

**Sudan University of Science and Technology
College of Graduate studies**

**Evaluating Basic and Secondary English language
Syllabi Offered by The Department of English,
Faculty of Education,
Gedaref University**

**A Thesis Submitted to Department of English,
College of Languages, in Fulfilment of the
Requirements for the Degree of M.A. in English
Language**

**Submitted by: Asjad Ahmed Saeed Bella
Supervised by :Dr. Abdalla Yassin Abdalla**

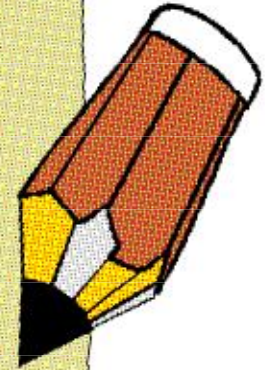
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال الله تعالى

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ
(٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

صدق الله العظيم
سورة العلق الآيات ١-٥



Dedication

To :

MAM.....DAD,

With lots of love.

Acknowledgement

I would like to acknowledge my thanks to Gedaref University for its support and encouragement.

A word of thanks to Dr. Abdalla Yassin from whom I have learnt much. His critical questions and brilliant ideas helped me a lot and were a source of great enjoyment.

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Abstract

This study is a pioneer one as it is the first trial of evaluating this certain syllabus. It has been conducted with the aim of evaluating the courses offered by the Department of English, Faculty of Education, Gedaref University, in order to find out its suitability for teachers training, academically and professionally. This study has three hypotheses. They dealt with the adequacy of the objectives of both (Basic/Secondary) levels syllabuses, the course coverage and the course sequence. Survey method was used to collect the data from the staff and graduates of batch one of the Department of English, Faculty of Education, Gedaref University. They were two interviews and a consultation for expert teachers. The results of the analyses confirmed the three hypotheses. It was found that: the objectives were adequate; the coverage neglected some units while the sequence was to some extent not in its proper order. The analysis of the collected data revealed that the syllabus of the Department of English in spite of the missed units and the fact that it was not in proper order was academically and professionally adequate for teachers' preparation. The researcher made some suggestions to counterbalance the effect of the course to the right order. Recommendations and suggestions of further study have been made.

ملخص البحث

قامت هذه الدراسة على أساس التقويم ، حيث أنها أجريت بغرض تقويم المقررات المقدمة من قسم اللغة الإنكليزية – كلية التربية – جامعة القضايف لمعرفة تناسبها مع متطلبات تدريب معلمي الأساس والثانوي من الناحية الأكاديمية و المهنية . استخدم الباحث المقابلة والاستشارة كوسيلة لجمع المعلومات من أعضاء هيئة التدريس وخريجي الدفعة الأولى بالقسم .

لهذه الدراسة ثلاث فرضيات انبثقت عن ثلاثة أسئلة هي :ما مدى كفاية أهداف منهج الأساس و الثانوي المعمول به في القسم و ما مدى شموله أو تغطيته لجميع الجوانب و ما مدى تسلسله؟

أثبتت نتائج تحليل المعلومات صحة الفرضيات الثلاث حيث أن أهداف المنهج كانت ذات كفاية مناسبة غير أن المنهج أغفل بعض الوحدات التي يحتاجها الدارسون وظهر عدم تسلسله في بعض المواضيع ، بالرغم من ذلك فإن الدراسة أثبتت أن المنهج المعمول به صالح في مجمله من الناحية الأكاديمية و المهنية لتخريج معلمين أكفاء .

أوصت الباحثة بملء بعض الشواغر من الوحدات التدريسية وتعديل تسلسل بعض الوحدات ، كما إقترحت بعض العناوين كأطروحات لبحوث مستقبلية .

Content

Subject	Page
Dedication	I
Acknowledgement	ii
Abstract { English }	iii
Abstract { Arabic }	iv
Tables of content	v
List of Tables	vi
List of figures	vii
Chapter One	
1.1 - Context of the Research problems	1
1.2 - Statement of the problem	4
1.3 - Study Questions	4
1.4 - Aims and Objectives of the Study	5
1.5 – Definitions	5
1.6 - Hypotheses	7
1.7 - Significance of the study	١٢
1.8 - The scope of the study	13

1.9 - Methodology of the Study	13
Chapter Two : Literature Review	
2-1- The Terms Syllabus / Curriculum	14
2-2- Syllabus Design	18
2.3 - Evaluation	20
2.3.1 - Approaches to Program Evaluation	24
2.3.2 - Dimensions of Evaluation	25
2.3.3 - Objectives Evaluation	27
2.3.4 -The Material Evaluation	34
2-4-Teacher Education	38
2.4.1 - Teacher Education in Sudan	42
Chapter Three : Research Methodology	
3.1 - The Interview	48
3.1.1 – Subject	48
3.1.2 – Instrument	49
3.2 - Student Teachers' Interview	50

3.3 - The Staff Members' Interview	53
3.3.1 – Procedure	55
3.4 - The Validity	56
3.5- Consultation	57
3.6 – Summary	57
Chapter four : Data Analysis, Results and Discussion	
4.1 - Analysis of the Students' interview	58
4-1-1 - Part A	59
4.1.2 - Part B:	81
4.1.3 - Part C	85
4.1.4 - Part D	87
4.2 - Analysis of the Staff Members' Interview	90
4.2.1- Part A	90
4.2.2 - Part B	97
4.2.3 – Summary	89
4.3 - The Consultation	99
4.4 – Conclusion	101

Chapter Five : Summary, Conclusion, Recommendations and Suggestions	
5.1 – Summary	103
5.2 – Conclusion	105
5.3 - Recommendations	105
5.4-Suggestions for Further Study	106
13- Bibliography	108
Appendices :	
*Appendix no (1) : Objectives of the English Department for the Basic students .	113
*Appendix no (2) : Objectives of the English Department for the secondary students .	114
*Appendix no (3) : List of courses offered by the Department of English. Secondary Level Syllabus.	115
*Appendix no (4) : List of courses offered by the Department of English Basic Level Syllabus.	117
*Appendix no (5) : Interview Schedule for the Staff Members at English Department	118

*Appendix no (6) : Interview Schedule for Basic and Secondary Students.	123
* Appendix no (7) : The attached letter for the expert teachers.	129

Lists of Tables

- 1-Table no (1) : Summary of the items according to the variables measured .
- 2- Table no (2) : The students' attitudes towards the syllabus coverage
- 3- Table no (3) : The students' attitudes towards the sufficiency of Reading skill .
- 4- Table no (4) : The students' attitudes towards the sufficiency of writing skill
- 5-Table no (5) : The students' attitudes towards the sufficiency of listening skill.
- 6- Table no (6) :The students' attitudes towards the sufficiency of speaking skill.
- 7- Table no (7) : The students' attitudes towards the sufficiency of linguistics courses.
- 8- Table no (8) : The students' attitudes towards the sufficiency of Literature courses.
- 9- Table no (9) : The students' attitudes towards the sufficiency of ELT courses.
- 10- Table no(10) : The students' attitudes towards the relevance of the syllabus.
- 11- Table no (11) : The students' attitudes towards the areas neglectful by the courses

- 12- Table no (12) : The students' attitudes towards the difficulty of (URC).
- 13- Table no (13) : The students' attitudes towards the course organization.
- 14- Table no (14) : The students' response towards the schools administration co-operation.
- 15- Table no (15) : The students' attitudes towards the arrangement of the teaching practice period.
- 16- Table no (16) : The students' attitudes towards the length of the teaching practice period.
- 17- Table no (17) : The students' response towards the usefulness of the teaching practice period.
- 18- Table no (18) : The students' attitudes towards the amount of microteaching practiced in the Faculty.
- 19- Table no (19): The students' attitudes towards the needs of both Basic and Secondary levels.
- 20- Table no (20) : The students' attitudes toward chances in practicing microteaching.
- 21- Table no (21) : The students' attitudes towards the competence provided by the course.
- 22- Table no (22) : The means and standard deviation of the items of part B.
- 23-Table no (23) : The students' response towards what the course lacks .

24-Table no (24) : The students' attitudes towards the strengths of the course

25 – Table no (25) : The students' attitudes towards the weaknesses of the course.

26 - Table no (26) : The staff's attitudes towards the syllabus coherence

27- Table no (27) : The staff's opinion about the syllabus sequence.

28- Table no (28) :The staff's points of view towards the differences between the Basic and Secondary course.

29- Table no (29): The staff's response towards the importance of the four skills and other components for the Basic graduates.

30- Table no (30) : The staff's response towards the importance of the four skills and other components for the Secondary graduates.

31- Table no (31) : The staff's point of view about the visits during the teaching practice.

Figures

Figure no (1): Matching process according to the connection
between the four stages.

Figure no (2): Personal factors for a language teacher .

CHAPTER ONE
INTRODUCTOIN

CHAPTER ONE

INTRODUCTOIN

1.1- Context of the Research problem:

The concluding decades of the twentieth century witnessed an increase in the demand of Higher Education . Large numbers of students sat for Sudanese Certificate Examination, but unfortunately few of them were accepted in the universities because of the scarcity of the vacancies there. The solution for this problem came, when the "Higher Education Revolution" started . It began in the year 1990 . It resulted in a vertical and horizontal expansion in higher education. The expansion was in the numbers of the students accepted in the universities as well as in the number of the universities themselves. To implement this announced policy the Ministry of Higher Education has adopted many strategies. Some of these strategies were:

1- reconstructing and formulating of curricula and syllabuses.

2-continuous development and updating for curricula and syllabuses.

After the reconstruction of the curriculum a decision has been taken by the Ministry of Education, as a result of which the minimum qualifications for practicing teaching was considered to be a holding of a university degree. In addition to that, the general basic education policy has led to a great increase in the number of

learners in general education, which has resulted in great demand for teachers.

There were twelve institutes for teachers' training which were affiliated to the faculties of Education in the universities. In addition to these, thirteen new faculties of Education offer a dual system for teachers training programs. These new faculties of education train teachers at Basic and Secondary levels. In addition, they provide postgraduate studies in many educational aspects.

Gedaref University is a fruit and a witness of the "Higher Education Revolution". It was established in the year 1994. It has now five Faculties. The Faculty of Education is one of them. It was established in the year 1996. It provides teacher training programs for both stages (Basic & Secondary). It consists of two sections, Science section and Art section. The Department of English is one of the art sections. According to the Faculty system, the students graduate with two specializations, English as a major subject and geography or History as minor subjects. The Faculty has two streams. These streams train teachers for both Basic and Secondary levels.

The world has turned to be a global village after the technology revolution, which accordingly has affected the field of teaching in general and the teaching of English in particular. English language is considered the principal language, through which a man can communicate with other communities and knows cultures.

The language teachers are the agents to a language learning. As the new trends in education show, the role of the teacher always changes according to the teaching situations. Teachers are sometimes instructors, explainers or facilitators.

*"With the explosion in languages teaching
there has been an increased demand for
language teachers and the consequent
need to train these teachers"*

(Wallace, 1991:2)

Faculties of Education in Sudan have now taken the burden of educating and training the teachers for the secondary level, as well as, the training of the Basic level teachers after the affiliation of teacher training institutes to the universities .The Basic level teachers graduate now with General Bachelor Degree in Education (B.ED).This degree qualifies them to teach at the Basic level. Good training is not enough for the teachers to be skillful because they need to develop themselves and their skills in the language through hard work. This is so because teachers' training is basically different from teacher development .The difference between "teacher training" and "teacher development" is that teacher training can be done normally by others while "teacher development can be done by one self (Wallace1991).For this reason ,attention should be paid to the courses and syllabuses which are dedicated to the task of teacher preparation. These courses must enable the teachers to

practice continuous development to suit the teaching situation and must satisfy their needs in changing conditions. This study attempts to conduct an evaluation of the syllabus offered by the department of English, Faculty of Education, Gedaref University after the first batch of the students have been graduated in both Basic and Secondary levels.

1.2- Statement of the problem:

The researcher will attempt to evaluate the courses offered by the Department of English, Faculty of Education Gedaref University for both Basic and Secondary levels. It has been observed that the students communicative ability is low .They are weak in some skills such as speaking and writing .In addition to that, the researcher believes that the time of teaching practice is not appropriate. The researcher will attempt to diagnose the program to discover its strengths and weakness.

1.3 - Study Questions:

This study will attempt to specifically answer the following questions:

1-How far do the objectives of the B.ED programs offered by the Department of English, Faculty of Education, Gedaref University, meet the academic and professional needs of the teachers of English in both Basic and Secondary levels?

2-To what extent do the courses fulfill the aims of the Department of English for both Basic and Secondary levels?

3-To what extent are the courses satisfactory in terms of content and organization?

1.4 - Aims and Objectives of the Study:

This study is intended to find out if the courses offered by the Department of English, Faculty of Education, Gedaref University are academically and professionally adequate for teachers preparation for both Basic and Secondary levels. The study will try to evaluate these courses especially after graduation of the first batch of the students in the year 2001. The researcher will try to discover the areas of weaknesses and strengths.

