AN ANALYTIC EVALUATION OF THE PROGRAM
OF ENGLISH FOR INTERMEDIATE SCHOOLS
TEACHERS' IN-SERVICE TRAINING
INSTITUTES OF THE SUDAN

BY
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To the Memory of My Husband
Dr. Hassan M. Elseged.
A PPROVING ECONOMY

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The purpose of this study is to evaluate, analytically, the program of English for training the intermediate schools teachers in order to determine whether it is effective enough for ensuring a high standard of achievement of English in the school stage. A survey method has been used to collect data from the staff-members, student teachers and trained teachers through an interview and two questionnaires. The study is limited to three institutes following the same policy. They are Intermediate Women Teachers' Training Institute, Intermediate Men Teachers' Training Institute and Bakhsh-ar-Juda Intermediate Teachers' Training Institute.

The enquiry has been guided by a model program derived from theories of teaching English as a foreign language and program planning. The analysis of the data collected has revealed that the plan of the program, its aims, content, instructional processes and evaluation policy are not satisfactory. The effectiveness of the program is only apparent in the effective aspects of experiences. The staff-members, student teachers and trained teachers are not satisfied with the program and researcher has utilized their suggestions to provide recommendations for improvement. Suggestions for further research has been proposed.
CHAPTER I

INTRODUCTION
Educational goals, and means of achieving them, can never be kept static. They are bound to change through time, with the changes of social needs and attitudes and with the development of technology. But, as expressed by Dariani (1979), one cannot possibly think of ways of keeping educational institutions and their programs up to date without implying the same process for the teachers.

As the trend now is towards an approach of education which takes account of the students' knowledge, skills and attitudes, the same should be applied to teacher education. Bright has stated that 'The focus in teacher training is now much more on the teachers; trainers are adopting a trainee-centred approach which shuns idealisation of the teaching process preferring to face all constraints of the local classroom situation head on.' (1)

The conventional attitude towards teacher training that lays stress on producing an ideal teacher who concentrates on illustrating good teaching principles in any environment should be changed. This attitude is attacked by many experts.

of teacher training. Brunflett (1979) was of the idea that teaching is a consensus of art and science. It is an art in the sense that certain objective procedures can not be prescribed to allow good teaching to take place with any teacher, any class. It is a science in that it is possible to make definite principles about it. He was of the idea that a design of a satisfactory teacher training course depends crucially on the way principles are related to realized classroom activities.

According to Marsh (1981), the problem in the design of the traditional courses of teacher training is that they concentrate on identifying a mix of theory and practice in a range of prescriptive courses to turn out a perfectly moulded teacher. He suggested that what is needed is an approach that takes account of the teachers’ own knowledge skills and attitudes. The programs of teacher training should encourage teachers to continue to develop beyond the formal training they may receive during their career. The researcher agrees to this point of view particularly because changes in educational philosophy, objectives, instructional theories and technology take place too rapidly to cope with through formal training.
In Foreign Language Teaching (F.L.T.) specific teaching techniques and approaches are closely related to certain educational principles and objectives. Foreign language programs are one of the means of achieving the educational goals expressed through the curriculum. Its importance for education has been perceived since the Renaissance Era. Latin, as a foreign language, was taught in the European Schools, not for its own sake, but both for training the mind and as a means of acquiring knowledge.

Papalia (1976) stated that F.L.T. is advantageous in enhancing all the general aims of education. It develops the basic educational skills, and so it helps acquiring knowledge. It provides media for improving career and occupational competence; it develops cultural appreciation and encourages contrastive studies. It leads to the understanding of the world policies, political and social affairs. Specifically, according to Papalia, F.L.T. instruction fosters the development of critical thinking, builds memory and develops creative inquiry. It also generates learning by concept building (e.g., learning grammatical concepts) and generates ideas about how literature can be interpreted.
With all these views in mind, it is clear that a teacher of foreign language (F.L.) is an active implementer of educational goals, and that foreign language teaching (F.L.T.) involves more than the natural skills of teaching. Teachers should be educated to be at home with the skills and culture of the language they are teaching. They must be trained to analyse the teaching-learning situation in the light of the role played by foreign language instruction in the achievement of educational goals. Teachers of foreign languages need to be frequently assessing and re-assessing the methods of teaching compared to the position of the subject they are teaching in the total school curriculum. This is because emphasis on F.L.T. and its place changes with the changes of educational goals. So teachers should always be up-dated to cope with them.

In The Sudan, the teachers of English at the intermediate level have the heaviest burden to carry since they establish the foundation of English language acquisition. Any drop of the standard of achievement is largely retraced to them. It seems that the concept of the teacher as a facilitator of knowledge is implicitly assumed by Sudanese people. Teachers are expected
to overcome the most formidable difficulties; and the hallmark of a competent teacher is the high level of pupils' achievement, no matter what other variables do. This is largely true, from an educational point of view. A good teacher is a major factor of achieving instructional goals; but it is subject to certain conditions. The most crucial one is the standard of his/her academic and professional education.

The problem of intermediate schools' teachers of English in the Sudan is that they don't have competent knowledge of English. This is a natural consequence of many factors which have evolved to affect the position of English in Sudanese education. Experts in English language teaching in the Sudan think that those factors are both affecting the performance of young teachers and are causal of the low standard of their original education. Some of these factors are:

1. Educational expansion beyond the limits of facilities available for teaching a skill-subject such as English.

2. Scarcity of trained teachers due to the small number of training centres in relation to the huge number of appointed teachers.


5. Decline of the quality of training the intermediate teachers due to decreasing the period of training from two years to one year.

6. Dissatisfaction of teachers due to the incompatibility of teaching loads with the low payment and low social status.

7. The large number of trained teachers being attracted by petro-dollar countries.

8. Lack of learning facilities and teaching aids and materials.

9. Economical difficulties which hindered the removal of syllabuses to cope with those changes and difficulties.

10. Reputation of English as a difficult subject which is in fact caused by the above factors.

11. Lack of motivation for learning the language especially at the early stages.

12. Little or no contact with English outside the classroom from the sides of both teachers and learners.
13. Absence of extensive reading and instructional activities.

14. The examination system. Methods of objective questions adopted nowadays don't encourage good study. The study of content rather than the structure and usage of the language is emphasized.

15. Most teachers of secondary schools are appointed to teach English after completing any kind of high education. No pre-service training is applied.

16. The most important factor which is crucially significant to this study is that teachers of the intermediate schools are appointed to teach English after only six years of studying English; and in the environment affected by the factors mentioned above.

So the whole burden tends to be ultimately handed over to the institutes of teacher training and the program of English they follow to raise the standard of these teachers.
A new course of English study has begun to be implemented in Sudanese intermediate schools. It is the Nile Course For the Sudan, (Bates, 1980). This course promotes a new approach and implies new techniques and skills. Yet no formal change in the program of English for training the teachers to cope with these changes has been observed. In a note about the intention of introducing the Nile Course it was clearly stated that the method of teaching wouldn't be changed .......

since that method was specially devised to meet the local requirements and was thoroughly tested and revised before its general implementation in 1955. Any slight advantage that might be derived from a radical change in the basic method would be outweighed by considerable costs and problems of re-training already trained teachers. (1) It is assumed, by this note, that local requirements of 1955's are the same as those of 1960's.

On the occasion of the University of Khartoum Silver Jubilee (2) an interview was made with new entrants.

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to the University. They stated that the most formidable problem which faced them upon entry was that English was the medium of instruction. They all suggested that English language teaching should be improved at the school level. (Elmanfa, 18th November, 1981).

There was also a debate over the standard of English on the occasion of introducing 'The Nile Course for the Sudan'. It was directly related to teacher training. Mr. Campbell, the English Language Officer for the British Council for the Sudan, blamed the methods still used in the training of teachers. '.... teachers, on the other hand,' he stated, 'are still trained to instill learning by rote; pupils are expected to memorise material parrot-fashion[1].'

The defence of the Ministry of Education was expressed by Mousam Sir-el-Khatieb, of the Evaluation Administration. He stated that the training of teachers had always remained on developing continuity with frequent attempts of up-dating and adaptation to local conditions (Sudanow November, 1981).

(1) ................ 'Social Affairs', Sudanow, September 1981, p. 75.
This argument poses two questions:—

1. Are the misgivings of the English language Officer about teacher training in the Sudan justified?

2. Are the statements of the Ministry’s representative built on practical and actually applied policies?

So it is a genuine indicator of the problem, as it makes obvious the fact that there is a crucial need to examine the programs for training school teachers of English. The researcher finds it important to start with evaluating the program for training the intermediate schools’ teachers, as the intermediate level is the initial stage of English Language Learning.

**STANDEMNT OF THE PROBLEM:**

The assumption that the training of intermediate schools’ teachers of English might be one of the reasons of low standard of achievement seems to be quite sound. For, according to the researcher’s knowledge and experience, the program of English for training the teachers of intermediate schools was
originally issued by the Bakhi-er-Duda Institute in 1958. No formal change or evaluation has taken place ever since. It is a known fact that evaluation is the corner-stone of ensuring the success of the program and improving its quality. (Appendix IV, p. 226)

The period from 1965 to 1982 has witnessed large changes in the field of teaching English as a foreign language. Research and theories are being published everywhere about new approaches, techniques and the changing role of foreign language in the achievement of educational goals. On the other hand, during this period the standard of Sudanese teachers of English is getting lower due to many factors. This study is an attempt to find out how these changes and problems are coped with through the existing program. In other words, this study examines the plan of the program and its different components so as to determine whether it is capable of producing competent teachers.

OBJECTIVES OF THE STUDY:

The main objective is to find out whether the program of English for training intermediate schools teachers
is adequate enough for ensuring a good standard of teaching. Specifically, the study will be conducted with four subsidiary objectives in mind they are:-

1. (a) To identify the available theories of program planning and theories related to the major aspects of the competence of teaching English as a foreign language.
(b) To synthesize those theories or ideas to compose a model program which can provide guidelines for the analysis and evaluation of the existing program.

2. To gather data concerning:
(a) The planning of the actual program.
(b) The major components of the actual program.
(c) The effectiveness or the outcome of the existing program.
(d) The attitudes and suggestions of the people directly concerned with, and affected by, the program implementation.

3. To examine that data, analytically, in order to determine how far the actual program and its plan agrees with the desired criteria embodied in the model program.
4. To provide general recommendations, utilizing those suggestions given by the populations concerned, for developing the program or improving its effectiveness.

**QUESTIONS TO BE ANSWERED:**

For achieving the objectives mentioned above, the researcher hopes to find answers for the following questions:

1. Is the program plan clearly stated, well-constructed and frequently revised?

2. Are the aims of the program valid?

3. Is the content of desired experiences adequately planned?

4. Is the plan of the instructional processes satisfactory?

5. Is the policy of evaluating the program well-planned?

6. Are the aims of the program inclusive? What are the behavioral objectives derived from them?

7. What are the main components of the content? Are they inclusive of all the desired experiences?
8. What are the instructional processes embodied in the plan? Are they adequate for successful implementation?

9. What is the evaluation policy adopted by implementers? Is it adequate enough for ensuring success and development?

10. How far is the program effective generally, and in relation to the domains of knowledge, attitudes and general performance of teachers.

11. (a) How far are the staff-members, student-teachers and trained teachers satisfied with the progress?

(b) What are their suggestions for the program's improvement?

DEFINITIONS OF TERMS:

1. Program—

Hornsby, (1972) has defined it, very generally, as a plan of what is to be done. A less general definition has been stated in Oxford Dictionary (1965). It is a prospectus or a definite plan of any intended proceedings. A precise definition
is provided by the International Dictionary of Education, (1979). A program is a curriculum or a combination of courses in a particular field of study. As derived from the three definitions above, the term is used in this study to mean a plan of what is to be done in order to increase the competence and experiences of teachers in all aspects of teaching English in the intermediate stage.

2. Evaluation.

The term (as used in the title of this thesis) agrees with definition of the International Dictionary of Education, (1979): It is defined as the value judgement of any data whether directly measured or inferred by placing a meaning to it relative to a standard. The study is also conducted bearing in mind the definition of Elmsami and others, (1981). To these evaluation is a science including all the processes which are followed to collect data and examine it to decide the value or effectiveness of a certain program, in order to help making decisions about
it in the light of certain practical criteria.
This decision may be the program's maintenance, development, cancelling or choice of an alternative.

3. Analysis:
   The researcher bears in mind the definition of Oxford Dictionary (1965) which refers to the term as the critical examination of any production so as to exhibit the elements in simple form. Specifically, in this study the term is used to mean a critical examination of the various features of the program in the light of desirable criteria related to them.

4. In-Service Training:
   The International Dictionary of Education (1979), has defined it to mean training undertaken during a break in professional service or in conjunction with it, as distinct from initial training. The term, as used in this study does not bear, exactly, the same meaning. By 'in-service' the researcher means 'after being engaged in the
occupation for a period of time'. By 'training' the researcher refers to the range of activities and experiences for which teachers are assigned. Teachers are expected, as a result, to acquire adequate professional qualifications and to update their understanding of the techniques of teaching English as a foreign language.

