



000000 000000 00 000000000 00000000 0000000 0000000 00000000 0000000 000000
 00000000 00000000 00000000 00 000000000000 00000000 000000000000 000000

Prepared by
Om Kalthoum Ahmed Mustafa Misbah
Supervised by:
Dr. Abdelazeem Zein Elaabdeen Ahmed

2012

**In the Name of Allah,
The most merciful,
The most compassionate**

الآية

(إِنْ أُرِيدُ إِلَّا الْإِصْلَاحَ مَا اسْتَطَعْتُ وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ)

صدق الله
العظيم

سورة هود:

(الآية ٨٨)

Dedication

To The souls of my dear parent.

*To my brothers and sisters, who,
submitted to me the aids and
encouragement*

To all teachers and researchers

... Gratitude and Indebtedness.

The Researcher

Acknowledgements

At first my thanks are to God, who gave me the power and patience to start and complete this study.

I am greatly indebted to the staff members of the faculty of Education in Sudan University for Science and Technology study , for his continuous support and valuable advices.

After God's thanks, many people deserve the researcher's thanks more than the researcher can mention. The researcher is very pleased to express her deep thanks to Dr. Abdelazeem Zien Alabdeen Ahmed , the supervisor of this research.

My sincere thanks and appreciations is to the staff members of Open University of Sudan in their different positions.Especialy Dr. Osman Awad elseed. Prof. Sinada. Ustaz Mohmmmed Tahir . Dr. Omar Hago . Dr. Yasir Aisa. Dr. Amani Iprahiem . Dr. Salah elhiloo, and who the researcher couldn't remembered theis names for their help and assistance in doing.

The researcher also would like to express her gratitude to the family of the Ministry of General Education. And to Ustaz Mohammed Musaad Mohammed and Dr. Ahmed Yousf for their helpful assistance by providing her with the information that she needed.

The researcher's sincere and appreciation to Al amiria Gedarif school for girls staff , Especially Ustaza Amna Abdelrahmans the headmistriss of the schoo . And the English Bracsh at the skool.

I would like to express my gratitude to my colleagues at the ministry of education at Gedaref state for their help.

Sincere appreciation is expressed to my family, colleagues, and friends to whom I feel very much indebted.

Abstract

To the best of researchers knowledge, no studies have ever been made on evaluating the academic professional diploma programme at open University of Sudan for qualifying substitute English language teachers for Sudanese secondary school levels.

So the main objectives of the study is to find out to what extent does the professional diploma program at open university of Sudan influence the performance of the substance of the substitute English language teachers in teaching English as a foreign language at Sudanese secondary school level in Sudan?.

To answer the question, the researcher used the analytical descriptive method to test data collected through a questionnaire for substitute English language teachers at Khartoum state who have provided professional diploma program at (OUS) as well as an inter new with field tutor at (OUS) for the academic year 2005-2006.

The research questions are:

- 1- To what extend does the professional diploma program at (OUS) quality substitute English language teachers academically and professionally?
- 2- To what extent does the professional diploma program at (OUS) substitute for the substitute trainee?
- 3- To find out if the (OUS) uses multi-media for implementing the professional diploma program or not ?
- 4- To know if the (OUS) adopted effective methods to evaluate the outcomes of the professional diploma?

The most important results were:

- 1- The professional diploma programme at (OUS) provide substitute English language teachers some skills in teaching English language at secondary level.
- 2- The professional diploma programme focus on the educational theoretical materials.
- 3- The trainees have the part-time study.
- 4- The substitute trainees start work by school day end.

According to the research results, the researcher recommends the following:

- 1- The substitute teachers should be well qualified and trained.
- 2- Teachers should be aware of the importance of teaching methods and technologies and be ready to improve their performance in teaching English language.
- 3- Students and teachers should exert more efforts and time to improve English language.
- 4- There should be continuous training courses for substitute English language teachers so that they can teach English language more effectively.
- 5- Further studies in this area is very important.

مستخلص الدراسة:

لحسن الحظ ووفقاً لمعرفة الباحثة أنه لم يجرى أي بحث لتقييم الدبلوم المهني الأكاديمي بجامعة السودان المفتوحة لتأهيل معلمي اللغة الانجليزية البدلاء بالسودان. الهدف الرئيسي لهذه الدراسة معرفة دور الدبلوم المهني بجامعة السودان المفتوحة ومدى تأثيره على أداء معلمي اللغة الانجليزية البدلاء في تدريس اللغة الانجليزية كلغة أجنبية بالثانويات بالسودان.

للإجابة على هذا السؤال اتبعت الباحثة الطريقة المنهج التحليلي الوصفي لتحليل معلومات الدراسة التي جمعت عن طريق الاستبانة التي أعدت لمعلمي اللغة الانجليزية البدلاء بولاية الخرطوم الذين نالوا الدبلوم الأكاديمي المهني بجامعة السودان المفتوحة بالإضافة إلى المقابلات الشخصية مع المشرفين الميدانيين بالجامعة للعام الدراسي 2005-2006م.

أسئلة البحث هي:

- 1- إلى أي مدى الدبلوم الأكاديمي المهني بجامعة السودان المفتوحة يدرّب معلمي اللغة الانجليزية البدلاء أكاديمياً ومهنياً ؟
- 2- إلى أي مدى يناسب بالدبلوم المهني بجامعة السودان المفتوحة المعلم البديل المتدرب؟
- 3- للكشف عن ما إذا كانت جامعة السودان المفتوحة تستخدم وسائط متعددة لتطبيق مخرجات الدبلوم المهني أم لا ؟
- 4- لمعرفة هل الجامعة المفتوحة تتبع مناهج فعالة لتقويم حصيلة برنامج الدبلوم المهني ؟

أهم النتائج:

- 1- معلمي اللغة الانجليزية البدلاء في الثانويات أصحاب التجربة القصيرة استفادوا كثيراً من برنامج الدبلوم المهني بجامعة السودان المفتوحة.
- 2- هنالك بعض القصور في برنامج الدبلوم المهني بجامعة السودان المفتوحة لتأهيل معلمي اللغة الانجليزية البدلاء أكاديمياً ومهنياً إذ ركز البرنامج على البرامج التربوية مع عدم تطبيقها عملياً.
- 3- تركيز البرنامج على المواد التربوية قلل فرص الطلاب المعلمين من اكتساب المزيد من اللغة الانجليزية.
- 4- برنامج الدبلوم المهني بجامعة السودان المفتوحة لم وفرغ الطلاب المعلمين تفرغاً كاملاً مع عدم دعمه مادياً.

من خلال النتائج أعلاه توصي الباحثة بالآتي:

- 1- يجب أن تتبع الوزارة سياسة جادة تجاه تأهيل معلمي اللغة الانجليزية البدلاء بالثانويات.
- 2- يجب أن تكون هنالك تربية عملية فعالة.
- 3- يجب أن يكون هنالك مصدر تمويل لمثل هذه البرامج.
- 4- على مصممي البرامج التدريبية مراعاة وضع برامج تفي حالة المعلمين البدلاء المتدربين.
- 5- أهمية عمل بحوث في مثل هذه البرامج التدريبية للبدلاء.

List of Contents

No.	Subject	Page
1	□□□□□	I
3	Dedication	II
4	Acknowledgements	III
5	Abstract in English	IV
6	Abstract in Arabic	VI
7	List of Contents	VIII
8	List of Tables	XII
9	List of Figures	XIII
10	List of Appendices	XIV
Chapter One General Frame Work of the Research		
1.1	Introduction	1
1.2	Statement of the problem	2
1.3	Objectives of the Research	3
1.4	Significance of the Research	4
1.5	Limitation of the Research	4
1.6	Definition of terms	4
Chapter two Literature Review and previous studies		
Part One		
2.1.1	Introduction	7
2.1.2	The history of English Language in the Sudan	7
2.1.3	English Language Teaching	10
2.1.4	The development of English in the Sudan	10
2.1.5	The Aims and Features of SPINE Series	15
2.1.6	Methods Used in Teaching English at Secondary Level	18
2.1.7	Secondary School Teachers' Training Programme	18
2.1.8	The Training of a Teacher	19
2.1.9	Effective Teaching	21
2.1.10	Language Programmes	22
2.1.11	Factors affected teaching process	23

2.1.1 2	The current situation of secondary school substitute teachers' training in Sudan	25
2.2	Literature related to the programme	51
2.2.1	A course design profile for teacher training model	51
2.2.2	Needs Analysis	53
2.2.3	Trainee's Factors	53
2.2.4	Trainer's Factors	54
2.2.5	Institutional Factors such as	54
2.2.6	Possible Course Contents	55
2.2.7	Selection, Grading and Designing the Course Programme	56
2.2.8	Course Evaluation	56
2.2.9	Types of Evaluation	57
2.3	The Dip Teasl Programme	57
2.3.1	The Training Approach	57
2.3.2	Rationale	58
2.3.3	Objectives	58
2.3.4	General Objectives	59
2.3.5	Specific Objectives	60
2.3.6	Target Population	60
2.3.7	Type Of Course	60
2.3.8	Admission Requirements	63
2.3.9	Resources	63
2.3.1 0	Tutors	63
2.3.1 1	Content and structure of the course	64
2.3.1 2	Self-Stud Modules	64
2.3.1 3	The Library	66
2.3.1 4	Audio-Visual Aids	66
2.3.1 5	Seminars	66
2.3.1 6	School Visits	67
2.3.1	Summer School	68

7		
2.3.1	Research Paper	68
8		
2.3.1	Patterns of Assessment	68
9		
2.3.2	Course Evaluation	69
0		
2.4	Evaluation Of A Course Programme	69
2.4.1	Reasons For Evaluation	69
2.4.2	Audience	70
2.4.3	Evaluator	70
2.4.4	Content	71
2.4.5	Method	72
2.4.6	Timing	72
Chapter three Methodology		
3-0	Introduction	74
3.1	Methods of the research	74
3.2	Population of the research	74
3.3	The samples of the research	75
3.4	Characteristics of the Sample	76
3.5	The Tools of the research	77
3.6	Procedures	79
3.7	The results of the theoretical and practical exam for (200) secondary school substitute E.L. trainees at (OUS) at Khartoum state for the academic years (2005 – 2006)	79
Chapter Four Data Analysis, Results, and Discussions		
4.1	Introduction	80
4.2	Presentation of Analysis Results and Discussions	80
4.2.1	The first domain	81
4.2.2	The second domain	82
4.2.3	The third domain	83
4.2.4	The fourth domain	84
4.3	The Interviews	85
4.3.1	The teachers	85

4.3.2	The tutors	87
Chapter Five		
Results, Recommendations and Suggestions for further researches		
5.1	Introduction	91
5.2	The Summary of the Research	91
5.3	The Results of the Research	92
5.4	Recommendations	93
5.5	Suggestions	94
	References	95
	Appendixes	

List of Tables

No.	Tables	Page
3.1	Frequency Distribution Teachers and their Gender	75
3.2	Frequency Distribution of teachers and their Qualifications	75
3.3	Frequency Distribution of teachers and their Experience	76
4.1	The first domain The professional development diploma programme provided by OUS helps in the achievement of the objectives of the substitute English language teachers by qualifying them academically, and professionally	81
4.2	Suitability of the professional training programme through distance learning at (OUS) for the trainee	82
4.3	The methods of implementing the teachers' training at (OUS)	83
4.4	Evaluation of teacher at (OUS) through distance learning	84
4.5	Comparison Between Theoretical and Practical Course Degree for 111 Substitute English Language Teachers from Khartoum, Bahry and Omdurman	88
4.6	Multi- Comparison Between The Three Educational Areas	89

List of Figures

Fig No.	Title	Page No
(2.1)	A Course Design Model	52
(2.2)	Factors help to produce the target training	53
(2.3)	Integration of Course Components	62

List of Appendixes

Appendix No	Title
I	Teachers ' Questionnaire
II	The Teachers' Interviews
III	The Tutors' Interview
IV	Referees of the questionnaire and Interview
V	The theoretical and practical courses performance of the (111) trainees

Chapter One

General Framework of the Study

Chapter One

General Frame Work of the Research

1.1 Introduction:

Distance Learning system is a phenomena of educational development and renewal. Its features has begun crytallized in many developed and developing counties through the last three ages, as one of the effective alternative that can provide more opportunities for large number of people who do not have opportunities to traditional education.

So distance learning is a public education, that is based on a philosophy emphasizing the right of individuals to access education opportunities. It does not comply with time nor with category of learners or the level or type of education and consulate on the nature and needs of society and its members and their ambitions.

So, it began the change in enhancing the quality and improving the efficiency to match the needs of students and the labor market requirement and improving the efficiency and development.

Due to its dependence on the approach of self – education. It should be in those institutions. That follow this approach to achieve their goals.
(Snada 2005, 10)

This study investigates the point of strength and the point of weakness of the professional diploma programme offered by Open University of Sudan with the purposes of qualifying substitute English language teachers for Sudanese secondary schools. Harmer (1986:22) says that, “Cleary a well – prepared needs to know a lot about his/her job before he/she can start to make successful plans.”

Since the researcher has started teaching English language at secondary school level. The researcher observed that there is a large number of substitutes English Language Teachers are working in the field of teaching English Language as it is known the substitute English Language Teachers are not graduated in educational colleagues. They are graduated in different colleges and specialized in different subjects rather than English. In the other world countries a substitute teacher is a person who teaches a school class when the regular teacher is unavailable. e.g. Because of illness, personal leave, or others reasons, Substitute teacher is commonly used phrase in the United Kingdom. There are common synonymous for substitute teacher in different countries such as relief teacher in (Australia and New Zealand). Emergency teacher and sub in the United States. Guest teacher, teacher on call, occasional or supply teacher in some districts as the Canadian province of British. Substitute teachers haven't received pre-training, before teaching or in-service training a matter that hinders the teachers to teach English Language as a foreign Language at secondary level in a proper way.

1.2 Statement of the Problem:

The problem facing substitute English Language Teachers in teaching English Language at secondary level in Sudan is how to teach English Language What has been mentioned a above caused the deterioration of the standard of the secondary student's level.

This problem leads the researcher to think about the effective way to be adopted with substitute English language teachers' training programme. The problem of the research can be stated in the main following question:

How effective is qualifying substitute secondary school English Language teachers by using the professional diploma programme at Open University of Sudan?

There are Four Questions Branched from this Question:

- 1- To what extend does the professional diploma program at (OUS) quality substitute English language teachers academically and professionally?
- 2- To what extent does the professional diploma program at (OUS) substitute for the substitute trainee?
- 3- To find out if the (OUS) uses multi-media for implementing the professional diploma program or not ?
- 4- To know if the (OUS) adopted effective methods to evaluate the outcomes of the professional diploma?

1.3 Objectives of the Research:

The research aims to fulfill the following Objectives:

- 1- To find out the effectiveness of the professional diploma in qualifying secondary schools substitute English Language Teachers by using the professional diploma in teaching English as a foreign language.
- 2- To know how this professional diploma programme helps the secondary substitute English Language Teachers to be competent and effective teachers.
- 3- To address the distance teachers' education for qualifying the substitute English Language Teachers for Sudanese secondary schools level.
- 4- To find out the professional diploma for substitute English Language Teachers' training programme at open university of Sudan design in a way that reflects on the student teacher's read performance at the teaching practice period.

- 5- To find out if professional diploma programme at (O U S) offers effective teaching methods and approaches to qualify secondary school substitute English Language Teachers.
- 6- It agrees with the temporary educational orientation that support in-service teachers training.

1.4 Significance of the Research:

- 1- This study as the researcher's opinion benefits for central training and the states training at the localities.
- 2- The study is importance for the officials in the ministry of general education.
- 3- This study is also importance for the researchers in the future.
- 4- The results of this research will be of great value and importance to the policy makerers educationists, language experts and the higher Educational institutes in promoting English language training programmes.
- 5- The current research helps in proposing a new professional diploma progarmmes for the substitute English language teachers' straining.

1.5 Limitations of the Study:

This research is limited to the secondary schools substitute English Language Teachers who have the professional diploma progrmme at(OUS).

The research is limited to the open university of Sudan teachers and field tutors at Khartoum States. This research will be conducted in the academic year 2005 – 2006.

1.6 Definition of Terms:

Evaluating :

To determine the value of.

Effective:

Techniques means method of doing something expertly.

Qualifying :

To provide with proper or necessary skills and knowledge.

Teaching :

Means helping students to learn or showing them to learn, teaching needs at least two person, a teacher and a learn.