Teachers are the main axis of the process of teaching. They build and educate new generations. In this age of globalization, the need for languages is increasing specially for English language, which is counted as the first international language of communication and science. It is a widespread language used all over the world. All information in all aspects of knowledge is available in English. The researcher hopes that the result of this study will contribute to the development and professional improvement of teachers of English language to play their role successfully.

1.5 – Definitions of terms:

In this research, the following terms are explained as follows :

- "Basic level": the first educational stage in Sudan, which extends for eight years starting normally from the age of seven.

- "Secondary level": refers to the educational stage in Sudan, which follows the Basic stage and continues for three years.

Besides the terms: assessment, evaluation, grading, syllabus or curriculum, teacher education and teacher development refer to:

- "Assessment": refers to:" the measurement of the ability of a person or the quality or success of a teaching course". (Richard.1992:23)

- "Evaluation of a program": refers to "the study of curriculum objectives, material and decision to be made about the quality of the program itself". (Richard1992:13)

- 'Grading": refers to:" the arrangement of the content of a language course or a textbook in a helpful way"(Richard1992:160)

- "Syllabus also curriculum": refer to "a description f the content of a course instruction and the order in which they are to be taught"(Richard21992:368)

- "Teacher education also teacher training": refer to "the field of the study deals with the preparation and professional development of teachers"(Richard1992:374)

- "Teacher development":" deals with the on-going professional development of teachers"(Richard1992 :)

- "G.U or U of G": refer to Gedaref University

1.6 - Hypotheses:

The first step in a syllabus design is the setting of its objectives. To set objectives of any program we have to look first for what the current/target needs of our learners are ,taking into account the surrounding conditions and environment. The achievement of the objectives cannot be realized unless they are based on a firm ground according to a realistic vision of the present and future needs of the learners and their important role as qualified teachers.

The objectives of any language teacher training program usually have three axes. These axes are:

- 1- Language competence, which concerns the skills.
- 2- Language awareness, which concerns pure and applied linguistic.
- 3- Language pedagogy, which concerns the methods of teaching.

Hence, the objectives of English Language teachers training program offered by the Department of English Faculty of Education, Gedaref University include language skills, linguistics (pure-applied) besides teaching methodology and language culture (literature ...etc) .In this study the researcher's first hypothesis is:

1-The objectives of the English language teachers' training program offered by the Department of English, Faculty of

Education, Gedaref University meet adequately the current and target needs of both teachers at Basic/Secondary levels.

We need teachers who teach English language skillfully and who are able to play their role perfectly, besides, the ability of developing themselves. From the researcher own observation student teachers are not able to communicate well in English even with their pupils in the classrooms. Their pronunciation is not perfect. They use more (Arabic) in their speaking, although some teaching methods are not against the use of the mother tongue in very limited scope. Many Basic level teachers do not know how to write correctly. This means that some teachers at the Basic level and also some of the secondary level are not familiar with how to write English alphabet in its proper shapes. This point is very important and necessary especially for the Basic level teachers who teach the beginners .It is also observed that even some of the Secondary stage teachers have unclear handwriting and always make spelling mistakes. When the student teachers join the faculty, they are taught the English (URC) (University Required Courses) before their main specialization in English language. It is noticeable that the responses of both learners (Basic/Secondary) towards these courses are very bad. Their achievement is low .They do not understand the grammatical items. They are unable to communicate and build up meaningful dialogues. Their scores are always less than what are expected. It is believed that there is a gap between what they had already learned in Basic/Secondary stages. The students suffer a lot because of their weak standard in the English language. We could say that the defect happened in their previous stages

(Basic/Secondary) and for this point it could be said there a great need for qualified and well-trained teachers. From the researcher's point of view all that mentioned above come as a result of that the syllabus of the Department of English, Faculty of Education, Gedaref University lacks some of the integral courses such as the very important course which is the "Study Skills"; there is no concentration on the four skills especially (writing-speaking) for the Secondary but the writing comes at the expense of speaking in the Basic although the courses of writing neglect the alphabet writing. The sequence doesn't comprise some important elements of language learning like testing and introduction to literature, which contains the different features and characteristics of this important element. According to that, the researcher hypothesizes the following:

2-The syllabus coverage is not adequate for meeting the objectives in terms of content.

Moreover, the organization is a very important task in the syllabus and courses ordering.

*"It is not clear for untrained teacher how
a language can be broken down into
neither teachable items nor how these
may best be presented so their significance
is grasped and the learner is able to use*

them with accuracy and with ease"

(Wallace, 1991:23)

The researcher observed that there are some sequencing in the courses for instance, "History of English Language' course comes after the "Introduction to Linguistics" course in spite of that the former gives a further background about the language. It seems to me that the grading of the "linguistics courses "is not proper. The "Advanced Linguistics" course comes after the "Contrastive Linguistics" course, which is analyzing the language, involved all the items taught in the "Advanced Linguistics "course. In addition to that, "principle and Practice11" is complementary to "Principle and Practice1" and should follow it. "Topics for Debate" comes earlier as well as "ELT 1".It is observed that the ELT courses are given just before the teaching practice period, then the students distributed at the schools without full understanding and enough practice to what they have been taught.

In the Department of English both Basic and Secondary, student teachers have the same period of practical teaching although the Basic student teachers had already practiced teaching before his/her coming to the faculty. The teaching practice is a key component in the faculties of education as it is essential task to create a competent, well-trained teacher. Many matters should be considered like the length of the training period for both Basic and Secondary Teachers (the timing of the period).It is noticed that the follow up visits are very few. They do not give the most benefit in distinguishing the skills of the trainee and his / her performance so

as it can help in the feedback. In the past the teachers training institutes trained the teachers for a period of two years, the practical training was in the attached schools under the direct supervision of the trainers. Now it is observed that the students have been distributed randomly in the schools, which make the process of following up of the students very difficult for the trainers and is not satisfying for the trainees. The importance and necessity of the follow up visits are well known. In spite of that, they are not sufficient and sometimes not found. After the restriction of the objectives and the content it could be said that, the attention should be paid to the organization of the courses, for this researcher's third hypothesis:

3-The courses components to some extent are not well organized in terms of sequence and grading.

It has been often asked why English language standard in Sudan became weak at a time when world development and progress depended on an on-going revolution in communication and information available mostly in English language. Therefore, the standard should be improved to be able to practice in our country progress. English language needs to be spread and every one should be able to communicate through it. This can be achieved by constructing a good language syllabus in addition to the skilled language teachers and rich sources, continuous assessment for both the syllabus and the students.

1.7 - Significance of the study:

This study tries to look into and evaluate the teachers' training program of the Department of English, Faculty of Education, Gedaref University

for both (Basic/Secondary) levels. The researcher chooses this scope to investigate the areas of weakness in this syllabus and try to find out remedies to these weaknesses. The researcher wants to develop an integrated syllabus with good coherence. This syllabus can enable the learners to perform well and practice their role, as it should be. The benefit of this study will go firstly to, Gedaref University, Faculty of Education, Department of English in particular and to other departments in general. It will help the Department in knowing the areas of weaknesses and strengths of their syllabus and get benefit from the suggested new thoughts and remedies. These suggested remedies could help the Department in reforming or constructing the syllabus. The other departments can get benefit by following the steps of this study to evaluate theirs. This study will be an addition to the field of curriculum, syllabus design and evaluation. The syllabus designers can avoid these weaknesses in the future. The Ministry of Education can get the benefit of this study by giving it a well-trained teacher and by organizing the teacher training period and its time. The teachers and students will make use of this study.

Teachers can teach a good-organized syllabus. Student can get an organized and sequenced course, which enables them to understand well and get a very good standard, as they should be.

Other universities or researchers can use this study to be a base for developing their syllabuses.

1.8 - The scope of the study:

In this study, the focus will be on the evaluation of the courses offered by the Department of English, Faculty of Education, Gedaref University. Furthermore, the population of the study will include the staff, students of the first batch who graduated from the Department of English, Faculty of Education, Gedaref University.

In addition to that, the syllabus will be given to expert teachers and syllabus designers to comment on.

1.9- Methodology of the Study:

This study will follow a descriptive and analytic research method. The data collecting tools will include the following:

1-Critical survey of the syllabus offered by the Department of English, Faculty of Education, Gedaref University (in terms of objectives, content, organization, sources and assessment...etc)

2-Conducting interviews for the staff member of the University, graduate of batch (1) of both Basic and Secondary levels. Consultation will be conducted also for expert teachers and syllabus designers. A committee of experts (Language teachers) will check these tools (interviews) to show their validity and reliability. The collected data will be statistically analyzed and critically discussed.

Chapter Two

Literature Review

Chapter Two

Literature Review

* Introduction:-

The world has become a global village as a result of the communication revolution and rapid development of information technology which have become a salient feature of this century. Consequently, the importance of all languages is increasing, specially the English language which is considered the first international language in terms of its importance as a language of science, trade, diplomacy, literature and communication in general. Learning English is indispensable for the development and progress of human communities.

The process of language learning cannot be achieved and maintained unless there are qualified, well-trained language teachers as well as suitable curricula.

In this chapter the researcher will critically review relevant literature on syllabus, its definition, components and evaluation with reference to *the teacher training program offered by the Department of English, Faculty of Education, Gedaref University.*

2-1 - The Terms Syllabus / Curriculum:-

It is essential right from the beginning to define the terms "syllabus" and "curriculum" Kindersley (2000) defined syllabus as a group of subjects and the curriculum as study courses that concern school or college. Therefore, Kindersley put syllabus and

curriculum in similar definitions with Richard (1992:94) who claims that:

"Curriculum is an educational program which states (a) the educational content of the program (the ends) (b) the content teaching procedures and learning experiences this will be necessary to achieve this purpose (the mean) (c) some means for assessing whether or not the educational ends have been achieved".

Here the definition is not specific, a program with finite ends or objectives with certain contents and resources dominated by a certain way of assessment. In addition to this definition, Richard adds "curriculum" has a similar meaning to syllabus. He also maintains that "curriculum" means "syllabus" as he says:

"Syllabus also curriculum is description of the contents of a course of instruction and the order in which they are taught".

(Richard: 1992:219)

This definition sees syllabus as equivalent to curriculum.

Moreover, Yalden (1989:77) defines the syllabus in the following way:

“Syllabus is an instrument to be
used to coordinate all (these)
aspects of language teaching”.

Here the syllabus is considered as a device or a means, which ties all the components of the process of language teaching. Eric (1988) agrees with Yalden as he says:

*“A language teaching syllabus is the
integration between what to teach and
how to teach, that means subject matter
integrated with linguistic matter”.*

In this definition, the content and the methods are seen as an integrated process. The two definitions show that the choice of syllabus depends largely on the language theory, which is followed by the certain college as well as the methods of teaching. Widdowson agreed with Yalden (1984) when he defined the syllabus as a framework of the activities, which have been carried out.

Yalden considered the syllabus as a teaching device while Widdowson concentrated on activities or what to be taught to the learner. Some linguists consider syllabus and curriculum as alternative like (Richard) but others consider them as different terms as Allen (1984:61):

*“Curriculum is a very general concept
involves consideration of the whole
complex of philosophical, social and
administrative factors, which contribute
to the planning of an educational program.*

*Syllabus on the other hand refers to the
subject of curriculum, which is concerned
with specification of what unit will be taught”.*

In this definition, Allen saw the curriculum as more comprehensive concept and that it contained the syllabus. On the other hand, Stern (1984) stated the difference between curriculum and syllabus; for him curriculum answers the question what to teach, while the syllabus answers the question who and how to apply the curriculum. This indicates that curriculum and syllabus are very relevant and connected with each other.

From all definitions, it seems to me that the syllabus is a certain educational map with keys, to achieve certain purposes through selective methods and procedures, restricted by time and assessment. Finally, they are not important to be called “syllabus”, “curriculum”, “plan”, “course”, “outline”, or any title. It is a description of objectives of what is to be taught, at what time including the level of the learner, the methods of evaluation as well. In this study the researcher will use the two terms “curriculum” and

“syllabus” interchangeably specifically the term “syllabus” will be used to refer to planning, implementation and evaluation of an educational program as well as its objectives content, grading and sequence.

2-2- Syllabus Design:

Now that we have defined the terms “curriculum” and “syllabus”, it would be better to know what syllabus design is, what to be taught and in which order? The theories of learning and theories of language are important factors for designing a syllabus. According to the theories of teaching and learning and due to the philosophical view of "abilities" faculty, the syllabus can be prepared or designed. Designing a program is a co-operative process between the corporation, teacher, and designer. The syllabus designer should observe and balance some criteria while selecting and grading the syllabus, these criteria can be summarized as:

- **Learn ability:** to teach the easier first then the difficult due to levels of the learners.
- **Frequency:** to teach the more frequent items in the language than the ones that are used occasionally.
- **Coverage:** the words and structures, which have great scope of words to be learned first.

- **Usefulness:** to teach words which are useful in certain situation (pen-book) in the classroom (Harmer 2003).

