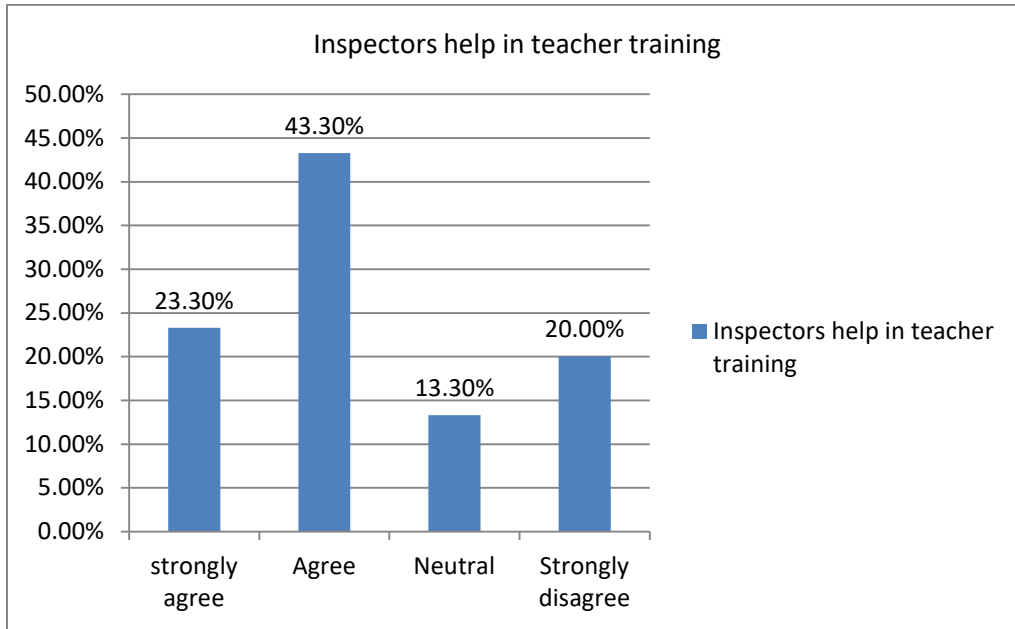
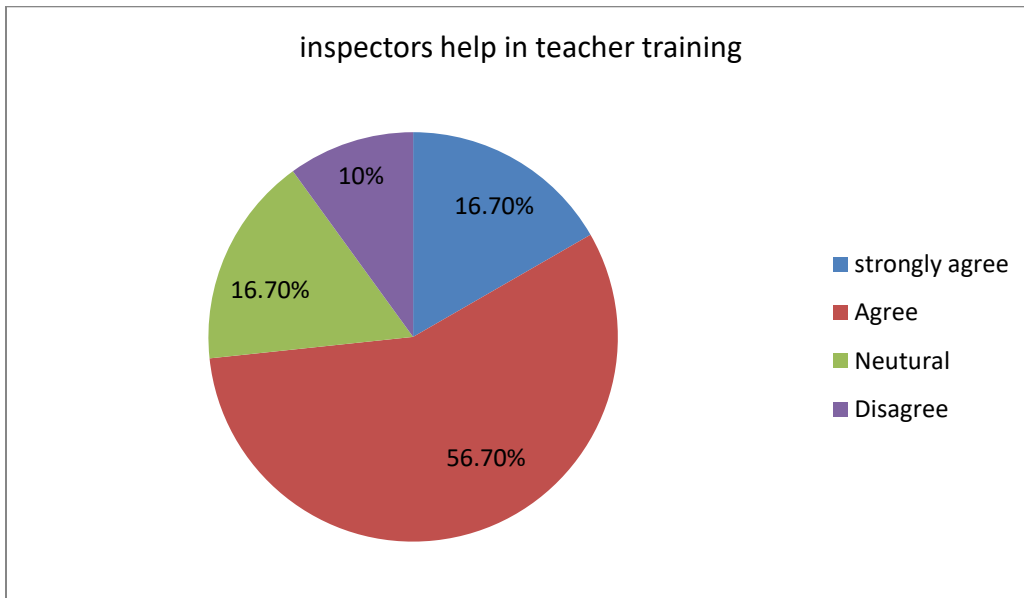


Table (60) Inspectors Help in Teacher-Training (Teachers)



The statement: inspectors help in teacher-training is supported by (46.60%) of the administrators in table (59) and (73.40%) of the teachers in table (60). There is a significant statistical difference between the two percents.

Table (61) Inspectors Provide Teachers with what's New in Teaching (Administrators)