5. Achievement (of school pupils):

The International Dictionary of Education (1979) has defined it as performance in the subjects of the curriculum. In Oxford Dictionary (1965) it is defined as successful attainment. The second definition agrees to what the researcher bears in mind since the standard of performance or attainment is defined. In this specific study the term refers to a satisfactory mastery of the four basic skills of English language. They are understanding, speech, reading and writing.

6. Model

It agrees with the definition of Katz and Morgan (1974), that a model is a methodological
tool to guide enquiry. Specifically, the novel program in this study in a perspective of a framework of what a program should look like. It is verifiable through its being designed according to related theories of curriculum planning and those of teaching English as a foreign language.

BASIC ASSUMPTIONS.

The study will be conducted on the basis of the following assumptions:

1. The institutes assigned for the study follow the same program of English for training the intermediate schools teachers. This statement is based on the fact that these teachers are expected to teach the same syllabus of English in the intermediate schools of the different regions of the Sudan. So it is assumed that:

a/ the program provides all the intermediate schools teachers with the same basic experiences needed to teach that syllabus in an effective way.

b/ it caters for the different languages and environments in the different regions of the Sudan.
c/ the same learning facilities and resources are provided; and the same administrative policy is followed in each of the Institutes.

c/ any assigned populations of staff-members, trainees or trained teachers can be representative of all.

2. The positive responses of the majority of the staff-members, trainees and trained teachers are indicative of how the program is planned, designed and implemented. It is also a measure of its effectiveness. Those respondents are all adults, and should be genuinely involved in the program.

3. The evaluation of the program can be considered largely inclusive if it studies the following aspects:

a/ The general nature of the program's plan.

b/ The aims of the program.

c/ The content of desired experiences.

d/ The instructional processes.

e/ The levels and methods of evaluation.

f/ The effectiveness of the program.

g/ The attitudes and suggestions of the staff-members, trainees and trained teachers.
principles. So its presence can be confidently carried on and its results ensured and objectively observed.

The implications of this study, even just through answering the questions of the study, can develop in English teachers a sense of responsibility towards professional growth. It will also make them aware of the merits or defects of the program of their training.

People are getting aware of the significance of the intermediate stage as the foundation of English language learning. An evaluation of the program of training the teachers of that stage may result in the improvement of the achievement of English in the whole of the school stage, or general education.

Ultimately this study signifies the importance of treating the initial stage of learning English as an end in its own merits, in addition to being the foundation of further studies. If intermediate teachers are well-trained, no gaps will be left by them for higher stages to fill.
DELIMITATIONS:

In the Sudan there are three types of institutions directly related to the training of intermediate schools' teachers of English. They are:

1. The Sudan English Language Teaching Institute (S.E.L.T.I.). It follows the policy of Leeds University.

2. In-Service Educational Training Institute (I.S.E.T.I.). Its program is based on the principles of Herriot Institute of Education.

3. The institutes which follow the Ministry of Education and Guidance policies are three. They are:
   a/ Bakht-er-Ruda Intermediate Teachers Training Institute.

This study will concentrate on the third type of institutes, the program of which is locally issued.
As the scope of this study is limited to a specified time and finance, the following delimitations are inevitable:

1. The study will be confined to the Institute in Khartoum Province. They are I.W.T.F.I. and F.T.F.I. ('b' and 'c' above).

2. The study will concentrate on the populations of staff-members, student-teachers and trained teachers in the towns of Omdurman, Khartoum and Khartoum North. (Henceforth 'The Three Towns').

3. Details about the initial stages of the program's planning and the administrative policies accompanying implementations will not be considered.

4. The study will be limited to the formal portion of the program. Socio-psychological factors (or hidden curriculum) are not within the scope of this study.

5. The evaluation will concentrate on the quality rather than the quantity of training.
6. No reference will be made to pre-service training since no pre-service training actually exists.

7. The evaluation of the program will not be based on whether the aims of the program are achieved or not. It will be a goal-free evaluation.

8. As a result of initial investigation and observation, it has been found out that no supervision for the program takes place. So some important questions are bound to be left unanswered.
CHAPTER (II)

LITERATURE REVIEW
CHAPTER 11

LITERATURE REVIEW

This is an analytic study intended to evaluate the program of English for Intermediate schools' Teachers' Training Institutes. This chapter deals with the historical background, and the theoretical framework of the study. This framework provides the criteria on which the evaluation of the program has mainly depended.

In the first part of this chapter, the focus is on the historical background of teacher education in the Sudan, with special reference to the training of intermediate schools' teachers of English. It also deals with a historical review of the position of English in Sudanese Educational system. The significance of this part lies on the fact that it throws light on the changing position of English language in the educational policy, and the importance of training teachers to cope with it.

As no wholesom systematic theories about the program could be attained, the second part of this chapter
will concentrate on reviewing the literature pertaining to the program components.

The third part will synthesize the theories and suggestions obtained to provide a framework or a model program to guide the evaluation procedures.

A: HISTORICAL BACKGROUND:

1. Teacher Education in The Sudan:

The first teacher training institution in the Sudan was the 'Khalwa'. The 'Khalwa' education, according to Bashir (1958), started in the seventeenth century. He stated that the students, after seven to fifteen years of study, would receive from the 'Khalwa' a licence called the 'Ijaza' which would permit them to establish their own 'Khalwa'. The researcher thinks that although that was the type of training which established rote-learning in the Sudan, yet it had its advantages: its graduates usually professed a great interest in the job. Trainees were usually exposed to different age groups during their long period of training which used to make them understandable of the learners needs and interests. It was also very much of a training related to community needs; students were also engaged in helping
their parents in agriculture and other jobs. It more or less used to develop civic responsibility.

Bashir (1969) also reported that the first college of education was established in 1901. It was attached to Gudurnum Primary School to provide teachers for elementary and primary schools. In 1906 a new four-years course for training primary school teachers was added to Gordon College. In 1918, and as a result of a policy to assist the 'Kholwa' financially, and encouraging the traditional system of education, the number of the 'Kholwa' increased. So the number of the students in the Training College decreased from eighty to sixteen, in 1933. It was closed in that year but re-opened in 1925 as a result of the Egyptian teachers' departure. During that period (in 1920) the first Women Teachers' Training College was established to cope with the opening of five elementary schools for girls.

In 1934 the Elementary Teacher Training College was founded in Makhtor-Bani. W.L. Griffiths was its first principal. Its significance lay in the fact that its establishment had marked the first step towards reforming Sudanese education.
During the early fifties, the departure of many British teachers created a shortage of qualified teachers and that necessitated the establishment of three more branches of the Institute of Education in Duling, Shendi and Meridi.

According to Griffiths (1955), intermediate teachers, up to 1950, had their training as a part of their first two years in Gordon College Secondary School. The first in-service (or refresher) courses for intermediate teachers started in the summer of 1946 at Bakhett-er-Ruda Institute. Griffiths stated that there had been incompatibility between the number of trained teachers and the number of schools opened due to the tremendous pressure for implementing Sudanization. This resulted in an attempt to improve the quality of intermediate education by opening a new training course for ex-secondary students lasting eighteen months at Bakhett-er-Ruda Institute. That was the cornerstone of the first Intermediate Teachers' Training Institute, established in 1948. Since then Bakhett-er-Ruda has maintained its status as the pioneer and most efficient source of training towards which all other newly established institutes turn for advice. Up to now about fifty-four batches have graduated.
As for girls' intermediate schools, the staff had mainly been composed of men teachers, and a small number of women teachers who used to be trained in England until 1980. In that year the first Women Teachers' Training Institute was established in Omdurman. Up to now twenty-three batches have graduated.

In 1972 a different type of in-service training of intermediate teachers was started by the In-service Educational Training Institute (I.S.E.T.I.). It has been founded according to the approach of UNRWA/UNESCO Institute of Education in Beirut, adopting the on-the-job training. It provides training without withdrawing teachers from their schools. I.S.E.T.I. apply the integrated multi-media approach which comprises both direct and indirect methods. Various activities are planned and implemented as an integrated whole. The Institute is co-educational and has nine branches throughout the Sudan (I.S.E.T.I. handbook, 1980).

The year 1977 witnessed the introduction of a course especially designed to meet the needs of teachers of English in Sudanese Intermediate Schools. That was the course of the Sudan English Language Teaching Institute.
(S.L.T.I.). It leads to the award of the Diploma of T.E.P.L. to the Intermediate school teachers who previously used to be sent to Leeds University. So the Diploma is recognized to be equal in standard to the Leeds Diploma (SLETI Handbook, 1960-61).

In 1974 a third institute following the programs of Bekhter-Ruda was established in Omdurman. Although it was firstly called Intermediate Men Teachers' Training Institute, it is now co-educational. Up to now six batches have completed the course.

2. English Language Teaching:

The teaching of English was firstly introduced in 1906 with the opening of the first four primary schools in Khartoum, Med Madani, Halfa and Sawakin. It was restricted to primary and post primary schools. According to Bashir (1969), Lord Cromer, the British Representative in Cairo and the real authority in the making of Sudanese Educational Policy, had the view that education should be restricted to those needed for employment. His philosophy was that the teaching of English in schools lower than the intermediate level could furnish large numbers of people with powerful weapon (i.e. the language) against their rulers.
In 1934, especially in the South of the Sudan, English language began to be the passport for better-paid jobs in government service. Elliott (1966) states that English had been considered the language of official correspondence, and, later, the language of earning a living. This had been a result of a revision and changes of the content and methods of teaching, which were brought about in 1931 when the experiment started by Mr. Elliot, Senior Master of English in Gordon College, resulted in the introduction of the 'West Readers'.

By 1938 Cambridge School Certificate for Overseas Students had been introduced. So English became an essential language both as a means of performance in all the subjects (except Arabic and Islamic Religion); and as a subject the failure in which means failure in the whole certificate.

In that year, 1938, the Graduates' Congresse Note on Education was sent to the Civil Secretary of The Sudan Government. That note expressed the Sudanese views about English language. It suggested that, owing to its importance in the Sudan Intermediate schools, its teachers should be sent abroad to specialize in the techniques of
teaching. Otherwise, they should receive courses inside the country for that purpose (Bidhir, 1959).

In 1950, J.A. Bright, the Head Inspector of English Department in Basht-ar-Nashe, had his reforms in methods of teaching and syllabus put into practice. Despite the great shortage of facilities, the teaching of English in the intermediate schools had been systematic, well-graded and professionally thorough. The standard was determined by four years of teaching at an average of ten forty-minutes periods a week.

The year 1955 witnessed the first formal views on Arabisation. The most important recommendation of the Commission invited in 1955, to lay the foundation of a new education system, was concerned with English Language Teaching. It was suggested that English should discontinue to be the medium of instruction. Teaching in a foreign language, below the university level, was considered to be harmful and wasteful. Related to the same problem, the Akhaw Committee, invited in 1956, stated that teaching in a foreign language retarded the progress of students and a change to Arabic would ensure much higher standard in the same period of time. It would also avoid
the probability of preventing very able students from entering the University. (Beach, 1980).

So, as expressed by Hawkes (1959), the policy after independence, had two main themes. One was the replacement of English by Arabic as the medium of instruction. The other was that English began to be valued as a means of communication and a key to modern scientific knowledge which was urgently needed for Independent Sudan. Hawkes, nevertheless, believed that the standard of English began to decline since then. He wondered why, judging by the results of the School Certificate, the same drop of standard had not appeared in other subjects. He attributed that to the fact that, as English was a skill rather than a content-based subject, it was liable to suffer from rapid increase in the students' numbers without corresponding improvement in teacher training programs. It was not until 1968, continued Hawkes, that a first sign of moves to adopt the principles and methods of teaching English to its new role, within the radically changed educational system, appeared. The Civilian Government of 1968 announced Arabisation in February 1965.
By 1966 Arabization had begun to be considered seriously. A conference was held under the auspices of the School of Extra-Aural Studies of the University of Khartoum on January 2nd, 1966. It was to discuss and discover the difficulties and complications involved in that new policy. It was argued that it was only natural for the Sudan, as a nation, to aspire and plan for Arabic to take its right place as the language of study. Neither tongue was well-known by educationalists as the ancient code to the mind. The attention was drawn, nevertheless, to the fact that there would be weaknesses in English unless measures were taken to improve the quality of its teaching. It was also stated that English should be seen to occupy two places: as a medium of instruction in the University until Arabic would dominate, and as a foreign language in its own right which should remain our window to the world. (Ismail, 1966).

Other views, in that conference, were expressed by Eltigani who favoured Arabization for another reason. He thought that it would help to enhance rather than retard the standard of English: Pupils would stop being taught other subjects in English by teachers who didn't master the language. The researcher agrees to this point.
of view, but the problem now is critically and crucially
different: English is now being taught by teachers who
are graduates in subjects other than English.

As a result of the proceedings of that confer-
eence English has been established, and recommended to
be taught, as a foreign language. Arabisation policy
started formally in 1967.