The development of every syllabus depends on these criteria. There are many book talking about the designing and implementation of syllabus theoretically as well as practically, however, the choice of the syllabus depends on courses concentrated on assignment rather than text and lecture. Aims, procedures and evaluation centred on content rather than acquiring it. Students are supposed to construct their ideas in writing or in other methods and should learn to compress their thinking (group work). Teaching problem-solving skills feed the students' cognitive abilities. Therefore, the students' development needs attention while designing a course (Reilly, Tarey 1988). In designing a syllabus, many factors should be taken into account that they might affect the teaching process.

In preparing a practical language teaching syllabus the designer should restrict what products those are required from the students and define what the students should be able to do. He has to choose the type of syllabus according to the students' needs and desires. The designer has to evaluate available sources of material and the teachers training. He has to implement the easiest syllabus with the available sources. The designer should also determine the percentage of the combination of syllabus types. Decision should be transferred to teaching units (Reilly and Tarey 1988). In addition to that, Van ek (1997) drew the attention towards the necessary components of a language syllabus. He stated the situations in

which the foreign language will be used including the topics which will be dealt with, the language activities in which the learner will engaged, the language functions which the learners will fulfill, what the learner will be able to do with respect to each topic, the general notions which the learner will be able to handle, the specific (topic-related) notions which the learner will be able to handle and the language forms which the learner will be able to perform. Therefore, Tarey and Van ek gave an interpretation for the components of the syllabus, which can be described as the “objectives”, “content”, “organization”, and “evaluation”.

After the above orientations about the theoretical and practical aspect of the syllabus, the researcher will deal with these aspects or components one by one. The researcher intends to make clear what should be understood by the term "Syllabus", "curriculum" and "Syllabus design" before discussing the main and principal subject of this study, which is "Evaluation" of a certain language program. It is the syllabus of the Department of English, in the Faculty of Education, Gedaref University.

2.3 - Evaluation:

Evaluation is a principal feature of a well-planned syllabus. The function of evaluation is to determine the efficiency of the procedures as well as the objectives and content. Evaluation has many purposes; the most important one is to assess whether the program can be continued, discontinued or it is to be improved and modified.

It is not easy to define the beginning of the evaluation process. In broad sense, according to Mohammed (1981) evaluation existed in the social life many years ago, as its function was to enable people to decide the value of things. In education, it was found in a narrow sense in the form of examinations in the schools. In the twentieth century, educational evaluation has started in its broadest shape. The great change in the concept of evaluation took place when the linguist Ralph Taylor concentrated on conducting evaluation according to the educational objectives as Mohammed (1981) pointed out. Taba (1962) defined evaluation in a narrow way she maintains that:

*"As a reduction of every progress achieved
or learnt by the student for one mark".*

She explained that evaluation was a complex process, which starts with the construction of the objectives.

The new trends of evaluation appeared in Taylor's view:

“The process of evaluation is essential process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. However, since educational objectives are essentially change in human beings that is, the objectives aimed at, are to produce desirable changes in behavioral patterns of the

students, then evaluation in behavioral patterns
of the students, then evaluation in behaviors
actually taking place”.
(Saylor Alexander 1974:189)

This definition explains that the evaluation is to recognize the achievement of the educational objectives, which are discovered by the behaviour changes. On the other hand, Richards (etal) (1982) defines evaluation as:

“The systematic gathering of information
for purposes of making decision”.

Here evaluation is a kind of investigation in order to take a right decision. It is noticeable that this definition is in the broad sense. More specific, a definition states by Pop ham (1975) says:

*“The systematic educational evaluation
consists of a formal assessment of the
worth of educational phenomena”.
The evaluation here is a measurement
of the effectiveness of an educational
phenomena.”*

It may be limited to the broad one of (Richards).

A more specific and modified definition, which is stated by Brown (1990:222), says:

"Evaluation is the systematic collection and
Analysis of all relevant information, necessary
promote improvement of a curriculum, and assess
its effectiveness and efficiency, as well as the
participants" attitudes with in the context of the
particularly institutions involved".

This definition requires systematic gathering and analyzing of information. It also aims to promote the improvement and assessment of the effectiveness, which is one of the most important reasons for evaluation. It is stressed that the evaluation should be on specific syllabus. Hutchinson and Waters (1987) stated that evaluation is a judging process for something fitness in respect to the needs and available sources.

Taba (1962) pointed out that evaluation is the change determination of the students' behaviours against the objectives of the curriculum in term of getting the worth of the curriculum itself.

The different definitions shown above indicate different views and points. The researcher takes into consideration that evaluation process is the determination of the value of the program or syllabus, fill its gap, reform and improve the program.

2.3.1 - Approaches to Program Evaluation:

There are many approaches to program evaluation. These approaches are:

- 1) The goal attainment approaches, which focus on the goal and determining to what extent they have been achieved.
- 2) The static characteristic approaches which external experts to determine the effectiveness of certain program conduct.
- 3) The process-oriented approaches, these begin with rationale description operation, judgmental operation, and outcomes. This criterion agrees with this study.
- 4) The decision facilitation approaches which serve or facilitate the decision-making.

2.3.2 - Dimensions of Evaluation:

There are three dimensions of evaluation:

* **Formative vs. Summative:** A formative evaluation is used during the development of a program and its curriculum. It aims to collect information to help developing the program, the result of this type of evaluation will be in small scale and numerous, modifying and turning of the existing syllabus design. Summative evaluation is used at the end when the program has already been completed. It aims to gather information to determine whether the program is successful or

not. The result of this type will be in a large scale and sweeping changes.

* **Product vs. Process:** The difference between formative and summative is in the aim of gathering information, while the difference between product and process evaluation is in which information should be considered. Product evaluation concerns whether the aims (product) are achieved. On the other hand, process evaluation is focuses on what happens in the program. Summative evaluation focuses on product as its

aim is gathering information to make decision, if the goals of the program have been completed. While formative evaluation tends to focus on the process as its aim is gathering information to improve and modify the syllabus. Due to what is mentioned above, it should be clear, that the use of product and process evaluation should include the use of both quantitative and qualitative for collecting and analyzing evaluation data.

* **Quantitative vs. Qualitative:** Quantitative information is collected using measures, which turns into numbers and statistics. The next step in sorting through the information, descriptive information will be used. Qualitative information is represented in observation. They does not turn to be numbers and statistics does not seem to be scientific but they are effective in decision-making. Quantitative and qualitative data both give important information. The determination of the approaches leads to the measures, which will be applied. There are many procedures for data collection; the

term "procedure" here is not only for the measures but also for the methods used in collecting the data (Brown 1990).

Moreover, it would be useful to go further in the program evaluation and deal with the objectives, their setting, types, and evaluation.

2.3.3- Objectives Evaluation:

The objectives are very important component in the syllabus because they direct and guide the selection of the other components, as well as they help the teachers in task focusing and the learner can know the aim of what his language program is. They can be used in developing methods of evaluation. Objectives represent means of constructing the content and activities. The evaluation of educational objectives also concerns the development of the syllabus. This development is connected with these four questions:

1. What educational aim of a course should be achieved?
2. What learning activities must be brought to achieve these aims?
3. How can these learning activities be well organized?
4. How can these learning activities be evaluated (McKay 1974).

Educational objectives mean a construction of what is expected from the learner to do in terms of changing behaviour (thinking, feeling, attitudes, etc).

It is essential that the objectives should be identified and the work should be planned. The choice of objectives depends on learning theories and the philosophy of the faculty.

One source for objectives is the existing data about the students. What is their present level of development? What are their needs? What are their interests ? Another source is the investigation of the problems expected to perform, what are the problems they are likely to encounter ? (Mackay 1974) .

In addition, another source emerges from the nature of the subject matter, its conception, types of learning and contribution.

These three sources require definite philosophy of the specific faculty. At last, these objectives should be relevant to the psychology of learning, which provides the determination of objectives in learning sequence and the suitable time to achieve these objectives, and the objectives interrelationship. The goals should be chosen to achieve in the available time and under possible conditions (Nunan 1998) .

Tyler (1949) introduced four ways of constructing objectives. These four ways are:

- 1) Restricting what the teachers is to do.
- 2) Specifying content.
- 3) Specifying behaviour.
- 4) Specifying the learners' behaviours after construction.

As Tyler declared that, the objectives are based neither on teacher activities nor on content. It is right to be based on what the learner should be able to do after the activities. In addition to that, the objectives based on the teachers activities, which are given. While the objectives, depend on classroom activities loose the tie between the in structural goals and the classroom objectives.

Saphier and Gower (1987) gave five types of objectives. They are interrelated. The first three concerns with what students will do; the last two concern with what they will have mastered. These types of objectives are:

Coverage objectives define what will be covered e.g., we will cover five selected units of the course book.

Activity objectives define what the students will do, e.g. students will write six different kinds of paragraph.

Involvement objectives define how to arouse students interests e.g. discussion a bout their interesting topics.

Mastery objectives define what the students' ability shall be after their time in class, e.g. students will be able to write a paragraph comprising a topic sentence and details.

Critical thinking objectives define which learning skill will be developed e.g. knowing the characteristics of a good paragraph and why.

There is a tension between coverage and mastery objectives because the period to master skills, knowledge or develop

linguistically may not be equal to the allowed (allocated) time in the syllabus. This tension may make a problem for the teacher who must cover the material without emphasizing the students' mastery of the material. It may also exist when the teacher believes that success means mastering the material while the students believe in coverage to mean mastery. (Hall 2001).

Nunan (1988) also pointed out other kinds of objectives in language teaching. They may be similar to those mentioned above or may be interrelated. These kinds stated by Nunan as follows:

Performance objectives: These objectives concentrate on what the learner should do after instruction. They depend on the students rather than the teacher's behaviours, emphasizing input rather than output.

Process and Product objectives: Process objectives are the objectives that describe the ability of the learner after instruction. Product objectives describe the developing skills and activities. These objectives lack the means through which they can be achieved, e.g. the teacher can repeat the task until the learners perform it skillfully or can focus on the activities themselves. The difference between process and product objectives is that the process objectives give the experience the learner will be practicing in the classroom. On other hand, the former specifies the means while the latter specifies the ends. That what is needed by any comprehensive syllabus .

In curriculum design reconstructions values ensure the so called (ends-means approach) and “mastery learning” techniques.

Tyler (1949) is generally accounted to be the father of the “ends-means approach”. He stated that the development of curriculum as a certain behaviour specified as ends through an in structural process as a means. The structure of the ends–means curriculum and the steps required to elaborate it explained by Taba (1982:12) as follows:

Step1: diagnosis of needs.

Step2: formulation of objectives.

Step3: selection of content.

Step4: organization of content.

Step5: selection of learning experiences.

Step6: organization of learning experiences.

Step7: determination of what to evaluate and the ways of doing it.

This shows a view of curriculum development, which starts with diagnoses of needs and ending with a scheme for evaluating whether those needs have been fulfilled in the course of instruction. Tyler’s own perception for the setting out of educational objectives as mentioned above is the most useful form to express them in terms, which identify both the kind of behaviours to be developed in the students, and the content or situation in which this behaviour is used (Tyler 1949).

The objectives then can guide the curriculum decision making in terms of what to cover, emphasize content and activities (Taba 1962). It becomes normal to advocate all objectives to be expressed in behavioural terms. Mager (1962) declared that curriculum objectives must be prespecified in the changes of measurement for the students' behaviour, in order to help the teacher to know what behavioural objectives are. Bloom (1956) produced a handbook outlining taxonomy of educational objectives in the cognitive domain. These objectives are designed as the student's behaviour classification, showing the intended outcomes of the learning process and set out in six categories introduce an ascending complexity order. They are knowledge, comprehension, application, analysis, synthesis, and evaluation.

For each of these categories Bloom introduced illustrative objectives, related problem of testing and examples of testing items objectives in the similar category. Once the behavioural ends of a particular instructional program has been agreed upon, it is essential to set out a serial steps created goals. The steps should be small, so the learner could understand them easily and quickly they move confidently.

After this general survey of objectives and evaluation, it could be said that the starting point of formulating and constructing objectives depends largely on what the learner's needs and full information about the learner, his environment all this should be analyzed in the so called "needs analysis". "Needs analysis" means

the way of collecting information about learners of a certain program. This information can be collected from the learners themselves directly or by syllabus designer, through the process of the language use. Items and lists, which are tried to describe and classify the multiple things that come from the users of the language as an answer to the question why they are learning the language. There may be a difference in the ways of thinking and expectation about the syllabus between the teachers own syllabus and the learners' syllabus. "Needs analysis" aims at narrowing and closing the teachers' and learners' points of view by using learners' information to select the objectives, content and activities as well as giving the learners details about the objectives and the activities in the syllabus. So they will be well known of their learning experiences (Nunan 1988) .

Hutchinson and Waters (1987) divided the learners' needs according to their necessities, what the learner knows to function well, what he/she does not know and their desires. The need analysis should assess the use of the learners of the language after the course, measure their present level of proficiency and the opinions of the learners about what is good for them, the out come should be the feature of the language in the course.

This means the learners should practice the language, as Harison and Menzies (1986) declare:

”students can not be expected to master every aspect of the language before they are allowed to use it for communicative purposes”.