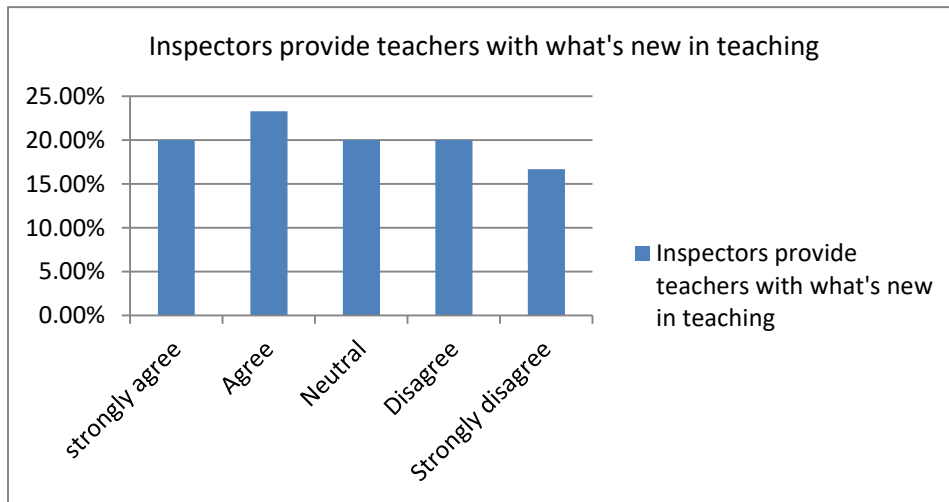
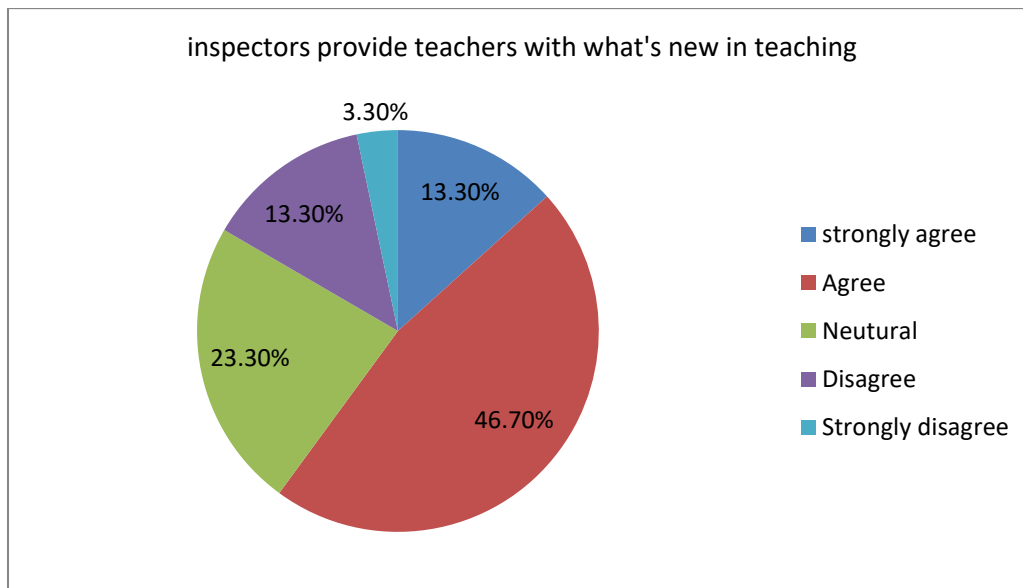


Table (62) Inspectors Provide Teachers with What's New in Teaching (Teachers)



The statement: inspectors provide teachers with what's new in teaching, is supported by (45%) of the administrators in table (61) and (60%) of the teachers in table (62).

There is a significant statistical difference between the two percents.

Table (63) Inspectors Satisfy Only with Evaluation (Administrators)

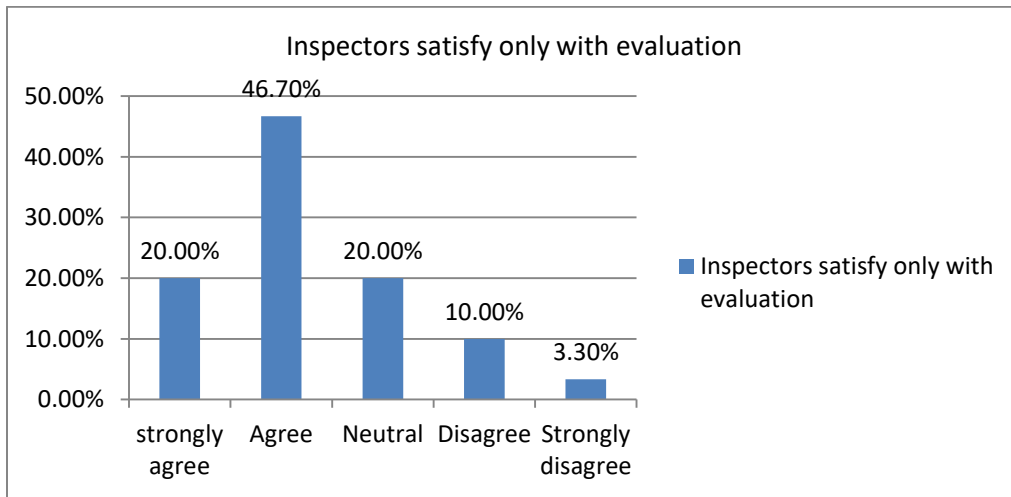
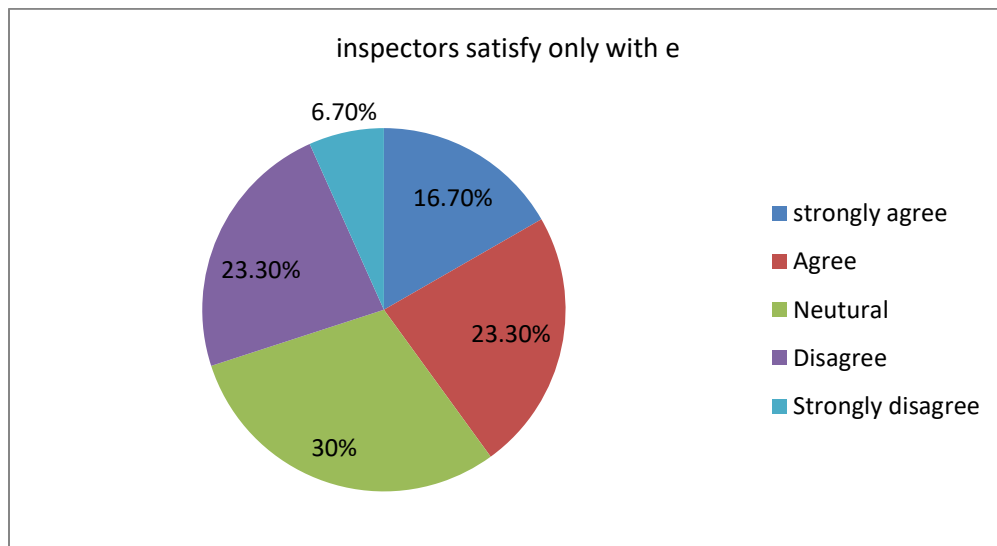