Profession :

An open a acknowledgment of sentiments or the act of professing.

Substitute :

A teacher, who is graduated in different colleges and specialized in others subjects rather than English.

Syllabus:

Refers to selection of deciding what will be in a Language at the colleges of education at (O U S) for profession training programme.

English as a Foreign Language:

Is a language which is taught as school subject it is not used as a medium of communication in a county.

Student Teachers:

The trainees who have the professional diploma at (O U S).

Pedagogy:

The various ways of teaching that a teacher can teach a subject.

Language:

Is a system of arbitrary vocal symbols used for human communication.

Secondary schools:

Represents the end of general public education. It is the link between general and high education, it is of particular importance for its graduate to pursue careers or higher education or to join the labor marker.

Chapter Two

Theoretical framework and Related Literature

Part One

Literature Review

2.1.1 Introduction:

2.1.2 The History of English Language in the Sudan:

Pre-independence: In 1889 the British occupied the Sudan. The English Language was introduced in the Sudan by the British colonists as a main medium of instruction. In November 1900 James Currie was appointed the director of education and principal of Gordon college which was built in 1902.

In 1890 Sir James Currie was the first person in the history of Education in Sudan to lay out the foundation of a national educational policy.

In 1902 a college was established and named Gordon Memorial college. Sir James Currie designed an educational system which was intended to achieve some objectives : (EL Huri, 1982 : 11) such as:

1. The creation of native artisan class.
2. The diffusion among the masses of the people of an amount of education sufficient to enable them to understand the basic elements of the machinery of the government.
3. The creation of a small native administrative class which would ultimately fill many minor government” (EL Huri, 1982:11).

James Currie gradually began to build the new education system.

English colonist established many primary schools which continued throughout the condominium regime, English Language was imposed as a medium of instruction in the third and the fourth stage educational ladder (secondary level and higher education).

The teacher training collage was opened in 1900 in Omdurman. Then it was transferred to Gordon Memorial college in 1903 in Khartoum. Thus the college established as the first country center for advanced training and the main supplies of administrative technical and teaching personnel required by the government.

In 1934 the teacher training college was transfused to Backt - el Ruda. It was the first step for training teachers in Sudan to carry out their educational task.

In 1937 the government invited Delaware commission to enquire into and report on the curriculum.

Delaware recommended the establishment of postsecondary Institute on the site of Gordon Memorial college comprising various schools.

Post-independence : After independence in 1956 there were out-standing changes which took place in the Sudan. specially in education policy.

In 1956 a new syllabus was introduced in the Sudan. The approach of independence had inspired great deal of reassessment of educational requirements of the Sudanese themselves and by an international commission on secondary education in the Sudan. New concepts of education were called for by Zeida Arbab, Minister of education from (1956-1964) who reported that

“ Education should aim at producing and training citizen in the true sense of the word not proud of being Sudanese but also aware of their responsibilities as a citizen of the world”. (El Huri, 1982: 28)

In 1928 a Sudanese educationalists committee was appointed under the chairmanship of Matta Al Krari UNESCO expert recommended he following points:

1. E.L. Continued as a medium of instruction in secondary school level except for Arabic L. and Islamic studies.
2. The same Examination was adopted in the Sudan and Cambridge school certificate examination.
3. In 1938 Cambridge certificate for over- seas was introduced in order to measure the standard of Sudanese education.
4. students were taught by qualified British teachers.

In 1955 the importance of qualifying secondary schools Teachers was pointed out in order to improve the standard of secondary school education and expand it. the commission recommended the establishment of a faculty of education. In university of Khartoum to achieve these goals.

Secondary school teachers' training was established in 1963 which was conceived an apart of comprehensive education.

Plan Formulated by the ministry of education. On the basics of two reports sub- mitted by two UNESCO expends Dr. Matta ALkoawi in 1958 and Dr. Abded Halim Khaldim in 1960.

Arabicization period :

In the Sudan and it will not take place at because of may complicated factors.

In 1990, the salvation Revolution Education Authorities declared the policy of Arabicism

The change over from English to Arabic as medium of instruction in all Sudanese school, institutes, colleges, and universities. As a result of this, English began to lose its importance and popularity among the students because they are restricted to few English for specific purpose courses. Bashir (1898 : 52) sum up, Arabic was excluded from schools in Southern Sudan and English was made the official Language of Education. This

policy of emphasizing English Language promoted culture segregation between the North and the South of the Sudan.

Bashir (1898 as cited in karadwi 1904 : 25) says, the needs for English was urgent because the administrative body-Britain whose official science machinery being built in the English system. Needed as a medium of instruction among Sudanese pupils.

So English Language at the Sudanese intermediate and secondary school level was the major educational policy.

2.1.3 English Language Teaching:

The teaching of English was first introduced in 1906 with the opening of four primary schools in Khartoum, Wadmadeni, Halsa and Sawakin.

Ali (1999 : 23) quotes from, Bashir (1898) that, lord Cromer, the British representative in Cairo had the view that education should be restricted to those needed for government employment. In 1934, especially in the south of the Sudan. English Language began to be the passport for better –paid jobs in government service. Mother tongue was well-known by the educationalists as the easiest code to the mind. the attention was drawn, nevertheless, to the fact that there would be weakness in English unless measures were taken to improve the quality of its teaching ! It was also stated that English Language should be seen to sent two functions.

- 1- To be used as a medium of instruction in the universities.
- 2- A foreign Language in primary and secondary schools.

2.1.4 The Development of English in the Sudan :

Alnoor (2003 : 19) states that, E. L. came to Sudan with British army in 1888, this date marks the end of Sudanese government at that time (Dawlatal Al- Mahadia) and the beginning of the British Rule that introduced western

type education based on hegemony of E. L. – it aimed at exploring them economically. It was introduced through two types of education.

1. Government Education

In this type of education, the British started teaching E. L. to some of northern Sudanese children so as to posted in the British administration.

2. Christian Missionary Schools:

Christian missionary schools introduced the western type of education in southern Sudan. But they made English the medium of instruction in elementary schools. They also emphasized the Arabic Language which led to the development of differences in the Northern and Southern parts of the Sudan.

2.1.4.1 Development of English Language in the North of Sudan:

Alnoor (2003: 21-22) says that, English Language was introduced at various levels of education in the north of the Sudan. Many elementary and primary schools were established in different parts of northern Sudan.

Arabic language was used only at the lower stage of education (elementary level) and made English a strong and important subject. But in the second stage of education (primary level), English was imposed as a medium of instruction.

Eventually, in the third and fourth stage of the educational ladder (secondary level and higher education).

2.1.4.2 English Language in Gordon Memorial College:

In 1902, a college was established and named "Gordon" according to, karadawi (1994: 25) states that, *“Gordon Memorial College played a major role in providing the foreign government system with administrative staff of higher secondary school graduates who took lower jobs. Such Sudanese*

officials were the language link between the British commissioners who were spread over all parts of Sudan”.

2.1.4.3 The Change of English Language From a Second Language into a Foreign Language:

Alnoor (2003: 34) states that, ” *two years after the independence of Sudan in 1958, a committee of eleven Sudanese educators was appointed under the chairmanship of Matta Akrawi, a UNESCO expert. The committee supported the changing of the medium of instruction – English to Arabic in the secondary school education*”. Douglas (1977:7) claims that, by the year 1958, there was education expansion. As a result more new schools were opened without giving any considerations to the staffing problem, especially that of English language. A host of problems such as lack of a specific foreign Language curriculum, planning, text books, trained staff, proper school environment and building made English language decline evident and constant.

2.1.4.4 The Low Standard in English Language as a Foreign Language:

According to, Ibrahim (2002: 1) the deterioration has been witnessed in the standard of English Language in the secondary schools in Sudan after independence due to brain drain of competent teachers who went abroad.

2.1.4.5 The New Educational Ladder (1970):

Al kabbashi (2007: 16) says that, an educational conference was held in October 1969. Then a new educational ladder was introduced in 1970. Until then education had been split into three equal stages of four years (4+4+4). However, the new pattern was three stages primary, intermediate

and secondary schools. Finally the ladder changed into (6+3+3) this change cut down two years from the time allotted to English language teaching.

2.1.4.6 Introduction Of The Nile Course Text Books In (1980):

The “Nile Course” Graded Series was introduced into the Sudanese intermediate and secondary schools. It was written by two English teachers – bates and Julian, who have had considerable experience in teaching English Language in Sudan.

Hassan (1989:16) indicates that, most people in touch with teaching English language realized that the traditional English language programmes in both levels.

Intermediate and secondary schools had some short comings, in addition to, English language programme was not reformed for at least thirty years since it was first implemented. All these things together led to the introduction of the new syllabus (Nile Course Series) in 1980 which aimed to reform the existing situation.

2.1.4.7 Reason for Introducing Nile Course Text Books:

Bates (1978: 2) mentions the following reasons for Nile Course Series:

- 1- Change of the objectives of the traditional English Language programmes from the aim of the present Educational System.
- 2- Arabicization in secondary schools and cutting down of the teaching periods in the intermediate and secondary levels substantially affected the English programme.
- 3- The traditional English language programme is remote from the actual needs and environment of Sudanese pupils.
- 4- The traditional English language programmes lack integration

- 5- The programmes lack grading, the notion of grading may not have been understood for many years ago.
- 6- The programme is over loaded with material to the extent that the pupils may not find opportunity to activate the language they had individually or in groups.

2.1.4.8 Educational Conference of 1984:

In addition, Al kabbashi (2007: 18) indicates that, an educational Conference was held in 1984 after years of the initiation of the integrated English language course “ the Nile Course”.

A paper titled the problems of English language was presented in the conference. It attributed the steady decline in the standard of English language to the change of the educational ladder which decreased the number of years and class periods.

It also attributed it to the employment of unqualified teachers who were graduated from disciplines other than English language and were untrained as well. It described the training courses themselves as inadequate and could not meet the requirements of new course of English language.

2.1.4.9 The General Educational Conference of 1990:

Al kabbashi (2007: 18 -19) sums up the following points: In 1990, a general educational conference recommended the changes of the educational ladder from (6+3+3) i.e. (primary, intermediate and secondary schools) to (8+3) this new educational ladder consists of the Basic level and the secondary schools.

It decided that the pupils, first encounter with English would be in fifth class of the Basic Level. The number of periods has been decreased with exception of the third class at secondary school. Besides, the literature

was completely dropped. In spite of the importance of literature in enabling the readers to overcome the linguistic difficulties.

2.1.5 The Aims and Features of SPINE Series:

The spine series are a joint effort of the Sudanese teachers of English and Sudanese expertise. It is hoped to meet the needs of both Sudanese pupils and the expectation of Sudanese teachers of English language.

2.1.5.1 Aims of Teaching the SPINE Series at the Basic Level:

According to, Cuthbert and Ismail (1995:4), the aims of teaching the Spine Series at the Basic Level are to enable the pupils to:

1. Listening and Speaking: To enable pupils to listen to and understand spoken or recorded dialogues and to participate in similar situation as Listeners or Speakers.
2. Reading: To read simple text such as essays, stories and selected supplementary readers using effective reading strategies.
3. Writing: to enable the pupils to construct accurate sentences and paragraphs.
4. To enable the pupils to express their ideas in speaking and conversation.

2.1.5.2 Aims of Teaching SPINE at Secondary Level:

Al Faki (1997:5) explains that, by the end of six years, students should have:

1. Recycled and reinforced their previously learned English Language.
2. Developed further the four language skills with special emphasis on reading and writing.

3. The ability to understand and use English language which is relevant to their needs and which will help them to communicate with adequate, accuracy and fluency in all situations.

2.1.5.3 The Main Features of SPINE Series Syllabus:

The word Spine Series stands for (Sudan Practical Integrated National English) series. According to Cuthbert and Ismail (1995: 5) that the main features of the Spine Series can be summarized as follows:

1. It is designed to be accessible to teachers, pupils and parents who can give support to their sons and daughters.
2. It encourages teachers and pupils to be creative and actively involved in the process of learning and communication.
3. It views language learning as fun and, therefore, motivates pupils to learn.
4. It is a national syllabus addressing itself to all Sudanese pupils. It is based on the learner's environment while opening windows to the world especially to the English speaking world.
5. It contributes to making the pupils towards becoming good Sudanese citizens.
6. It is based on spiral graduation which recycles language items in order to foster linguistic competence.

Introduction of Spine Series (4,5,6) : In a general educational conference recommended changes of educational ladder from (6,3, 3) to (8,3) which consists of basic level plus the secondary school level (educational conference 1990 in Khartoum).

According to this change in educational ladder the Spine series (4,5,6) were introduced in the secondary curriculum. Also the number of English language period were reduced in the first and second class from six

period per weak to four period and third year to five periods. Literature and simplified reading sets were completely dropped. This has a negative effect in learning English language in secondary school level.

The new English language syllabus (4,5,6.): Was for the first time written by Sudanese English language experts. These series were intended to make English language learning easier and comprehended by both teachers and learners.

Spine (4) is divided into six units each units is divided into twelve lessons, each lesson has comprehension text which consisted of some questions, give a short answers and grammar items in Spine (4) lesson ten focus on the organs of speech as introduction in teaching further the aspect of phonetic (phonology).

Spine (5) divided into twelve chapters each chapter consist some sections, each section designed to develop reading sub-skills techniques such as skimming, scanning also to tackle main aspects such as semantics, syntaxes and morphology in addition to that it neglects the main such as phonology. There is a big gap between Spine 4 and Spine 5, which make students unmotivated and unable to appreciate English language.

Spine (6) : is written in standard format or shape which stays the same throughout the book. Spine 6 is divided into ten chapters each chapter divided into five sections these sections are a accompanied with some Questions such as:

1. Fill in the gags
2. Complete the spaces
3. Give short answers
4. Match (A) with (B)
5. True and false

Activities are to assist the students to develop vocabulary understanding, cohesion in text. These series books focus on vocabulary, grammar and phonology.

It has been observed that the three series books (4,6,6) concentrated on comprehension text which designed to develop the following sub- skills such as skimming, skimming and scanning.

The main of these sub – skills:

- 1- To read for gist.
- 2- To read for detailed information.
- 3- To read for specific information.
- 4- Reading as the basis note – taking.
- 5- Reading for reinforcement of specific information.

2.1.6 Methods Used in Teaching English at Secondary Level:

Ali (1999:17) states that, most Sudanese secondary school teachers followed the traditional method of reading and explaining to their students. This is attributed to the shortage of well trained teachers in the modern methods of teaching language. In addition to, Ali (1999:17) quotes from Surag Eldin (1982) the following, “it is not clear for an untrained teacher, how a language can be broken down into teachable items, nor how these may be best present so that their significance is grasped ”.

2.1.7 Secondary School Teachers’ Training Programme:

Ali (1999:27) explains that, teachers’ training programme is divided into two parts:

(1) Pre – Service Training for Secondary School Teachers:

Students who major in English language take up posts in the Sudan as teachers of English language in secondary schools. However, there are so

many teachers today are university graduates but only a few hold Degrees in English language. In the faculty of education courses of literature play a prominent part in the training syllabus. In the first and second years the students study general literature courses which constitute 80% of the amount of subjects, students receive in the whole four years. The basic skills take place in the first and second year to improve fluency, the third year concentrates on writing and varieties of English language. Methodology of teaching English as a foreign language is being in the third year, with one term work on theory and another term in teaching practice. Teaching practice in secondary school consists of three months in the first term of the fourth year. The content of the syllabus show amore theoretical bias and more attention to principles behind language teaching than the practical studied of teaching English language as a foreign language.

(2) In – Service Training for Secondary School Teachers:

There are two kinds of in – Service Training:

Firstly, short training courses during summer vacations. Secondly, medium and long term training through scholarships. The short training courses for teachers of all subjects during the summer vacation and it is especially for graduates from faculties other than Education. While long and medium term is for qualified teachers. Requirements differ according to type and level of training (Diploma, Master's or Doctorate Degree).

2.1.8 The Training of a Teacher:

Teaching has become a much more professional job to fill roles and perform skills that need precise preparation and training. It is common to speak of the training of a teacher as occurring in four stages:

(1) Pre – Service Training:

It is usually provided in a teacher's college where the student teacher is introduced to the knowledge and skills needed to do a professional job in teaching. The student is introduced to the principles that underly teaching such as the aims of education, the curriculum, the nature and characteristics of development, methods of learning and teaching and the resources. Pre – service training nearly always introduces the student teacher to the practical work of actually teaching in school.