From all what is said above, it would be very clear that “needs analysis” plays an essential role in determining the objectives of the program as well as the content and the other elements. According to the determination of the objectives, the content can be chosen.

As mentioned before the objectives restrict or specify the other components of the syllabus. It would be better to go deeper and discuss another important component of the syllabus, which are the material and its evaluation..

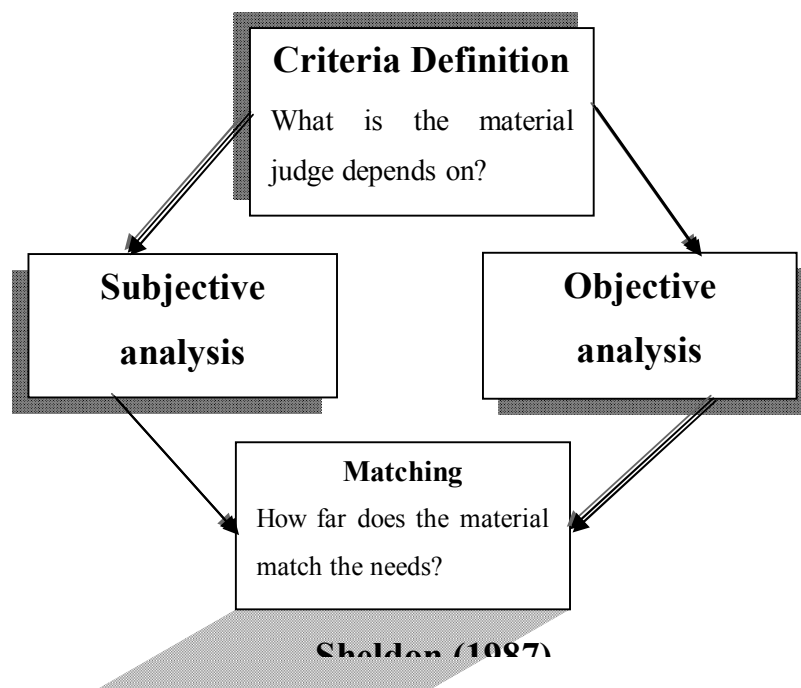
2-3.4-The Material Evaluation:

According to Hutchison and Waters (1987) evaluation is:

“Material evaluation is essentially a matching process in which the needs and assumptions of particular teaching learning context is matched to available situation.”

From this quotation, it is clear that the material evaluation is a matching process between the needs, analysis of the material and the methods. This relation can be shown according to Hutchison

and Water's view, which depends on four stages. This diagram shows this matching process according to the connection between these four stages.



Therefore, the material evaluation is a recognition of relativity, which is crucial. It is used not to evaluate the materials only but also analyze teaching, learning situations. It could not logically be accepted to match a solution to a need without the identification of this need. The materials evaluation can develop awareness of the teachers this can take place in many ways. The teachers observe themselves and their learners' behaviour inside the classroom. They will discover what actually happens and be aware of, so, they can make an agreement (a compromise) between their knowledge and practice. Teachers in using various textbooks can make their drills vary. They have to decide which criteria they have to adopt.

This makes them focus on language learning and consider the learners' needs in the teaching situations. Material evaluation can help the teachers to analyze the teaching learning situations according to their contribution to the materials. The materials evaluation should develop teachers awareness of language learning as well as it is the aim of selecting the teaching materials. The material evaluation is not only used to categorize the syllabus content but goes far to what materials express in the language learning (Sheldon 1987).

Dubin and Olshtain (1991) stated that to evaluate material, the essential question will be by whom and where the material develop or produce, in addition to that the alternatives which the materials provide for both the teacher and learner. The effective materials are those, which give the teacher and learner the chance to choose according to their needs.

In an agreement with Dubin and Olshtain, Nation (2000) explained that the language content of the course should be something useful for the learners' needs and give him or her balanced knowledge according to the teaching conditions, existing sources, and time. Richard and others (1992) also agreed with this view as they stated that the choice of the materials depends on the goals and objectives, which came because of the learners' needs. Wilkins (1976: 19) points out that:

“The process of deciding what to teach is based on consideration of what the learner should most usefully be able to communicate in the foreign language”

This quotation reassures that the choice of the materials depends largely on the learners’ communicative ability. After our discussion about what to teach, the most important step after selecting the material is how to grade and organize the material itself. Widdowson (1991) stated two ways in ordering content; one of them is with their value or communicative pay-off in practical use, the other is with the language development as a function in the process of learning. These ways related to the achievement and proficiency. For instance, achievement tests measure the improving in learning while proficiency test measure the ability to practice a good communicative behaviour. Ordering is a mean of facilitating achievement in which the content can be graded to be typical to sequence that indicates the natural process of learning. Groder (1979) noticed that the effective teaching of language connected with natural process; facilitate rather than making it difficult. The adaptation is for the learners not to the teachers and materials. Nation (2000) concerning content and sequence, said that a language course should cover items, skills, and strategies while the focusing should be generalized to the language features. The teaching situations sequence in preferable items taking into account

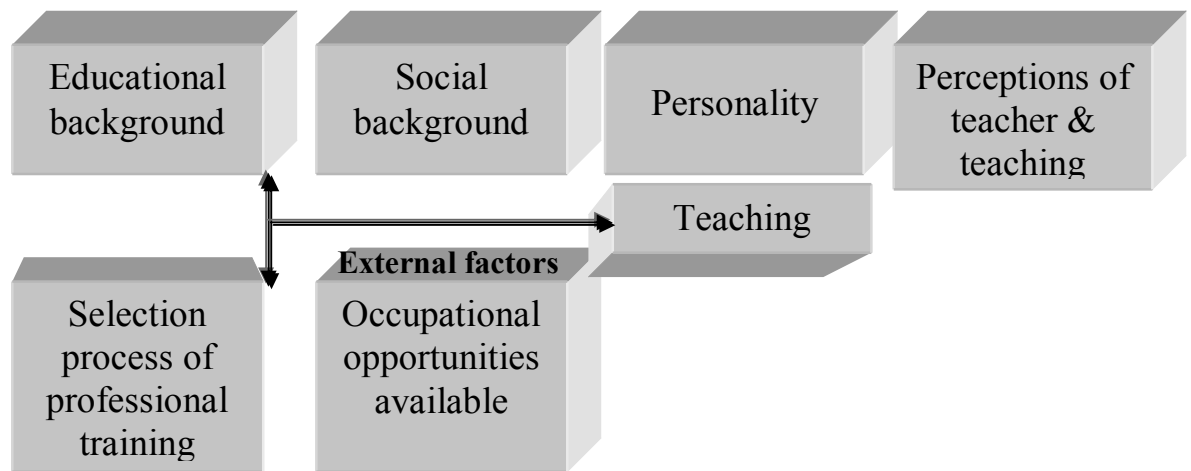
the readiness of the learners as well as covering the frequent items in the language. So the learners can benefit from their efforts. Learners should pay attention to the items practice, train and develop their awareness to become effective learners. This can be achieved through quantities of interesting activities in both listening and reading. In addition to that, a language course should contain fluency activities both receptively and productively which compel the learner to practice the language in both speaking and writing. Sound system, vocabulary, grammar, and discourse areas are important to be put in the course.

Hence, the speaking is about the courses and programs, which prepare language teachers and qualify them; it would be very essential to speak about teacher education.

2-4-Teacher Education:-

This part discusses the personality traits of the teachers, which affect their choice of teaching and the influences of the professional training on skills, abilities, and attitudes of teachers. The teachers' characteristics affect in two ways one is the selection connected with the desire to become a teacher and the formal acceptance of professional training. The other is the teachers' academic education and professional qualifications. There are many factors, which influence persons' decision to teach, but they mean different significance for each person (Stone 1974).

Personal factors :



Fanselow & Light (1977)

These factors affect the person to become a teacher or not. After he or she becomes a teacher, the question raised will be “How can a teacher training program meet the new needs for the learners?”

Since there are many changes in the world which have started with the information technology revolution to the latest inventions, the need for languages is on increase especially for English language, which is considered as the first language of communication all over the world. Accordingly, the ways of foreign languages teachers' training have changed. Jarvis' (1972) point of view calls for giving student teachers skills that are more behavioural and increasing knowledge of making decision in the classroom. Therefore, the teacher can be more skilled and effective in learning situations. The training, which gives steps for teaching grammar, dialogue, or ...etc. The preparation of language teachers

can be considered as matching between different elements, which vary from place to place, from one educational level to another (Streven 1977). These elements can be specified as firstly, the personal attributes of the trainee, who depends on the age of the trainee, personality and the most important element is the motivation for becoming a teacher. Secondly, the individual and group attributes of the learners he/she will face, this depends on the learners' behaviour towards the teachers and language learning.

Thirdly, the nature of the educational process of teaching in general and of the language teaching in particular. The trainee realizes the theories, knowledge, and practice about teaching and teaching specified subject. Fourthly, the target situation for which the trainee is being trained. The trainee is trained according to the level of the stage he/she will teach in, the kind of the class and learners. The last element is the realistic possibilities of training. According to the above elements and particular teaching situations it can be said that the characteristics of the "ideal" language teacher are personal qualities (physical and psychological conditions). Then the acquired qualities (experiences and education). Beside the technical and professional abilities (Stevens 1977). At least the majority of teaching training courses includes some basic elements, which are:

Selection: the acceptance of the individual to be a trainee and a teacher.

Continuing personal education for the trainee, this refers to the improvement of the trainee education.

General professional training as an educator and teacher, this include all knowledge, deeds which the teacher needs to practice teaching.

Special training as a teacher of a foreign or second language. This concerns three other aspects, which are (skills), (information) and (theory) components.

After this broad survey of the aspect of teacher preparation and its basic principles, we are coming into details of surveys conducted in North America and Great Britain, concerning teacher preparation programs in American and British colleges and universities. This study tries to find out the status of teacher in both countries. The survey declares that American program has an open policy, but the British are highly selective. The American prepares for teaching posts inside America while most of the British teachers preferred to work overseas. The American curricula are flexible concentrating on linguistics, phonetics methods, and materials. More care is given to teaching practice. The British curricula at lower level are flexible than the American higher-level curricula. So general American and British Departments of Education are similar, both use eclecticism in methodology and communicative competence test. However, the study comes out with that the American programs concentrate on theory more than on practice (Achosen1975).

Now, it will be preferable to go further and have a general look of teacher preparation in developing countries. In developing

countries teachers are untrained in spite of the support of the World Development Banks, but the development is in the pupils rather than in curricula, material and teacher efficiency which affect the quality of learning. The programs of teachers lack the connection between the target and current needs for both the teacher and learner. Therefore, initial training program should be obligatory (Cross 1990). According to the fast world changes, the attention should be paid to the teacher preparation in terms of qualities not quantities.

2.4.1- Teacher Education in Sudan:

Sudan is one of the developing countries. It has a long experience in the field of teachers' training and English language teacher preparation. Nevertheless, it would be suitable to begin with a historical background of English language and teacher preparation in Sudan.

In 1901, according to the education system of the Condominium Government (Anglo - Egyptian) some objectives had been set. One of these objectives was the creation of English class to fill the intermediaries work (clerks and translators). English was taught first by Egyptians then by Sudanese who graduated from Gordon College, teacher-training section. In 1929, a report from the commission assured the necessity of English for the work life. It criticized the books used in the primary schools and advocate modern English and methods. The result of the report recommendations appeared in that the number of English teaching

hours was increased and accordingly, the marks of Gordon college entrance examination were increased to give the importance of the subject. For the teacher they held special course in the summer vacation in 1930. (Sandell 1982) says:

“The Department of Education's major step in the advancement of English was its decision to review the whole of the English syllabus in school

"Sandell, 1982:23”

This decision in 1930s set the basis for English language teaching which was stated by the new syllabuses.

The oldest form of informal teachers training was the so called "Al U'rafa", which is the oldest form to enable teachers to pass knowledge to the students for both primary and intermediate schools. It was a part of Gordon Memorial College (Ahmed 1980).

In 1934s, a training institute for primary school teachers had been established at Mubruka. It was considered the first formal specialized institute and known as Mubruka Educational Institute. Its program was on both theoretical and practical teacher education. The period of the training lasted for four years. Another training Institute was opened for intermediate teachers in 1949, at Bakhter-Ruda. Its program cared for both the academic and pedagogical needs of teachers' education. It was an in-service system, which enabled student teachers to be trained in two years. This duration

was reduced for one year because of the expansion of the intermediate education and the great need for trained teachers.

After Bakht-er-Ruda, other intermediate teacher training institutes spread out. These institutes followed by the Higher Teachers Training Institute in Ommdurman.

In 1960, a Women college was established in Ommdurman. It trained 30-35 trainees in English. Its program was for academic studies and teaching practice including English language, literature and teaching methods. The problem of such institutes was the lack of attached school, as at Bakhter Ruda, which trained the trainees in attached school under its administration. This problem still hinders the teaching practice. The big problem appeared when the change of the educational ladder that took place in 1971. The number of trainees was above the capacity of the institutes. This again reduced the length of the training period, which affected teaching practice. So the balance between the increasing numbers of the trainees and suitable training they need to have been a real dilemma. In 1975, the “Sudan English Language Teaching Institute” (S.E.L.T.I) was founded to provide services for all language learners and not teachers only. Its aim has been the promotion of English language. There was a lack in the training of higher secondary school teachers.