Table (64) Inspectors Satisfy Only with Evaluation (Teachers)



The statement: inspectors satisfy only with evaluation, receives (66.7%) of the administrators' support as seen in table (63) and (40%) of the teachers' support in table (64).

There is a significant statistical difference between the two percents.

Table (65 Inspectors' Visits are Associated with Trouble (Administrators))

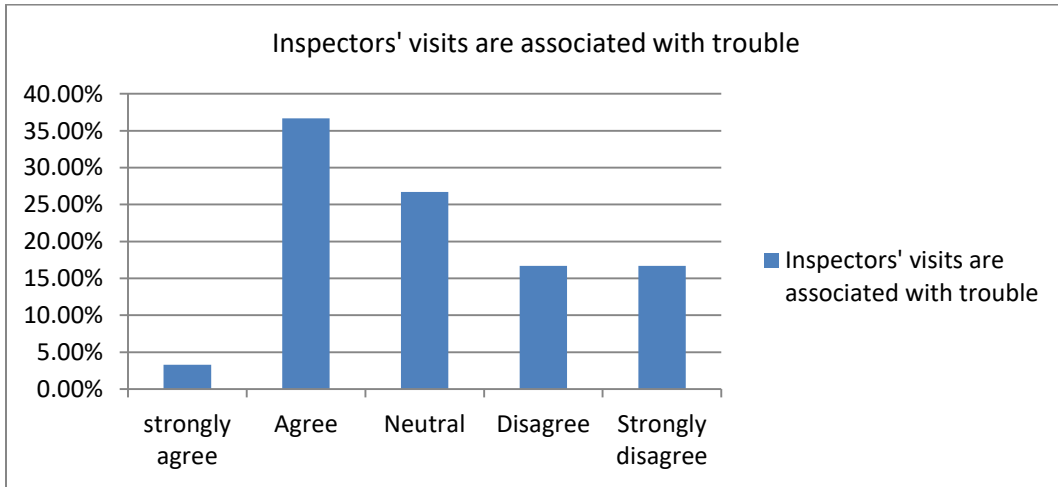
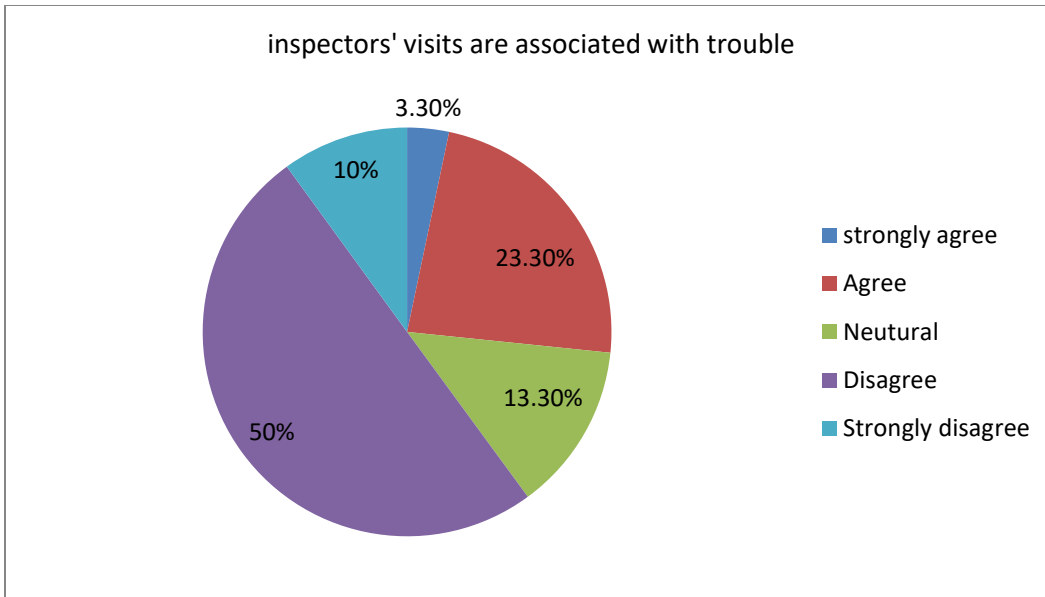


Table (66) Inspectors' Visits are Associated with Trouble (Teachers)



The statement: inspectors' visits are associated with trouble, receives (37%) of the administrators' support as seen in table (65) and (27.40%) of the teachers' support in table (66). However, (trouble) in particular needs further investigation.