(2) In – Service Training:

It is being recognized by educational authorities and so the teacher may find himself selected to take part in a long in-service training course that offers help in improving specific teaching skills or enables him to come to grip with new developments such as new curricula, new methods and other innovations.

(3) Induction:

It begins when the student teacher changes from being a part time teacher, visiting schools for only a few weeks at a time, and takes on the responsibilities of a full – time professional.

(4) Corresponding Education:

Conventional training support services have always been available to teachers in such institution as teacher's colleges, advanced teacher's colleges, institutes of education and university faculties of education. It supports long training courses but in- service training supports short training courses.

2.1.9 Effective Teaching:

One main aim of training teachers is to familiarize them with effective methods of teaching, which guarantee maximal learning, according to, Al khuli (1981:10 -11) states that,

1. Teachers are guided how to teach pronunciation and grammatical structure of the foreign language.
2. They are instructed on how to teach foreign Language vocabulary, reading and writing.
3. They are also advised on how to test each language skill and what aids they can use.

2.1.9.1 Characteristics of Effective Teaching:

1. The teacher must maintain a good appearance because he / she will be look at as an example and surveyed from head to foot by scores of students, examining eyes.
2. The teacher's voice must be clear and loud enough to be easily heard by all students in the classroom.
3. The teacher should prepare his lesson very well.
4. The teacher should encourage his students through praise and rewards.
5. The teacher should be kind to his students.
6. The teacher should notice individual differences among students.
7. The teacher should be fair to all his students and the teacher has to treat them equally without any prejudice for or against any of them.
8. The teacher should know not only what to teach, but also the different methods of teaching.
9. The teacher should give his students the maximal chance to participate in class activities.

2.1.9.2 Characteristics of Good Teaching Practice:

Farrant (1980:170) says that, the teacher structures his/her teaching in relation to:

1. His/her students' abilities, interests and needs.
2. Resources that are readily available and can be handled conveniently.
3. The curriculum, by being thoroughly familiar with what to be taught.
4. Teaching methods and approaches.

2.1.9.3 The Reasons of Effective Teaching:

Further, Al khuli (1981:12) adds that:

1. Effective teaching is one step towards optimal learning. If a teacher teaches well, students often learn well.
2. Effective teaching implies minimal waste of time and effort on the part of students and teachers because the teacher in this case selects those methods which lead to the best results with time and effort economy.
3. Effective teaching is often accompanied not only by good learning but also by happy learning because effective teaching involves motivation, variation, aids, social warmth and similar factors that make learning a pleasant experience to students.
4. An effective teacher is a happy person because effectiveness leads to success, which in turn secures self-satisfaction.

2.1.10 Language Programmes:

Brumfit (1984:104) describes language programmes in the following terms: “ *the programme is constructed around a series of programmes, requiring the use of English, which have to be solved by learner. The programmes are introduced as specific tasks in which the students have to interpret the language data. Tasks are usually preceded by pre-task, in*

which the teacher performs a task similar to the one the student will be asked to perform themselves, in interaction with the class, using whatever language that seems appropriate of this purpose”.

Further, Nunan (1994:41) suggests that the learner: centred approach which is a collaboration effort between teachers and learners, since learners are closely involved in the decision making process, regarding content of the curriculum and how is taught. The key Elements of this curriculum are:

1. Initial planning procedures.
2. Content, selection and graduation.
3. The methodology.
4. Assessment and evaluation which is an integral part of curriculum and teacher development.

2.1.11 Factors Affected Teaching Process :

1. Teachers experience teacher with restricted no experience and training will find it more difficult to vary their techniques.
2. The teachers motivation if the teacher lack motivation his / her creativity and efficiency in teaching inevitably drops down (feel very depression).
3. Students’ interest if the student is interested in learning English language therefore he/ she feels frees to vary his / her methods and techniques.
4. Gift students (students have show that there is a positive correlation between gift students and learning English language therefore teaching bright students certainly differ from teaching poor students.
5. Students’ ages mean different students each has his / her own characteristics style of thinking learning and acquiring English language which impacted teaching learning process of English language.

6. The teachers' load if the teacher is overloaded with a number of teaching hours he /she will lose efficiency in teaching English language in the best way.
7. Class size the teacher will succeed teaching English language with small number of students.
8. Visual aids teaching English language process as a foreign language is impacted by existence or lack of visual aids such as pictures tapes films recorders and how they be used.

The practice of these factors that the teacher should be psychologically and professionally prepared to vary his/ her methods and techniques to suit different educational situations. It should be unfair or unwise if the teacher blindly insists on utilizing one style methods and techniques in teaching English as a foreign language in all situations.

No methods or techniques are completely perfect or completely imperfect since each method and technique suits all aims all students all teachers therefore the teachers frees to used the best methods or techniques according to students' needs.

- 1- The teacher's personality some teachers discover through teachers experience that several methods of teaching suit them better than other techniques therefore they go on a proper with their own personality structure.
- 2- The teacher habituation if the teacher has been a costumed to used a certain technique or approach for several years he / she often resist the introduction of new method unfamiliar to him / her.
- 3- Teachers with limits or no training on teaching foreign language methods will find it rather complicated to vary their methods.

4- Techniques in knowing students names ; one of the best ways to gain and keep control and maintain discipline is to learn and use the names of his/her students. (Al khuli, 1989.12).

2.1.12 The Current Situation of Secondary School Substitute Teachers' Training in Sudan:

2.1.12.1 The First Batch Teachers' Training Program for Substitute Teacher in Sudan:

The first teachers' training programme for substitute teachers in Sudan, by co-operation between the ministry of general education and Atbara faculty of education due to substitute teachers request, their insistence on this program was for their needs to this training programme. After many meeting between, who performed a role of teachers' training programs in the ministry of education, Aatbara faculty and substitute teachers the program has been held in 1997 at Aatbra faculty of education

- Course Duration: two years
- The type of the students were English and mathematics substitute teachers.
- The number of teachers is thirty.
- The period of the course was four semesters.
- The course was evaluated by exam and practical work.

It was a very successful experience, that has overcome any hindrance factors. The substitute teachers have this training course were distinguished ones, who have been occupied importance works in different educational places.

1.12.2 Daw Hajooj English Language Governmental Training Institute, (DELTI) (Khartoum state Ministry of Education Training Directorate)

Teachers' training is a crucial element in the teaching learning process. It is the most effective tools for human resources investment and enhancing the teacher the competence and performance as well. Hence it modifies the learners positively to words their different learning and life goals.

The standard of education can be promoted through training more than other ways with the least experience. So English language is the prior in the quest of the training, because it is the language of today and technology. There for focusing on it is a most.

- **The Idea Behind the Establishment of the Institute:**

As a response to the consults report about declining of the students standard in English language in both basic and secondary school level, Khartoum ministry of education established Daw Hajooj English language institute (DELTI) in 2003 and supplied it with experts and some audio visual aids, to solve the problem of students deterioration in English through the development of working teachers' skills and performance, which lead to improvement of students' competence. The institute was initiated under the supervision of his Excellency the Wali of Khartoum state and Minister of Education Ustaz Mohammed Elshikh Madani.

The perspective role of the institute as specialized institution, is to tend to qualify teachers, must play the most significant part in the remedy of English language declining through activating the above mentioned route, which supply the teachers with needed knowledge, skills and trends. Unless concentrated on the needs of targeted person, the stated objectives couldn't be fairly fulfilled.

- **The Objectives of the Institute:**

The institute expected to achieve the following objectives;

- 1- To participate in the promotion of the learners' standard in English language in both basic and secondary levels, through the development of the teachers 'skills and competence.
- 2- To link the English language institute (DELTI) with other institutions through delivering services in English language development for different categories.
- 3- To participate in building good citizens (pupils through teachers) who can cope the rapid globalization.

Although the institute doesn't have implemented what is proposed by the British experts for many reasons, but it played a major role in establishment of some short courses for teachers of English language, in the Basic and secondary Level.

- 1- Course for the non-specialized teachers at secondary Level
- 2- Course name: Non specialized English Language teachers at the secondary school.
- 3- Duration: 10 days 4-5 hours of work per day 45 working hours.
- 4- Course date 2/ 11-12/11/2003.
- 5- The number of students: 150

Objectives of the Course: The end of the course learners will be able to:

- 1- Knowledge of symbols and the correct pronunciation of words using dictionary.
- 2- Learn about the development that has occurred in the theory of English language teaching.

- 3- Knowledge of teaching methods used in the development of different language skills.
- 4- Knowledge of methods of measurement and evaluation and types of tests used in the teaching of English.
- 5- Organize and prepare lessons and work plan at the unit level and the lesson.
- 6- Analysis of the textbooks and study the language content and skills.

Course Content: The course covered the topics below:

- 1- Pronunciation (phonetics) 8 hours.
- 2- The development of language skills (development of skills) 8 hours.
- 3- Organization and preparation of lessons (lesson planning & lesson organization) 8 hours.
- 4- Educational evaluation (Evaluation) 4 hours.
- 5- Teaching methods (Methods and approaches in ELT).4 hours.
- 6- Analysis Reporter wrote (Spine books analysis) 8 hours.
- 7- Work within the English language laboratory and computer, 5 hours.

2.1.12.3 Untrained Secondary School Teacher Course:

- Duration: 10 days 4-5 hours of work per day 45working hours
- Course date: 21/ 12-31/12/in 2003
- The number of students: 150

Objectives of the course: By the end of the course the learners should be able to:

1. Knowledge of symbols and the correct pronunciation of words using the dictionary.
2. Learn about the development that has occurred in the theories of English language teaching.

3. Knowledge of teaching methods used in the development of the different language skills .
4. Knowledge of methods, measurement, evaluation and the types of tests used in teaching English.
5. Organize and prepare lessons and work plan at the unit level and the lesson prepare an action plan and teaching mini-lesson
6. Analysis of the textbooks, study the language content and skills.

Course Content: The course covered the topics below:

1. Pronunciation (phonetics) 8 hours.
2. The development of language skills (development of skills) 8 hours.
3. Organization and preparation of lessons (lesson planning & lesson organization) 8 hours.
4. Educational evaluation (Evaluation) 4 hours.
5. Teaching methods (Methods and approaches in ELT).4 hours.
6. Analysis Reporter wrote (Spine books analysis) 8 hours.
7. Work within the English language laboratory and computer, 5 hours.

2.1.12.4 Ahfad University for Women TEFL Diploma Experience

- Course title: EPG 202-METHODOLOGY
- Duration: 36 hours (12weeks/ 3 hrs per week)
- Aim: This course aims at:

Preparing students for teaching English language in basic and secondary schools by proving participants by the techniques and appropriate procedure for teaching language skills.

Course Contents:

1. Teaching reading.
2. Teaching writing.
3. Teaching listening.

4. Teaching speaking.
5. Teaching grammar.
6. Teaching pronunciation.
7. Characteristics of a model teacher.
8. Using the computer and internet for language teaching
9. Techniques of classroom managements.
- 10.The role of the teacher in creating favorable classroom environment.
- 11.Design and use of language teaching material and visual aids.

Course Teaching Methods:

1. Lectures
2. Discussions
3. Tests
4. Assignments.
5. Lesson Plans.
6. Practical work on the computer

Evaluation:

- | | |
|--------------------------------|-----|
| 1. Classroom activities. | 20% |
| 2. Lesson plan for all skills. | 30% |
| 3. Mid-Term Test. | 20% |
| 4. Final exam. | 30% |

Characteristics of a Model Teacher:

- 1- Way of looking at reading –similarities between reading and listening – why and what we read.
- 2- Ways of introducing key words – the procedure of teaching new words.
- 3- Reading strategies – bad reading habits.
- 4- Steps of teaching comprehension – introduction – pre -reading questions.

- 5- Comprehension questions types of question and function. Follow up – Mid-term tests.
- 6- Writing – definition- Handwriting in spine – sub-skills of writing speaking and vocabulary – pronunciation and recognition activities.
- 7- Topics sentence – logical connectors – order inside the paragraph.
- 8- Teaching composition and summary.
- 9- General principles of to teaching listening comprehension.
- 10-How to teach dialogue.
- 11-Basic principles in speaking mechanical and meaningful drills.
- 12-What is grammar –how to introduce a grammar point.
- 13- Using the computer and interest in language teaching.

2.1.12.5 TEFL Diploma Department

Sudan English language Teaching Institute (SELTi) was established in 1975 as a joint venture between the British government represented by the Overseas Development Agency (ODA) through the British council and the government of Sudan represented by the ministry of education (MoF. Par. 1) the main aim of establishing SELTI was to train English Language teachers of the intermediate schools. Before SELTI was established teachers of English were sent to the U.K. To trained in the British universities such as Lancaster and Leeds (ibid para.3). Although that kind of training was very useful in terms of quality, in terms of quantity it was not. The number of teachers who were sent on scholarships to the universities was very small not more than 5per years. in addition to that it was costly. Another drawback was that the training was took place in an environment that was different from the home teaching situation (HTS) of the trainees

SELTi was established to try to increase number of trainees and to make the training more relevant to the HTS. The number of the trainees of

the first batches was less than 20 per years. However the number gradually increased and now they count in hundreds. Moreover the service expanded geographically to cover different parts of the country as in the past two decades some branches were opened in Darfor, Kordofan, Gedarif, Blue Nile, and Northern state (ibid para: 6-8) The institute started with Key English Language Teachers(KELTS). Those were English experts in ELT and teachers training. They designed the courses of the TEFL diploma programme in accordance with the programmes in the universities in U K. their responsibility also included the training of Sudanese counterparts who were eventually sent to U. K. for further training and qualification. The counterparts took over from the TELTS (Sandell, 1982 -114).

The TEFL diploma programme has witnessed great changes and updates in order to suit the changing needs of the profession of Sudan as well as keeping pace with the innovation that took place in the field of ELT and teachers training worldwide. These changes and updates were done under supervision of British experts some of whom consultants hired by the British council and others were commissioned by SELTI. The changes that necessitated the updating of the TEFL diploma programme were in response to some factor.

(a) Changes in Language Courses:

When TEFL diploma first started (1975), the language course consisted of a number of courses:

(1) A Bright handwriting book for teaching basic literacy and writing skills.

This was designed by Mr. Bright in Bukhter Rudha, a college of teachers training that shouldered the responsibility of designing syllabuses and training teachers in all school subjects.

- (2) Part one of first years English for Arabic by F.G. French for teaching speaking.
- (3) Part two for first year English by F.G. French for teaching reading.
- (4) Michael west readers (from reader two –reader six) reader one was replaced two books (White Nile one and White Nile two) written by J.A. Bright.
- (5) The new methods practice books, a series of books (1-3) for teaching oral skills by Harold E. Palmer.
- (6) Junior English grammar and composition a book written by J.A. Bright for teaching grammar and composition.

It is to be noted that this course taught the language skills separately. These books even had separate periods on the class time table (Sandell 1982: 32-39).

In the late 1970s, a new course was introduced; it was the Nile course for the Sudan. Nile stands for new integrated Longman English. The author of the series was Martin Bates and Jukain Kurbuth.

The Nile course was an integrated course in that it taught the four skills in an integrated way. All of the language's skills are in

One student's book. The series comprised 6 books 3 for the intermediate school and 3 for secondary school (Sandell:1982 121-123)

In the early 1990s, a new series was introduced. That was the SPINE series, Spine stands for Sudan practical integrated national English (Abdalla, 2001: 2) This series was written by a number of Sudanese experts helped by some experts who are native speakers of English who helped in the designing and editing of the series. Those were Helen Cuthbert and Juferril Buttrill. The series is composed of 6 books 3 for the basic level

and 3 for the secondary level. Spine is the current course now and it has been in used since 1992.

(b) Changes in Teachers Profile

The teachers who were nominated for SELTI TEFL diploma in the first few batches were the cream of the cream as it were. Those teachers had the following qualification:

- (1) Were taught through English as a medium of instruction in their secondary school education.
- (2) As trainees, they were supervised by trained head teachers.
- (3) They had their initial training in the institute of Bukhter Rudha for two years, one year for academic subjects and one year for methodology and practical training for teaching.
- (4) To be eligible for SELTI TEFL diploma, they had to be teaching English for at least 3 years after their initial training. (Sandell 1982: 114-116).

Prior to the establishment of SELTI, teachers of that calibre used to be sent on scholarships to the British universities (Sandell, 1982:115).