In 1950, some secondary teachers were sent to Leeds/Britain. In 1961, “Higher Teacher Training Institute” at Ommdurman was established and which later affiliated to the University of Khartoum

as the faculty of education. It offered B.ED in English among other different subjects. (Arbab 1995).

After about forty years, Bhakht-Er-Ruda has become responsible for teacher training and curricula planning in the Sudan. Teacher training and curricula planning are interrelated processes. The teachers are educated by giving them important skills and pedagogy, so it would be better to make them realize what they are going to teach, and then the vision will be very clear. (Saeed 1983).

Bakht-Er-Ruda and other institutes continued to play their important and useful role. The new change in the educational ladder resulted in the affiliation of these institutes to the faculties of education. The teacher preparation has become the responsibility of the faculties of Education in the universities.

Higher Education recently held a symposium to discuss the higher education questions. The eighth symposium has come out with many recommendations concerning the preparation of teachers in both Basic and Secondary levels. Academically, it recommends that the syllabus should deeply be connected with the topics introduced in the secondary level syllabuses. The syllabus should contain environmental, informational, Sudanese and computer studies as faculty requirements. Professionally, the first class should be familiar with the Secondary level syllabuses in terms of

objectives – content and organization. For the practical teaching period, the symposium insists on enabling the student teachers to acquire different methods during the practice of teaching. The

necessity of up dating the teaching procedures instead of memorizing and reciting facts. Faculties of Education should expand their programs to include the training for the Basic, Secondary, preschool and University teachers with the promise of the “Higher National Council”, to provide the financial aids. The new researches should be directed towards the service of the new syllabus in different levels.

Now we can go back to the main subject of this research, which is the evaluation of the syllabus offered, by the English Department, Faculty of Education, Gedaref University. It could be said that the syllabus of the Department of English in many faculties depends on the philosophy of their universities and according to a certain objectives that direct and guide these syllabi.

In this chapter, the researcher has reviewed literature on the syllabus, its objectives, contents, sequence, evaluations as well as the English language teacher training. The information, which has been given in this chapter, will be used to make an appraisal of the syllabus of the Department of English Faculty of Education, Gedaref University. This will be after the description of the methods of research, which will be the next chapter.

Chapter Three

Procedures and Methodology

Chapter Three

Procedures and Methodology

This chapter deals with the research methodology. It provides a full description of the research tools, which were used to collect data, beside the procedure, which was followed. There, the researcher used two types of data collection tools.

Those were interviews and consultation. The researcher has chosen the interview as data collecting tool because it provides more freedom than the questionnaire where the respondent is restricted. The researcher has been working in the field of teaching English at the Department of English, Faculty of Education, Gedaref University. This has given her the opportunity to observe many obstacles and problems. Those obstacles might be due to the courses, their objectives, content, sequence and other reasons.

The study has contained a consultation of expert teachers about the objectives and the syllabus of the Department of English, Faculty of Education, Gedaref University as a whole.

3.1 - The Interview:

3.1.1- Subjects :

The population of this study included the staff members of the Department of English, Faculty of Education, Gedaref University. Those are:

1-The Head of the Department who is a holder of Master Degree in English literature and has an experience of more than twenty years of teaching of English. He is currently studying to obtain a Ph.D degree.

2- 5 lecturers also at the Department of English four of them are holder of Master Degree and one is about to finish her Master Degree, with an experience of about 4-15 years in teaching of English language.

The interviewees also included the first batch students who graduated from the Department of English, Faculty of Education, Gedaref University in the year 2001. They were 33 students: 16 of them represent Secondary Level student teachers section while 17 represent the Basic Level section. Those interviews included items, which have been covered questions about the syllabus content and organization.

There were also expert teachers who offered their assessment and views about the objectives of the syllabus of the Department of English. They were one professor, a syllabus designer, and expert

teachers of English. They were all specialized in English language and Education.

3.1.2 – Research Instrument:

Research tools or instruments refer to questionnaire, interviews, test, observation....etc. The main instrument of this study as mentioned before was the structured interviews. They covered some variable, which were determined by the researcher. There were two interviews, one for the teaching staff members of the Department of English. That interview included 20 items divided into two sections. Section A which contained sixteen items while section B included four items. The other , which was for the first batch of graduate students who graduated at the Department of English, Faculty of Education, Gedaref University. It included 34 items divided into four sections .The first one was section A which consisted of fourteen items while section B included twelve items. In addition to that, section C contained five questions of certain points and the last one was section D that had open question. Sections A, B in the student teachers' interview and section A in the staff members' interview were based on Likert's 5-point scale.

Section B in the staff members' interview and section C and D in the student teachers interview gave the respondents the chance to say their opinions and free comments. These items of the two interviews were distributed according to the variables investigated by the researcher. She also, beside the investigation of the main

subject of this study, tried to find out other things like the teaching practice period length and time, use of the language laboratories, micro-teaching, the levels of university required courses English as minor with other subject... etc. When the researcher stated these items, she tried to make them:

- ❖ Simple and clear.
- ❖ Consider the individual differences.
- ❖ Covers the syllabus in terms of content and its organization.

3-2 - Student Teachers' Interview:

This interview, was conducted to obtain the responses of the first batch of the graduate students , from Department of English, Faculty of Education, Gedaref University. It comprised four sections A, B, C and D. Section A consisted of fourteen items. Their description is as follows:

The first item asked about the coverage of the syllabus .The second item investigated the sufficiency of reading ,writing skill, listening , speaking skills, linguistics, literature and ELT courses for graduating Secondary and Basic levels teachers. The third item investigated if the courses were relevant to what the students going to teach in the two stages (Basic and Secondary). This item was repeated in the staff members' interview. The fourth item tried to find out if the courses neglected some areas of the language. The

fifth item asked if the University Required Courses of English were of higher level than the students' level. This item also was repeated in the staff members' interview .The sixth item investigated the courses organization. The seventh item tried to find out if the staff of the schools where the teaching practice took place was co-operative. This item was repeated in the staff members' interview. The eighth item was concerned with the arrangement of the teaching practice period between the faculty and the schools administration while the ninth item asked about the length of the teaching practice period. In addition to that the tenth item tried to find its usefulness for the trainees. The eleventh item asked about the satisfaction of the micro- teaching in the faculty. The twelfth item investigated the needs of both Basic and Secondary teachers. The thirteenth item dealt with the chances given to the trainees in micro-teaching. The fourteenth item asked the students if the courses provided them with competence in using the language.

*** Section B:-**

Section B had twelve items. The first one tried to discuss the studied courses in comparison with the courses which were taught in both Basic and Secondary stages. The second item asked the students if the courses neglected the classroom activities while the third item tried to discover if both stages (Basic/Secondary) studied the same courses .The fourth item tried to find out the courses graded. The fifth item tried to elicit the teaching aids benefit. Besides, the sixth item tried to discover if the Department

used language laboratories and if they improved, the pronunciation (the seventh item). The eighth item asked if there was a course of how to produce teaching aids. The ninth item tried to find out that the micro-teaching was neglected while the tenth item tried to discover that if the ELT courses were of little use because of studying them later. In addition to that, the eleventh item asked about the teaching practice in the final semesters and their feedback. The twelfth item tried to find out if there were courses which dealt with the English testing in details.

*** Section C Free questions:-**

That section contained questions in different areas. Question one, asked about what the courses lacked while question two was about the difficulties that faced the students after the graduation and if they attributed those difficulties to the courses studied at the Faculty (question three). Question four tried to discover the language ability of the English Department graduates. Question five tried to find out if the minor specialization was at the expense of English specialization.

*** Section D open questions:-**

Question one was about the strengths and weaknesses of the courses given by the Department for both Basic and Secondary levels teachers. Question two tried to investigate the improvement suggestions for both Secondary and Basic levels courses, besides, any other comments (question three) .

3-3- The Staff Members' Interview:-

The second interview was introduced to the staff members of the Department of English, Faculty of Education, Gedaref University. It contained two sections. Section A contained sixteen items described as follow:-

The first question tried to elicit information about the syllabus coherence while the second item was about the syllabus sequence. The third item tried to know if the courses of the Secondary and Basic were different. The fourth item tried to assure the adequacy of the syllabus as relates to the objectives of graduating well-trained teachers. The fifth item tried to know the length of the teaching practice period for the Secondary student teachers' level in comparison with the Basic student teachers' level. The sixth item tried to find out the importance of some components for both Secondary and Basic levels. Those components were reading, writing, listening, speaking, linguistics, literature and ELT. The seventh item tried to know the numbers of the trainers' follow-up visits during the teaching practice for the trainees. The eighth item tried to discover the sufficiency of the follow-up visits and the extent of the co-operation of the staffs of the schools where the students trained (the ninth item). The tenth item tried to find out whether the syllabus of the Department had relation with the syllabuses have been taught in both Basic and Secondary stages. The eleventh item tried to see if there were a balance between

certain syllabus components, which were linguistics, literature, and ELT.

The twelfth item tried to find out the suitable time or semester, which could make the teaching practice period effective. The thirteenth item tried to investigate the sufficiency of literature in the syllabus. The fourteenth item asked about the teachers' opinions of the syllabus in general and whether it was satisfactory for graduating good teachers. The fifteenth item asked if the University Required Courses of English at the Faculty were difficult for the students' levels, this item was repeated in the students' interview. The sixteenth item tried to discover the usefulness of practicing micro-teaching for the student teachers.

*** Section B:-**

Section B tried to elicit information about certain points in addition to the teachers own comments. It contained four questions. The first question asked about which was better for the student to graduate with, the English subject only or English and another subject. Question two asked the teachers to justify their choice and give reasons for each choice. Question three tried to find out possible remedies for the students' weaknesses in English language. The fourth question tried to give the teachers the opportunity to say any other comments. The following table shows those items according to the variables measured.

Tables (No.1): Summary of the items according to the variables measured

Variable Measured	Items measuring the student views	Items measuring the staff members views
Syllabus Coverage	A:1,4,9,11,13,14 B:1,2,3,8,9,12	A:1,3,4,5,6,7,8,10
Syllabus Organization	A:3,6,8 B:4,10,11	A:2,11,12,13
Other topics and Free Comment	A:5,7,10,12 B:5,6,7 C:1,2,3,4,5 D:1,2	A:9,14,15,16 B:1,2,3,4

3.3.1 - Procedure:

The researcher distributed the interviews to the respondents in hand first, to give them a chance to look over the items and make up their minds then the researcher sat with the respondents to enable them answering the questions. Sometimes the researcher interfered to ask questions for more information and explanation.

3-4 - The Validity:-

A committee of teachers specializing in English language teaching checked those interviews. This committee, which consisted of language teachers, checked the items of the interviews. They were asked to check:

1-To what extent the items were suitable in terms of instruction (which affect the respondent answers).

2-Types of items and their suitability for the subject.

3-The language used.

4-Any other comments.

The committee wrote some observations about some items and suggested some modifications. The members of the committee were:

Iskender Hegeerd: Department of English, College of Education, Sudan University of Science, and Technology.

Sami Balla Sanhori: Department of English, College of Languages, Sudan University of Science, and Technology.

Montasir Hassan Mubark: Department of English, College of Language, Sudan University of Science, and Technology.

Abdelkreem Hassan Kakoom: Department of English, College of Languages, Sudan University of Science, and Technology.

3-5 - Consultation

The syllabus of the Department of English, Faculty of Education, Gedaref University, was introduced to expert teachers to put their comments specifically on its objectives and the whole syllabus in general. The researcher met them to explain what was demanded. She gave them a copy of the objectives of the Department of English, Faculty of Education, Gedaref University for both Basic, and Secondary sections courses. Those expert teachers who were consulted a professor in Education, syllabus designer and expert teachers.

3-6 - Summary:-

This chapter has provided description of the research tools and their procedures, which were utilized . The collected data will be statistically analyzed and discussed in the next chapter.

Chapter Four

**Data Analysis, Results and
Discussion**

Chapter Four

Data Analysis, Results and Discussion

In the previous chapter, it was revealed that the two interviews were administered, one for the graduate students of the Department of English, Faculty of Education, Gedaref University Batch one and the other was for the staff members at the same Department. In this chapter, the data collected through the two interviews will be statistically analyzed . The researcher used the ‘Statistical Package for Social Sciences (SPSS) program. The result will be discussed . In addition to the interviews, a consultation was conducted to investigate whether the objectives of the syllabus were suitable to help graduate well-trained teachers. It would be better to begin with the analysis of the students’ interview.

4-1 : Analysis of the Students’ interview:

As mentioned in chapter three, this interview was conducted on the graduate of batch one Basic and secondary levels. It consisted of four sections A, B, C and D, statements, states your opinion, questions and free questions respectively (see appendix no 6).