Both percents are below the average and this is positive.

Table (67) Inspectors Criticize More than Advice (Administrators)

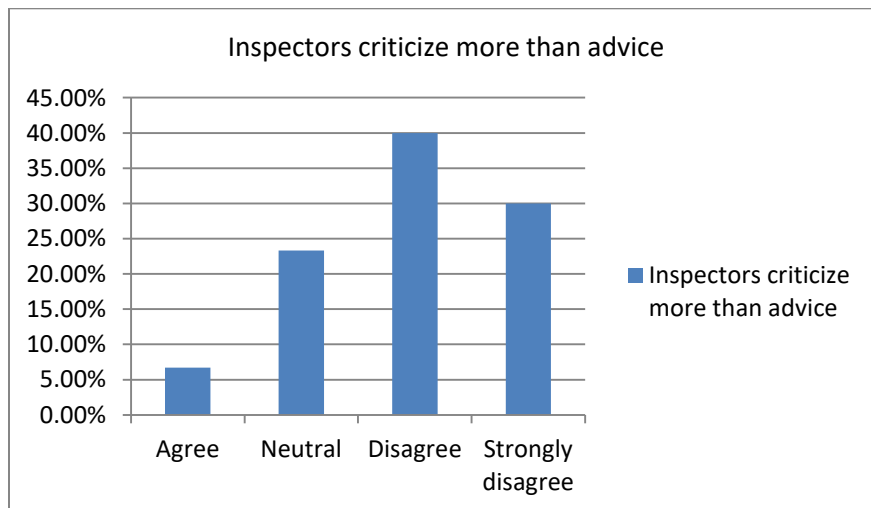
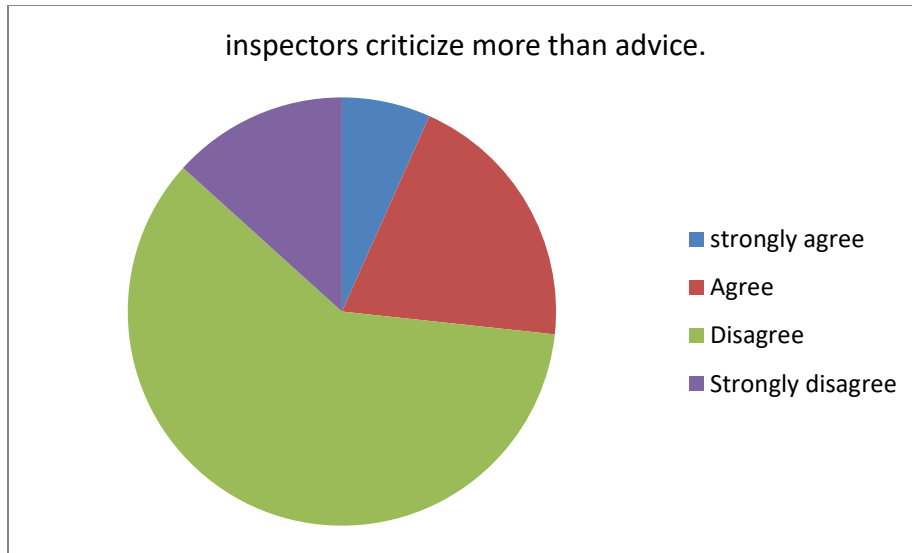


Table (68) Inspectors Criticize More than Advice (Teachers)



It critical to mention that the last statement: (inspectors criticize more than advice), finds support from both respondents. (32%) of the administrators confirm the statement as seen in table (67) and (22%) of the teachers support it as seen in table (66). However, the statement needs further investigation.

Both percents are below the average and this is positive.

4.4.3.2 Discussion of the Statistical Data for Question Three

Administrators' and teachers' opinions on English language inspectors are discussed as follows:

- a. Regular tours of inspection to schools are not regular. So, it can be concluded from this that the picture of English language in the Sudanese secondary schools, is not that bright since the role of the language inspector is almost lacking. Accordingly great losses take place due to the absence of guidance, continuous training, advising and assessments. Inspection is an academic process which also encourages research and experimentation whose results can be used to improve setting and achieving clear, observable and measurable objectives in the English language setting. It is also a

leadership process which requires the inspector to have the ability to coordinate teachers' efforts by aiming to achieve the teaching objectives. The achievement of that depends on the regular tours of inspection to schools.

The concept of language supervision has developed from that one visit type as it is used to be and which is not sufficient for the inspector to form a fair idea about the performance of the teachers. That one visit does not enable him to judge and evaluate the teacher in term of the outcome of his work, as reflected in the responses of his students. These responses are limited to a number of questions addressed to them from their teacher in this one visit time. So the one period visit paid by the supervisor to the teacher in his classroom, is not enough to enable him realize the adequacy of the teacher's performance and the degree of his awareness of the purpose and practice of the methods of the subject, to raise interest in students in and take into account their abilities, needs and their preparedness.