Later on, nominees for the diploma were a little different from the previous one. Since the early 1960s secondary education was Arabized (Hurreiz, 1968: 36-39) Consequently the standard of English started to drop down. So, the conditions for the admission to the diploma were:

1. Having initial training in Bukhter Rudha (or later, in-service training institute ISETI).
2. Having an experience of no less than 5 years of teaching English.
3. Passing a selection test.

Before the main course of TEFL diploma, those trainees had to have a primary course of about 8 weeks (190 hours).

In this course they have advance language study, study skills, and ELT terminology. This preliminary course was thought to upgrade the language skills of the trainees, familiarize them with the jargon of ELT and help them to sharpen their study skills.

At the beginning of the 1990s two great changes took place in the system of education (Wikipedia).

- (1) The educational ladder was changed from a 3- stage to a two stage system (Basic level and secondary). Which resulted in canceling the intermediate level?
- (2) The ministry of education stopped the training institute that used to train the intermediate level teachers/such as Bukhter Rudha and ISETI.

Accordingly, there was a radical change in the population of English language teacher's. The TEL.

- (1) Had no experience of teaching English.
- (2) Had no training on teaching English.
- (3) Their command of language is not so strong.

So, the nominees had to pass a selection test and they had had a very intensive language course started from the beginner to at least intermediate level. The course used in headway series. It lasted for 12 weeks.

Change in Educational Ladder and the Students' Profile:

The educational ladder went through three changes:

- (1) Before `1969, it was 4-4-4: 4years for the primary level, 4 for the intermediate and 4for the secondary level, the students had to sit for examination in order to be promoted to the next level. The admission age for primary level was 7 years. English language started in the intermediate level which means that the students used to start their English language education at 11-12 they also learn English for 8years,

moreover the hours allocated for English were not less than 8 hours per weeks. The school years were not less than 30 weeks, which means that the total number of hours amounted to 240 hours per year (i.e. 1920 for the 8 years).

- (2) After 1969, the system changed to 6-3-3- 6 years for primary level 3 for general secondary level and 3 for high secondary level. This means the students used to start their English language at the age of 13-14 it means that the number of years was reduced to 6 instead of 8 and the number of hours decreased to 1440 (i.e. there was a loss of 480 hours).
- (3) After 1990, the system was changed to 8-3: 8 years for the Basic level and 3 for the secondary level. The students start their English language education at grade 5 of the basic level (i.e. at the age of 10-11) (ibid). They studied 3 books in this stage. Book one for grade 5 and 6 (with a rate of 2 hours per weeks), and book 3 for grade 8 with 4 hours per week). In the secondary level they study 3 books (book 4, book 5 and book 6). The number of hours per week is (4 hours).

(4) Changes in Status of English language.

During the British rule (1899-1899) English was a second language, it was the language of administration and education. Following to independence, the status of English went down a little bit. Although it remained the media of instruction in secondary and tertiary level its role as a media of communication in government departments diminished (Al-Sayed Nasr, 1990). In the mid 1960s Arabic replaced English as a medium of instruction in secondary schools. English became a school subject on the timetable. However, it was still important, because it was a media of instruction in universities and for high education. Finally when high

education arabicized in the early 1990s, English started to phase and it almost slipped out of the life of students and professionals.

Models of Teachers Training:

1) Bukhter Rudha Model:

Teacher training was mainly in-service training (, who secondary school leavers) teach for a minimum two years before they go to their initial training. They were fully released for the training, which took on academic year. Beside English, they were trained on two more subjects.

2) ISETI Model:

This is an in-service training course. The trainees didn't have their schools, they have their modules of training and assignments their field tutors visited them regular basis. They used to meet twice a week in their states to discuss the modules and assignments. This training used to last for 3 academic years. They also had some programmes in a summer holidays.

3) The Consecutive Model:

The trainees worked in their schools for all of the academic years, for three successive years, they spent the summer holidays (4 months) in the training institute.

TEFL Diploma Components:

There are two TEFL diploma offered by SELTI. The first one is for the basic level teachers of English and the second is for the secondary level teachers of English.

(a) Diploma for Basic Level:

- The components of this diploma are;
- The preliminary course: 10 weeks, 2`40 hours.

- Intensive language course from beginner to pre-intermediate level (headway series)
- Introduction to phonetic.
- Improving handwriting skills.

(b) Semester One: 12weeks 288hours.

- The methodology of teaching reading
- The methodology of teaching writing.
- The methodology of teaching oral skills
- Introduction of teaching phonetics and phonology.
- Language study (continue headway.
- Practical studies; preparation or teaching practice and evaluation.

(c) Semester Two 12weeks 288hours:

- Language testing.
- Visual aids.
- Aspects of language learning.
- Trends in ELT.
- Practical studies.
- Teaching practice: micro teaching and beer teaching.
- Teaching evaluation.

(d)Assessment :

- Course work: assignments and small projects.
- Final examinations and observation.

(B)Diploma for Secondary Level:

- Preliminary course 10weeks 240hourse
- Language study: headway (pre-intermediate).

- Vocabulary in use
- Grammar
- Introduction to phonetics

(2) Semester One: 12 weeks 288hours:

- Introduction to linguistics (The study of language: George Yule).
- Phonetics and Phonology.
- Contrastive.
- Practical studies.
- Language study (Headway continued).

(3) Semester Two: 12 weeks: 288 hours

- Methodology of teaching reading
- Methodology of teaching writing
- Methodology of teaching speaking
- Methodology of teaching listening
- Language testing
- Teaching practice and evaluation

(4) Assessment:

- Course work.
- Final examination.

Diploma Regulations:

The TEFL Diploma programme is governed by regulations that specify:

- (1) The participants.
- (2) The qualifications.
- (3) Admission.
- (4) Award.
- (5) Examinations.

(6) Discipline.

Methodology:

The methodology adopted in the programme includes the following:

(1) Lectures.

(2) Workshop.

(3) Seminars.

(4) Presentation.

(5) Group discussions.

The overall idea is that modes delivery is task – based.

Award:

The diploma is awarded to those who pass all of the components. Nobody who fails one component will be awarded the diploma. However, there are chances for re-set of examinations as substitute or supplementary. (SELTI, 2000).

2.1.12.6 Distance Education:

Distance education or distance learning is a field of education that focuses on teaching methods and technology with the aim of delivering teaching. Often on an individual basis, to students who are not physically present in a traditional educational setting such as classroom. It has been described as a process to create and provide access to learning when the source information and the learners are separated by time and distance or both. Distance education courses that require a physical on-site presence for any reasons (including taking examination) have been referred to as hybrid courses (hybrid: 2011). Distance education to at least as early as 1728. Modern distance education inevitably relied on the development of postal services in the 19th century and has been practiced at least since the 1840s. The university of London claims to be the first university to offer

distance learning degrees (Holmberg : 2005). More recently Charles Wed Meyer of the university of Wisconsin –Madison is considered significant in promoting methods rather than postal services to deliver distance education in America – such as articulated Instructional Media project (AIM) which brought in a Variety of communications technologies aimed at providing learning to an off- camps. AIM impressed the UK which imported these ideas (Moore : 1982).When establishing in 1969 the open university which relied on radio, and television broadcast for much of its delivery. And there are no many similar institutions around the world, often with the name of open universities (Byrne : 1989).

“The development of computers and the internet have made distance learning distribution easier and faster. As well in 1996 Jones international university was launched and claims to be the first fully online university accredited by a regional accrediting association in the US. More than 96 percent of the very largest institutions have some online offerings” (Gold: 1999).

“Today, there are many private and public institutions worldwide offering distance education courses from the most basic institution through to highest levels of degree and doctoral programs. Although in many jurisdiction, an institution may not use term such as university without accreditation and authorization” (Retrieved : 2011).

Technology Used in Delivery:

The types of available technologies used in distance education are divided into two groups: [synchronous learning](#) and [asynchronous learning](#).

Synchronous learning technology is a mode of delivery where all participants are "present" at the same time. It resembles traditional classroom teaching methods despite the participants being located remotely.

It requires a timetable to be organized. [Web conferencing](#), [videoconferencing](#), [educational television](#), [Instructional television](#) are examples of synchronous technology, as are [direct-broadcast satellite](#)(DBS), [internet radio](#), [live streaming](#), [telephone](#), and [web-based VoIP](#) (Moore: 2005). The asynchronous learning mode of delivery is where participants access course materials on their own schedule and so is more flexible. Students are not required to be together at the same time. Mail correspondence, which is the oldest form of distance education, is an asynchronous delivery technology and others include [message board](#) forums, [e-mail](#), [video](#) and [audio recordings](#), print materials, [voicemail](#) and [fax](#). The two methods can be combined in the delivery of one course. For example, some courses offered by [The Open University](#) use periodic sessions of residential or day teaching to supplement the remote teaching.[\[Ibid\]](#)

Other technology methods used in the delivery of distance education include online three-dimensional (3D) virtual worlds. A popular 3D virtual world, [active worlds](#), is used for synchronous and asynchronous learning. [Active Worlds](#) provides opportunities for students to work collaboratively. [Dickg: 2005]

Major Benefits of use: An Institutional Perspective

Diana G. Oblinger writing specifically of the US context, has identified four broad reasons why educational institutions might embrace distance learning: (Oblinger: 2000).

- Expanding access: distance education can assist in meeting the demand for education and training demand from the general populace and businesses, especially because it offers the possibility of a flexibility to

accommodate the many time-constraints imposed by personal responsibilities and commitments.

- Alleviate capacity constraints: being mostly or entirely conducted off-site, the system reduces the demand on institutional infrastructure such as buildings.
- Making money from emerging markets: she claims an increasing acceptance from the population of the value of lifelong learning, beyond the normal schooling age, and that institutions can benefit financially from this by adopting distance education. She sees sectors of education such as courses for business executives as being "more lucrative than traditional markets".
- Catalyst for institutional transformation: the competitive modern marketplace demands rapid change and innovation, for which she believes distance education programs can act as a catalyst.

Casey and Lorenzen have identified another financial benefit for the institutions of the US, stating that distance education creates new graduates who might be willing to donate money to the school who would have never have been associated with the school under the traditional system.(Michael: 2010).

2.1.12.7 Open University of Sudan

Establishment and Foundation

Open University of Sudan is a governmental university that provides bachelor and postgraduate courses through open and distance education. (OUS) approved by the Council of Ministers' decree no. (164) in April 2002. This decree was followed by the act of the university by the National assembly April 28/2004 AD.

- Open University of Sudan Locations.
- Open University of Sudan provides services through.
- Head quarters: Obeid Khartoum St. 65 Sq.
- Arkawit. Khartoum, Sudan.

Regional Branches:

1. Khartoum.
2. Omdurman.
3. Bahri.
4. Gazira.
5. North Kurdufan.
6. Gadaref.
7. Sinnar.
8. Damazine.
9. Red Sea.
10. White Nile.
11. River Nile.
12. Northern State.
13. Southern Kurdufan.
14. Western Kurdufan.
15. Northern Darfur.
16. Southern Darfur.
17. Western Darfur.
18. Kassala.

Open University of Sudan Administrative Structure

(A) Directorates and Secretariats :

1. VC Office.

2. Principal Office.
3. Directorate of academic programmes.
4. Directorate of centers and student support coordination.
5. Directorate of research, planning and development.
6. Directorate of post Graduate Studies.
7. Secretariat of the Scientific Affairs.
8. Secretariat of the libraries.
9. Directorate of Information.
10. Technology and Communications.

(B) Centers:

1. Arabic as foreign language.
2. Human Resources Development.
3. Training center for self-employment.
4. Education Development Center.
5. English Language Center.

(C) Projects:

1. Continuous Education project.
2. English -learning project.
3. Technical Education project.
4. TESSA.
5. TEAMS.

(D) Learning Facilities:

1. OUS Radio.
2. OUS TV.
3. English library.
4. Learning Systems Analysis and Design.
5. OUS Press. OUS Media.net.

Academic Programmes :

1. Education (humanities and science).
2. Business Administration.
3. Computer science.
4. Languages.
5. Law.

Learning Aids:

1. OU UK.
2. Cambridge University.
3. Quds Open University.
4. UNISA.
5. British Council.
6. CF BT.
7. ACDE.
8. IGNOU.
9. UNISCO.
10. ALISCO.
11. ISISCO.
12. China Air University.
13. Arab Net Work for ODL.

Academic Professional Educational Diploma Programme at (OUS):**The Professional Diploma Objectives:**

The objective of the professional diploma at (OUS) is to qualify the substitute English language teacher who was specialized in different subjects rather than English. In English language teaching. To be equivalent to the branch specialization. So he / she already has holed other bachelor.

Curriculum: First Professional Specializing the Second and the Third

Terms: Educational Science Curriculums

The First Semester

- 1- Learn how to learn 3 approved hours.
- 2- Education origins 2 approved hours.
- 3- Educational research curriculums 3 approved hours.
- 4- Educational thinks developing 3 approved hours
- 5- Educational psychology 3 approved hours.
- 6- Educational measure and evaluation 3 approved hours.
- 7- Teaching 3 approved hours.

Total twenty hours. 56

The Second Semester:-

- 1- Educational curriculum s 3 approved hours
- 2- Educational technology. 3 approved hours.
- 3- Growth psychology. 2 approved hours.

Total: 8 approved hours

The Third Semester

- 1- Practical education 3 approved hours.

The total of the hours of educational curriculums in the professional Academic diploma is 31 approved hours.

2.1.12.8 The Ministry of General Education:

The General Administration of Educational Training and, the Common Committee about the Unification of view towards Substitute Teachers

Date: 21/5/2009:

The undersecretary of Ministry of Education:

To: Dr. Moatasim Abd Raheem Hassan;

The subject is the common committees' report about the unification of view towards substitute teachers at secondary level.

There are five committees: come out with the following:

- 1- The humanity science committee.
- 2- Languages committee.
- 3- Applied science committee.
- 4- Educational science committee.
- 5- Family science committee.

After studying the suggestion a unified curriculum was developed and introduced to the authorities for their opinions and how to implement this programme Signed: Hassan Obaid al Hamidy.

The Director general of Training directorate. (21/5/2009).

The suggested substitute English teachers' training curriculum is designed and evaluated by the universities 'deans, bosses and directors of institutes, who are specialized in English language training field.

- a- The programme is named the professional diploma.
- b- The duration of the programme is three semesters consists of 60 approved hours, divided as the following :

- 1- Specialized subjects 60 % (36 approval hours).
- 2- Educational Professional subjects 40 % (24approval hours)

So, the task of this committee, that includes:

1. Prf. Abd el Hadi Tamim.
2. Dr. Ahmed el Sadig Ahmed (SELTi).
3. Dr. Ibrahiem M. el Faki.(the Nile vally university).

4. Ustaz Abd el Samiea M.M.Ahmed.(the ministry of education and general learning).
5. Ustaz Aafaf Ahmed Ali. (The ministry of education and general learning).
6. Ustaz Bkri M.yaseen.((the ministry of education and general learning)
Is to designed the programme, (professional diploma programme).with
the observance of the secondary curriculum.

The Ministry of Education: The general administration of educational training and qualifying (Dr. Ali Hamoud) 28/5/2008.

1. The language's committee meeting (20/5/2008).
2. The government gifts' and mission office.

The attendance was:

- 1- Prf. Abd el Hadi Tamim.
- 2- Dr. Ahmed el Sadig Ahmed
- 3- Dr. Ibrahiem M. el Faki.
- 4- Ustaz Abd el Samiea M.M.Ahmed
- 5- Ustax Bkri M.yaseen

The meeting was lead by Dr. Ibrahim el Faki reviewed the previous meetings on 4/5/2008. Leaded by Dr. Ibrahim el Faki and Dr. Ahmed el Sadig come out with the following

1. Agreeing on 60 hours approval hours during three semesters.
 - 1- 60% for specialized subjects (36hours)
 - 2- 40% for educational subjects (24hours)

With the focusing and carrying on secondary level curriculum, as the meeting reviewing the benefits of the secondary level books.

The meeting entrusted Ustaz Bakri and Ustaz Abd el Samia to classify substitute teachers according to their specializations and the subjects they teach.