The new 6-3-3 years educational ladder was
formally announced and implemented in 1972-71. It
implied different prospects for English language,
from eight years of learning English at the school stage,
instruction has been reduced to six years. The teaching
time was drastically reduced from ten forty-minutes
periods to seven periods per week. The starting age
of learning English was eleven now it is thirteen.

This situation urged some kind of innovation
especially with regards to syllabuses and methods of
Teaching adopted since 1959. Many voices were raised
demanding a new program of study in the school stage.
It resulted in the birth of "The Mile Course For The Sudan"
in 1976. Three years of trial stage followed, and it
b. LITERATURE RELATED TO THE PROGRAM'S CONTENTS:

The above historical account of the position and the role of English in Sudanese educational system reflects, to a large extent, the problematic aspects of its teaching. The position of English in the Sudan is a dichotomy: while it is taught and treated as one of the subjects at the school level, the students suddenly face the difficulties of its being a medium of instruction in higher institutions. The blame of low standard of understanding is usually traced back to the school teachers. The burden is then handed over to those who should equip the teachers, and especially those of the initial stage, with clear and accurate perception of the problems of teaching English, and the means of tackling them.

Tam (1970) stated that in order to achieve a reasonable standard of English language in developing countries, more attention should be paid to teacher training, methods of teaching and teaching materials. One of the introductory statements of a seminar held in Qatar about English language teaching (1996), has been
that unless new teaching materials are developed together with a realistic teacher training programme, the best current methodology and thinking would have little effect. In the same seminar it has been stated that the decline of English language teaching standards was due to the great pressures of developing countries on education, and the shortage of highly qualified teachers. The importance of aiming at high standards which required teachers who are error-free in the classroom has also been emphasized.

In the proceedings of the conference held in the University of Khartoum about 'English in the Sudan', Kassiri (1968), expressed the view that any plan for advancement of English language teaching in Sudanese schools must realize the fundamental importance of really good teaching in the intermediate schools. If it didn’t, it would inevitably mean low standard at higher levels.

So, what should a program for preparing good teachers of English in the intermediate schools be like? The following part is related to the suggestions about the different components of the desired program.
The Aim of The Program:

The teachers of English in intermediate schools are appointed to teach after only six years of English study, with at least a pass-mark in English in the Sudan School Certificate. But we must bear in mind that most holders of high marks usually either continue their education or seek better paid jobs than teaching. So teachers with such qualifications tend to be hesitant in their performance, rigid in their interaction with pupils and incapable of creating or organizing favourable learning environments. They, naturally, have the tendency to be enslaved by the text books they are to use. As stated by Tarrak (1970) a teacher with misgivings about his ability in the language, if coaxed upon to teach, will find difficulty in promoting the kind of classroom atmosphere conducive to the formation of correct usage of the language and favourable attitude on the part of his/her pupils.

So, one of the aims of the program should be to equip the trainee for the profession of teaching English with a satisfactory mastery of all aspects of this language.

One of the problems faced nowadays is that a small percentage of those who take the job of teaching
are really interested in it. So another aim of the
program should be to arouse the interest and enthusiasm
of student teachers towards the profession. Griffiths,
(1955), was of the idea that successful teaching is so
dependent on the teachers' own conviction and enthusiasm
that little good is done to the student-teachers if it
is insisted that they should do work which they feel to
be irrelevant; and that unless we could strike a spark
of enthusiasm in most students in each particular part
of the course, one is wasting one's time. The researcher
agrees to this point of view. Perception of relevancy
is the key to interest and enthusiasm. Foreign language
teachers should always be made aware of their signifi-
cance and participation in fulfilling the objectives of
education. At the intermediate stage, pupils, after the
glamour of the first lessons, usually lose interest in
the foreign language and consider it as imposed by the
curriculum. One must bear in mind what Kitch (1967)
had said: That because of recent and revolutionary
advances in media, foreign language teachers are likely
to lay stress on the increasingly important vocational
value of their subject; or to emphasize the fact that it
is needed just for the sake of education as an end, a
means of communications or a means of learning.
That same point was raised during the proceedings of the conference of ‘English in The Sudan’. It was pointed out that teachers of English hardly knew what they were doing apart from helping their students to pass the examination (Ahmed, 1966).

The aim of making the teachers of English aware of their role was discussed during the proceedings of the First E.L.T. Seminar (Kuwait, 1976). Participants discussed whether English should be taught in terms of correct forms or in terms of communicative and educational activities, because the first kind implies imposition, and the second kind agrees with the main principles of education i.e. relevancy, informativeness and participation.

The same aim was introduced by Selbee (1979) in a different way: what the basic elements in any language teaching situation is what is known about the language, what is known about the nature of the learner and what is known about the aims of instruction.

Another important aim was suggested by Rivers (1966). She stated that a program of teacher training
should aim to train teachers to adapt their techniques to the changing objectives of foreign language teaching. The researcher finds it necessary to mention, at this point, that the main criticism of the introduction of 'The Nile Course For The Student', was that it was not preceded by formal and systematic teacher training. It is true that the teacher book contains sufficient instruction of what to do, but how to do it is the business of teacher trainers. Teachers should perceive the principles behind the new approach implied by this new course, and witness the application of the newly introduced activities, skills and strategies.

Fan (1970), stated that for the average English language teachers, particularly those who are to teach at the early stages, it is very important that the program of their training should aim at equipping them with:

1. A good working mastery of the phonological and grammatical structures of English.

2. An acquaintance with effective methods and techniques of teaching English as a foreign language, the available teaching materials and the official syllabuses.
3. A certain basic knowledge and understanding of modern linguistics.

4. Some acquaintance with the life and the culture of English speaking countries.

These are very sound aims but their main stress is on the intellectual competence of teachers: professional abilities were ignored by the writer. Even amongst the intellectual aspects he had emphasised, he seemed to underestimate the importance of acquainting the trainees with the psychological implications of foreign language learning.

Another set of objectives were suggested during the proceedings of the Second A.L.I.T. Seminar (1977). Three main aims of English for training teachers should be:

1. To familiarise the teachers with current thinking on methods of teaching English as a Foreign Language and particularly the thinking behind the Communicative syllabuses.

2. To equip them with classroom techniques appropriate to the syllabuses and necessary technical skills which they may not have.
3. To give them an opportunity to improve their own performance as models and in order to give them increased confidence in communication.

Those three objectives need to include nearly all the main aims of a successful program, because they are expressed in a more practical way. One can derive many sub-goals from them.

2. The Content of Desired Experiences.

As far as the researcher could find out, the content of the desired experiences of intermediate schools' teachers is divided into four categories. Montani (1979) referred to these as the components of the professional profile. They are:

A: Knowledge of the language as the reality to work on and with.

B. Conscious understanding of the teacher's role, the learners and the teaching-learning process.

C. Knowledge of specific methods and techniques of teaching English as a foreign language.

D. Teaching Practice.
These components will be dealt with as follows:

(A): Knowledge of the language as a reality to work on and with implies the study of many aspects of the language in question.

Knowledge of the language is central to teaching competence. Text books, as expressed by Robin (1977) can never provide topics or themes which satisfy all the immediate interests or needs or relevance to each individual area or school or learner. Contextualisation and breaking down of topics into teachable units are within the realm of the teacher work.

Different activities of English language teaching need the study of a number of language aspects. These include:

1. Pronunciation and fluency.
2. Knowledge of classroom language.
3. A minimal knowledge of linguistics.
5. Knowledge of the differences between English and other languages.
Proficiency in spoken language is stressed by most experts in L1/L2. Rivers (1968) was of the idea that as pupils imitate their teachers, the latter will eventually hear their own weaknesses channeled back to them in all its undisguised inaccuracy. Ultimately, the teacher will be aware of inaccurate pronunciation. The researcher finds this quite true; Sudanese teachers, like their pupils, rarely find the chance to speak or listen to native speakers. Nevertheless, they are models of pronunciation. The problem is that if bad pronunciation is stamped on at the beginning, it will be very difficult to be corrected in advanced stages.

The significance of a phonetic course is also referred to by Dubin and Cochlin (1977). They believed that pupils at the initial stage should have good models of the target language pronunciation, so that they might not acquire bad habits which might be difficult to overcome.

Another aspect of language study is expressed by Clark (1981). He referred to the fact that language courses in teacher training programs shouldn't exist for
their own sake, but in order to ensure the necessary competence for the classroom situation. She went on to explain her taxonomy which was designed to include the available descriptions of the verbal behaviors of the foreign language teachers. Examples of these were the language of explaining a game, in telling to do some activity, of praise or of encouragement. The same idea has been expressed by Snow. He stated that "For every pedagogic skill, a trainee requires, (planning lessons, preparing exercise, making visual aids, writing text .......) there is a corresponding test in terms of content: the actual language to be used." (1)

The researcher finds this component very useful to be included so that most of the English lessons wouldn't be managed in Arabic.

An item which has a significant relevance in language study is that of studying the basic concepts about the nature of the language. As expressed by Mackey (1962) language teaching methods and their

study depend ultimately on what the teacher thinks a language is; whether he/she considers it as a collection of words or treats it as a system. This reflects the basic difference between the traditional or structural approach and the modern communicative approach.

Another important aspect of language study is some knowledge of the culture of the target language. This point is stressed by El-Gazzar (1979). He was of the idea that preparing teachers of foreign languages is different from that of other subjects' teachers because they should have three additional qualifications. One of them is the study of the culture of the language they have to teach.

One of the aims of Modern education is interaction with new cultures. But teachers cannot be expected to help achieving this aim unless they themselves are equipped with satisfactory knowledge of the culture of the target language. In the new programme of study for the intermediate stage (The Nile Course) there are aspects of culture which need to be intensified by the teachers. The study of culture implies socio-linguistic information in order to develop in the
learners the sense of avoiding errors due to inappropriate usage of terms. An example of this is the difference between the context of saying 'Hello!' and that of saying 'Good morning'.

Much related to this is the provision of affective experiences through the study of literature, which means well-selected and up-to-date stock of library books.

Language study should contain contrastive analysis. This aspect has been referred to in the proceedings of The First ELT Seminar (1976). It has been stated that the study of the differences between the foreign language and the mother tongue can help the teacher in many ways—

1. It prepares teachers for problems likely to face them and indicates the possible origin of mistakes and prepare possible remedial drills.

2. It provides better understanding of the mother tongue and the foreign language and hence increase efficiency.
3. Identification of errors would help teachers modify teaching methods.

4. The teacher would come to review errors diagnostically rather than critically, which might reduce inhibition on the part of the students.

(B)

The second suggested component of the content is concerned with the conscious understanding of teachers' role, the learner and the teaching learning situation, as related to E.P.L. This implies the study of different kinds of related subjects.

In the first place it implies the study of the role of the teachers of English in achieving the aims of education. The basic problem in the concept most people have about the aims of education in general and that of E.P.L. in particular. They consider education as a synonyym of knowledge. This means that a teacher's role is to fill students' heads with facts about the language structure. The fact that in-service training could do much to make teachers aware
of the changing role of teachers as facilitators of learning rather than pedagogues on the job was referred to in the First E.L.T. Seminar (1976).

The role of facilitating knowledge can best be studied through the study of the problems of T.E.L.L. In an article written by Kennedy (1973) he stated that whereas up to half of the children of the world may be fluent in two or more languages without any formal instruction, only a handful of those taught in a foreign language classroom ever seem to reach a very high level of proficiency.

So one of the important facets of the teachers' role is their diagnosis of the children's difficulties and the giving of appropriate help. The most formidable problem which faces the foreign language teacher is that of motivation. As stated by Dubin and Uchtmann (1977) young learners are a number of years away from achieving such goals as international communication, getting a good job or even entering the university. So it is hard to hold them as motivators. In the first E.L.T. Seminar (1976), it was stated that teachers needed more professional integrity and improvement in order to make use
of the enthusiasm of children at the primary level of learning when they start to learn English. Geddes and Rea (1979) were of the idea that EFL teacher's education has not yet paid attention to the crucial role of human relationship in any teaching-learning situation. A trainee, according to them, should be made aware of the fact that his attitude, expressed in his behaviour, affects the environment of the classroom. An atmosphere full of tension affects the attitude of children towards the language.

(C):-

The third component is the methodology course. The suggestions made above provide the trainee with academic competence. There are still the professional skills to be integrated with them.

The student-teacher should have an adequate knowledge of the different methods of teaching EFL. Knowledge of methods shouldn’t be considered as an end in itself. Trainees should know the principles of the best method or methods, in order to choose wisely. According to Celce-Murcia and McIntosh (1979) if the teacher wants to choose her/his course properly, through the
contrasting methodological thoughts, he/we must have a perspective built on some knowledge of the principles underlying diverse currents. Kennedy's point of view (1973) was that each method lays stress on a particular goal, technology, influence of teacher and various disciplines; and that the experiments done to prove the effectiveness of the different methods provide no superiority of one over the others. This shows that knowledge of method may not be the critical factor in successful language teaching.