- b. Inspectors encourage teachers for quality in teaching and most teachers advocate this view. Encouraging teachers for quality in teaching is achieved by continuous examining of teachers' performance, and on the light of that, areas of weaknesses and areas of strengths become clear. The inspectors' encouragement is now based on good decisions and judgments.
- c. Inspectors do not explain the elements of quality in teaching as required. This shows that training of inspectors according to Total Quality programs is not yet formally adopted. Total Quality programs offer new concepts of what is known today as educational supervision, a new term with new features and new contents.
- d. Inspectors sometimes offer valuable advices in teaching. However, the work of inspectors go beyond the advices of technical guidance as from just being a follow-up of teachers in schools, to correct the practice on experience and advice, drawn from

outside the school, to link technical guidance with the concepts of Total Quality in language teaching. This new concept of language supervision has removed the psychological barrier between the teacher and the language supervisor as it considers both sides as cooperating partners, together in a process to attain the shared objectives. Thus, the end of language supervision is the development of the teaching process, and not only the teacher.

- e. Inspectors are rarely open to teachers' feedbacks and rarely help in teacher-training. However, the role of language supervisor in the evaluation of language development is not enough. There have to be his contribution in the training of teachers as well; where he should move from evaluating the knowledge of the teacher to establishing values in the teacher. This requires the supervisor to immerse himself deeply in his profession to help teachers overcome problems which they face while carrying out their duties and when focusing and addressing the students' minds. It the responsibility of a language supervisor is to condition and recondition new teachers in the work-atmosphere and through continuous training. And, for the work to be more useful teachers' feedback has to be considered because, on the feedback required courses are designed.
- f. Inspectors' visits are associated with trouble criticism. Today, inspection is a humanitarian process in which the supervisors recognize the value of individuals as human being so that they can build a mutual trust between themselves and the teachers and know the exact and varying capacities of each teacher they deal with. Inspection is a process of social human interactions which aims at raising the level of teacher professionalism to the highest possible degree in order to raise language adequacy and achieve ultimate pedagogical goals, as those embedded in the guidelines of Total Quality for language teaching which are elaborated on in chapter (2).

Inspection is a cooperative democratic process composed of two partners: the language supervisor as leader and teacher as supervisee. The process aims at exploring and understanding the objectives of teaching and helping the teacher to assimilate the goals and seriously work towards achieving them. This definition represents a quality leap very far from the old concept and practice, because it at once cancels the superiority of inspectors upon teachers and stops harming them by what is seemed to be only hunting of teachers' mistakes. This new practice has improved the contact between the supervisors and supervisees into warm human interaction based on natural mutual respect.

According to the principles of Total Quality, inspectors are seen as a influential figures in the teaching / learning process. Language supervision is seen by Total Quality as a process of leading a cooperative teaching organization, with all the elements of the curriculum, educational aids and methods of teaching, in language environment with teacher and student. The aim is to study the affecting factors in such situation and make assessment of the work to improve learning in the organization, in order to achieve better the goals of learning and teaching. Language Supervision is seen by Total Quality as including all the ongoing cooperative language activities carried out by supervisors, school administrators and teachers, in order to improve the skills of teachers and achieve language development, which all leads to achieving the objectives of the whole process that is composed of teaching and learning.

4.4.3.3 Results of the Discussion

The results of the discussion are shown in the following points:

- a. There are no regular tours of inspection
- b. Inspectors sometimes encourage teachers for quality in teaching
- c. Inspectors do not explain the elements of quality in teaching

- d. Inspectors rarely offer valuable advices in teaching
- e. Inspectors are to some extent open to teachers' feedbacks
- f. Inspectors rarely help in teacher-training
- g. Inspectors do not provide teachers with what's new in teaching
- h. Inspectors almost satisfy only with evaluation
- i. Inspectors' visits are sometimes associated with trouble
- j. Inspectors sometimes criticize more than advise

4.4.4 Answering Sub-Question Three

Sub-Question Three

- To what extent do EFL inspectors of the Sudanese secondary schools; consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances?

The Answer of Sub-Question Three

- Based on the results of the statistically treated data in (4.4.3.3), EFL inspectors of the Sudanese secondary schools; do not consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances

4.5 Validating Research Sub-Hypotheses

Based on all previous statically treated data and associated with the answers of research questions, research hypotheses will be examined and judged.

4.5.1. Research Sub-Hypothesis

H. 1. The Principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process.

Validation:

With close reference to the answer of question one, the Principals of the Sudanese secondary schools; do not apply the guidelines of Total Quality Assurance in the educational process. Accordingly, research sub-hypothesis (1) is invalid.

H. 2. EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools.

Validation:

With close reference to the answer of question two, EFL teachers; do not apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools. Accordingly, research sub-hypothesis (2) is invalid.

H. 3. EFL inspectors of the Sudanese secondary schools, consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances.

Validation:

With close reference to the answer of question three, EFL inspectors of the Sudanese secondary schools, do not consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances. Accordingly, research sub-hypothesis (3) is invalid.

4. 6 Answering Research Main Question

Main Question: To what extent there a statistically significant correlation between applying the guidelines of Total Quality Assurance and the English language teaching in the Sudanese secondary schools?

The Answer of the Main Question:

With close reference to the answers of research sub-questions, there is no a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance and the English language teaching in the Sudanese secondary schools.