4-1-1 : Part A

Part A included fourteen statements concerning different points about the syllabus and other topics. These statements tried to find out the students attitudes towards the syllabus.

Beginning with statement one, which dealt with the students attitudes towards the syllabus coverage .See table (1) below:

Table No (2): The students' attitudes towards the syllabus coverage

Syllabus	Basic	Percent	Secondary	Percent
Fully covered	3	17.6%	-	-
Covered	4	23.5%	8	50.0%
Fairly covered	5	29.4%	4	25.0%
Not covered	5	29.4%	3	18.8%
Undecided	-	-	1	6.2%
Total	17		16	

Table No (1) has shown that about 70% of the Basic students thought that the syllabus was comprehensive and covered all areas

of language. Moreover, 75% of the Secondary students agreed with their colleagues.

Table No (3) below shows the students' attitudes towards the sufficiency of reading skill.

Table No (3):The students' attitudes towards the sufficiency of Reading.

Sufficiency of Reading	Basic	Percent	Secondary	Recent
Quite sufficient	4	23.5%	3	18.8%
Sufficient	9	52.9%	4	25.0%
Fairly sufficient	2	11.8%	7	43.7%
Not sufficient	2	11.8%	2	12.5%
Total	17	-	16	-

The second statement was about the sufficiency of the four skills and the components of the course. For the reading skill (see table no 3) more than 60%of the Basic students thought that they had sufficient units of reading skill .While more than the half of the Secondary students believed that they did not. From the researcher point of view with reference to the secondary syllabus stage reading skill was an essential and important skill for Secondary students as the English syllabus in this stage was based on two skills, one of them was reading. From reading to writing skill, the table no (4)

below shows the students' attitudes towards the sufficiency of writing skill.

Table No (4): The students' attitudes towards the sufficiency of writing skill

Sufficient of writing	Basic	Percent	Secondary	Percent
Quite sufficient	1	5.9%	3	18.8%
Sufficient	2	11.8%	4	25.0%
Fairly sufficient	8	47.1%	3	18.8%
Not sufficient	5	29.4%	6	37.5%
Undecided	1	5.9%	-	-
Total	17	-	16	-

Table no (4) shows that the majority of both the students of (Basic-Secondary) did not have sufficient courses of writing skill. In spite of that, the Basic English syllabus stage was based on listening and speaking but writing skill was very essential for them as beginners. From the researcher's own observations, the Basic student teachers were unskilful in handwriting beside their disability in constructing a meaning full sentence. They did not know even how to write the letters correctly. For the Secondary student teachers writing skill was one of the two skills that the Secondary English syllabus based on. They shared all the points above with the Basic students. Therefore, they both need certain courses in writing.

Table no (5) shows the students' attitudes towards the sufficiency of listening skill.

Table no (5): The students' attitudes towards the sufficiency of listening skill.

Sufficiency of listening	Basic	Percent	Secondary	Percent
Quite sufficient	3	17.6%	1	6.3%
Sufficient	2	11.8%	2	12.5%
Fairly sufficient	4	23.5%	3	18.8%
Not sufficient	7	41.2%	9	56.3%
Undecided	1	5.9%	1	6.3%
Total	17	-	16	-

From the above table, it could be noticed that 60% thought that the courses were not sufficient for the Basic students who were supposed to teach a syllabus based on two skills, listening was one of them. In addition, the majority (70%) of the secondary students did not have sufficient courses of listening skill, which were essential as receptive skills.

Table no (6) below shows the students' attitudes towards the sufficiency of speaking skill.

Table no (6) :The students' attitudes towards the sufficiency of speaking skill.

Sufficiency of speaking	Basic	Percent	Secondary	Percent
Quite sufficient	-	-	1	6.3%
Sufficient	3	17.6%	1	6.3%
Fairly sufficient	4	23.5%	2	12.5%
Not sufficient	10	58.8%	12	75.0%
Undecided	-	-	-	-
Total	17	-	16	-

It was clear from this figure above that more than (80%) of the Basic students complaining about the sufficiency of speaking skill courses .The speaking skill was important no only as the English syllabus of this stage was based on, but also as an essential way for transferring knowledge and communicating inside the classroom. This was also applied for the Secondary students, although speaking skill was not one of targeted skills that the Secondary English syllabus based on.

Table no (7) shows the attitudes of the students towards the sufficiency of the linguistics courses.

Table no (7):The students' attitudes towards the sufficiency of linguistics courses.

Sufficiency of Linguistics	Basic	Percent	Secondary	Percent
Quite sufficient	7	41.2%	4	25.0%
Sufficient	3	17.6%	5	31.3%
Fairly sufficient	2	11.8%	1	6.3%
Not sufficient	4	23.5%	5	31.3%
Undecided	1	5.9%	1	6.3%
Total	17	-	16	-

The above table has shown that the majority of Basic and Secondary students teachers were satisfied with their Linguistics courses.

Table no (8) :The students' attitudes towards the sufficiency of Literature courses.

Sufficient of literature	Basic	Percent	Secondary	Percent
Quite sufficient	5	29.4%	8	50.0%
Sufficient	7	41.2%	3	18.8%
Fairly	2	11.8%	1	6.3%
Not sufficient	3	17.6%	3	18.8%
Undecided	-	-	1	6.3%
Total	17	-	16	-

This table shows that the literature courses were sufficient for both Basic and Secondary levels student teachers.

Table no (9): The students' attitudes towards the sufficiency of ELT courses.

Sufficient of ELT	Basic	Percent	Secondary	Percent
Quite sufficient	6	35.3%	1	6.3%
Sufficient	4	23.5%	4	25.0%
Fairly	2	11.8%	5	31.3%
Not sufficient	3	17.6%	5	31.3%
Undecided	2	11.8%	1	6.3%
Total	17	-	16	-

Table (9) shows that the responses of the Basic students towards the sufficiency of ELT courses were positive; while it was negative for the Secondary students. This attitude might be attributed to the teaching experiences of the Basic students in comparison with the Secondary ones.

The interview third item dealt with the relevance between the Faculty English courses and the syllabus at both stages (Basic/Secondary) and what the students were going to teach. Table no (10) shows the students' attitudes towards this relevance.

Table no (10) :The students' attitudes towards the relevance of the syllabus.

Course relevance	Basic	Percent	Secondary	Percent
Very relevant	3	17.6%	1	6.3%
Relevant	8	47.1%	7	43.8%
Fairly relevant	3	17.6%	3	18.8%
Not relevant	3	17.6%	5	31.3%
Undecided	-	-	-	-
Total	17	-	16	-

Moreover, 60% of the Basic students assured that the relation between the two syllabuses. This relation has an important role in deepening and emphasizing knowledge and competence.

Table no (11) shows the students' attitudes towards the areas neglectful by the courses.

Table no (11): The students' attitudes towards the areas neglectful by the courses

Degree of negligence	Basic	Percent	Secondary	Percent
Completely neglected	1	5.4%	1	6.3%
To some extent neglectful	6	35.3%	7	43.8%
Neglectful	4	23.5%	5	31.3%
Not neglectful	4	23.5%	–	–
Not neglectful at all	2	11.8%	3	18.8%
Total	17	-	16	-

The figures above indicated that the students had felt an absence of some aspects of the language. Both students (Basic/Secondary) assured that the courses to some extent neglected some areas of language. As stated before Nation (2000) who explained that the content of the course should be given according to the learners' needs and in balance knowledge which enable the learners and teachers according to their needs.

Bearing in mind that the courses given by the Department of English, Faculty of Education, Gedaref University, it seemed to me that it neglected some essential units for Secondary level, for instance, "Study Skill". It provided the students with useful skills such as using dictionaries, phonetics symbols, library use.... etc.

Literature courses should be preceded by historical background. Drama had been selected from only one era of English Literature (Elizabethan / Jacobean). It could be better if the students were exposed to different eras of English Literature. Concerning "Poetry", it only dealt with a part of a course "Master Poets" without studying the different features and styles. In addition to that, the courses did not cater for language testing in details, which the language teachers needed. Moreover, there was an absence of classroom activities. Richard (etal) (1990) mentioned that the activities should be chosen according to the goal and objectives that described the learners' needs.

For the Basic level the novel as a course needed a sort of elaboration in defining the novel and its features, characteristics such as plot, theme, characterization.... etc. Drama course concentrated on one type of drama (2 plays) chosen from English Drama neglecting the other kinds with varied styles. As it was the case in the Secondary level, the researcher also noticed that the choice of the novel was quite limited. As it was the case in the Secondary level, there was an absence of classroom activities and testing courses. Teaching practice should be included as a part of the practical side of ELT theories with reference to the texts actually used, e.g. "SPINE SERIES". The syllabus for both Basic and Secondary levels neglected pronunciation (phonetics), mechanism of writing e.g.: alphabet writing for beginners, concentration on the four skills to enrich teachers communicative abilities.

The respondents were asked whether the level of the University required Courses of English (URC) was difficult. Table no (12) shows the students' attitudes towards the highness of (URC).

Table no (12) :The students' attitudes towards the highness of (URC).

Degree of highness	Basic	Percent	Secondary	Percent
Very high	3	17.6%	–	–
High	5	29.4%⁵	10	62.5%
Fairly High	3	17.6%	4	25.0%
Not high	4	23.5%⁵	1	6.3%
Not high at all	2	11.8%	1	6.3%
Total	17	-	16	-

It would be clear that the responses here were negative for both respondents. That meant the (URC) were of higher level than the students' abilities and accordingly it indicated their weak and poor standard of the language. The researcher own observations as a teacher of English showed that the students could not cope with the (URC) and the majority of them failed in the exam. The table below is a record of the attitudes of the students towards the organization of the courses.

Table no (13): The students’ attitudes towards the course organization.

Degree organization	Basic	Percent	Secondary	Percent
Well organized	4	23.5%	3	18.8%
Organized	2	11.8%	2	12.5%
Fairly organized	6	35.3%	6	37.5%
Not organized	5	29.4%	4	25.0%
Not organized at all	–	–	1	6.3%
Total	17		16	

Here is an agreement between the two respondents both held negative response. As it was mentioned before, organizing was a mean of facilitating achievement .So, it could be typical to the natural process of learning. Groader (1979) noticed that the effective teaching of language referred to the natural process. Concerning grading or sequencing of the Secondary syllabus, the researcher’s own point of view was that the course of “History of English Language”, had been taught after “Introduction to Linguistics”, while the former gave further background to the English language. The ordering of the Linguistics components were not in their proper order as they were built on accumulated information .So it would be better to be sequenced. For instance, “Introduction to Linguistics”,” Advanced Linguistics”, and “Contrastive Linguistics”, because contrastive linguistics was

analysis of the language involved all the items should be taught in the” Advanced Linguistics”. The “Principle and Practice11”was complementary to “Principle and Practice 1”, but they were a parted.

For the Basic students in the oral skills, part of the course weighting was given to the writing skill which was actually essential for the Basic teachers, but it came at the expense of speaking skill, which was not in less importance than writing .As Nation (2000) stated that the sequence should choose the items which had positive influence on each other without interference. The course E 3032 “Phonetics” was too long for one semester, it could be divided into two courses .The ELT came earlier.

This answered one of the study questions which was “How far do the courses balance between content and organization?” At the same time confirmed the third hypothesis, which was “The course components to some extent are not well organized in term of sequence and grading.”

The interviewees were asked if the schools administrations where they trained were co- operative. Table no (14) shows the students’ attitudes towards the schools administration co-operation.

Table no (14) : The students' response towards the schools administration co-operation.

Degree of co-operation	Basic	Percent	Secondary	Percent
Very co-operative	8	47.1%	6	37.5%
Co-operative	7	41.2%	4	25.0%
Fairly co-operative	–	–	4	25.0%
Not co-operative	2	11.8%	1	6.3%
Not co-operative at all	–	–	1	6.3%
Total	17	-	16	-

The response was positive as both of the respondents were over 80% , which indicated the great extent of co-operation of the schools administrations. The student teachers were asked about the arrangement of the teaching practice period. Table no (15) shows their attitudes towards this matter.

Table no (15): The students' attitudes towards the arrangement of the teaching practice period.

Degree of arrangement	Basic	Percent	Secondary	Percent
Well arranged	3	17.6%	6	37.5%
Arranged	6	35.3%	4	25.0%
Fairly arranged	3	17.6%	5	31.3%
Not arranged	5	29.4%	1	6.3%
Undecided	–	–	–	–
Total	17	-	16	-

It was clear from the above figures that the period of teaching was well arranged, which indicated a positive response. Table no (16) shows the students' attitudes towards the length of the teaching practice period.

Table no (16): The students' attitudes towards the length of the teaching practice period.

Length of the period	Basic	Percent	Secondary	Percent
Long enough	6	35.3%	2	12.5%
Fairly long enough	2	11.8%	4	25.0%
Not long enough	8	47.1%	7	43.8%
Not long enough at all	1	5.9%	2	12.5%
Undecided	–	–	1	6.3%
Total	17	-	16	-

It could be seen that the Basic students' response was positive towards the length of the teaching practice period but it contrasted with the Secondary students' response, it might be attributed to the teaching experiences of the Basic students. Table no (17) shows the students' attitudes towards the usefulness of the teaching practice period.