What then is the critical factor in successful language teaching? The researcher thinks that the central issue is the knowledge of the factors affecting the teaching of E.F.L., the problems attached to them, and their solutions. This will govern the choice of the best methodology. Handlin (1966) has stated that the best choice of a method can be accomplished through what he referred to as "the case study", just like what happens in the teaching of medicine, business administration and law. A case is taken, analysed and a course of action decided. These actions are then related to existing situations against theoretical system. This approach, if followed, will enable the trainer-teacher
to make pertinent questions, relevant to both the theoretical and practical aspects of the problems encountered. Thus he/she will be able to analyse correctly future problems since he/she is the only person who will have access to data about problems in the future.

What then are these factors or problems which need to be referred to and solved during the course of training? The first and most formidable problem is the artificial situation in which the foreign language is taught. Kennedy (1973) was of the idea that samples provided by teachers and text books hardly serve communicative functions. This is because teachers always bear in mind that learners must be led away from making mistakes. The researcher finds this quite true for where is the communicative function, for example, when, in the first lesson, pupils ask about each other's names which they already know?

Another problem was posed by Dubin and Olshausen (1977). That when the foreign language starts to be taught, the pupil usually has an access, more or less, of the four skills in his/her own language. The skills of
the foreign language are to be acquired when 'the slate is no longer clean', as they put it. That means that the habits of the first language tend to interfere with the alien one.

These are some of the conditions which govern the choice of methodology. How, then, is a trainee to be prepared to cope with these difficulties? In The Report of African Regional Seminar on Educational Evaluation (1975), it was stated that a program of teacher training should intensify desirable teaching skills such as a) ability to facilitate learning in a whole class, a group or individually. b) ability to ask appropriate questions. c) ability to use, choose and produce teaching aids. d) tendency to monitor his pupils' progress, his own effectiveness and to plan logical sequence of learning.

As stated by Jupp (1966) the teacher's job is to create motives and situations for the pupils to acquire the skills of the language. Here the trainees should be introduced to the psychological aspects of teaching a foreign language. Bulgarov (1965) was of the view that the teacher must not only know the subject he is teaching
but also how to conduct teaching in practice and so the foreign language teacher must rely on his/her activities and pedagogical sciences, including the psychology of T.E.P.C.

Another important aspect of classroom management is that of error correction which is the most natural occurrence in a foreign language classroom. Correction of written work followed by most traditional teachers was criticized by Abu Nigal (1966). He attached comments written by teachers like 'try to improve your handwriting' or 'Your spelling is terrible', which add to the complexity of learning and perplex and discourage pupils. He stated that these remarks are unconscious criticisms by the teachers of their own work.

After studying the different methods of teaching, the principles of a good method and the unfavourable conditions likely to meet then, the teachers should know the characteristics of a good lesson. All the previously mentioned components of the content can be crystallized in one good lesson. A good lesson can embody the theoretical studies experienced by teachers, if it conti-
1. be established on clearly perceived aims (knowledge of T.E.F.L. relevance to education).

2. ensure that the teacher isn't enslaved by the text book (competence in language).

3. be run smoothly and activities changed continuously. (knowledge of the psychology of learning a foreign language).

4. be interesting and the class never sure of what comes next (Enthusiasm and interest in teaching, professional competence).

5. have a flexible plan that changes at any time the teacher feels that it may fail to achieve the stated aims. (Knowledge of the different methodologies, activities, aids, needs and interests of the learners).

(D) -

The most important component of the content of such a program should be the practice of teaching, through which trainees put their theoretical experiences into practice. According to Tan (1970) no amount of theory about methodology or educational psychology can
Replace practice and demonstrations and that teachers cannot get a full understanding of the nature of teaching except through a full-time experience under good supervision.

The researcher agrees with Altra (1970) who attacks the idea of always placing teaching practice at the end of the course of training. He stated that practice-teaching should be a gradual and systematic process, well-planned and integrated with theoretical studies. He was of the idea that many teachers who have good knowledge of language and methodology are complete failure in front of the class mainly because they are not gradually prepared to put their knowledge into practice.

An important modern practice-teaching technique, which should be integrated with theoretical studies is micro-teaching. Micro-teaching, as expressed by Wallace (1979) is a teaching situation which has been reduced in scope or simplified in some way. Usually the trainee is asked to practice one skill at a time and in only five to ten minutes. The class consists of five to ten pupils and if pupils are not available other fellow-students can role-play. The lesson is then
discussed and, after the critique, re-teaching takes place until the skill is mastered.

Another step towards practice teaching is schools in demonstration lessons. A concept which always govern demonstration period in teacher training courses is that the best teacher, the best pupil and the best classroom should be chosen and displayed. According to Bolitho (1973) there is always the danger of demonstration lessons being taken as a statement of orthodoxy and imitated as such, and that its effects, particularly if given by a dominating character of I.E.P.E., may be far-reaching.

Friedenberg (1973) has criticized the policy adopted in America which operates under the assumption that schools or classes in which teaching practice is served are models. The researcher agrees to this criticism, for the same policy is followed in the Sudan. In the Sudan schools for teaching practice are mainly chosen for the sake of convenience. Trainees should be exposed to interact with different environments bearing in mind that the Sudan has heterogeneous environments, cultures and languages.
Theories of teacher training always discuss the role of the co-operative teacher or the role-model who is very essential for orienting the trainees with the schools' environment. Byrne (1981) thought that any new teacher in a school faces problems and one task of the assigned co-operative teacher is to try to link the trainee's education period both to his classroom difficulties and to whatever kind of training he received.

2. Instructional Processes

The implementation of such a program requires a lot of activities and learning opportunities to cover all the domains stated through the plan.

The processes of implementing an educational program consist of the following elements:
1. Human resources and their roles.
2. Methods of teaching; aids and techniques applied.
3. Facilities and professional materials.
4. Activities.

(Khalid and others 1981)
The first item, according to the limitations of this study, refers largely to the teacher-trainer.

One question which must the urgently answered through this study is about the qualifications of the trainers of intermediate school teachers of English. According to the researcher’s experience and observation, trainers are appointed to teach in the institute for no other reasons than being experienced secondary school teachers. It means that, as expressed by Bunnin (1966) they are just amateurs with no special or academic or professional qualifications. This problem is not unique to the Sudan. It is even felt at international level. Miller (1977) has criticised in-service education in that, for most part, it had been directed to teachers. Sufficient commitments and resources had not been utilized to help those at the top gain new understanding and skills. The issue of choosing teacher-trainer has been severely attacked by Davis and Worley. They wrote: "We can not assume that every good foreign language teacher will necessarily become a good teacher trainer; after all many a capable motorist finds it surprisingly difficult to teach his skill to others." (1)

Brunfit (1979) suggested that a tutor has to fulfill the role of an ideal teacher. He has to provide a living exemplification of the integration of theory and practice. Kerr (1979) was of the same idea. He stated that it is a curious fact that while both pre-service and in-service courses are available to teachers in most parts of the world, training or even advice for teacher trainers is relatively rare.

The second aspect of pre-service is concerned with modes of instruction. According to Baskin and Alexander (1976) an instructional plan of a program is essential because it enables the teacher to exercise choice, explains how to use each mode and provides means through which a teacher can involve students. The principal instructional modes suggested by them are:

1. Lectures and verbal presentation mode.
2. Question and answer mode.
3. Practice and Drill mode.
4. Viewing, listening and discussion mode.
5. Problem solving, heuristic and discovery mode.

The researcher thinks that the last mode is the most suitable one for a large portion of the program. It
must always be borne in mind that the trainers, during their instruction provide models which trainees may copy and be affected by during their ensuing career.

Some of the techniques recommended by most experts of T.E.T.L. (such as micro-teaching) are best put into practice when accompanied by adequate hardware such as video-taping and cassettes and other audio-visual aids. The methodology of a course is bound to be largely affected by the availability and adequacy of professional resources.

Another item of the process which should be critically observed is the presence of activities to be integrated with theoretical work. The principle of variety of activity, stated Kerr (1979) is, after all, recommended and should be strictly so in teacher training courses. As the modern approach to education is learner-centred, the guidelines for teacher training should include a trainee-centred approach and provide active participation and individual and group involvement throughout.
4. The Process Evaluation:

Katz and Norgren (1974) in their Holistic Model for the formative evaluation of educational programs, have discussed three levels of the desired products the program strives to achieve. They are:

1. The behavioral objectives which represent the behaviors that are the characteristics of the students when they are still within the program, and should be stated in measurable terms.

2. The desired outputs which represent the conditions of the students upon completion of the program but prior to any interaction with the environment.

3. The outcome of the program which represents the interaction between the students or the outputs and the environment. The results of this interaction are derived from the aims of the program.

Two other levels of program evaluation were suggested by Almani and others (1963). They are:
1. Initial evaluation which is to determine the worth of the human and material resources to be involved in the program's implementation.

2. Follow-up evaluation which is the frequent interaction with the colonists of the program in order to ensure the maintenance and updating of the program's effectiveness.

Follow-up evaluation has long since been advocated by Musiri (1966). He stated that lack of farthar attention from colleges to newly qualified teachers causes learnt skills and methods to be rapidly replaced by carelessness and lethargy. He suggested refresher courses and the increase of college teachers in order to make tours around the intermediate schools to ensure and maintain effectiveness.

An aspect of program evaluation which can be derived from and embodied in all the levels mentioned above is that of strategies, materials and teaching methods and aids. According to Hake and Morgan (1974) each of these should be related to its effects on the outputs or the desired products of the program. They also stated that teachers (or implementers) should
possess the general characteristics of educators in addition to specific qualifications related to the subject matter.

C. SUGGESTED GUIDELINES FOR A MODEL PROGRAM

One of the objectives of this study is to suggest a model program. This objective is based on the fact that any trial to evaluate an educational program, which may contribute to its development and success, should be based on certain desired criteria.

It is by no means claimed that this model represents an ideal program. It is only a perspective synthesized from certain available theories and suggestions. It provides guidelines for evaluation in the form of criteria governing the worth of each component of the program.

(1) Broad or General Aim of The Model Program

The aims can be stated as follows:

1. To develop in trainees more interest in and understanding of the position of English in
Sudanese educational system, and the practical difficulties which may face them. This may inculcate a spirit of professional responsibility towards the teaching of English.

2. To equip the training teachers with good knowledge of the language as a reality to work on and with.

3. To equip them with a certain basic understanding of modern linguistics as a step towards orienting them with fundamental aspects of English as compared to other major languages in the Sudan.

4. To help teachers overcome the difficulties of teaching English as a foreign language, through a better knowledge of the learner and the learning process.

5. To acquaint the training teachers with major aspects of life and culture of English speaking countries compared to the major environmental and cultural division of the Sudan.

6. To provide them with fair knowledge of the effective methods and techniques of teaching English as a foreign language and their applicability to Sudanese syllabus, environment and the aims of teaching English in the Sudan.
7. **To facilitate:** teaching in typical classrooms in a professional confidence and enthusiastic manner free of any acquired bad habits or incorrect notions, and to socialize the teachers into the teaching role with the newly acquired skills and competence in mind.

8. **To develop in the student teachers a sense of professional growth and equip them with strategies to cope with any new materials or newly introduced aids and techniques.**

(3) **Behavioral Objectives:**

At the end (or during) the program's implementation, the student teachers are expected to evidence the following acts of behaviors:

1. **English Language competence which can be reflected in the following behaviors:**
   - a/ Practical command of the language through written work, speech or comprehension.
   - b/ Ability to identify (and manage) errors made due to mother tongue interference.
   - c/ Ability to use simple classroom language in dealing with different phases of lessons and related activities.
d/ Ability to demonstrate knowledge of culture whenever incidents occur.

e/ Ability to analyse language learning tasks.

f/ Ability to synthesise simple stories and articles.

g/ Ability to diagnose learning difficulties and provide necessary remedial techniques.

2. Affective Experiences which can be indicated through the following behaviors:

a/ Demonstration of enthusiastic and favourable attitude and appreciation of the language as such.

b/ Showing enthusiasm and interest towards the teaching of English.

c/ Display of confidence and professional attitude towards dealing with different problems.

d/ Demonstration of continuous effort to improve.

3. Professional Competence:

It can be ensured that the student-teachers have gained professional competence if it can be observed that they always pay attention to:-
a/ Using a variety of instructional methods and aids and materials.

b/ Giving attention to the emotional atmosphere of the classroom.

c/ Using a variety of motivational and remedial instruction which ensures the participation of pupils.

d/ Creating a classroom atmosphere which accepts pupils as persons while ensuring discipline.

e/ Flexibility of movement and change of activities.

f/ Utilizing learning opportunities and demonstrating different skills and methods of evaluating pupils' achievement.

(C) Content:

For the achievement of the goals and objectives mentioned above, it is recommended that the program should contain the following sets of studies:

1. Language studies:

   This can be considered as the main academic component. The following items are recommended:
a/ The position of English (as a foreign language) in Sudanese educational system.
b/ English language.
c/ English phonetics.
d/ English literature.
e/ Socio-linguistics.
f/ Psycho-linguistics.
g/ Contrastive analysis.

2. Professional or Methodological Studies:
   a/ Methods of Teaching English as a Foreign Language.
   b/ Principles of a good method.
   c/ Principles of teaching the four basic language skills.
   d/ Characteristics of a good lesson.
   e/ Lesson planning and preparation.
   f/ Principles of constructive error correction.
   g/ Principles of aids production and presentation.
   h/ Principles of evaluation.
   i/ Mile stone course application.