4. 7 Validating Research Main Hypothesis

Main Hypothesis: There is a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance and English language teaching in the Sudanese secondary schools.

The Validation of Research Main Hypothesis:

With close reference to the validation of research sub-hypotheses, there is no a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance and English language teaching in the Sudanese secondary schools.

4. 8. Achievement of Research Objectives

Research Objective (1)

O. Investigate the application of Total Quality Assurance in teaching of English language in the Sudanese secondary schools.

Achievement:

The application of Total Quality Assurance in teaching of English language in the Sudanese secondary schools is statistically treated and the results show that the guidelines of Total Quality Assurance are not applied in language teaching. Therefore, objective one is achieved.

Research Objective (2)

O. Raise the awareness of the manpower in the Sudanese secondary schools, of the significance of applying the guidelines of Total Quality Assurance, in teaching of English language.

Achievement:

This objective will be achieved through the recommendations and suggestions displayed in chapter (5). The recommendations will be based on the positive results whereas the suggestions will be based on the negative results.

4. 9. Summary

Though the guidelines of Total Quality Assurance are applied in teaching of English language worldwide, the researcher has discovered that the guidelines are not applied in the Sudanese secondary schools. Much effort is required to catch up in order to address the problems already mentioned at the outset of this research.

CHAPTER FIVE

Conclusion, Results, Recommendations and Suggestions

5.1 Conclusion

This research departs from the point of the seemingly areas of weaknesses of English language in the Sudanese Secondary Stage. The researcher attributes those weaknesses to the absence of the total quality-parameters which should have been implemented in English language teaching/learning. Accordingly, the researcher

addresses the problem with the following question and with its hypothetical response:

Question: Is there a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance and English language teaching in the Sudanese secondary schools?

Hypothesis: There is a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance and English language teaching in the Sudanese secondary schools.

And, for designing a suitable frame work that can contribute effectively in answering the question and validating the hypothesis, the researcher first, surveys a wide range of literature focusing primarily on:

- a. The situation of English language teaching in Sudan since the outset of the Condominium period (1898-1956), up to present time with detailed information about its development, decline and the significance of its reform.
- b. Elaborate accounts on Total Quality Assurance (TQA), and its various roles, among them, the roles that can address the decline of English language in Sudan.
- c. Practical guidelines of (TQA) supposed to enhance the mutual effort of inspectors, school-administrators and language teachers to develop English language teaching in Sudan.
- d. Previous studies seem relevant to this present research.

To achieve the concerned targets, this research has been conducted through the descriptive approach with three questionnaires administered by: (30) inspectors, (30) school-administrators and (30) language teachers. It is noted that, this research tool is a triangular one, in which each group has to evaluate the work of the other two groups and these are the requirements of (TQA).

The collected-data has been statistically treated, analyzed and then discussed. The results of the discussion reflect that:

1. The Principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process.
2. EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools.
3. EFL inspectors of the Sudanese secondary schools, consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances.

The results reflect that, research main hypothesis is invalid. The guidelines of Total Quality Assurance in teaching of English language are not considered in the Sudanese secondary schools. Simultaneously, the invalidity of research main hypothesis shows that the first research objective is achieved. The objective is:

- Investigate the application of Total Quality Assurance in teaching of English language in the Sudanese secondary schools.

Whereas, the first research objective will be addressed in the recommendations and the suggestions. The objective is:

- To raise the awareness of the manpower in the Sudanese secondary schools, of the significance of applying the guidelines of Total Quality Assurance, in teaching of English language.

5.2 Results

All of the results are divided into three categories according to the implementation of applying the guidelines of Total Quality Assurance, in teaching of English language by school-administrators, teachers of English language and inspectors of English language.

5.2.1 School-administrators

1. The attitude towards quality is evident in the school.
2. There is quality system in the school.
3. There is an agreement to some extent on the quality measurements in the school.
4. There is less than expected a suitable atmosphere for teaching.
5. Facilities are not fully sufficient for teaching.
6. Time-table is suitable and flexible as an access for teachers to work in more than one school and this is absolutely denied by the guidelines of total quality.
7. The schools are not open to suggestions from teachers as ought to be.
8. Bonus system is not prescribed for teachers.
9. Free meals are not permanent to all teachers.
10. Future visions to develop language are not clearly considered.

5.2.2 Teachers of English language

1. English language teachers are not aware of quality teaching and are not trained in quality teaching as well.
2. Teachers do not use modern teaching aids.
3. Teachers do not have clear visions to help them achieve their aims.
4. Teachers do not devote much time to students' work.
5. Teachers use Arabic language during teaching.
6. Teachers do not assess student' learning in regular terms.
7. Teachers do not encourage outdoor language activities.
8. Teachers do not plan and prepare lessons regularly and accurately.
9. Teachers are not very much open-minded to advices.

5.2.3 Inspectors of English language

1. There are no regular tours of inspection
2. Inspectors sometimes encourage teachers for quality in teaching
3. Inspectors do not explain the elements of quality in teaching
4. Inspectors rarely offer valuable advices in teaching
5. Inspectors are to some extent open to teachers' feedbacks
6. Inspectors rarely help in teacher-training
7. Inspectors do not provide teachers with what's new in teaching
8. Inspectors almost satisfy only with evaluation
9. Inspectors' visits are sometimes associated with trouble
10. Inspectors sometimes criticize more than advice

5. 3 Recommendations

The application of the guidelines of Total Quality Assurance, in teaching of English language is recommended through the following point:

- To draw the attention of the educational authorities to its significance so they may communicate with the concerned governmental bodies for funding and consequently plan for the various requirements of its implementation.