Table no (17):The students’ response towards the usefulness of the teaching practice period.

Usefulness of the period	Basic	Percent	Secondary	Percent
Very useful	10	58.8%	7	43.8%
Useful	3	17.6%	6	37.5%
Fairly useful	2	11.8%	3	18.8%
Not useful	2	11.8%	–	–
Undecided	–	–	–	–
Total	17	-	16	-

The response of both respondents confirmed the usefulness of the teaching practice period as it gave them the chance to apply what they were taught. Table no (18) shows the students’ response towards the amount of microteaching practiced in the Faculty.

Table no (18):The students’ attitudes towards the amount of microteaching practiced in the Faculty.

The amount of micro teaching	Basic	Percent	Secondary	Percent
Very satisfactory	3	17.6%	3	18.8%
Satisfactory	4	23.5%	7	43.8%
Fairly satisfactory	4	23.5%	2	12.5%
Not satisfactory	5	29.4%	3	18.8%
Not satisfactory at all	1	5.9%	1	6.3%
Total	17	-	16	-

Both students here were satisfied with the amount of microteaching practiced in the Faculty. As pointed before Jarvis (1972) called for giving student teachers skills that are more behavioural and increasing knowledge of making decision in the classroom. According to that, the development happened in the pupils rather than in curricula, material and teachers, which affected the quality of learning .So, initial training program, should be obligatory (Cross 1990).

The interviewees were asked whether the needs of the Basic level were different from the Secondary one. Table (19) shows the students’ responses towards their needs.

Table no (19): students' attitudes towards the needs of both Basic and Secondary levels.

Degree of difference	Basic	Percent	Secondary	Percent
Completely different	6	35.3%	2	12.5%
Different	2	11.8%	8	50.0%
Slightly different	5	29.4%	3	18.8%
Not different	2	11.8%	2	12.5%
Not different at all	2	11.8%	1	6.3%
Total	17	-	16	-

The students of the Basic and Secondary levels assured that their needs were different as it was clear from the above table. This difference came because of different aims and needs of each stage. Table no (20) shows the students' attitudes towards the chances in practicing microteaching.

Table no (20) :The students’ attitudes toward chances in practicing microteaching.

The chances	Basic	Percent	Secondary	Percent
Once	–	–	7	43.8%
Twice	7	71.2%	3	18.8%
Three times	4	23.5%	3	18.8%
More than times	6	35.3%	1	6.3%
Not at all	–	–	2	12.5%
Total	17	-	16	-

The figures in the above table showed the negative response of the Secondary students in vice versa to the Basic ones. This indicated that there was a negligence of microteaching for the Secondary students’ .The student teachers of both Basic and Secondary levels were asked about the competence, which the course had added to them. Table no (21) shows the students’ attitudes towards the competence provided by the course .

Table no (21) :The students’ attitudes towards the competence provided by the course.

Degree of adequacy	Basic	Percent	Secondary	Percent
Very adequate	2	11.8%	3	18.8%
Adequate	10	50.0%	8	50.0%
Fairly adequate	3	6.3%	1	6.3%
Not adequate	2	25.0%	4	25.0%
Not adequate at all	–	–	–	-
Total	17	-	16	-

The respondents were satisfied with the competence they had from the course. Therefore, this indicated that the course was suitable and covered many aspects of language, which made the students competent.

To sum up this section, it could be said that the students’ responses confirmed as well as disconfirmed the items .So it would be better to move to part “B”.

4-1-2 - Part B:

In this part, the researcher analyzed statistically the result by using the “Means” of the responses according to the students’ point of view, the assigned marks as followed:

Strongly agree 5 –agree 4-undecided 3 –disagree 2 and strongly disagree 1, these marks in case of the positive items and vice versa.

The marks would be changed in case of negative items, they turned to be strongly disagree 5 –disagree 4- undecided 3- agree 2 and strongly agree 1. Table no (22) shows the means and standard deviation of items of part B.

Table no (22) :The means and standard deviation of the items of part B.

Variables	Basic		Secondary	
	Means	Standard Deviation	Means	Standard Deviation
Course irrelevance	2.53	1.007	2.81	1.276
Classroom activities	3.47	1.375	2.56	1.209
Same courses for both	2.94	1.029	2.19	1.276
Course grading	3.12	1.219	2.69	.946
Teaching aids	2.18	1.185	2.00	1.033
Language labs	3.35	1.222	3.88	1.408
Improving pronunciation	1.88	1.409	2.13	1.746
Aids production	3.12	1.495	2.69	1.195
Micro-teaching	3.24	1.147	3.06	.854
Studying ELT courses	3.06	1.519	2.44	1.031
Teaching practice feedback	2.76	1.393	2.25	1.000
Language testing	2.71	1.160	2.31	1.302

Item one was about the irrelevance of the course the students were going to teach .The mean was 3.53 for the Basic while it was 2.81 for the Secondary students which indicated that both student teachers believed that the course was not relevant to what

they were going to teach, that was positive response. Item two was about the negligence of the classroom activities in the course, for the Basic students the mean was 3.46 and 2.56 for the Secondary students here the two means dropped towards “strongly agree”, which indicated positive response. Item three tried to explain whether both Basic and Secondary levels teachers studied the same courses .The mean of the Basic students was 2.94 while the Secondary students’ mean was 2.19 and that indicated negative response as it assumed that the teacher training program should differ according to the needs of each stage.

Item four investigated whether the course were well graded, the mean of the Basic students was 3.12 while the Secondary was 2.69 which indicated that the organization of the course to some extent was well. Item five tried to find out the benefit from the use of teaching aids. The Basic students’ means was 2.18 and the Secondary students’ was 2.00.The mean of the Basic students was higher than the Secondary one, which might indicate that the Basic students with their experiences in teaching recognized the use of the teaching aids. Item six tried to investigate the use of the language laboratories by the Department of English. The mean of the Basic students was 3.35 it dropped towards “strongly disagree” and this indicated that the Department neglected the use of language labs. For the Secondary students the mean was 3.88, which confirmed what was said before. Item seven tried to find out the necessity of these language labs and their relation in improving pronunciation. The Basic students’ mean was 1.88, which gave negative response

while the mean of the Secondary students confirmed this negative response, as it was 2.13.

The Basic students' mean was 3.12 while the mean of the Secondary students was 2.69 for the item that said, "The courses offered by the Department do not provide learners with way of how to produce learning aids". It would be noticed that the mean was bigger than the Secondary one; this might be turned to the teaching experiences of the Basic students. Therefore, they gave positive response. "Micro-teaching was not catered for in your teacher training", the mean of this statement for the Basic students was 3.24 while the Secondary students' was 3.06, which gave positive response towards the microteaching and the needs of the students for it.

The responses of the two groups (Basic/Secondary) were positive towards the statement: "studying ELT courses just before the teaching practice made them of little use". As the mean of them respectively were 3.06 and 2.44.

"Because teaching practice was done at the final semesters, it didn't provide time for feedback". The respondents' response towards this item represented by its mean, which were 2.76 for the Basic students and 2.25 for the Secondary students. Their response indicated the importance of time for teaching practice to get the most benefit. The last statement of part B was, "The course didn't cater for language testing in details..." As the respondents would be teachers in their career and they should know how to assess their pupils according to psychology and learning theories. So, the

response of both Basic and Secondary students was positive (see table no 22).

This section consisted of items 1,2,3,8,9,12, which were concerning the syllabus coverage.

While items 4, 10 and 11 concerning the syllabus organization and the other item tried to discuss many topics related to the teacher-training program such as using the language labs and teaching aids. Going more further into the students' interview analysis, it would be better to move to part C, which was represented "questions"

4-1-3 - Part C: -

This part consisted of five questions, which investigated some topics related to the language syllabus and some student teachers' experiences. The researcher put model answers for them. The first question was about what the course lacks. Table no (23) shows the students' response towards the lack of the course.

Table no (23): The students' response towards the course lack ness.

What the course lack?	Basic	Percent	Secondary	Percent
Classroom activities	1	5.9%	3	18.8%
Speaking concentration communicative language	10	58.8%	8	50.0%
Increasingly course	1	5.9%	2	12.5%
Shortage of micro teaching	1	5.9%	3	18.8%
Short time for teaching practice	4	23.5%	–	–
Total	17	-	16	-

Table above showed that the students confessed that the re was a shortage in the syllabus but they had different points of view towards this shortage the majority said that the course lacked concentration on speaking and communicative skills, this verifies the second hypothesis. According to their previous response both, the students said that transferring knowledge for their students was the great difficulty that faced them after graduation. This indicated that they were not able to communicate inside the classroom, which meant the course neglectful units like classroom language.

However, amazingly, the students did not attribute these difficulties to the course that they had studied at the Faculty.

From the last item of part C, it appeared that the Basic students preferred two-subject specialization as they said that the minor specialization did not come at the expense of English. This opinion almost different from the Secondary students' opinion where the majority preferred only English, as their response was more than 80% .

The first item of this part supported that the course of the Department neglected some items such as communication inside the classroom; the others discussed topics such as difficulties faced the students after the graduation.

The next part will discuss the suggestions for improving the syllabus.

4-1-4- Part D: -

This part consisted of two open questions ,the first was about the weaknesses and strengths of the course; while the other allowed the interviewees the chance to give their suggestions for improving the syllabus as well as further comments.

The first question tried to discuss the strengths and weaknesses of the course.

Table no (24) shows the students' response towards the strengths and weaknesses of the course.

Table no (24) :The students’ attitudes towards the strengths of the Course

The strengths of the course	Basic	Percent	Secondary	Percent
Sufficient Linguistics	3	17.6%	3	18.8%
Sufficient Literature	2	11.8%	4	25.0%
Concentration on Reading	3	17.6%	2	12.5%
Enough ELT	2	11.8%	1	6.3%
Other reason	7	41.2%	6	37.5%
Total	17	-	16	-

From the table above “other reasons” took great proportion at the Basic students said that the strength of the course because of that it was graded and covered study skills.

For the Secondary students the strengths of the course attributed to that the course was good for graduation and the Strengths of the course came because of the Departmental effort. Table (25) shows the students response towards the weaknesses of the course.

Table no (25) : The students' attitudes towards the weaknesses of the course.

The weaknesses of the course	Basic	Percent	Secondary	Percent
No course of study skills	4	23.5%	2	12.5%
Lack of language labs	2	11.8%	1	6.3%
No concentration on communication skills	3	17.6%	5	31.3%
Not relevant to what I teach	4	23.5%	2	12.5%
Other reasons	4	23.5%	6	37.5%
Total	17	-	16	-

Here, Basic students thought that the weaknesses of the course due to its irrelevancy to what they were going to teach beside, other reasons such as, the course was not intensive on listening, writing and testing, the course was short and not well arranged.

The Secondary students said that the Department has specialization of two subjects, the course lack some aspect of the language and did not provide learners with ways to produce teaching aids. The second question was about the suggestions to improve the course. Both groups of the students suggested that, the

improvement of the course could be by increasing language skills specially listening, speaking for the Basic students and reading, writing for the Secondary ones.

The interviewees in this section gave their comments about the strengths and weaknesses of the course, beside, their suggestion for improving it. By the end of this part the students' interview had finished and it would be better to discuss the responses of the Staff Members' Interview.

4-2- Analysis of the Staff Members' Interview: -

It consisted of two parts "A" and "B". They will be analyzed and discussed respectively below: -

4-2-1 - Part A:-

Part A consisted of 16 items intended to discuss the syllabus of the English Department (see appendix no 5). The first item was about the syllabus coherence. Table (26) shows the staff responses towards this item.

Table no (26):The staff’s attitudes towards the syllabus coherence .

Degree of coherence	Frequency	Percent
Coherent	2	40%
Fairly coherent	2	40%
Not coherent at all	1	20%
Total	5	-

Their attitudes were negative towards the syllabus coherence as “Fairly coherent” has a negative sense.

Table no(27): The staff opinion about the syllabus sequence.

Syllabus sequence	frequency	Percent
Sequenced	2	40%
Fairy sequenced	2	40%
Not sequenced at all	1	20%
Total	5	-

In addition to that, the staff’s attitudes towards the syllabus sequence were negative as more than 55% between “Fairly

sequenced” and “not sequenced at all”. Items I, 2 verified the third hypothesis.

Table no (28): The staff points of view towards the difference between the Basic and Secondary course.

The degree of difference	Frequencies	Percent
Very different	1	20%
Different	3	60%
Not different at all	1	20%
Total	5	-

The staff members’ response showed that the courses of both levels should differ in their content because of the different needs of the Basic and Secondary stages.

Item four discussed the adequacy of the course. The staff response was positive as 80% agreed.

Item five asked whether the length of the teaching practice period of the Basic was shorter than the Secondary one. Their responses showed that the two periods were equal in length.

Item six tried to find out the importance of the four skills and some other components of the course for graduates.

Table no (28) and (29) shows the staff’s attitudes towards these four skills and importance components for both graduates.