The meeting tackled the topic of the subjects that are needed by the candidate during the three semesters, which includes:

- The language –teaching methods- literature--the aims of language learning
- Then the decided on the courses as follows:

The First Semester:

- | | |
|-----------------------------|---------|
| 1- Language skills. | 4hours. |
| 2- Language study. | 2hours. |
| 3- Phonetics and phonology. | 6hours |

The Second Semester:

- | | |
|----------------------------------|----------|
| 1- An introduction to literature | 3hours |
| 2- Language teaching. | 4hours. |
| 3- Language learning | 2 hours. |

The Third Semester:

- | | |
|------------------------|---------|
| 1- Language testing | 4hours. |
| 2- Language awareness. | 4hours. |
| 3- Methodology, | 6hours. |
| 4- Peer teaching. | 1hours. |

Ustas Bakri M.Yaseen: Report on 20/5/2008 Syllabus Committee Meeting.

But this programme hasn't come into practice.

Part Two

Related Literature

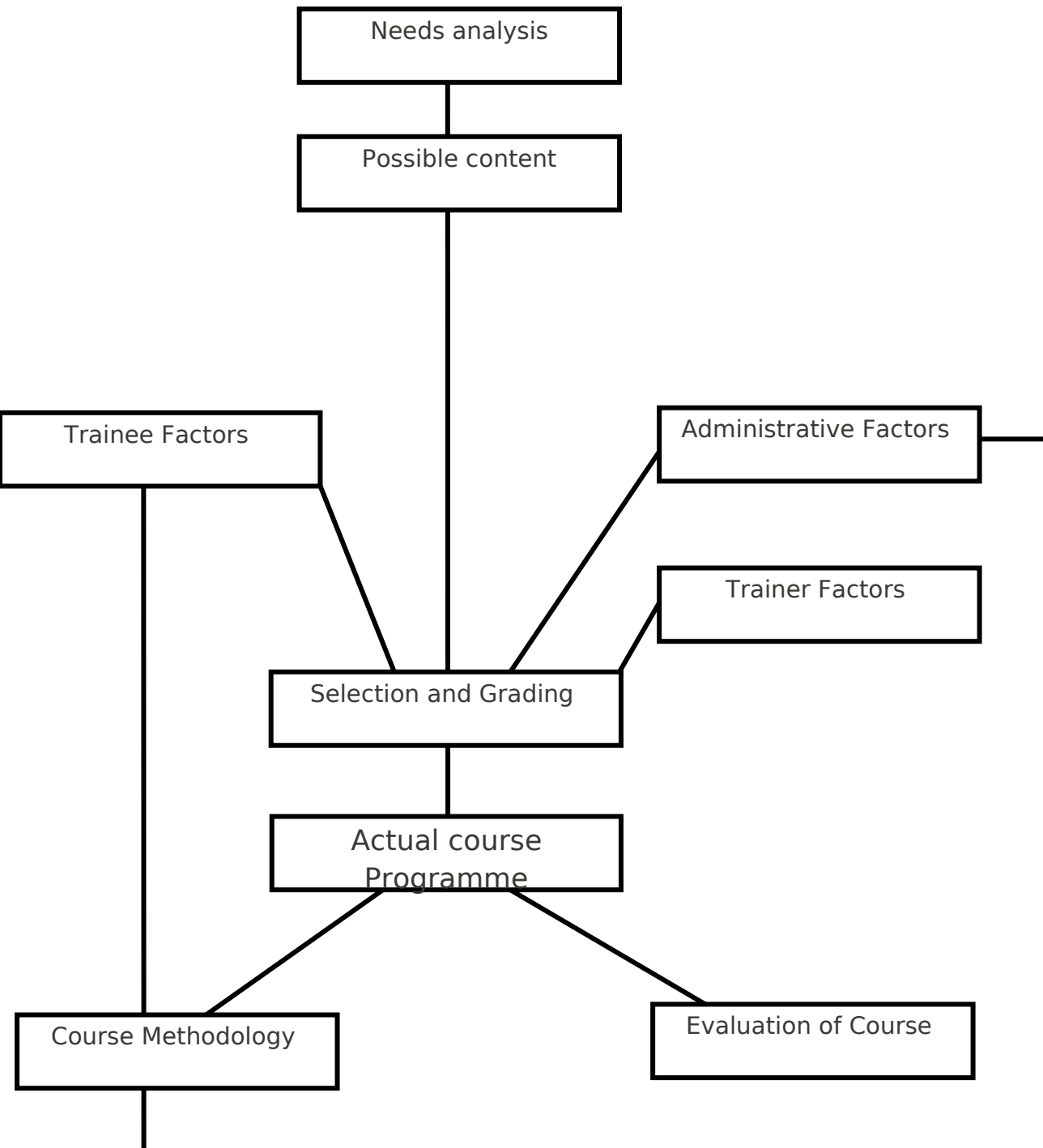
2.2 Literature related to the programme :

2.2.1 A course design profile for teacher training model:

There are certainly quite a number of course designs that could be thought of as models for teacher training and therefore, it is not exactly advantageous to profile one certain from of a training model. Nor is the following model claimed as the perfect one, though it serves to great extent, the purposes of this research.

The following diagram (Mick Wadham 1993) illustrates the main elements of a training course design in the following lines the features of each elements will be mentioned.

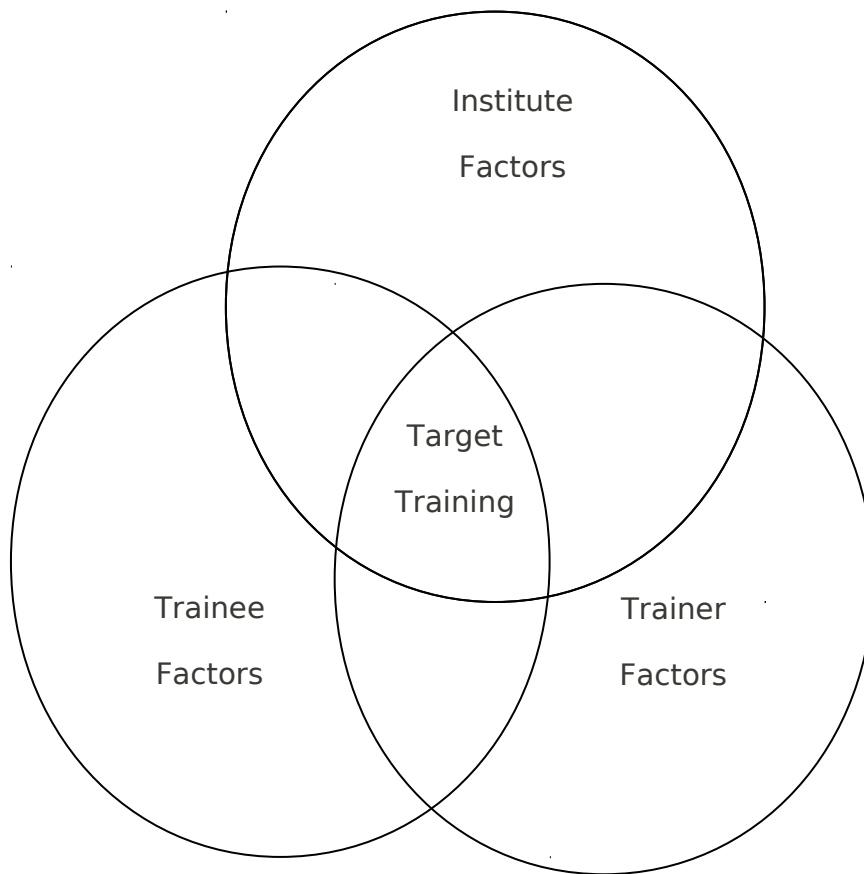
Fig 2.1: A Course Design Model



2.2.2 Needs Analysis:

To furnish a solid ground for a training programme a needs survey ought to be carried out. This survey is expected to cover all the factors that work for the constitution of the programme. These factors that constitute a training programme can be divided into three main categories: trainee factors institutional factors and trainers factors. The integration of such factors as the following figure shows help to produce the target training.

Fig 2.2: Factors help to produce the target training;



2.2.3 Trainee's Factors:

These are the circumstances under which trainees go to take training course. They are either internal or external factors.

Internal circumstances; such as:

1. Social background of the trainee.
 2. Cultural background of the trainee.
 3. Personal background of the trainee.
 4. Educational background of the trainee.
 5. Interest and motivation of the trainee.
- b. External circumstances; such as:
1. Material and aids-software.
 2. Physical environment.

2.2.4 Trainer's Factors:

- a. internal circumstances; such as:
1. Teaching expertise.
 2. Cognitive behavior.
 3. Communicative competence.
 4. Knowledge of Methodology.
 5. Motivation and interest.
 6. Personal skills.
 7. Preparation and training.
- b. External circumstances; such as:
1. Facilities and equipment.
 2. Materials and aids.
 3. Physical environment.
 4. Administrative staff.

2.2.5 Institutional Factors: such as:

a. Internal factors:

1. Education system.
2. Political interests.
3. Economical policy.

4. Administrative staff.
5. Procedural processing - considerations.

b. External circumstances:

1. Trainee's factors.
2. Trainer's factors.

2.2.6 Possible Course Contents:

It is obvious that course contents are drawn according to the needs and objectives of that course. However, the researcher has formulated a list of possible course contents and depending on the nature of each item in the list the following topics are put into two categories (Mick Wadham 1993):

A: Knowledge:

1. Theories of language learning.
2. Theories of language acquisition.
3. Teaching methods.
4. Learners autonomy.
5. The textbook.
6. Analysis of linguistic and communicative systems of English.

B: Skills:

1. Classroom management.
2. Planning teaching.
3. Teaching practice.
4. Activities for the T.E.F.L. classroom.
5. Teaching techniques.
6. Testing.
7. Adapting methodology to different circumstances.
8. Developing the four skills.

9. Classroom research,
10. Remedial teaching.
11. Error analysis.

2.2.7 Selection, Grading and Designing the Course Programme:

The list provided here cannot be claimed as being exhaustive, nor was it meant to be. Other areas of pedagogical nature can certainly be added; as the teaching profession is and of course has always been a field of unlimited boundaries. Furthermore the educational system, for example, together with the educational policy might either extend this list or shorten it. On the other hand trainees' factors and institutional factors could affect the selection and grading of the contents of the course. Hence, the same programme could be implemented in two or more different situations after making the appropriate adaptations that meet the resultant interactions of the various factors. Finally, taking the rationale, needs, objectives and all variable factors in consideration, the actual training course could be designed.

2.2.8 Course Evaluation:

It is evident that a course programme is to be evaluated. The need for evaluation might be created by any of the following needs:

a. Accountability:

Those involved in the training course need to know whether the course is successful or not, and how successful or not the course is.

b. Legitimization:

Course organizers need to see if the course is valid and if it is authentic.

C. Exerting influence:

Reinforcement, modification or change might take place depending on the results of the evaluation.

2.2.9 Types of Evaluation:

There are generally three possible types of evaluation (Alderson, 1992) for a training course, about each of which a brief note is given below:

1. **Summative Evaluation:** This is a type of evaluation that is normally done by the end of a course. It is generally done by using a questionnaire.
2. **Formative Evaluation:** This type is done during the training course. It forms and forms during the activities of the course. Therefore it is useful in evaluating the change in the trainee's educational behavior. A main advantage of this type is that it feeds back into the course.
3. **Process Evaluation:** This type of evaluation helps in detecting what is happening to the trainees and how it is taking place. It is mainly useful in helping to adapt the course in the light of (lie evaluation.

2.3 The Dip Teasl Programme:

2.3.1 The Training Approach:

The approach to training adopted on the Dip. T.E.AS.L. programme is what has come to be called the Integrated Multi Media approach (I.M.M.A) As the term implies, the approach comprises a variety teaching methods, both direct and indirect, which are integrated to be mutually supportive and to be implemented as an integrated whole.

The phrase direct method is meant to indicate a teaching situation where there is a continuous face-to-face communication between the trainer

and the trainee. This definition is valid when there is a trainer - trainee contact even though an indirect teaching tool is implemented. So, the method is indirect when a trainee uses e.g. a video tape to learn on his own; whereas the method is direct when a trainer uses the video, as a teaching tool, to educate the trainee. Within the 1.M.M.A. the direct methods comprises seminars, school visits, a summer school and a research project while the indirect methods constitute self-study modules, a library and Audio-visual aids.

2.3.2 Rationale:

The Dip. T. E.A.S.L. Programme, as all other teachers' training courses, is designed to help teachers attain professional competence. furthermore, in Sudan such an in - service course also helps to compensate for the lack of pre - service training for some secondary school teachers. Most of the participants on the T.E.A.S.L. programme are graduates of faculties other than faculties of education and also not specialized in English language. The Ministry of Education can not afford to release such teachers to be educated for any considerable span of time as this will add to the already existing problem of shortage of teachers. An on-the-job training, such as the T.E.A.S.L. could meet the need of training a large backlog of untrained teachers already in service without having to withdraw them from their schools during the training period.

2.3.3 Objectives:

As this is the first trial to evaluate the T.E.A.S.L. Programme, researcher did not find a written document stating the objectives and aims of the course. However after reading Wallace (Michael 1991) and

tracing the course components the following objectives were inferred.

2.3.4 General Objectives:

1. To develop in the trainees an understanding of the principles of language teaching, language acquisition, linguistics, pedagogies and the sociology and psychology of learning.
2. To develop in the trainees the professional prospective which enables them to locate their teaching in the wider context of the school and the community.
3. To foster in the trainees the general intellectual capacities commensurate with the developing professional role of the teacher under the changing circumstances of their future careers, and in particular the capacity to reflect in a structured way on the classroom practice.
4. To develop further the trainees competence and fluency in English so that they can communicate effectively as teachers; and also themselves become good models of communication in the target language.
5. To arouse the trainees interest and enthusiasm into English language and its teaching.
6. To show the trainees how to apply the principles to their professional role and to the teaching of English as a foreign language.
7. To help trainees to keep abreast with modern trends in the field of language teaching.
8. To help the participants on the course to develop an insight into the teaching of English.
9. To equip them with a better understanding of the teacher's role in school and in society at large.

10. To plant in them an ever growing desire for knowledge.

2.3.5 Specific Objectives:

1. To acquaint the trainees with effective methods and techniques of teaching English as a foreign language.
2. To encourage them to adopt new techniques and methods of teaching English and to change their techniques to the changing objectives of teaching English.
3. To encourage them to link theory with practice.
4. To improve their own performance as models.
5. To sensitise the trainees to the use of English for literary purpose.
6. To develop in the trainees powers of self-evaluation autonomous learning which enables them to improve their abilities as teachers once their training is over.
7. To develop in the teachers the competence to undertake their classroom projects in areas of immediate interest.

2.3.6 Target Population:

The programme is designed to meet the needs of untrained teachers with or without a first degree in English, currently employed in secondary schools. Because these teachers are not graduates of faculties of education they also lack the knowledge of teaching methodology.