3. Practical Studies:
   Practical studies are expected to be frequently integrated with theoretical studies. During the course,
the training teachers should always witness or participate in putting theory into practice, through the following steps:-

a/ Micro-teaching,

b/ Demonstration lessons with stress on typical settings,

c/ Teaching practice in schools representing typical environment.

B: Instructional Processes:-

During a program implementation many processes are expected to interact. For this program the following items are recommended under each main category:-

1. Methods of Teaching:-

   Teacher-trainers are free to choose any one or more of the following methods if they are appropriate to the kind of study they are giving:-

   a/ Lecturing,

   b/ Problem-solving or self-teaching,

   c/ Seminars or discussion,

   d/ Practice or drills.

2. Aids and Techniques:-

   It is recommended that the trainer apply or utilize the following aids and strategies to enhance
achievement :-

c/ Model-teaching or demonstration by the trainer.
b/ Micro-teaching.
c/ Cassette-recorders, video-cassette, overhead projectors etc.
d/ Different kind of boards.
e/ Handouts.
f/ Visits and field trips.

3. Activities:-

During the program, the training teachers are expected to take part in activities such as:-

a/ Group and pair work.
b/ Survey (projected) studies.
c/ Production and display of aids or teaching units.
d/ Work-shops.
e/ Sofeties producing magazines, plays, competitive games etc.

4. Human and Material Resources:-

For ensuring an effective outcome of the above interacting processes the program implementers should make sure of the availability of:-
a/ Highly qualified trainers.
b/ Adequate availability of:
   i. Text books.
   ii. Library books.
   iii. Teachers' handbooks.
   iv. Material for aide production.
   v. Different kinds of radio-visual aids.
   vi. English classrooms.
   vii. Language laboratories.

Evaluation:

1. Initial Evaluation:

   This should precede the program implementation. It should be applied to ensure the program's success. Implementers should:
   a/ Examine the availability and adequacy of human and material resources.
   b/ Assess the student teachers before being admitted to take the course so as to:
      i. ensure their prospects of becoming competent teachers.
      ii. decide areas and priorities or course of action.
   c/ Train or orientate teacher trainers specially if they don't have previous experience in teacher-training institutes.
3. Assessment of theoretical knowledge:

(i) To make sure that the student-teachers have achieved whatever should apply the competence of teachers of English the following methods can be adopted:

a/ Written examination.
b/ Oral interviews or examinations.
c/ Writing major assignments.
d/ Participation in discussion and activities.
e/ Production of teaching units and aids.
f/ Observation.

(ii) Assessment of practical experiences:

Different kinds and levels of observation instruments should be designed to help observing and assessing:

a/ Command of the language.
b/ Teacher's Personal Qualifications:
  i. Personality.
  ii. Enthusiasm and interest.
  iii. Creativity.
  iv. Flexibility and adaptability.
c/ Teacher-student interactions:
  i. Class participation.
  ii. Activities.
  iii. Approach to error correction.
  iv. Friendliness.

d/ Planning and strategies
   i. Clearly - planned lessons and units.
   ii. Appropriate, activating and integrated activities.
   iii. Timing.
   iv. Resourcefulness.
   v. Aids and techniques.

e/ Validity, reliability and variability of evaluations means and techniques.

3. Formative Evaluation:

   Teacher-trainers (and other people involved in the program implementation) should expect frequent supervisory visits to assess the general achievement of students in the light of the effects of the different components of the program. So the staff-members are expected to hold regular meetings to assess their students’ achievement in relation to the instructional processes of the program recommended above. This may help supervisors to make decisions about the effectiveness of the program.

4. Follow-up Evaluation:

   The staff-members are expected to continue being in contact with their students after graduation. This will
recognizes the need for re-training because it should:

a/ ensure the maintainence of the program effectiveness.

b/ update the experiences of the trained teachers as a result of the introduction of new materials or technology.

Follow-up can be done through exchanging visits, notes or through invitations to lectures, seminars or workshops, etc.
CHAPTER XIII.

METHODOLOGY OF THE STUDY
CHAPTER III
METODOLOGY OF THE STUDY

This is a survey study mainly concerned with evaluating, analytically, the program of English for intermediate schools teachers' in-service training institutes. According to the limitations of this study, the field of data about the program is the two Caravan Institutes and the intermediate schools in The Three Towns, where the graduates work.

This chapter explains the methods followed to study the program in question. It is organized as follows:-

(A) Method of the program evaluation.
(B) Method of Data collection:

This section gives the description of the following features:-
1. Population,
2. Sampling,
3. Tools,
4. Data collection procedures.

(C) Method of Data Analysis.
A. Methods of Program Evaluation:

As it appears in the title of this thesis, the nature of the evaluation is analytic. The method followed in this study is adopted (and adapted) from two sources. The first is the 'Evaluation of Education Programs in The Arab World' (Elmi and others, 1981). That study has provided the following steps for evaluating educational programs:

1/ Find out the details of each component of the actual program.
2/ Suggest certain desired criteria in the light of which you can evaluate the actual program.
3/ Discuss the results of the comparison between the actual program and the suggested one.
4/ Provide suggestions for improvement, change or maintenance.

The researcher has largely utilized the steps and criteria provided in the same source, under the title "A Suggested General Model for Evaluating Educational Programs in The Arab World".

The second set of guidelines for evaluating a program were suggested by Saylor and Alexander, (1974). They are as follows: (The words in brackets are added by the researcher for adaptation).
1. The determination of what is to be evaluated

2. The kinds of data needed in making the decisions (questions to be answered).

3. The collection of these data.

4. Defining criteria for determining the quality of the matter being evaluated (a model program).

5. Analysis of data in terms of these criteria.

6. Providing information for decision makers.

E. Method of Data Collection:

1. Description of populations:

   The data have been collected from three categories of population, they are:

   (a) Population I:

       It represents the staff-members of the English Department in the two assigned institutes. The staff of M.I.T.I. consists of four members. That of M.I.T.T.I. consists of the same number. The whole population is eight.

   (b) Population II:

       It refers to the student teachers who are at the end of their training course. The student-
teachers in W.I.T.I. are sixty-three. Those of W.I.T.T.I. are forty-one. The total is 204.

c) Population III-

It includes the intermediate schools teachers of English who have gone through the program and completed the course several years ago. It refers to those who are teaching in the intermediate schools of Gadianen, Khartoum and Khartoum North. It is believed that up-to-date information can best be obtained from those who graduated two to three years ago. This represented Courses 11 and 12 from W.I.T.I. They were found to be five teachers. Courses 4 and 5 from W.I.T.T.I. were found to include thirty-two teachers.

The total population in this category is thirty-seven.

The whole of each population was taken for the study.

2. Description of Teacher-

The data about the actual program has been derived from the responses of the three population to an interview and two questionnaires. The questions were put in different forms and with different strategies according to the relationship of the respondents to the program. This can be explained as follows:
The Interview: (Appendix I, page 290):

It has been constructed to gather data from the staff-members. It has provided facts about the planning and the main components of the program (Table 1, page 85). It can be noticed that the open-ended questions in this interview are more frequent than in the questionnaires. This was purposely done for two reasons:

i. The staff-members need no prompting to give factual information since they are the direct implementers of the program.

ii. They might be prejudiced in favour of the program and might not give objective answers.


It has been administered on the training teachers at the end of the course. The questions have streamed on finding out the details of the actual program and how far it differs from the model program mentioned at the end of Chapter II (Table 1, page 85).

Questionnaire (B): (Appendix II, page 210).

It has been answered by trained teachers. The information obtained has mainly demonstrated the effectiveness
of the program on the teachers' interaction with typical
environment i.e. the outcome of the program. The questions
construction is indicated in Table 1, page 85.

General Notes About The Tools:

1. The questionnaires are introduced by notes
explaining the nature of the study and
its importance.

2. No personal questions are asked.

3. Questions are presented in a simple language
and with sharpened instruction.

4. Questions are presented in various forms to
avoid boredom.

5. Although the study is analytic, the questions
are reduced to the minimum as to avoid
causing discouraging impression on the respondents.

6. For obtaining objective information, the sets
of questions are not put in the usual sequence
of curriculum planning.

7. The questions are a mixture of close-ended
and open-ended types.

The questions are constructed according to fifteen
categories in order to facilitate answers to the questions.
of the study. This can be clarified in table I below.

**TABLE I**

**Categories of Data and the Numbers of Questions in Which They Occur in Each Tool**

<table>
<thead>
<tr>
<th>Category</th>
<th>Interview Question Numbers</th>
<th>Questionnaire (A) Question Numbers</th>
<th>Questionnaire (B) Question Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The general nature of the program's plan.</td>
<td>5, 6, 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Aims.</td>
<td>7, 8, 9</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3. Content.</td>
<td>15, 16, 17, 22</td>
<td>8, 9</td>
<td>3, 5, 6</td>
</tr>
<tr>
<td>4. Facilities &amp; Resources.</td>
<td>13</td>
<td>7(1)</td>
<td></td>
</tr>
<tr>
<td>5. Teachers' Qualifications.</td>
<td>2, 3</td>
<td>7(1)</td>
<td></td>
</tr>
<tr>
<td>6. Methods of Teaching.</td>
<td>11</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. Aids and Techniques.</td>
<td>12, 13, 22</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8. Activities.</td>
<td>14</td>
<td>7(11)</td>
<td></td>
</tr>
<tr>
<td>9. Evaluation.</td>
<td>4, 18, 19, 20</td>
<td>16, 10</td>
<td>8, 9, 10</td>
</tr>
<tr>
<td></td>
<td>21, 23, 24, 25</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>10. Effectiveness.</td>
<td>26</td>
<td>10, 13</td>
<td>4, 7, 12</td>
</tr>
<tr>
<td>11. Suggestions.</td>
<td>29</td>
<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>
3. Data Collection Procedure:

a/ The time for collecting data was chosen to be
typical with regard to general conditions: The
time for examinations and the period just after
the vacation was avoided.

b/ A permission was personally obtained from each
of the principals of the two institutes and
the assigned schools.

c/ For questionnaire (A), two class periods were
borrowed for obtaining the responses. The ques-
tionnaire was administered by the researcher.

d/ The number and location of the graduates were
obtained through the records of the Ministry
of Education and the Supervisory Offices of
the Three Towns. Questionnaire (B) was then
distributed, and the responses collected by
the researcher.

C. Method of Data Analysis:

The data collected has been analyzed according
to the categories in the first column of table I above and
the sub-questions related to them. Results have been decided
according to the positive responses of the majority of the
concerned populations and discussed whenever necessary.

Tables have been constructed wherever necessary.
CHAPTER IV

ANALYSIS, RESULTS AND DISCUSSION OF DATA

This is an attempt to find out how far the program of training the intermediate schools teachers of English can succeed in providing the desired skills and abilities. As has been stated in chapter I, the study is conducted with four subsidiary objectives in mind. Hopefully, the first of these objectives has been achieved at the end of chapter II. It is a perspective of a framework of a model program to guide enquiry and provide criteria for evaluation.

The format of this chapter is based on achieving the remaining three objectives through answering the questions of the study. It will be as follows:

1. Analysis, results and discussion of data collected from the staff-members of the English Department of the assigned institutes.

2. Analysis, results and discussion of data collected from the student-teachers.
3. Analysis, results and discussion of data obtained from the trained teachers.

4. A summary of Results.

I. ANALYSIS, RESULTS AND DISCUSSION OF DATA COLLECTED FROM THE STAFF-MEMBERS:

This data has been obtained through an interview (Appendix I, Page 200). All the staff have responded, and the questions have been answered. The data collected is analysed under three main categories. They are:

(A) The nature of the program and the quality of its plan.

(B) The components of the program as compared to those of the model.

(C) The attitudes and suggestions of the staff-members.

A. Data About the General Nature of The Program and the Quality of its Plan:

This data is derived from questions related to five main items. These items are analysed and discussed as follows:
Item 1:

*General Nature of the Program*:

The general nature of the program and its implementation plan is expected to reflect positive answers, by more than 50% of the staff-members, to the following questions:

a/ Is the plan of the program written (or clearly stated)?
b/ Is it frequently revised or amended?
c/ Is the plan of implementation well-constructed?

-------------------

Table 2 below reflects the responses of the staff-members to the questions above.

**Table 2**

The Staff Members Responses to the Program's Agreement to Some Generally Desired Criteria

<table>
<thead>
<tr>
<th>Some Desired Criteria</th>
<th>No. and % of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Written or clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td>b/ Frequently revised or amended.</td>
<td>0</td>
</tr>
<tr>
<td>c/ Well-constructed plan of implementation.</td>
<td>0</td>
</tr>
</tbody>
</table>
Table (2) above shows that seven members of the staff (87.5%) were not aware of any written or clearly stated program policies. So they couldn't tell whether the plan is well-constructed or not; or how often the program is revised or amended.