Table no (29): The staff's response towards the importance of the four skills and other components for the Basic graduates.

Level	Very important		Important		Undecided		Fairly Important		Not Important	
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent
Reading	4	80%	1	20%	-	-	-	-	-	-
Writing	4	80%	1	20%	-	-	-	-	-	-
Listening	5	100%	-	-	-	-	-	-	-	-
Speaking	4	80%	1	20%	-	-	-	-	-	-
Linguistics	2	40%	2	40%	-	-	1	20%	-	-
Literature	4	80%	-	-	-	-	1	20%	-	-
ELT	4	80%	-	-	-	-	1	20%	-	-

The table above shows that the importance of the four skills as the students asking for the concentration on these skills, beside, those components which were very necessary for the student teachers to practice their role confidentially. It would be better to notice the importance of listening skill, which was 100% for the Basic students.

Table no (30): The staff’s response towards the importance of the four skills and other components for the Secondary level.

Level	Very Important		Important		Undecided		Fairly Important		Not important	
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent
Reading	5	100%	—	—	—	—	—	—	—	—
Writing	5	100%	—	—	—	—	—	—	—	—
Listening	4	80%	1	20%	—	—	—	—	—	—
Speaking	4	80%	1	20%	—	—	—	—	—	—
Linguistics	4	80%	—	—	—	—	1	20%	—	—
Literature	4	80%	—	—	—	—	1	20%	—	—
ELT	5	100%	—	—	—	—	—	—	—	—

For the Secondary students it was observed that “reading”, “writing” and ELT got great importance. This referred to what was already said that the Secondary English syllabus was based on reading and writing. For the ELT courses, the researcher thought that because the secondary student teachers had no teaching experience before. Therefore, they were supposed to have more knowledge about ELT.

Table no (31):The staff’s point of view about the visits during the teaching practice.

Number of visits	frequency	Percent
Once a week	1	20%
Every two weeks	1	20%
Every three weeks	1	20%
More than that	2	40%
Total	5	-

These follow up visits controlled by factors such as transportation, the distance between the schools, the co- operation between the participants administration (schools –Ministry of education –Faculty), financial support and according to the number of the trainers as well as trainees. Table (31) showed that these visits were less than what were expected.

Another question for the interviewees was “how can you evaluate your visits to the trainees?” .The majority of the respondents said that these visits were not sufficient.

“The teaching staffs of the schools where the student trained were....’ This statements completed by 80% of the respondents confirmed they were “co-operative”.

The next item investigated whether the syllabus was relevant to what the students were going to teach. The majority of the staff confirmed “relevant”. But the researcher own point of view was that the Basic syllabus could be relevant to what the student teachers were going to teach as they did their practice on the “SPINE” of the Basic stage while the Secondary students didn’t. This relevance could help the teachers to decide the suitable teaching situation as he /she could have strong ground to stand on by making use of the knowledge and experiences of the syllabus.

“The components of the syllabus (linguistics, literature and ELT are.”. For this statement the majority chose,” balanced” and this gave positive response towards the course balance.

Here the item tried to find out which semesters would be more suitable for teaching practice, more than 55% said the “seventh semester”. Therefore, if the teaching practice took place before the final semester, it would be more effective as there would be sufficient time for feedback, discussion and reformation.

Moreover, the interviewees were asked whether the literature teaching hours were sufficient in the Secondary level syllabus. The majority agreed with “sufficient”.

When the respondents were asked about their general opinion of the syllabus as a whole, 80% said that it was satisfactory. “The University Required Courses of English (URC are... for the students’ level”. The attitudes of the staff towards this statement were that, they were difficult in comparison with the students’ level.

This indicated the weak level of the students when they were admitted to the Faculty. So, the URC became difficult for them to cope with.

The respondents also were asked about the usefulness of microteaching. All the respondents chose the “usefulness” of microteaching for the trainees. It gave them confidence and competence.

Part A reflected the opinion and response of the staff towards the syllabus. Item 1,3,5,6,7,8,and 10 concerning the syllabus coverage while 2,11,12and 13 were for syllabus organization and 9,14,15,16for the questions that affiliated to the teacher training program.

After these questions, it would be better to move towards the comments and suggestions of the staff members.

4-2-2- Part B: -

This part consisted of the free question, which tried to find out the comments and suggestions of the staff about the syllabus. Question one was “Which is better for the students to graduate with only English or English +minor subject?”

The interviewees’ response of this question was positive as they chose English as major. As English is difficult and studying it needs more and more time, so, it would be better to take English as major. Question two asked the interviewees to give reasons for their choice. The majority said that English language needed more time to study and practice.

The last question was “What possible remedies would you suggest for the students’ weakness in English language?” The majority suggested that the concentration should be on the four skills beside, the language use rather than usage .Concentration on the four skills and language use would make strong and firm base for the students to build their extended knowledge.

This part summarized the comments and suggestions of the staff about the two specializations (major/minor) and the poor standard of the English students beside their suggestions for remedy.

To sum up, the students and staff’s interviews responses answered two of the study questions and consequently, verified two hypotheses The two study questions were:

1-“To what extent do the courses fulfil the aims of the Department of English for both Basic and Secondary levels teachers?”2-“How far do the courses balance between content and organization?”

While the two other hypotheses were 1-“The syllabus coverage is not adequate for meeting the objectives in terms of content”. This hypothesis was confirmed as the responses of both the students and staff verified that the course lacked and neglected some unites .For the second hypothesis that was “The course components to some extent are not well organized in terms of sequence and grading.” This was also confirmed, as there was some disorder in the

sequence of the course as shown in the discussion of the two analyses.

After this discussion, the other tool should be discussed is the consultation.

4-3- The Consultation:-

Consultation is an informal tool, which was conducted on the expert teachers to give their opinion about the objectives of the syllabus for both Basic, and Secondary levels. The consultants gave their points of views about these objectives.

The majority of the consultants described the objectives of the Basic level (see appendix no1) as explicit, realistic, they could be easily achieved, beside they could develop different skills, encourage students to specialize in English, communicate and prepare them for research.

For the Secondary level objectives (see the appendix no 2) the consultants stated that these objectives were very explicit, realistic and functional terms. They stated that the objectives were also direct, could develop the English proficiency and they could be easily attained.

It could be said that these opinions about the objectives of syllabus put them in the scope of the description of the objectives given by Saphier and Gower (1987) and at the same time with Nunan's classifications.

The objectives of the Basic level were in agreement with Saphier and Gower's types as they gave types of objectives such as "coverage objectives" (show what will be covered) While the first objective of the Basic level syllabus was to give the students up-date methods and techniques in linguistics, provide practical program and introduce them to literature. The other type was "activity objectives" which met the first objective in the Basic level syllabus, which was to train teachers as qualified instructors. Third type was "critical thinking objectives"(show the learning skill will be developed) met the second objectives which intended to develop the awareness to language learning and decision making in language teaching .The last type was the "Mastery objectives" (the students' ability after the activities) met the fourth and the first objectives of the Basic level syllabus as they were given literature to develop the skill to recognize and respond adequately to other cultures and civilizations. Besides, the training given to qualifying them as instructors.

According to Nunan's classification, the performance objectives (concentrated on the students and input) met the second and third objectives. While the process objectives (the ability of the learner after the activities) met the first and fourth objectives of the Basic level syllabus.

For the Secondary the "coverage objectives " would meet the first and the last objectives .The former was to expose the students to information including current English both spoken and written while the latter was to give the students study skills specifically, but

generally all the objectives of the Secondary level served as coverage objectives. Activity objectives represented by the fourth objective as the students were to be teachers they would be able to continue their postgraduate studies in linguistics, literature and teaching methodology. The critical thinking objectives met the second objectives, which was to develop English language proficiency, beside, effective methods of ELT and relevant aspect of linguistic. Mastery objectives agreed with the second objective, which was developing English proficiency until the students were able to communicate in English and consequently be able to teach in the secondary schools. In addition to these types, Nunan's first classification (performance objective) met the first, third and fourth objective of the Secondary level syllabus. While the process objectives represented by the last objective, which showed the students, would be able to teach beside their ability to continue post- graduated studies.

The discussion above confirmed the first hypothesis, which was "The objectives of the Department of English, Faculty of Education, Gedaref University meet the current and target needs of both teachers at Basic /Secondary levels." At the same time the discussion gave an answer to one of the study question which was "How far do the objectives of B.ED programs offered by the Department of English, Faculty of Education, Gedaref University, meet the academic and professional needs of the teachers of English in both Basic and Secondary level? "

4-4- Summary:

This chapter discussed the data collected by two interviews and consultation. These interviews were conducted on both the graduate students of batch one at the English Department and the staff members of the same Department. The interviews were statistically analyzed and discussed. The researcher used the “SPSS” program as she used the frequencies, means and standard deviations. The analyses of the two interviews beside the consultation confirmed the study hypotheses, which they tried to find out the adequacy of the objectives of both levels (Basic/Secondary) for the teachers’ preparation, the second hypothesis discussed the syllabus coverage and the last one investigated the course organization. All the hypotheses were confirmed and this consequently verifies that the course of the English Department is adequate academically and professionally. Moreover, there were important issues, which were essentially connected with teacher training program.

Chapter Five
Summary, Conclusion,
Recommendations and
Suggestions

Chapter Five

Summary, Conclusion, Recommendations and Suggestions

5-1- Summary:

This study attempts to look into and evaluate the syllabuses of the Department of English, Faculty of Education, and Gedaref University for Basic and Secondary levels. It is intended to find out whether the courses offered by this Department are academically and professionally adequate for teachers' preparation for both Basic and Secondary levels.

This study tries to provide answers for the following questions:

1-How far do the objectives of the B.ED programs offered by the Department of English, meet the academic and professional needs of the teachers of English in both Basic and Secondary levels?

2-To what extent do the courses fulfill the aims of the Department of English for both levels?

3-To what extent are the courses satisfactory in terms of content and organization?

Moreover, the study hypothesizes that:

1-The objectives of the Department of English, Faculty of Education, Gedaref University meet the current and target needs of Basic / Secondary levels.

2-The coverage is not adequate for meeting the objectives in terms of content.

3-The courses components to some extent are not well organized in terms of sequence and grading.

The study has been limited to the courses offered by the Department of English. Furthermore, the population of the study included the staff, students of the first batch who graduate from this Department. In addition to that a consultation, which was conducted on expert teachers and syllabus designers to comment on.

The tools utilized for data collection included:

Constructing tools to collect the data. These tools were two interviews one for the staff, the other for the graduates of batch one (see appendices no 5-6) besides consultation for expert teachers. The two interviews were distributed, administered by the researcher. The responses were analyzed and results were critically discussed.

The main findings of this study are as follows:

- *The objectives are suitable for the teachers preparation programs.
- *The courses to some extent do not cover all the aspects needed by the learners.
- *The courses to some extent are not well organized.
- *The English Required Courses (URC) are difficult and of too high standard for the students'.
- *Microteaching is not enough as the Secondary students thought.
- *The follow up visits of the teaching practice period are not sufficient.
- *The Department of English neglects using the teaching aids such as language labs.

5-2- Conclusion:

In the light of the study findings, it can be concluded that the objectives of the Department meet the target and current needs of both Basic and secondary levels syllabus and this confirms the first hypothesis. The content of the courses neglect some important areas such as “Study Skills” for the Secondary syllabus and this verifies the second hypothesis. While the sequence of the syllabuses is to some extent not in its proper order and this confirms the third hypothesis. The Judgment, which has been drawn from the above conclusion, is that the course offered by the Department of English is academically and professionally adequate for teachers’ preparation.

5-3 - Recommendations:

According to the study findings, the researcher recommends that:

- *The students should know the objectives of their programs as to facilitate the two operations (learning & teaching) .
- *The English language units, which missed from the Department of English should be filled with suitable materials.
- *The course should be related to what the students are going to teach specially for the Secondary teachers.
- *There is a need to increase the amount of micro- teaching (specially for the Secondary students) as well as the follow up visits during the teaching practice period.

*URC of English should be revised to cope with the students' language needs.

*Concentration on the four skills is needed to develop the students' poor competence in English.

*There is a need to up date the content of the syllabus from time to time to cope with the change in the field of English language as well as in teaching methods and learning process.

*There is a need to expose students to different types of English literature according to its different historical ages such as "Romantic Poetry" or "Victorian Novel".

*There is a need for the use of technology in the teaching operation.

*There is a need to establish attached schools to the Faculty for teaching practice.

5-4- Suggestions for Further Studies:

This study has been governed by certain limitations, so it must have been subjected to certain shortcomings. To improve the teaching of English generally in Sudan and specifically at Faculties of Education, the following suggestions are proposed for further studies:

* Evaluating teaching methods and techniques used in teaching at the Basic level.

* Investigating teaching alphabet and handwriting for beginners.

- * The teacher preparation of a good language teacher at both stages (Basic& Secondary)
- * Technology and its effect on the learning process.
- * Evaluating the recent teachers training system at the faculties of Education in comparison with the old system (teacher training institutes).

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Appendices