5. 4 Suggestions

For future research, the researcher suggests the following topic-areas:

1. A job-description for school-administrators based on the requirements of Total Quality Assurance, in the teaching of English language in Sudan
2. A training program for teachers of English language based on the requirements of Total Quality Assurance
3. A training program for inspectors of English language based on the requirements of Total Quality Assurance in terms of assessing and evaluating teachers of English language

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Appendices

Sudan University of Science and Technology

College of Post-Graduate Studies

2/2017

To Professor

I would like to enlist your help. The attached questionnaires concern my PhD degree in the field of applied linguistics. My research is on the application of Total Quality Assurance in foreign language teaching. The purpose of the study is to examine how Total Quality Assurance is applied in English language teaching in the Sudanese Secondary schools. Accordingly, three questionnaires have been designed to generate data from English language teachers, English language supervisors and administrators of schools. All of them work in the Sudanese secondary schools.

I am gratefully happy to submit these questionnaires to you for the validity-judgment. I have also attached the necessary data from chapter one to reflect some views on the nature of my research.

NP: Reliability has been established through piloting and the results are:

- 1. Teachers' questionnaires = (0.98) and (0.91)*
- 2. Inspectors' questionnaires = (0.94) and (0.87)*
- 3. Administrators' questionnaires = (0.87) and (0.88)*

Thank you for cooperation

Hashim Humeidah

Tel. (0122276496)

Attached: (11 pages) as follows:

1. A part from chapter one
2. The three questionnaires

2. A Part form Chapter One

Statement of Research problem

In the Sudanese secondary schools where the researcher works, the importance of EFL is restricted to the process of passing the exams to upper stages. One reason supporting the aforementioned restriction is that, the syllabuses are presented in Arabic language in most of university-faculties and other institutions of higher education. This constitutes an absence of the seemingly external stimulus of EFL learning. So, the restriction of purposes to passing the exams sounds justified by both: teachers and learners. That's also ascertained by the highest percentage of success in the Sudanese Certificate Examinations. According to the records of (2016), the scores of the compulsory subjects are as follows:

- English language = (94.6 %)

- Islamic education = (89.9%)
- Arabic Language = (79.3 %)
- Basic Mathematics = (77.4 %)

Despite the achievement of the (94.6 %), EFL researchers: Ahmed (2014:144), Alryah (2015: 136) claim that students in the university-first level, find it difficult to freely expressing themselves in English, whether in speaking or writing. So, and according to the researcher, passing the exam is not among the targets of foreign language teaching/learning and it is not included within the purposes presented at the outset of the teaching guide-books. In this respect, the (94.6 %) means that, the teaching methods and techniques were adapted to the shortest ways to prepare students for passing the exam. So, the realistic match between the goals of foreign language teaching/learning and students' real performance is not clearly translated into reality.

Foreign language as Alryah (ibid: 24) states, is taught to be a means of communicating thought and information, or a tool for coping with technology, or viewed as an important element of human being's thought processes.

However, there have been other different studies conducted on the decline of English language in the secondary schools. Based on that, policy-makers and experts have been working hard enough to find suitable solutions to the problem. There have been a number of suggestions; among them is the adoption of TQ guidelines in (2012) to participate in enhancing the situation of the whole educational process. So, with reference to the adoption of TQ guidelines in (2012), this study will attempt to answer the following question now:

- To what extent do the guidelines of Total Quality Assurance are applied in English language teaching in Sudanese secondary schools?

Research Questions

This research attempts to answer one main question and three sub-questions:

Main Question

- To what extent there a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance and English language teaching in the Sudanese secondary schools?

Sub-Questions

- d.** To what extent do the principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process?
- e.** To what extent do EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools?
- f.** To what extent do EFL inspectors of the Sudanese secondary schools; consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances?

Research Hypotheses

This research attempts to validate one main hypothesis and three sub- hypotheses

Main Hypothesis

- There is a statistically significant correlation between applying the adapted-to-teaching guidelines of Total Quality Assurance **and** English language teaching in the Sudanese secondary schools.

Sub- Hypotheses

- d.** The principals of the Sudanese secondary schools; apply the guidelines of Total Quality Assurance in the educational process.
- e.** EFL teachers; apply the guidelines of Total Quality Assurance in teaching of English language in the Sudanese secondary schools.
- f.** EFL inspectors of the Sudanese secondary schools, consider the guidelines of Total Quality Assurance when they assess EFL teachers' performances.

Research Objectives

This research seeks to:

- c.** Investigate the application of Total Quality Assurance in teaching of English language in the Sudanese secondary schools.
- d.** Raise the awareness of the manpower in the Sudanese secondary schools, **of** the significance of applying the guidelines of Total Quality Assurance, in teaching of English language.

Research Approach

The Descriptive Approach

Research Population

Research population consists of (155) respondents. They are school-administrators, teachers of English language and inspectors of English language. All of them work in the Sudanese secondary schools.

Research Sample

Out of the total number of research population, research sample consists of a (100) respondents detailed in chapter (3).