2.3.7 Type Of Course:

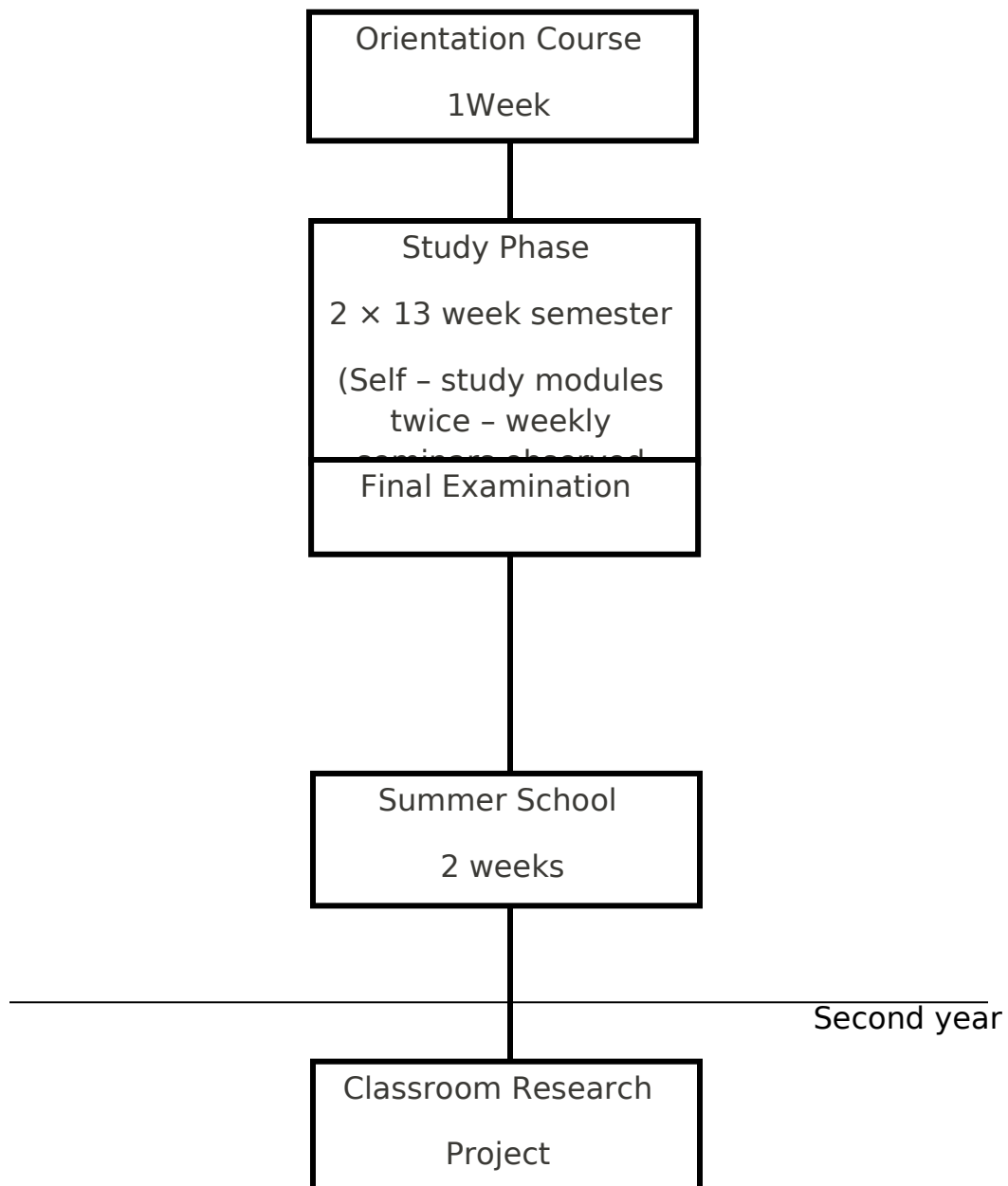
1. This is an in-service training programme. Trainees are able to carry on their normal obligations at school while pursuing their training.
2. The main feature of the programme is that it is a self-study course. Participants are expected to study the course modules in their own

time and to prepare for the seminars that are held twice a week. The seminars act as reinforcement of the ideas presented in the modules.

3. An orientation seminar is held at the beginning of the course to familiarise the trainees with the aims, contents and methods of the course.
4. The programme leads to a post-graduate diploma; as such it seeks validation by a university. (Asha Musa Report).
5. The duration of the course is one academic year followed by an additional six months for the presentation of a research paper.
6. It is a credit accumulation course; in the sense that each phase can be taken later by a participant.
7. The pilot phases of the course are held in Khartoum. Further expansion is projected in the larger urban centers.

The following diagram shows how the different course components are, linked together:

Fig (2.3): Integration of Course Components



2.3.8 Admission Requirements:

The course is offered to graduates currently employed as teachers of English at secondary schools who have received no initial teacher training.

Participants should have a minimum teaching experience of four years.

2.3.9 Resources:

1. The materials for the course are produced by specialists, either Sudanese or native speakers.
2. Two tutors work with the batch of thirty trainees. The tutors lead the seminars, with the participation of other lecturers, consultants, trainers and the regional technical supervisors.
3. There is one staff member as Dean of the Institute.

2.3.10 Tutors:

There are two tutors for the batch. The tutor is ‘the key figure in the I.M.M.A.. (Asha Ibid.) Apart from the administrative and financial duties, the following are the tutor’s professional duties as the H.Q. states them:

1. Participation in the Orientation seminar.
2. Organizing and leading the twice weekly seminars.
3. Observing and guiding teachers in their schools.
4. Directing participating teachers in their second year research projects.
5. Counseling student-teachers in their coursework.
6. Helping the subject specialist in developing the course modules.
7. Participating in the summer school for the production of teaching materials.

8. Evaluating the participants performance in coursework and examinations.
9. Sending reports and feedback on the teaching programme to I.S.E.T. l. HQ.

2.3.11 Content and structure of the course:

The course consists of sixteen modules on study skills, education psychology, language, literature and teaching methodology.

Although the course establishes the theoretical background to current ideas on language teaching, the emphasis, is on classroom practice. The modules can be divided into two main groups. Those concerned with the English language and literature and those concerned with teaching.

Group One:

- Study skills
- Language in the classroom
- Language awareness
- Language in literature

Group Two:

- Management of learning.
- Teaching approaches.
- Preparation for teaching.
- Testing and evaluation

2.3.12 Self-Stud Modules:

These modules constitute the essential study materials on the programme. The central merit of the modules is to inculcate and develop in the participants the habit of self study and to ensure life-long education' (Gareth 1989). The following features of each module could be mentioned:

- a. The module contains an introduction, aims of the module, from eight to ten units and a bibliography.
- b. The format of each unit comprises;
 - Title of the unit.
 - Specific objectives of the unit.
 - Topic discussion and explanation.
 - Questions to be answered and activities to be carried out by participants.
- c. Guided Research: This is a short list for further reading.
- d. Seminar activities: These are suggested activities for the tutor to develop and carry out with the trainees.
- e. Answer suggested, to the questions as in (b) above.

The modules which are written by Sudanese specialists and British experts take the following titles:

1. Study Skills
2. Management of Learning
3. Management of Education.
4. Topics in Psychology
5. Language in the Classroom.
6. Preparation for Teaching.
7. Language Awareness.
8. Testing and Evaluation
9. Teaching Approaches
10. Phonetics
11. Teaching Grammar.
12. Language in Literature.

2.3.13 The Library:

Trainees are stimulated to read extensively in the available collection of books at the center. They are specially advised to concentrate on books that link theory with practice. A reading list, bibliography, is given by the end of every unit in each module; the purpose of which is to help trainees choose books for further reading in order to enhance their knowledge about the topic of the unit. On the other hand, on doing the research project extensive reading is inevitable.

2.3.14 Audio-Visual Aids:

The educational technological equipment available at the training center consists of a video machine, a tape recorder and an overhead projector. Their function is to consolidate what is discussed in the modules. They are also used in seminars and feedback sessions.

2.3.15 Seminars:

These are two seminar days per week spread over a period of two school years. On each seminar day there are two sessions for seminars and one session for observation feedback. The seminar is conducted by the field tutor who is expected to follow the methodologies laid by the module. These methodologies adapt a variety of teaching - learning methods such as lectures, lecturette, class discussions, small group discussions, pair work, debates, workshops activities etc. These are used either singly or in effective combination. Tutors are not to lecture but to facilitate the learning process employing such techniques on the assumption that 'students generally do what their teachers do, more than what their teacher tell them to do (Salih 1975).

The main aim of the seminar is to help student-teachers to assimilate and explore more fully the ideas presented in the modules. To be able to participate in the seminar, however, the trainee is asked to prepare for it by reading an assigned part of the module - usually one unit answering the questions there and making further reading from the available collection of books at the training centre. The activities carried out in the seminar function as a tool to help trainees link theory to practice.

The feedback session is somewhat similar to what generally takes place in micro-teaching session. Peer teaching is practiced and discussed. The session is not intended to be just for criticizing the student - teacher's performance but for sharing ideas and making suggestions for improvement. Colleagues are usually asked to comment first, then the peer - teacher and finally the tutor.

Thus the feedback session together with the seminar help the student - teacher to have a comprehensive understanding of the self-study module, test his ideas against those of his colleagues and exchange experiences for the promotion of his teaching. And, by the end of the seminar day the student-teacher is in better position to prepare for the next seminar day as well as for the tutor's visit at school.

2.3.16 School Visits:

The seminar days take one third of the teacher's working time. Hence for the remainder of the time the tutors can visit the trainees at school. The tutors take into consideration the fact that the visit is to encourage and motivate the trainees and to help them become better teachers.

The visit comprises three parts:

1. Pre-lesson session: V/here the tutor checks the trainee's preparation for the lesson.

2. Lesson: The tutor attends the class and records all the educational activities that take place inside the classroom.
3. Post-lesson session: When the tutor discusses the lesson with the trainee.

2.3.17 Summer School:

At the end of the academic year the trainees attend a summer school of two weeks. The course is allocated to material production and visual-aids. Participants are urged to produce their own teaching materials and to construct simple audio-visual aids using available and local materials.

2.3.18 Research Paper:

In the last six months participants undertake a research project. Trainees are asked to investigate the problems they encounter on practicing teaching. Though it is hoped that participants can help, by making reasonable suggestions towards the development of solutions for the immediate problems, the main purpose of the research is ‘to develop in the participants an experimental and creative attitude to their work (Austin 1988).

2.3.19 Patterns of Assessment:

A comprehensive and continuous evaluation of the participants’ progress is a feature of the I.M.M.A. Therefore evaluation of participants’ performance covers the following aspects of the course:

1. Seminar participation.
2. Self-study assignments.
3. Participation in the summer school.
4. Written final examinations.
5. Classroom observation.
6. Research project.

Trainees are to pass in each of the above aspects as well as in the overall performance.

2.3.20 Course Evaluation:

The course is regularly evaluated in terms of its quality and relevance to the participants needs. This is done through:

1. Visits by the staff from the English Unit. I.S.E.T.I. HQ.
2. Regular reports written by the principle of the institute to the Evaluation and Registration Section I.S.E.T.I. HQ.
3. Feedback forms filled by field tutors.

2.4 Evaluation Of A Course Programme:

2.4.1 Reasons For Evaluation:

It is evident that a course programme has to be evaluated. Evaluation of a programme may be required for a variety of purposes and reasons Alderson (1992) mentions a list of reasons for an evaluation:

- to decide whether a programme has had (the intended effect.
- to identify what effect a programme has had.
- to determine whether a programme has provided value for money.
- to indicate a decision .
- to justify future courses of action.
- to compare approaches methodologies textbooks etc.
- to identify areas for improvement in an ongoing programme.
- to show the positive achievements of teachers and pupils.
- to motivate teachers.
- to allay suspicions among parents or sponsors.

Alderson calls the above list ‘official’ purposes and he mentions other reasons naming them as ‘hidden agenda’ such as: to publish articles, to earn money, to further ones career. to get a Ph.D. or an MA.

When the evaluation purpose is identified the evaluation design can be harmed. Some purposes require particular evaluation designs.

However although purpose is important there is no one-to-one relationship between the purpose of the evaluation and the harm the evaluation should or could take. This means that more than one of purpose will depend upon many factors such as the evaluator’s own skill, personality and references as the motto says one’s purpose determines one’s decisions and actions’. In the following pages some of the many factors indicated here will be mentioned.

2.4.2 Audience:

When planning an evaluation, a key consideration is: who is the evaluation for? Those parties involved in what is being evaluated may have different purposes, those financing the evaluation may wish to show value for money or may be convinced that a particular outcome will result, or that a particular course of action should follow the evaluation.

2.4.3 Evaluator:

It is frequently the case that only one person is to evaluate a programme; though at times a team of evaluators or associated staff is required .

Another issue to be discussed is whether an evaluation of a programme should be conducted by someone from within the programme or by an outsider. Scott (1992) believes that both outsiders and insiders should be involved collaboratively in conducting evaluation, although they acknowledge the difficulties presented by such an approach. While the

contribution of an outsider is crucial when an impartial view is required it is on the other hand indisputable that insiders have an experience and a knowledge of a programme that can be invaluable to an evaluation.

The common reasons given for involving outsiders alone in an evaluation are .that only then can objectivity be guaranteed, or that they are perceived as having greater credibility or that they may offer a fresh perspective.

However, an evaluator whether he be an outsider or an insider, is required to have expertise in:

- knowledge of similar programmes in similar settings.
- The particular methods of evaluation thought to be needed in the specific evaluation.
- The academic or professional area of language education valuation.
- Language education and linguistics.

2.4.4 Content:

There is certainly a wide range of content that an evaluation can focus on; in terms of the knowledge or behavior of the learners, to attitudes to the language, to aspects of the programme itself. The evaluator has to exercise judgment in deciding which areas are more or less central to the purpose of the evaluation, more or less observable, more or less identifiable at the point in time. Some of these areas are:

1. knowledge of learners.
2. Behaviour of the learners.
3. Attitudes of the learners towards the language teaching.
4. content of the programme.
5. Attitudes of the learners towards the aspects of the programme.

6. General aptitude for further studies.
7. The cost of the programme.
8. Programme impact on its social setting.
9. Suitability of the programme to its educational and social context.
10. Implementation of the programme.
11. Recourse implications of the programme.
12. Achievement of value for money.

2.4.5 Method:

A key issue in the planning of an evaluation is what method or methods are to be used clearly, how one is to evaluate will depend on what is to be evaluated. If learning outcomes are to be measured then it is likely that language tests will be needed. If attitudes and opinions are important to the evaluation then doubtless questionnaires or some form of interview or group discussion would seem to be called for.

It is often said that the choice is between quantitative and qualitative methods. A person who is doing a quantitative evaluation might use a questionnaire, a test or a survey while a person making a qualitative evaluation might use tools such as an interview or an observation.

But, given that there is no one best method for evaluation, it makes good sense to gather data from a variety of sources and with a variety of methods and important in evaluation for it of methods.

2.4.6 Timing:

Typically in description of the curriculum development evaluation is identified as the last element in the cycle (aims, contents, methods evaluation). Yet it is much more desirable if the planning of evaluation is begun at the same time as the programme being evaluated for this agreement will provide an input into the development of the programme itself. Further,

if the evaluation is intended to estimate the impact of the programme, then it is desirable to attempt to establish what things were like before the programme began.

Considering evaluation time, there are two types of evaluation: a formative evaluation, that is concerned with evaluation during the life-time of the programme, aims at providing information that contribute to the programme development; and a summative evaluation which concentrates upon the end of the programme, if end there be, in order to focus on the achievements of the programme.

Chapter Three

Research Methodology

Chapter Three

Research Methodology

3-0 Introduction:

This chapter contains the research methodology, the instruments which were used to test the hypothesis of the study, these instruments were teachers questionnaires, teachers and field tutors interview. All these instruments were proved to be amendment from referees, which finally let to them final improved are refined various of these instruments and the procedures, which were to identify validity and reliability of the questionnaire and interviews concerning the respondent's opinions about the samples of the study.

"It is very necessary that researchers should have precise descriptions for the phenomenon that they study before they make any progress in the problem solving". The description methods as Van Dalen says as cited by Abdelsalam (1989:12).

3.1 Methods of the Research:

The researcher used the descriptive analytical method which is suitable for such studies. As Van Danel says as cited by Abd elsalam (1998 : 12)

3.2 Population and the Samples of the study:

The Population:

The target population of this study is divided into three groups as follows:

- 1- A number of substitute English language teachers have the professional diploma program at (OUS).
- 2- Teachers of English language at (OUS) with different qualifications and experiences.

3- An English language field tutors at (OUS).

The Sample:

The researcher selected the following groups as a sample to handle the study:

- 1- (171) substitute English language teachers who have the professional diploma program at (OUS) (60) of them were answered the questionnaire questions, (111) were chosen randomly from the three educational areas (Khartoum (31), Bahry (19), and Omdurman (61)) to compare between their theoretical and practical courses.
- 2- (3) teachers of (OUS).
- 3- (3) English language teachers field tutors at (OUS) at Khartoum state for the academic year (2005-2006).

3.3 Characteristics of the Sample:

Table (3.1): Frequency Distribution Teachers and their Gender:

Gender	Frequency	Percent
Male	18	30%
Female	42	70%
Total	60	100.0%

The table (3.1): shows that most of the teachers were (42) female. Who represented (70 %). There were (18) male who represented (30%) of teachers.

Table (3.2): Frequency Distribution of teachers and their Qualifications

Qualification	Frequency	Percent
MA	3	5%
High Diploma	5	8%
B.A.	40	67%
B. Ed.	0	0%
SELTi Diploma	7	12%
Others	5	8%
Total	60	100.0%

Table (3.2) showed that most of teachers were holders of bachelor degrees. They were (45) who represented (75%) of the teachers. There were (10) teachers who hold SELTI diploma represented (20%) of teachers. There were only (5) teachers hold others certificates represented (10%).

Table (3.3): Frequency Distribution of teachers and their Experience

	Frequency	Percent
1-3 years	9	15%
4-6 years	12	20%
7-9 years	33	55%
10 years and above	6	10%
Total	60	100.0%

Table (3.3) shows that teachers who have (1-3) years of experience were (9) they represented (15%). Teachers who have (4-6) years of experience were (12) they represented (20%). Teachers who have (7-9) years of experience were (33) they represented (55%). Teachers who have (10) years of experience and above were (6). Who represented (10%).