Pencil and Discussion:

It is obvious that the program does not provide some generally desired policies. It has no written or well-constructed plan of implementation which is frequently revised.

This can be considered as a weak point. A clearly stated policy with a well-constructed plan ensures its effectiveness, since implementers tend to have specified and classified steps to follow. A program which is issued at the beginning of each course, at least, gives the impression that it is being revised and updated.

Item 2.

The Validity of The Aim:

The validity of the aim can be decided through obtaining positive answers to the following questions by more than 50% of the staff members:
c/ Are the aims clearly stated?
d/ Are they re-stated in behavioral objectives?
e/ Are they derived from the general goals of
Sudanese education?
f/ Are they perceived by the student-teachers?
g/ Do they identify or imply the different
domains of learning experiences?
h/ Are they practical to achieve?
i/ Are they inclusive of whatever is needed to be
achieved by competent teachers of English at the
intermediate stage?

All of the staff-members (1962) denied the presence
of any clearly stated aims. Consequently, they couldn't give
their opinions about the other aspects of validity.

**Result and Discussion:**

The program's plan does not meet a very important
criterion which is the validity of the aims.

This is another weak point. The lack of the most
esential condition which is the clarity of the aims makes the
program's effectiveness questionable. It is advocated by Harris.
and Pit-sdon (1978) that clearly stated aims provide a yard-stick for measuring the program's success.

Item 3:

The Content of Desired Experiences:

The planning of the content can be considered satisfactory if it is stated by the majority of the staff members (50% and above) that it agrees with the following criteria:

a/ Its integration of theory and practice,
b/ Its being related to the different themes identified by the aims,
c/ Its integration of subject matter and activities,
d/ Its being sufficient for achieving the stated aims,
e/ Its being sufficient for providing competent teachers of English.

The following table can reflect the responses of the staff-members to these criteria.
<table>
<thead>
<tr>
<th>Criteria Desired</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Relationship to different domains</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b/ Integrating theory and practice</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>c/ Integrating subject matter and activities</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>d/ Sufficiency for achieving aims</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>e/ Sufficiency for providing the needed competence</td>
<td>5</td>
<td>62.5</td>
</tr>
</tbody>
</table>

It can be seen from the table above that six staff-members (75%) stated that the content is sufficient for achieving whatever aims are implicitly assumed. Five members (62.5%) said that the content is sufficient for providing the desired competence.
Result and Discussion:

It can be concluded that the content is not adequately planned, since three crucial factors of adequacy are nearly missing.

The most important factor is the question of relating the content plan to the different domains identified by the aims, through the behavioural objectives. The fact that the majority of the staff thought that the content is sufficient for achieving the aims and provide the needed competence does not ensure that the content is well-planned. It is clear that they were referring to unidentified domains of competence derived from implicitly assumed aims.

An important aspect of the content which was not favourably answered was the question of integration. The researcher agrees to the views of Rosafes (1979) about the necessity of integration. He has stated that since a training course does not aim at producing linguists or educational theorists, the use of theory should be explicitly related to practical problems. He has added that even if theories don't lead directly to school experiences they should at least lead directly to practical activities.
Item 4: Instructional Planning

It can be ensured that the instructional processes are well-planned if the following questions are positively answered:

a/ Are specific methods of teaching recommended by the plan?
b/ Are related aids, techniques, and activities specified by the plan?
c/ Does the plan refer to specific facilities and professional resources?
d/ Does it recommend methods of evaluating the methods of teaching aids, techniques, activities, and resources?
e/ Does it indicate desired teacher trainers' qualifications?

Result and Discussion:

All of the staff members (100%) stated that nothing concerning the instructional processes is planned.

The rationale behind this question is that planned processes contribute largely to the success of the program's
implementation. According to Tuck and Alexander (1974), a
good instructional plan enables teachers to exercise a good
degree of choice and flexibility in using different modes and
 aids. It also illustrates how these modes can be evaluated
for development and modification.

**Item 6: Evaluation Planning**

Five levels of evaluation are expected to be applied to the program. The plan of the program should indicate certain desirable aspects for each level as follows:

**5.1: Initial Evaluation**

Before the program implementation, it should be planned for human and material resources to be well-prep-
ared and adequate. So it is expected that the following
questions should be positively answered by more than 50% of
the respondents:

1/ Are the teacher-trainers trained or formally
    oriented before being transferred to the institutes?
2/ Are the student-teachers registered before entering
    the program?
3/ Are certain basic qualifications of teacher-trainers
    or student-teachers specified by the plan?
4/ Are certain facilities or material resources indicated
    by the plan, to accompany implementation?
All the staff members (100%) stated that the plan does not indicate any specific qualifications related to human resources; or specify any facilities or material resources. All the members (100%) also stated that no pre-service training had been planned for them. However, only four of the members (50%) stated that they assessed their students before admission into the program.

Result:
Judging from these responses, it can be decided that initial evaluation is not properly planned.

2.2.-
Assessment of Students' Achievement:

This is the second expected level of evaluation, that it can be decided the assessment of students' achievement is well-planned if more than 50% of positive responses are obtained for the following two sets of questions:

(i) Questions about the plan of assessing the achievement of intellectual abilities:

a/ Are the methods of assessment specified by the plan?

b/ Are the students aware of these methods?
c/ Are results discussed in terms of levels of achievement and in the light of instructional processes (as a kind of formative evaluation)?

d/ Are results discussed with students for the sake of improvement?

All the staff-members (100%) stated that:

a/ the plan does not specify methods of assessment,

b/ it is not planned that the students should be aware of the methods.

c/ it is not planned that results should be discussed in terms of instructional processes.

d/ no discussion of the levels of achievement takes place.

However, only two members (25%) plan to discuss the results with their students.

Result:

It can be concluded that the validity of planning the assessment of intellectual abilities is not maintained.
(ii) Questions about the plan of assessing teaching practice or practical experience:

a/ Is there an observation chart to guide the evaluation of teaching practice?

b/ Is it planned that the teachers should be aware of what you are evaluating?

c/ Is a re-teaching policy planned?

d/ Is sufficient time for discussion recommended or planned?

The following table shows the responses of the staff members to the questions above.

**Table (ii)**

RESPONSES TO THE DESIRED CRITERIA
OF ASSESSING THE ACHIEVEMENT
OF PRACTICAL EXPERIENCE

<table>
<thead>
<tr>
<th>Desired Criteria</th>
<th>No.</th>
<th>% of positive responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Availability of an Observation chart</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b/ Awareness of students</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c/ Sufficiency of discussion</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>d/ Application of frequent re-teaching policy</td>
<td>2</td>
<td>12.5</td>
</tr>
</tbody>
</table>
As it can be observed from the table above, all the staff-members (100%) denied the presence of an observation chart and the awareness of student of what is evaluated. However, four staff-members (50%) thought that sufficient time for discussion is planned. Only one member (12.5%) stated that frequent re-teaching policy is applied.

**Result:**

From the data given above, it can be decided that the policy of assessing the achievement of practical experiences is not well-planned.

3-2: *Formative Evaluation*:

In addition to the staff-members' assessment of instructional processes in relation to the level of achievement, it is expected that another means of formative evaluation should be planned. It is instructional supervision. So the next question posed to the staff-members was whether they were aware of any plans for supervisory visits.

**Result:**

The response of all the staff-member (100%) indicated that they were not aware of any plans to evaluate the processes of the program during implementation. So it can be concluded that no formative evaluation is planned.
5-4. Summative Evaluation:

It is desirable that the planners of the program should plan to evaluate the final results of the program. So the fourth main question about the evaluation plan was whether the staff-members were aware of any attempts to evaluate the output of the program.

Result:

The responses of all the members (100%) reflected their unawareness of any plan to evaluate the program at the end of its implementation.

Hence no summative evaluation is planned.

5-5. Follow-up Evaluation:

This is the fifth level of evaluation desired to be planned for ensuring the program's development and success.

The staff-members were asked whether they exchange any further information or contact with graduated teachers.


According to the responses of all the staff-members (100%), no follow-up evaluation takes place.

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The role of summative evaluation is crucial. The least which can be said about it is that it makes people involved always sure that they are implementing the right program.

The effectiveness of the program doesn't and shouldn't stop at graduation. Elsayed and others (1981), are of the view that evaluation should follow the program even after summative or final evaluation. At this level, the measurement of the continuity, of the effectiveness and the extent of the change of behavior in taken care of. The role of this kind of evaluation is to maintain, control and up-date effectiveness.

8. Data about the major parts of the program components:

The data in this category is analyzed and discussed in comparison with the components of the model program, as follows:

Item 6: Aims:

What are the aims actually followed by implementers?

Result and Discussion:

All the members of the staff (100%) stated that they were not aware of any clearly stated aims.
The reason behind this question, as has been mentioned before, is to make a comparison between the aims of the actual program and those of the model. In this case no comparison can be made. Of course it cannot be claimed that the program is aimless. But one point is bound to be mentioned about this lack of explicitly stated aims. It is that the results of the program can never be trusted. The danger lies on that, as the aims are not commonly perceived by implementers, they either follow their own personal aims or imagine some others which may not be appropriate or sufficient. So, on the one hand, the results of the program can neither be universal to all his students nor to all the institutions. On the other hand, the results may not be as satisfactory or sufficient as expected by all people, as in case of commonly recognized aims.

Item 7:
What is Content of Desired Experience included in the actual Program?

The following table shows the desired items which are included in the actual program as reflected by the responses of the staff-members (It is expected that at least ten of these items, more than 50%, should be included).
### Table (5)

<table>
<thead>
<tr>
<th>Items of the Model's Content</th>
<th>Agreement or Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The position of English in Secondary Education.</td>
<td>-</td>
</tr>
<tr>
<td>2. English language.</td>
<td>+</td>
</tr>
<tr>
<td>4. Socio-linguistics (Basic Principles).</td>
<td>-</td>
</tr>
<tr>
<td>5. English literature</td>
<td>+</td>
</tr>
<tr>
<td>6. Psycho-linguistics (Basic Principles).</td>
<td>-</td>
</tr>
<tr>
<td>7. Constructive analysis.</td>
<td>-</td>
</tr>
<tr>
<td>8. Methods of teaching English as a foreign language.</td>
<td>+</td>
</tr>
<tr>
<td>9. Principles of a good method.</td>
<td>-</td>
</tr>
<tr>
<td>10. Characteristics of a good lesson.</td>
<td>-</td>
</tr>
<tr>
<td>11. Principles of teaching the four basic language skills.</td>
<td>+</td>
</tr>
<tr>
<td>12. Lesson planning and preparation.</td>
<td>+</td>
</tr>
<tr>
<td>13. Principles of error correction.</td>
<td>-</td>
</tr>
<tr>
<td>14. Principles of wide production.</td>
<td>-</td>
</tr>
<tr>
<td>15. Principles of evaluation.</td>
<td>-</td>
</tr>
<tr>
<td>16. The Use of Source Application.</td>
<td>+</td>
</tr>
<tr>
<td>17. Micro-teaching.</td>
<td>-</td>
</tr>
<tr>
<td>18. Teaching Practice.</td>
<td>+</td>
</tr>
</tbody>
</table>

**Note:** + = agreement, - = Disagreement.
It can be observed from Table 5 above that most of the desired items (44.4\%) are embodied in the actual program.

**Result and Discussion:**

Juxtaposing the table above it can be concluded that the content of the program lacks more than 50\% of the desired items.

Many important aspects of knowledge and experiences are missing. A person who does not perceive the significance of a foreign language to education is hardly the right person to elicit motivation towards the learning of that language.

A teacher who doesn't know the different aspects of the culture of the target language, and the context of its usage can not be expected to transfer that knowledge to children.

The psychology of teaching and learning a foreign language is a crucial element in the teacher's domain of knowledge. The field of foreign language instruction is full of problems and difficulties, especially in a typical Indonesian classroom. A teacher who doesn't know the different approaches of tackling those problems can never ensure the mastery of the language.
The Sudan is a vast country, with different languages and heterogeneous cultures. A teacher of English should be well-equipped with information related to the problems which may arise as a result of these differences as contrasted to English.

Knowledge of the different methods of teaching English shouldn't be considered as an end in itself. A teacher should be made aware of the principles or components of a good method, a good plan and a good lesson.

Training should also be educated to follow the best techniques and approaches to error corrections and the language usage related to it. Many teachers don't yet perceive the difference between evaluation and marking. This is an important aspect to be clarified to the training teachers so as help raising the standard of their performance.

Item 8:

Are the instructional processes the best selected for successful implementation?

The answer to this question is derived from five sub-questions which are analyzed and discussed as follows:-
Item 8-1:
Are facilities and materials available and adequate?

The table below shows the responses of the staff-member to the extent of availability and adequacy of certain desired items of materials and resources. It can be noticed that each of these resources is just essential for the program and some of them is impractical to attain. So it is expected that the majority of the staff-members (more than 50%) should state that all these resources are available and adequate.