Research Data

- Research Data consists of three questionnaires designed for the three types of research sample
- SPSS software program will be used for the statistical treatment of data
- Results of questionnaire-reliability

Teacher questionnaire = 0. 850

Administrators questionnaire = 0. 823

Inspectors questionnaire = 0. 870

2. The Three Questionnaires

(1) Teachers' Questionnaire

(A) Personal information

Underline one option please:

1. Academic qualification:

{Bachelor} {Post-graduate Diploma} {Master} {PhD}

2. Teaching Experience {number of working years}:

{1 to 5} {5 to 10} {10 to 15} {More than 15 years}

(B) Opinions on Your Institution (School)

Scales	Strongly Agree	Agree	Disagree	Strongly Disagree
Abbreviation	SA	A	D	SD

Please, put a (√) in the box of your choice

S	Statements	SA	A	D	SD
1	An attitude towards quality is evident in the school				
2	There is quality system in the school				
3	There are quality measurements in the school				
4	There is suitable atmosphere for teaching				
5	Facilities are sufficient for teaching				
6	Time-table is suitable and flexible				
7	The school is open to suggestions from teachers				
8	The school has a bonus system for teachers				
9	The school provides free meals to teachers				
10	The schools has future visions to develop language				

(C) Opinions on Inspection of English Language Teaching

NP:

Scales	Yes	No	Not sure
Abbreviation	Y	N	NS

Please, put a (√) in the box of your choice

S	Statements	Y	N	NS
1	There are regular tours of inspection			
2	Inspectors encourage teachers for quality in teaching			
3	Inspectors explain the elements of quality in teaching			
4	Inspectors offer valuable advices in teaching			
5	Inspectors are open to teachers' feedbacks			
6	Inspectors help in teacher-training			
7	Inspectors provide teachers with what's new in teaching			
8	Inspectors satisfy only with evaluation			
9	Inspectors' visits are associated with trouble			
10	Inspectors criticize more than advice			

(2) Inspectors' Questionnaire

(A) Personal information

Underline one option please:

1. Academic qualification:

{Bachelor} {Post-graduate Diploma} {Master} {PhD}

2. Teaching Experience {number of working years}:

{15 to 20} {20 to 25} {More than 25 years}

(B) Opinions on Institutions (Schools) You Visit

Scales	Strongly Agree	Agree	Disagree	Strongly Disagree
Abbreviation	SA	A	D	SD

Please, put a (√) in the box of your choice

S	Statements	SA	A	D	SD
1	Attitude towards quality are evident in the schools				
2	There are quality systems in the schools				
3	There are quality measurements in the schools				
4	Schools enjoy suitable atmospheres for teaching				
5	Facilities are sufficient for teaching				
6	Time-tables are suitable and flexible				
7	schools are open to suggestions from teachers				
8	Schools have bonus systems for teachers				
9	Schools provide free meals to teachers				
10	Schools have future visions to develop language				

(C) Opinions on English Language Teachers in the Schools You Visit

Scales	Strongly Agree	Agree	Disagree	Strongly Disagree
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Abbreviation	SA	A	D	SD
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Please, put a (√) in the box of your choice

S	Statements	SA	A	D	SD
1	Teachers plan and prepare lessons				
2	Teachers have clarity and achievement of aims				
3	Teachers are aware of quality teaching				
4	Teachers are trained in quality teaching				
5	Teachers use modern teaching aids				
6	Teachers devote much time to students' work				
7	Teachers don't use the mother tongue in classes				
8	Teachers regularly assess students' learning				
9	Teachers encourage outdoor language-activities				
10	Teachers are open-minded to advices				

(3) Administrators' Questionnaire

(A) Personal information

Underline one option please:

1. Academic qualification:

{Bachelor} {Post-graduate Diploma} {Master} {PhD}

2. Teaching Experience {number of working years}:

{10 to 15} {15 to 20} {20 to 25} {More than 25 years}

(B) Opinions on English Language Teachers in the School

Scales	Strongly Agree	Agree	Disagree	Strongly Disagree
Abbreviation	SA	A	D	SD

Please, put a (√) in the box of your choice

S	Statements	SA	A	D	SD
1	Teachers plan and prepare lessons				
2	Teachers have clarity and achievement of aims				
3	Teachers are aware of quality teaching				
4	Teachers are trained in quality teaching				
5	Teachers use modern teaching aids				
6	Teachers devote much time to students' work				
7	Teachers don't use the mother tongue in classes				
8	Teachers regularly assess students' learning				

9	Teachers encourage outdoor language-activities				
10	Teachers are open-minded to advices				

(C) Opinions on Inspection of English Language Teaching

NP:

Scales	Yes	No	Not sure
Abbreviation	Y	N	NS

Please, put a (√) in the box of your choice

S	Statements	Y	N	NS
1	There are regular tours of inspection			
2	Inspectors encourage teachers for quality in teaching			
3	Inspectors explain the elements of quality in teaching			
4	Inspectors offer valuable advices in teaching			
5	Inspectors are open to teachers' feedbacks			
6	Inspectors help in teacher-training			
7	Inspectors provide teachers with what's new in teaching			
8	Inspectors satisfy only with evaluation			
9	Inspectors' visits are associated with trouble			
10	Inspectors criticize more than advice			

End