3.4 The Tools of the Research:

The tools used for the study were a questionnaire for substitute E.L. teachers, an interview with university teachers, the field tutors, plus a theoretical and practical courses test results.

3.5 Procedures:

For each of the tools below is the description of the followed procedure

3.5.1 The Questionnaire:

The questionnaire is an effective instrument that helps in data collection if they are carefully designed and their validity and reliability

were proved by the supervisor and a committee of six experts (See appendix 2) who rephrased and amended some of its questions.

The questionnaire design:

The first instrument of data collection is the closed – form questionnaire which was designed to find what extend does the professional diploma program influence the substitute English language teachers in teaching English language as a foreign language at secondary school level in Sudan. The questionnaire designed after a wide review of literature related to testing English language to have a complete ideas in designing the questionnaire, then the first draft of the questionnaire was designed accordingly (see appendix No 1).

The questionnaire sent to some experts of English language for judgment (See appendix No 4). Their change in the questionnaire was correct accordingly.

The questionnaire consists of four domains. The researcher used fifth degrees scale where the respondents can choose from (strongly agree; agree, to some extend, disagree, strongly disagree) to ensure validity and reliability.

The domains are:

1. The academic professional diploma programme provided by (OUS) qualifying the substitute English language teachers academically and professionally.
2. The professional diploma training programme through distance learning at (OUS) is suitable for the secondary substitute English language trainees.
3. (OUS) is used multi-media for implementing the substitute English language teachers' training professional diploma programme.

4. The methods used for evaluating the substitute English language teachers' training programme at (OUS) are effective.

Validity: Validity refers to whether the study investigated the problem that is supposed to be investigated or measure what is supposed to be measured.

Reliability: Reliability refers to whether the study can produce the same results if it is conducted again under the same condition.

3.5.1.1 Distribution of Questionnaires:

The researcher distributed the final questionnaire's forms to the respondents during two weeks time.

3.5.1.2 Collection of the Questionnaires

A reasonable range of time was given to the respondents to fill the forms offered to them. Then the researcher started to collect the questionnaire forms. The returns were successful. The number of the questionnaires distributed among the substitute teachers were hundred fortunately the researcher succeed to collect sixty ones.

3.5.2 The Interview

The interview is a method of collecting data by answering some questions asked by the researcher to the interviewees face to face, as a personal exam, as well as it's a technical relation between the researcher and the research sample prevail in exchanging confidence and relaxation aims at collecting data that can help in solving problems by answering the questions, that were asked by the researcher to the interviewees.

So, as well as the questionnaire, the researcher used the interview with experts at Open University of Sudan. The teachers' interview consists of seven questions and the field tutors 'interview consists of four ones.

3.6 The Results of the theoretical and practical exam for (111) secondary school substitute E.L. trainees at (OUS) at Khartoum state for the academic years (2005 – 2006):

These results were included as one of the study's instruments to compare the theoretical course marks as pre-exam, and the teaching practice course marks as post-exam, to make sure that the trainees benefited from the teaching practice course.

3.7 Statistical Instruments:

The researcher used the following statistical instruments to analyze the data and test the hypotheses of this study:

1. Percentage.
2. T-test.

In addition to that the researcher used the statistical package for social science (SPSS) to obtain accurate results.

Chapter Four

Date Analysis and Discussion

Chapter Four

Data Analysis and Discussion

4.1 Introduction:

This chapter deals with analysis of the results of the questionnaire administrated by secondary schools substitute teachers of Omdurman, Khartoum and Bahry educational area. The marks of teaching practice and theoretical course for 111 substitute teacher student, so as to find out the relationship between the two courses, and the interview with some educationalist and field tutors at (OUS).

The analysis throughout this chapter is done using the statistical program SPSS choosing the suitable statistical measurements witch included the means standard deviation and T-test.

4.2 The Questionnaire Analysis:

This data has been collected through the questionnaire, that was distributed to 100 trainee substitute teachers, received in service training at (OUS), the researcher received 60 of them.

For the statistical calculation mean values of statements > 3 are taken as positive and < 3 are taken as negative.

These tables illustrate the T-test foe studying the differences between the sample and the test value mean, so as to determine sample individuals opinions about the statement of the domain.

4.2.1 The First Domain:

Table No (1): The professional development diploma programme provided by OUS helps in the achievement of the objectives of the substitute English language teachers by qualifying them academically, and professionally

NO	Number of s.s	mean	Std Deviation	Test value	t-value calculate	t-value tabulate	The meaning	result
1	60	3.35	.89	3	2.479	2.132	Sign	Agree
2	60	4.18	.87	3	8.505	2.132	Sign	Agree
3	60	3.40	.78	3	3.252	2.132	Sign	Agree
4	60	2.65	1.19	3	1.862	2.132	Non Sign	Disagree
5	60	3.35	1.00	3	2.211	2.132	Sign	Agree
6	60	3.23	1.14	3	1.245	2.132	Non Sign	Disagree
7	60	3.18	1.36	3	.816	2.132	Non Sign	Disagree
8	60	3.08	1.02	3	.464	2.132	Non Sign	Disagree
9	60	3.78	0.70	3	7.027	2.132	Sign	Agree

The T-test results for one sample to determine the samples opinion about this domain.

This domain deal with the teachers of distance in service training at (OUS). It consist of 9 statements through which the researcher tries to find out the research sample's views about the features of training substituted secondary teachers, so the following results can be observed.

From the above table statements (1,2, 3, 5, 9) are significant which indicate that the samples agreements, while the statement (4,6,7,8) are insignificant which indicate that in general they don't agree with these statements, s the researchers finds that these statements should be reviewed.

4.2.2 The Second Domain:

Table 4.2 Suitability of the professional training programme through distance learning at (OUS) for the trainee.

NO	Number of s.s	mean	Std Deviation	Test value	t-value calculate	t-value tabulate	The meaning	result
1	60	4.08	.35	3	19.431	2.132	Sign	Agree
2	60	3.50	.51	3	6.245	2.132	Sign	Agree
3	60	3.08	.97	3	.488	2.132	Non Sign	Disagree
4	60	3.83	.84	3	6.183	2.132	Sign	Agree
5	60	3.68	.57	3	7.459	2.132	Sign	Agree
6	60	4.18	.55	3	13.524	2.132	Sign	Agree
7	60	3.63	1.00	3	3.934	2.132	Sign	Agree
8	60	2.90	.74	3	-.850	2.132	Non Sign	Disagree
9	60	4.05	.71	3	9.297	2.132	Sign	Agree
10	60	3.38	.90	3	2.644	2.132	Sign	Agree

T- Test result for one sample to determine the samples agreements about this domain, the above tables deals with the suitability that the trainee is trained on through distance education, the statements (1,2,4,5,6,7,9,10) in this domain are significant which indicate strong agreement, when the statements (3,8) are insignificant which indicate the disagreement of the participant with these statements.

So the researchers thinks that suitability in this program is good.

4.2.3 The Third Domain:

Table 4.3 The methods of implementing the teachers' training at (OUS)

NO	Number of s.s	mean	Std Deviation	Test value	t-value calculate	t-value tabulate	The meaning	result
1	60	3.13	1.44	3	.551	2.132	Non Sign	Disagree
2	60	3.98	0.83	3	7.415	2.132	Sign	Agree
3	60	3.95	0.60	3	10.064	2.132	Sign	Agree
4	60	3.03	0.66	3	.240	2.132	Non Sign	Disagree
5	60	3.83	1.03	3	5.041	2.132	Sign	Agree
6	60	4.20	0.56	3	13.460	2.132	Sign	Agree

7	60	3.48	1.09	3	2.767	2.132	Sign	Agree
8	60	3.68	0.47	3	9.000	2.132	Sign	Agree
9	60	3.40	0.50	3	5.099	2.132	Sign	Agree

T-test results for one samples determine the sample opinion about this domain.

Table (4.3) shows that the respondent for the statements of the third domain the statements (2,3,5,6,7,8,9,10) are significant, while the statements (1,4) are insignificant.

So the samples strongly agree with the method that were used in the programme.

4.2.4 The Forth Domain:

Table (4.4) Evaluation of teacher at (OUS) through distance learning

NO	Number of s.s	mean	Std Deviation	Test value	t-value calculate	t-value tabulate	The meaning	result
1	60	3.73	1.06	3	4.318	2.132	Sign	Agree
2	60	4.25	.49	3	16.018	2.132	Sign	Agree
3	60	3.35	.86	3	2.563	2.132	Sign	Agree
4	60	4.25	.49	3	16.018	2.132	Sign	Agree
5	60	2.15	.77	3	-6.985	2.132	Sign	Agree
6	60	2.83	1.26	3	-.879	2.132	Non Sign	Disagree
7	60	2.70	1.02	3	-1.864	2.132	Non Sign	Disagree
8	60	2.48	.68	3	-4.891	2.132	Sign	Agree
9	60	3.55	1.32	3	2.636	2.132	Sign	Agree
10	60	3.20	.69		1.842	2.132	Non sign	Disagree

T- test results for one sample to determine the samples opinion about this domain.

Table (4.4) above is for the fourth domain, which consists of ten statements shows that the statement (1,2,4,5) are significant, while he statements (3,6,7,8,9,10) are insignificant, that in general the respondents don't agree with these statements.

So the researcher's opinion is that the evaluation of the professional diploma programme need reviewing.

From the studying the results of the questionnaire, it's clear that all the respondents agree with some statements and disagree with others, so the researcher finds out some areas in the professional diploma training programme for substitute English language teacher at (OUS) should be checked again at the future training programmes.

4.3 The Interviews:

4.3.1 The Teachers:

The First Question: How does the professional diploma at (OUS) help in qualifying substitute English Language teachers?

From the experts' answers, the researcher noticed that all the respondents unanimously agree about that the professional diploma offered by (OUS) in qualifying substitute English Language teachers focuses on the following:

1. providing them with educational syllabuses than the specialized syllabuses so they agree with the students' opinions that neglected practical sides.
2. The linguistic axis provides English syllabus and it's techniques with application on the SPINE series.

3. Educational axis attempts to profess English Language through teaching practice and it's evaluation.
4. The programme helps in developing teaching skills, by giving educational teaching information in educational and growth psychology.

The Second Question: To what extent does the current plan achieve the programme required objectives in qualifying secondary substitute English Language teachers?

All the respondents agreed that the current plan doesn't achieve the required programme objectives. There are shortages as a result of many factors such as: financial support the point that the trainees agreed with, the degree of diploma is less than their holding degrees.

The Third Question: Do the evaluation methods play it's role in evaluating qualifying substitute English Language teachers outcomes of the professional diploma programme?

The respondents agree that the evaluation methods do not play it's roles for the following factors:

1. The distance between students, teachers and tutors to get benefits discussion, Seminars and academic activities.
2. The limits of following up by the tutors.
3. There is a shortage in comprehensive evaluation.
4. The exams may not include multi questions to evaluate different skills.

The Fourth Question: To what extent does professional diploma training program add up to qualify substitute English Language teachers?

The respondents said that the rush upon the programme became little because:

1. It isn't a higher diploma.
2. They have already got a bachelor degree or a three year diploma.

The Fifth Question: What are the problems that impact on the professional diploma programme in preparing secondary substitute English language teachers?

According to the respondents' answers the problems are as follows:

1. The general education doesn't pay attention to substitute teachers' training.
2. there is no a clear policy towards substitute teachers' training.
3. The shortage of the financial and human resources at (OUS).
4. Some teachers prefer the short session to improve their performance.

The Sixth Question: How do the problems affect the professional diploma negatively according to the interviewees' point of views?

The problems affected the programme because the teachers were not interested in the programme at the first batch.

The Seventh Question: What are your recommendations and suggestions that can develop the programme?

The suggestions and the recommendations of the interviewees can be sum as follows:

1. The ministry must adopt clear policy towards qualifying substitute teachers particularly in English Language.
2. The programme should be supported financially.
3. The programme should be developed academically and professionally for secondary school teachers.

4.3.2 The Tutors:

The first question: What is the standard of the substitute student teachers in English language ?

The field tutors are: unanimously agree with that the trainees 's standard in English is good to some extend. Because their specializations are in others subjects rather than English.

The second question: From your point of view are the number of the field tutors 's visits enough foe the substitute trainees for teaching practice?

All the field tutors answers: were informed that the field visits are not enough for teaching practice. And they may not be done.

The third question : What are the factors that hindered you to fulfill the field visits ?

The field tutors answers as follows: The distance between the schools and the field tutors locations. The payments to the field tutors isn't enable them to visits all students teachers in his group at their schools.

The fourth question: What are the suggestions and recommendations that be introduced for developing training programmes for secondary school substitute E.L, teachers?

The field tutors answers about this question are: There should be availability of sufficient budgets. which indicates that all the respondents agree with this point.

Table (4.5) Compression Between Theoretical and Practical Course Degree for 111 Substitute English Language Teachers from Khartoum, Bahry and Omdurman.

AREA		Pre Exam	Post Exam
Khartoum	Mean	48.6129	46.8387
	N	31	31
	Std. Deviation	14.66669	13.55261
	Minimum	24.00	20.00
	Maximum	77.00	77.00
Omdorman	Mean	62.3500	73.9500
	N	60	60
	Std. Deviation	11.81040	14.55140
	Minimum	30.00	34.00
	Maximum	81.00	95.00
Bahari	Mean	59.0526	74.5789
	N	19	19
	Std. Deviation	9.28244	12.99280
	Minimum	38.00	52.00
	Maximum	76.00	95.00
Total	Mean	57.9091	66.4182
	N	110	110
	Std. Deviation	13.58665	18.57165
	Minimum	24.00	20.00
	Maximum	81.00	95.00

Table (4.6) Multi- Compression Between The Three Educational Areas

Dependent Variable: Pre Exam

LSD

(I) AREA	(J) AREA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Khartoum	Omdorman	-13.7371*	2.72449	.000	-19.1381	-8.3361
	Bahari	-10.4397*	3.58879	.004	-17.5541	-3.3254
Omdorman	Khartoum	13.7371*	2.72449	.000	8.3361	19.1381
	Bahari	3.2974	3.24251	.311	-3.1305	9.7253
Bahari	Khartoum	10.4397*	3.58879	.004	3.3254	17.5541
	Omdorman	-3.2974	3.24251	.311	-9.7253	3.1305

*. The mean difference is significant at the .05 level.

T- test multi- compression Khartoum → Omdurman, Khartoum → Bahry indicates that Bahry is the best area of the three educational areas. For the other two educational areas Khartoum and Omdurman that indicate bad result in the post exam refers to many reasons according to the respondent answers and opinions:

- 1- The student teachers have enough time for the theoretical course compared with the teaching practice.
- 2- The field visits were four, the first visit was for making good relationship between the field tutor and the student teachers; the second visit was a guided one and in the third visit the field tutor tried to make sure that the following of his advices during his previous field visits. In the third visit the tutor held group meetings with the trainees, the headmasters and well experienced teachers, then the trainee who presented the lesson is given the opportunity to show his/her opinions about his/her lesson in order to train him/her on self evaluation. The

fourth visit is the only one for evaluating the student teachers. So the student teacher have only one lesson to practice the theoretical course. So, the researcher thinks, that these three field visits are not enough for the teaching practice.

- 3- Geographical reason, the distance between the schools and the field tutors locations is very long for example Abu Dlaig zone Eastern Nile locality takes five hours, and Abu Salih takes two days.
- 4- The low payments to the field tutors may not enable them to visit all student teachers in his/her group.
- 5- The trainees, were asked to come to where the field tutors were settled and visited him/ her at school which were not theirs and pupils whom he/she didn't teach.
- 6- Some of the trainees were evaluated their teaching practice from their lessons' planning note books.

Chapter Five

Most Important Results

Chapter Five

Most Important Results

5.1 Introduction:

This chapter is a summary of the study, which includes the problem, the objectives, the significance, in addition to a brief reviewing of what the previous chapters include eventually reviewing the findings that the researcher reaches, followed by the recommendations and the suggestion of the research and the references.

5.2 The Summary of the Research:

This research aimed to identify the importance of the professional Diploma training programmes at (OUS) for English language substitute teachers at secondary Schools in Sudan through distance education.