**Table 8-1**

**STAFF-MEMBERS RESPONSES TO THE EXTENT OF AVAILABILITY AND ADEQUACY OF FACILITIES AND MATERIAL RESOURCES**

<table>
<thead>
<tr>
<th>Items</th>
<th>Available and Adequate</th>
<th>Unavailable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Library books</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Language laboratories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English classrooms</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Material for aids production</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Text books</td>
<td>50.5</td>
<td>50.5</td>
</tr>
<tr>
<td>Teachers' guides</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Different audio-visual aids</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>
Notes:

It has been explained that:

1. Adequacy of material resources and facilities means being up-to-date, relevant, in good condition and sufficient in number and quality.

2. Availability means that it can easily be attained or attained to.

3. Adequacy of English classrooms means being allotted for use only in periods of English, furnished with the materials, aids and facilities needed by teachers and students of English.

---------------------

It can be noticed from the table above that for 4 of the staff members (20%) only one of the facilities (item c) is available and adequate.

Result and Discussion:

It can be derived from the percentages reflected on the table above that facilities and materials needed for the program's implementation are neither available nor adequate.

In the view of spectacular Alexander (1974) this can be considered a weak point. Instructional planning is often circumscribed by facilities, equipments and resources that
may be used; and the use of educational technology.

Item 6-2:

Are the basic qualifications of teacher trainers appropriate for being engaged in the program implementation?

Table 6-2 below outlines the basic qualifications suggested by the model. The first three qualifications (1, 2, 3) are generally required in teachers of English. The other three are specific to teacher trainers. It is expected that all the staff members should satisfy all these qualifications mentioned in the table. The result is as follows:

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH Diploma 10 Years Experience</td>
<td>Pre-service Training</td>
<td>Diploma of Education</td>
<td>Experience in intermediate schools teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>62.5</td>
<td>62.5</td>
<td>6</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 6-2: Percentage of Staff Members with Suggested Basic Qualifications
It can be noticed from the table above that the majority of the trainers satisfy the qualifications basic to English teachers in general; and only 4 of them (26%) have a qualification specific to teacher trainers.

**Result and Discussion**

It can be determined that the teacher trainers' qualifications are not appropriate for being engaged in the program's implementation.

It may seem that the result expected is too ambitious but it has been decided because:

a/ It can not be assumed that the same holders of B.A. degrees, for example, are holders of TEFL Diploma.

b/ It can not be assumed that every experienced teacher of English can be a good teacher trainer.

**Item 8.2**

How far are various methods of teaching used?

It is expected that the methods suggested in the table below should be used by more than 50% of the staff members. The table reflects the result.
<table>
<thead>
<tr>
<th>Suggested Methods</th>
<th>No. and Percentages of usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Lecturing</td>
<td>0/ 100</td>
</tr>
<tr>
<td>b/ Practice and Drill</td>
<td>5/ 60.5</td>
</tr>
<tr>
<td>c/ Presentations and seminars</td>
<td>0/ 0</td>
</tr>
<tr>
<td>d/ Discussion</td>
<td>0/ 0</td>
</tr>
<tr>
<td>e/ Problem solving and self-teaching</td>
<td>0/ 0</td>
</tr>
</tbody>
</table>

The table shows that only two of the suggested methods are used by more than 50% of the staff-members.

Result and Discussion:

It can not be said that the methods of teaching used are various.

Lecturing and practice and drill are known by educationalists as the easiest methods for imparting knowledge. But it is not only knowledge which is expected to be gained
through a teacher training program. Prospective teachers of English need to be made able to acquire certain recommended competence and abilities which cannot be achieved by lecturing. The principles of a successful method imply the application of approaches which involve each student and care for individual differences at the same time.

Then 6-4:

How far are various aids and techniques applied for enhancing achievement?

It is also expected that the aids and techniques suggested in the following table should be applied by the majority of the staff (more than 50%).
### Table 6.1

**Percentages of Uses of Instructional Aids and Techniques**

<table>
<thead>
<tr>
<th>Desired Items</th>
<th>No. of Aids</th>
<th>Percentage of Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a/ Aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Video tapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Cassette recorders</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>iii. Overhead projectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Boards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Handouts</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>vi. Files and slides</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>b/ Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Model teaching</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>ii. Micro-teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Demonstration lessons</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

**Results and Discussion:**

It can be noticed that no aid is used by all the staff members. This lays stress on the necessity of planning which is supposed to specify certain aids to go with certain methods. Here it seems that the usage of aids is only a matter...
of availability and individual choice or decision.

There is a logical usage of demonstration lessons as a technique. This is a strong point of the program since demonstration lessons may give an overall picture of the theoretical study.

But the trend is now towards micro-teaching both as a technique and as a step towards teaching practice in schools. It is true that it ideally needs highly modernized technology but as Moore (1973) believes, micro-teaching, even without video can be a powerful tool in the hands of a resourceful, energetic and skilled teacher.

Applying model-teaching should be frequently emphasized if the program is to integrate theory and practice. A new skill or strategy cannot be taught theoretically. A teacher-trainer, as suggested by Brumfit (1979), has to fulfill some of the role of the ideal teacher, and should be able to provide a living exemplification of the integration of theory and practice.

Item 6.5.

How far are activities integrated with the subject matter?
Table 6-5 below embodies some desirable activities and shows how far they are applied in the program.

<table>
<thead>
<tr>
<th>Activities Advocated</th>
<th>No.</th>
<th>% of Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Group and pair work</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>b/ Survey</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c/ Production of aids</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>d/ Workshops</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>e/ Societies producing magazines or competitive games</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>f/ Drama societies</td>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>g/ Debates, lectures etc</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Result and Discussion:

It can generally be said that there is some activity in the program implementation but they are neither sufficiently nor commonly applied.
It is the variety and sufficiency of activities which can be taken as a criterion of success of teaching methods. One of the troubles with teacher training, stated Buttel, "is that so much of it, so often, is passive. Theory is poured into insensitive ears and the message does not reach the mind. Application is left to take care of itself. It is no new observation that teacher trainers are the least to follow their own advice, nor that the activity we advocate in our trainee’s classes is so often absent from our own." 

The researcher strongly agrees to this criticism since absence of activities such as role-work, group-work and work shops are very crucial. Firstly because these are the kinds of activities which involve the student direct interaction with the subject matter. Secondly, because such activities are advocated and preached by the teacher trainers themselves. They are specifically included in nearly every unit of "The Mile Course for The Teacher".

Results of data collected about the instructional processes:

It can generally be concluded that the instructional processes selected for this program can not be expected to result in successful implementation.

Item 2:-
Does the policy of evaluating the program ensure its success and development?

This question is answered under six sub-questions, as follows:-

Item 2.1:-

How are the student-teachers evaluated or assessed before being admitted to the department of English?

Only 4 members of the staff (30%) stated that they assess the students before taking the course by giving a written examination. As well interview is administered and the average degree of the students in the certificate is the final mark.

Result and Discussion:

The only means of evaluating the students before starting the course is a written examination which is not even applied by all the members of the staff. Bourque (1981) is of the idea that transcripts whether examined for grades, courses or credit hours are not reliable in education
quantifications especially where the abilities to teach a foreign language is concerned. The researcher in of the same view, especially if we bear in mind that the student teachers in question study English for only six years before being appointed to teach in the intermediate schools. So an oral interview is essential to ensure the command of the language, fluency in teaching and interest. One must bear in mind the current issue that teaching, as an occupation, is getting less popular due to the low status and low payment of teachers.

Item No. 2:

What are the means of assessing the student teachers' achievement of intellectual abilities or experiences?

Table 7-1 below demonstrates how the staff members assess their students' achievement in comparison to some various desired methods.
### TABLE 2.7

PERCENTAGES OF USAGE OF SOME METHODS OF ASSESSING THE ACHIEVEMENT OF INTELLECTUAL ABILITY

<table>
<thead>
<tr>
<th>Suggested Method</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Written examination</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>b/ Oral interview</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c/ Assignments or essays</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>d/ Participation in activities</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>e/ Production and display of teaching aids</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>f/ Participation in different phases of practical work</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Result and Discussion**

The only method commonly applied is the written examination.

The fact that the assessment of achievement is done primarily through written work is one of the consequences of lack of planning. If the results expected of the program implementation are clearly stated in terms of behavioral objectives, teachers will not resort to the most traditional
and least fair method of evaluation in the field of teaching competence. Teaching is mostly a skill subject and has more to do with activities than with subject matter.

**Question:**

Are the things which trainers look for in evaluating professional competence related to major abilities of ELT?

The following table shows how far the staff-members consider some desired professional abilities. It is expected that at least right of those abilities should be assessed by the majority of the staff-members (50% or more).
<table>
<thead>
<tr>
<th>Professional Abilities to be assessed</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>s/ Command of the language.</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>h/ Lesson planning and preparation.</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>c/ Teacher-learner relationship.</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>e/ Activities applied.</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>r/ General performance and personality.</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>v/ Enthusiasm and interest.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>g/ Class participation.</td>
<td>5</td>
<td>37.5</td>
</tr>
<tr>
<td>h/ Usage of aide and techniques.</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>i/ Attitude towards error correction.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>j/ Classroom atmosphere.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>k/ Creativity, Flexibility and Resourcefulness.</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td>l/ Voting.</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>r/ Achievement of lesson's aims.</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>n/ Validity and variability of evaluation methods.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Looking at table (7-2) above, it can be noticed that the majority of positive responses (70%) concentrates on only five of the professional abilities desired to be assessed.

**Result and Discussion:**

It can be decided that most of the abilities related to ELP are overlooked by the staff-members in evaluating professional competence.

It can be noticed that some of the staff-members look for some desirable abilities, but if we refer back to table 5 (page 106), it can be seen that some of these things are not originally included in the context of the program. Things such as aid production, principles of a good method and different aspects of psycho-linguistics are not formally taught.

**Item 9-4:**

Is formative evaluation applied to the program?

For answering this question it is expected that departmental meetings should be held to discuss results in terms of instructional processes and that frequent supervision
should be applied.

According to the responses of all the staff-members (100%), departmental meetings are not held for the sake of discussing the results of assessment in terms of instructional processes and that no supervision takes place.

Result and Discussion:

Formative evaluation is not applied.

Formative evaluation is of vital necessity. As has been stated by Katz and Morgun (1977), formative evaluation serves as a source of information for decision makers during the progress of the program, and then contributes greatly to its success. A program subject to formative evaluation usually succeeds because its processes are usually changed for the better during implementation. At least formative evaluation gives hints of what ought to be done for improvement since the sources of defects are frequently located.

Item 9.5:

Are the staff-members more of any attempts to evaluate the final result (or output) of the program?
For answering this question the staff-members stated that they were not aware of any trial to evaluate the program output.

Result and Discussion:

The output of the program is not evaluated. This means that summative evaluation is not applied.

An important element of a program’s success is the role played by summative evaluation. The mere fact that it ensures the effectiveness of the program (or its failure) makes the people implementing it always certain that they are applying the right program.

Item 3.6:

After the student-teachers graduate, do the staff-members exchange information with them concerning:

a/ Updating the program’s effectiveness.
b/ Maintaining that effectiveness?

All of the staff-members (100%) answered this question in the negative.

Result and Discussion:

No follow-up evaluation takes place.
The effectiveness of the program shouldn't stop at graduation. Trainers should follow-up its results even after successive evaluation. As has been mentioned in another part of this thesis, the role of this evaluation is to maintain, control and update effectiveness.

6. DATA ABOUT THE ATTITUDES AND SUGGESTIONS OF THE STAFF-MEMBERS

Item 10:

Do the members of the staff think that the teachers of intermediate schools, being trained through this program, can be competent enough to ensure strong foundation of English language achievement?

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Seven members of the staff (87.5%) stated that they didn't think so. One member, (12.5%) was of the idea that the teachers trained through the program can be competent enough to ensure a high level of achievement.

Discussion:

This is quite an unexpected finding, especially after the analysis of the question about the content of the program and the adequacy of its plan. Five members (62.5%) stated that it is sufficient for producing competent
teachers (Table J, page 94). Of course, there are several explanations for this contradiction:

1. They were referring to the content of the actual program; and the fact that the content is sufficient doesn't mean that the other components are sufficient.

2. They might have built their final judgement on their answers to the other questions of the study which made them more of some missing aspects of the content.

3. In answering most of the questions in the negative has revealed some defects of the program; and in fact this is one aspect of the significance of the study.

Item 31:

What do the staff-members suggest for the program's improvement?

The following table contains the suggestions mostly related to the scope of the study, and the numbers of occurrences.
### TABLE (3)

**THE STAFF-MEMBERS SUGGESTIONS
FOR IMPROVING THE PROGRAM**

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The program should be planned by the Ministry of Education.</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>2. The program should lay stress on practical aspects more than theoretical</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>3. Audio-visual aids should be more available.</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>4. There should be lectures on side production.</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>5. Communicative approach to teaching the language should replace the</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>traditional method.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The study of literature should contain more up-to-date material.</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>7. Methods of teaching literature should have more stress.</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>8. Arrangement of seminars or reading notes to trained teachers to talk</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>about their problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. More concentration should be on the teaching of the Nile Course.</td>
<td>3</td>
<td>37.5</td>
</tr>
</tbody>
</table>
Result and Discussion.