The study followed the analytical descriptive method by using questionnaire and interview to obtain results. The study resulted that there are many problems facing the in-service substitute English language teachers training programme through distance education in (OUS). Isolation is one of these problems which according to the researcher, is not a huge problem, because the trainees can – with little effort - form networks and get sufficient support from within their home towns.

As far as academic support is concerned, the relationship between the OUS trainee and the tutor is perhaps an advantage of this mode of study. The tutor can become familiar with the work of an individual over all the modules of the course, so will be able to identify and correct weaknesses in an individual's work. As regard to the distance, it can be alienating when it means waiting for communication from the centre or from tutors. Any form

of helplessness is frustrating and this shows how important it is that course providers respond promptly, be it to questions, sending materials or providing feedback to students. Access to literature remains a frustration. It is possible to get almost anything that the student can access, but not with the same immediacy. Having to order or request someone to scan something for you is different to being able to browse a well-stocked university library. Therefore, although the problem is shrinking. The size of this survey of trainees views was small, so one should be careful not to extrapolate its findings too broadly.

Despite these problems, most of the projected disadvantages of OUS can be overcome through careful planning, both by the course provider and the individual student. The results of the current research support the notion that OUS is not an inferior form of study, and in no way should be seen as a second-rate option. Indeed, with the constant and ongoing growth in communication systems and means of access, the capacity of OUS courses provide valuable and worthwhile learning outcomes for those unable to be relocated.

5.3 The Results of the Research:

The final outcome of the questionnaire, the interview and the comparison test were the following results:

- 1- The professional diploma programme at (OUS) provide substitute English language teachers some skills in teaching English language at secondary level.
- 2- The professional diploma programme focus on the educational theoretical materials.
- 3- The trainees have the part-time study.

- 4- The substitute trainees start work by school day end.
- 5- The OUS doesn't use full technology in implementing diploma programme.
- 6- The trainees evaluation focus on the exam rather than teaching practice.
- 7- There is no financial resource for the professional programme.
- 8- A distance between the trainees' schools and the tutors' location impact the outcome of the course.
- 9- The distance learning is not an inferior form of study and in no way should be seen as second rate option.

5.4 Recommendations:

On the light of the results, mention above the researcher recommends the following:

- 1- The substitute teachers should be well qualified and trained.
- 2- Teachers should be aware of the importance of teaching methods and technologies and be ready to improve their performance in teaching English language.
- 3- Students and teachers should exert more efforts and time to improve English language.
- 4- There should be continuous training courses for substitute English language teachers so that they can teach English language more effectively.
- 5- There should be availability of qualified trainers with long experience.
- 6- The programme should be deal with applications practical sides with the methodology contents of it.

- 7- The necessity of efficiency of the headmasters, headmistress and educational supervisors training session.
- 8- Any training course should have a lot of teaching practice
- 9- There should be equipped with modern technology.

5.5 Suggestions:

The following suggestions should be taken into consideration for further studies:

1. The ministry of general education must have a positive attitude towards secondary schools substitute English language teachers' training.
2. There must be affective teaching practice in the programme.
3. There must be financial sources for the programme.
4. The authority must design programmes that fulfill the needs of the substitute trainees.
5. Further studies in this area is very important.

References

Books:

1. AbdAlghani Abd Alftah Alnuri (1986), Planning for Preparing and Training techers in Arab Countries, Doha, Qatar.
2. Al khuli Mohamed Ali, (1989). Teaching English to Arabic Students: Saudi Arabia, Riyadh.
3. Alfaki, Almusbah Babiker, Joseph Ukele, Sayed Arabic & Tawheeda Osman Harda, SPINE 5 pupils book, Khartoum Alafag publishing (1997).
4. Alnour, Abdel Rahman Moldyeddi (2003). History of English Language in Sudan. Acrritical. India: New Delhi Dawal offset printer. Jama Masjed.
5. Alnour, Abdel Rahman Moldyeddi (2003). Teaching English in Sudan: A practical Approach: India: New Delhi Asila offert printers, Daryagami AlQadi.
6. Alnour, Abdel Rahman Moldyeedi (2001). Sudanese Education Issue an Ideological Perspective. New Delhi: Board of Islamic Publication.
7. Al-Sayed, Nassr (1990). History of Politics and Education in the Sudan. KUP.
8. Bated, Martin (1978). Nile Course Teachers' Book one. London: Longman Group limited.
9. Byrne, TC (1989). Athabasca University the Evolution of Distance Education. Calgary, Alberta: university of Calgary Press. P. 135. ISBN 0-919813-51-8.

10. Casey, Anne Marie; Lorenzen, Michael (2010). Untapped Potential: Seeking Library Donors Among Alumni of Distance Learning programs. *Jornal of Library Administration (Routledge)* 50(5): 515-529 doi: 10.1080/01930826.201048859. Retrieved 23 January 2011.
11. Cuthbert, Helen & Ismail Siddig, (1995). *SPINE 4: Teachers' Book*. First edition. Ministry of Education publication Bureau. Sudan: Khartoum.
12. Degree Awarding powers and university title. UK: Quality Assurance Agency. Retrieved 23 January 2011.
13. Franart, J, S, (1980). *Principles and practice of Education*. Second Edition UK: Longman House Birnt Mill Harlow.
14. Gold, Larry; Maitland, Christine (1999). Phipps, Ronald A.; Merisotis, Jamie P. eds. *What's the difference? A review of contemporary research on the effectiveness of distance learning in higher education*. Washington, DC: Institute for Higher Education Policy. Retrieved 23 January 2011.
15. Griffiths V.L. (1975), *Teacher-Centered Quality in Sudan Primary, Education 1930-1970*, Longman Group Ltd. London.
16. Holmberg, Borje (2005). *The evaluation, principles and practices of distance education*. Studien und Beriichte der Arbeitsstelle fernstudienforschung der Carl von Ossiezky Universitat Oldenburg (ASF). 11 Retrieved 23 January 2011.
17. Lever-Duffy, Judy; McDonald, Jean B (2007). *Teaching and learning with technology*. Ana A. Ciereszko, Al P. Mizell (3rd ed.) Allyn & Bacon. P. 377 ISBN 0-20551191-0. Retrieved 20 April 2011.

18. Moore, Michael G; Greg Kearsley (2005). Distance education: A systems view (2nd ed.) Belmont, CA: Wadsworth. ISBN 0-534-50688-7
19. Oblinger, Diana G. (2000). The Nature and Purpose of Distance Education. The Technology Source (Michigan: Michigan Virtual University) (March/ April). Retrieved 23 January 2011.
20. Sandell, L, (1982) English Language in Sudan, A History of its Teachings and Politics London: Ithaca.
21. Sandell, L, (1982). English Language in Sudan, A History of it's teachings and politics London: Ithaca.

Thesis:

22. Abdsalam, Faroug Mohammed Ahmed (1998), Analysis Evaluation of Basic Stage English Curriculum SPINE. (1991 – 1996). Khartoum. Dissertation Submitted for the degree of doctor of philosophy. Omdurman Islamic University, (unpublished).
23. Ahmed Azhar Abdalraheem (2008): Evaluatin study to extent distance learning's programs fulfillment in the Sudan Universities for world criterions (Ph.D. Degree) world African University.
24. Ali, Ahmmed Bakiker (1999). Problem of E.L. Teaching in high Secondary school in Sudan, Teacher Education programme. (unpulished M.A.) university of Khartoum Faculty of Art.
25. Alkabbashi, Mohd AlTayeb (2007). Evaluation of Sudanese secondary schools pupils, standard in reading and writing. After the application of SPINE series. (unpublished Ph.D) Sudan University of Science and Technology College of Education.

26. Alkuli, Mohammd Ali (1981). Teaching English to Arab Students. (unpublished Ph.D) Second Education. Jeddah Darokaz.
27. El Sagr Abd Allah Bin Days (2007): The Position of Educational training and its Developing of the teachers performance at EL Joof educational region in Saudi Arabia (Ph. D degree).
28. Elhuri, Sayed Mohammed Ali, Development of Higher Education in the Sudan – 1980. A thesis Submitted in partial fulfillment of the requirements of the degree of MA. In Africa and Asian.
29. Gailani, Nagat (1983). An analytic Evaluation of the programme of English for intermediate schools teachers' In-service Training Institutes of Sudan, a thesis submitted for Ph. D. Degree, U of K.
30. Hamad Elneil DafaAlla, (2011). Developing Effective Techniques in Teaching English Language in Overcrowded Classes at secondary School Level in Khartoum State, Sudan. Ph.D. Degree in Curriculum and methods of teaching. Sudan University of Science and technology. Faculty of Education.
31. Hamad Elniel Dafa Alla (2002), Evaluation of multiple Choice questions or reading Comprehension in Sudan secondary school Certificate from 1996 – 2000. M.Ed. Curriculum Study, university of Khartoum. Faculty of Education, (unpublished).
32. Hassan Azhari M. (1989). An Evaluation of the New English Language programme the first year students in Sudanese Secondary School. (unpublished M. Ed) University of Khartoum, Faculty of Education.
33. Mohammed Ababaker M. (2008). Investigating University student Errors in English Language: A Case Study of 4th English Language

Students. Faculty Education at Al Zaem Univeristy (unpublished Ph.D.)-Alzaem university, Faculty of Education.

34. Salih Merfat (1954): Comparison study of some innovation forms in high education in the light of some world experiences (England and United State of America) (M.A. degree), AAIN-Shams faculty of Education.
35. Widad, Hussein Ibrahim Mohammed English Lnaguage syllabus versus time in secondary level, a case study on SPINE (5), 2002.

Journals:

36. Bashir, Mohammed Omer (1969). Education Development in Sudan1898 – 1959. Cambridge University Press 1969.
37. Bruntfit, Christopher (1984) Communicate Methodology in Language Teaching: The role of fluency and Accuracy. UK: Cambridge University press.
38. Nunan, David (1994). The Learner Centered Curriculum. New York: Cambridge University Press.

Papers:

39. Abdalla, S. Y. (2001). Drop in English Performane among Sudanese Students at Second and Tertiany Levels. A paper Reed at: Drop in English Standards among Sudanese University Students. A seminar organized by the institute of Abdulmajeed Imam for Humanities 2001, Khartoum North, and Sudan.
40. Ali hamoud (2008), program Designing Diploma, Ministry of General Education, General Department or Training and Rehabilitation.

41. AlKabbashi, (2007). The Problem of English Language, to the change of the educational ladder conference held in 1984.
42. Hurreiz, S,H (1968). Linguistics Diversity and language planning in the Sudan. UOF.
43. Liza Sandel (1982), English language in the Sudan, Ithaca press.
44. Zeida Arbab. Ministry education from (1956 – 1964) who reported that education should aim at producing and training citizen in true sense of the word) not proud of being Sudanese but also aware of their responsibilities as a citizen of the world. (Elhuri, 28).

Periodicals:

45. Ali hamoud (2008), Program Designing Diploma, Ministry of General, Education, General Department or Training and Rehabilitation.
46. Judith Lammie. The Impact of in-service Training on Japanese teachers of English, Journal of in-service education, Volume 28/Number 1, 2002.
47. Ministry of Education and Guidance, the final Report of the Joint, Meeting between the Ministry and the Deans of Education Colleges on the strategy of teachers preparation and training, Bakt El Ruda.
48. Osman Awad Al Sied (2004), The characteristics of targeted groups of distance learning, a paper presented in the 2 nd training session, titles: The educational designing for distance learning students, 11-26/52004, Open University of Sudan.
49. Republic of Sudan ministry of education the national institution for developing in educational researches and curriculums, Bakht El Ruda

under motto the reform of Sudan is the reform of education.
Khartoum, Elshariga hall, public hall, the publish Dar Elhkma for
press and puplation 1990.

50. SELTI, (2000) TEFL Diploma Regulation.
51. Senada Mohamed Hassan Darweesh (2000), Distance Learningat open
University, Educational Studies' Magazine, Bakht Erruda, Sudan.
52. Senada Mohammed Hassan Darweesh and Azhari Abdul Rahim
(2005).

Appendices

Appendix I

Teachers ' Questionnaire

Dear colleague

This questionnaire is intended for the secondary school English language teachers who have completed the professional post graduate diploma at Sudan Open University (SOU) through distance education.

Introduction:

The study aims at analyzing and evaluating the in-service training programme delivered by Sudan Open University for the secondary school English Language substitute teachers, to find out the strengths and weaknesses to suggest ways of improving it and finding suitable alternatives to come with more effective programmes.

The researcher relies a lot on the help that you will give by answering the questions in this questionnaire which she hopes to be accurate, honest and objective.

The researcher: Omkalthoum Ahmed Misbah

Part one:

Personal information: tick where appropriate:

1. *Qualification:*

☐ ☐ Dip. ☐ BA ☐ High ☐ M ☐ others

☐ Sex : Male ☐ female

3. ☐ College: Arts ☐ Educ ☐ Other

4. *Years of experience:*

Part two:

Below are some statements which describe the areas of the training programme you have attended please indicate to what extent do you agree with each by putting a () where appropriate:

The first domain:

The professional development diploma programme providing by OUS helps in the achievement the objectives of the substitute English language teachers by qualifying him/her academically, professionally and culturally.

	Statements	Strongly agree	Agree	To some extend	Dis-agree	Strongly disagree
1	1. It depends on providing the trainee with learning materials prepared for self study to him/her improving his/her abilities.					

2	2. Training the trainees The self study basis on providing him/her with trainers and trainee's manuals.					
	3.. Improviving the trainee's way of lesson planning.					
	4. Providing the trainees with some of English language teaching skills.					
	5. Providing the trainees with school tests preparation skills and making use of its results in improving his/her students learning. of					
	6..encourages the trainee for using modern technologies.					
	7.it providing the trainee with enough practical training in schools.					
	8.the trainers help The trainee in solving their problems.					
	9.providing the trainee with language's literature and culture.					

	10.gives the trainee the chance to follow their trainers.					
	11.encourages the trainee to us collaborative works.					

The Second domain:

Suitability of the professional training programme through distance learning at (OUS) for the trainee.

1. the substitute English language teacher has an aptitude to receive the training programme and get benefits of it.					
2. the trainee doesn't need full time study the part time will help him/her to do his/her school job as well as the training .					
3. Meeting between the trainees and the tutors are usually after the working hours.					
4. Meeting between the trainee and his/her field tutor before the theoretical exam is in the nearest centre at educational area.					
5. The trainers have enough time to follow up their trainee's performance.					
6. the training programme helps the trainee in solving his/her teaching problems.					
7. the importance of the programme for the substitute is for professional promotion.					
8. the trainee has the freedom in time and place .					

	9. The trainee is supported financially.					
	10.its benefit for the trainee, who has more than 30 years experiences .					

The Third domain

(OUS) is used multi-media for implementing the teachers' training professional programme through distance learning.

1.it depends on providing the trainee with learning material prepared for self-study					
2.Educational technology is the one of the resources , that are made use of in the training.					
3. Encourages the trainee use teaching and learning strategies to promote his/her teaching skills. .					
4. The meetings between the trainee and the tutors before the exam are to explain and discuss the syllabus .					
5. Observation lessons are used for the benefits of the trainee.					
6. The training programme goes with the continuous development of the technology and use it in teaching.					
7.The meeting between the trainee and his/her field tutors before actual training in the nearest centre in the educational area					
8...The training programme is used radio, T.V., C.D. and the internet as medias.					
9. The unannounced visit					

	the trainee by the local supervisors .					
	10.Intensive teaching practice has been done. 10.Intensive teaching practice has been done.					

The fourth domain:

The evaluation of the substitute English language teachers' training programme through distance education at (OUS).

1. The evaluation begins by the first orientation visit to make good relationship between the trainee and his/her field tutor.					
2. The second training visit is used for providing the trainee with some teaching skills.					
3. The third visit is the group meeting between trainees and the field tutors to hear different issues and check their exercise lesson plan.					
4. The evaluation ends by the fourth visit observed by the field tutors.					
5. There are some unannounced evaluation visits done by the resident supervisor.					
6. The trainers help the trainees in solving the					

	problems they face in their schools					
	7. The trainee has the opportunity to the modern technologies during their training .					
	8. Its academic outcomes are as similar as Those of good education.					
	9. It rewarded the trainee higher diploma certificate.					
	10. The programme is designed in scientifically, so it fulfill the trainees' needs.					
	11. The delay of the programme made many of the substitute missing the use of it.					
	12. The programme is imposed the substitute teachers.					
	13. The programme shortens the geographical distance for the trainee.					
	14. The way of provid the programme helps in the school's year stability.					