It can be concluded that most of the suggestions are related to the program's plan, content and processes.

It can be noticed that the staff-members' suggestions are much affected by the questions of the study. This highlights one aspect of the significance of the study.

A SUMMARY OF REMARKS:

(A) The Staff-members Assessment of the Program Plan:

1. The program plan is not written or clearly stated; and its plan of implementation is not well constructed.
2. The plans are not valid.
3. The content is not adequately planned.
4. The instructional processes are not planned.
5. The program does not apply a valid policy of evaluation within its plan.

(B) The Results of Comparing the Components of the Actual Program to those of the Model:

1. According to the staff-members' responses:
2. Implementers follow implicitly assumed aims.
3. The content of the actual program lacks more than 50% of the desired items.
8. Instructional processes, compared to the desired criteria, can not be expected to result in successful implementation.

9. The policy of the program evaluation, compared to that of the model, cannot be expected to ensure effectiveness or development.

(C) The Staff-members' Attitudes and Suggestions:

10. It seems that, in the light of their answers to the questions of the study, the staff-members' attitudes differed that the program cannot be expected to produce teachers who are competent enough to ensure a high level of achievement in the intermediate stage. So their suggestions are mostly affected by these questions.
2. ANALYSIS AND RESULTS OF DATA COLLECTED FROM THE STUDENT TEACHERS:

This data has been collected through questionnaire A (Appendix II, page 210). The whole population in this category is a hundred and four students. In the class period when the questionnaire was administered, some students were not present. So the number of respondents is ninety-six. As the questionnaires were directly administered, it was ensured that all the questions were answered.

The data collected from the student teachers is analyzed under four main categories. They are:

A/ The components of the actual program as compared to the model.
B/ The effect of the program and the satisfaction of the students.
C/ The student-teacher's suggestions for improving the program.
D/ A summary of results.

(A) The student-teacher's statement about the components of the actual program, as compared to the model:

These are sorted out under four items, as follows:
Item 1: Aims:

What are the aims of the program which the student-teachers are told about?

-----------------------------

All of the 96 students (100%) stated that they were not aware of any aims.

Result and Discussion:

The student-teachers were not told about the aims of the program.

Of course, there is no way comparing the aims of the program to those of the model, but the researcher would like to point out that this conclusion supports that the aims of the program, if any, are not valid. An important aspect of validity is the awareness of the target population about the aims of a program of their education.

Item 2: Content:

Is the content of experiences studied by the student teachers inclusive?

-----------------------------

It is expected that all the student-teachers should have studied at least 30 of the items suggested by the model.

Table 9 below can reflect the responses of the student teachers.
<table>
<thead>
<tr>
<th>Items Suggested by the Model</th>
<th>No. &amp; % of Those Who Studied It</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The position of English in Balantine Education.</td>
<td>98</td>
</tr>
<tr>
<td>2. English Language.</td>
<td>98</td>
</tr>
<tr>
<td>3. English Phonetics.</td>
<td>98</td>
</tr>
<tr>
<td>4. English literature.</td>
<td>98</td>
</tr>
<tr>
<td>5. Socio-linguistics (Basic Principles)</td>
<td>-</td>
</tr>
<tr>
<td>6. Psycho-linguistics (Basic Principles)</td>
<td>-</td>
</tr>
<tr>
<td>7. Contrastive analysis.</td>
<td>-</td>
</tr>
<tr>
<td>8. Methods of T.B.M.I.</td>
<td>98</td>
</tr>
<tr>
<td>9. Principles of a good method.</td>
<td>-</td>
</tr>
<tr>
<td>10. Principles of teaching the four basic skills.</td>
<td>39</td>
</tr>
<tr>
<td>11. Principles of a good lesson.</td>
<td>39</td>
</tr>
<tr>
<td>12. Lesson planning and preparation.</td>
<td>39</td>
</tr>
<tr>
<td>13. Principles of error correction.</td>
<td>-</td>
</tr>
<tr>
<td>14. Preparation and production of teaching aids.</td>
<td>-</td>
</tr>
<tr>
<td>15. Principles of evaluation.</td>
<td>-</td>
</tr>
<tr>
<td>16. File course application.</td>
<td>98</td>
</tr>
<tr>
<td>17. Micro-teaching.</td>
<td>98</td>
</tr>
<tr>
<td>18. Demonstration lessons.</td>
<td>98</td>
</tr>
<tr>
<td>19. Teaching Practice in schools.</td>
<td>98</td>
</tr>
</tbody>
</table>
The table above shows that all the student-teachers (100%) have studied the following items of content:

1. English language.
2. English literature.
3. English phonetics.
4. Methods of T.E.P.L.
5. The Niles Course Application.
7. Teaching practice.

39 students (43.6%) of the population have studied the principles of teaching the four basic language skills and lesson planning and preparation.

The rest of the desired items have not been studied.

**Result and Discussion:**

As only seven of the desired items are studied, by all the students, it can be concluded that the content is not inclusive of the desired items.

This agrees to what has been concluded from the data collected from the staff-members about content.

An unexpected finding here is that certain items are studied only by (40.6%) of the students. When
It was found out that the number represents the population of one of the institutes in question. This means that the trainers in one of the institutes don't follow the same context as that of the others'.

This conclusion may weaken one of the basic assumptions of the study.

**Item 3:** \( \text{Instructional Processes} \)

What are the student teachers' assessment of the instructional processes, as compared to those of the model?

This major question is answered under four sub-questions as follows:

**Item 3-1:**

What do the student teachers think about the availability and adequacy of resources?

Table 10-1 below can reflect the answer to this question.
### Table 10-1

**The Student Teachers' Assessment of the Availability and Adequacy of Resources**

<table>
<thead>
<tr>
<th>Item Desired</th>
<th>Available and Adequate</th>
<th>Available but Inadequate</th>
<th>Unavailable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>a/ Library books</td>
<td>18</td>
<td>16.8</td>
<td>78</td>
</tr>
<tr>
<td>b/ English classrooms</td>
<td>30</td>
<td>31.2</td>
<td>58</td>
</tr>
<tr>
<td>c/ Language labs</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>d/ Material for aids Production</td>
<td>9</td>
<td>9.4</td>
<td>87</td>
</tr>
<tr>
<td>e/ Textbooks</td>
<td>5</td>
<td>3.1</td>
<td>47</td>
</tr>
<tr>
<td>f/ Teachers' aids</td>
<td>5</td>
<td>5.2</td>
<td>19</td>
</tr>
<tr>
<td>c/ Teacher-Trainees</td>
<td>21</td>
<td>21.8</td>
<td>75</td>
</tr>
</tbody>
</table>

**Note:**

It has been explained to the student-teachers that:

a/ Resources refer to material and human resources, and the human resources referred to are the teacher trainers.

b/ Adequacy of material resources refers to their being relevant, up-dated and easily obtainable.

c/ Adequacy of teacher trainers refers to their being qualified, competent and well-trained.
Results:

Judging from the highest percentages it can be concluded that resources, according to the student teachers, are either unavailable or available but not adequate.

Item 2-3:

What are the methods of teaching mostly used by trainers?

The following table reflects the percentages of methods of teaching, which the student teachers mentioned, in comparison to those suggested by the model.

<table>
<thead>
<tr>
<th>Suggested Methods</th>
<th>No. and % of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>1. Lecturing</td>
<td>96</td>
</tr>
<tr>
<td>2. Practice and Drill</td>
<td>96</td>
</tr>
<tr>
<td>3. Presentations and Seminars</td>
<td>-</td>
</tr>
<tr>
<td>4. Discussion</td>
<td>-</td>
</tr>
<tr>
<td>5. Problem-solving and self-teaching</td>
<td>-</td>
</tr>
</tbody>
</table>
It can be observed in the table above that 96 students (100%) stated that lecturing, practice, and drill are the main and only methods of teaching.

Results:

It can be concluded that the student-teachers' responses don't reflect variety of methods of teaching.

Item 3:

What aids and techniques were the student teachers aware of being applied? And are they varied?

TABLE (10-3)
PERCENTAGES OF USAGE OF AIDS
AND TECHNIQUES AS OBSERVED
BY THE STUDENT-TEACHERS

<table>
<thead>
<tr>
<th>Suggested Aids and Techniques</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/ Video-tapes</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11/ Casset-recorders</td>
<td>55</td>
<td>36.5</td>
</tr>
<tr>
<td>111/ Overhead-projectors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11v/ Different kinds of boards</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1v/ Handouts</td>
<td>55</td>
<td>36.5</td>
</tr>
<tr>
<td>11v/ Films or slides</td>
<td>55</td>
<td>36.5</td>
</tr>
<tr>
<td>b. Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/ Model-teaching</td>
<td>55</td>
<td>36.5</td>
</tr>
<tr>
<td>11/ Micro-teaching</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>111/ Demonstration lessons</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>
Result and Discussion:

It can be concluded that there is a 100% application of demonstrative lessons but model teaching, cassette recorders, handouts and films and slides are partially applied. So there is no satisfactory variety.

This is another unexpected finding. It is expected that, in case of a lesson program, teacher-trainers tend to apply nearly the same aids and techniques.

Item 3-4:

What are the various activities integrated with the subject matter?
### Table (10.4)

**The Student-Teachers’ Assessment of Interaction and Variety of Activities**

<table>
<thead>
<tr>
<th>Activities Suggested</th>
<th>No. &amp; % of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Group and pair work.</td>
<td>-</td>
</tr>
<tr>
<td>b/ Survey.</td>
<td>-</td>
</tr>
<tr>
<td>c/ Production of aids.</td>
<td>39  40.6</td>
</tr>
<tr>
<td>d/ Workshops.</td>
<td>-</td>
</tr>
<tr>
<td>e/ Societies producing magazines.</td>
<td>38  100</td>
</tr>
<tr>
<td>f/ Competitive games etc.</td>
<td>-</td>
</tr>
<tr>
<td>g/ Drama societies.</td>
<td>38  38.5</td>
</tr>
<tr>
<td>h/ Debates, lectures..., etc.</td>
<td>-</td>
</tr>
</tbody>
</table>

It can be noticed from Table (10.4) above that the main activity is the society producing magazines. This is according to all the student teachers (100%). Production of aids was mentioned by 39 students (40.6%). Drama societies was stated by 38 students (38.5%).

**Result and Discussion:**

The fact that only one activity is 100% applied (with only one kind of production) and that two other activities are
partially applied none the conclusion that activities are neither well-integrated nor varied.

An activity which bears an active involvement of the students and can be frequently integrated with theoretical studies is pair/group work. It is absent from this program. So it can be said that the program lacks one of the prerequisites of learning.

**Results of Student-teacher's Assessment of Instructional Process:**

The student teachers stated that:

1. Resources are either unavailable or available and inadequate.
2. Methods of teaching are not varied.
3. Aids and techniques are neither varied nor completely applied.
4. Activities are not satisfactorily integrated with theoretical studies nor are they varied.

It can be finally concluded that according to student teachers, the instructional processes of the program are not adequate.
Item 4: Evaluation

That is the student-teachers' assessment of the different levels and means of evaluating the program's effectiveness?

Again, this main issue is analyzed under three sub-questions, as follows:

Item 4-1:

Are the means of evaluation generally valid?

-------------------------
The following table tabulates some criteria of the general validity of evaluation policy and the student-teachers' assessment of it.

<table>
<thead>
<tr>
<th>Criteria of Validity</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of students about means</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td>Satisfaction of students (being fair)</td>
<td>39</td>
<td>33.7</td>
</tr>
<tr>
<td>Discussion of results with students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The table above shows that 96 students (100%) are aware of the means of evaluation applied. 19 of the students (19.7%) are satisfied by the means of evaluation as being fair. Results are not discussed with the students.

Result:
The evaluation policy does not satisfy all general criteria of validity.

Item C-3:
Are the means of evaluating the achievement of intellectual abilities varied?

The following table includes some generally desired means of evaluation and the student teachers' statements about them.
### Table (11-2)

**Adjudicate Teachers’ Responses to the Effect of Using Various Methods of Assessment**

<table>
<thead>
<tr>
<th>Suggested Methods</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Written examinations.</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td>b/ Oral interviews.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c/ Assignments or essays.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d/ Participation in activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e/ Production and display of aids or teaching units.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f/ Participation in different phases of practical work (such as demonstration lessons or micro-teaching).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (11-2) shows that the only means of assessing or grading the achievement of the student-teacher is written work. This is stated by 96 (100%) of the students.
Result:

Methods of assessing the achievement of knowledge are not varied.

Item 4-3:

Is the general policy of evaluating teaching practice satisfactory?

---------------------

Table (11-3) below reflects some generally desired criteria governing the adequacy of evaluating teaching practice, and the student teachers' responses to it.

**Table (11-3)**

<table>
<thead>
<tr>
<th>Criteria of Adequacy</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Awareness of what is being evaluated</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>b/ Satisfactory discussion</td>
<td>20</td>
<td>10.5</td>
</tr>
<tr>
<td>c/ Re-teaching,</td>
<td>20</td>
<td>10.5</td>
</tr>
<tr>
<td>d/ Presence of sources of advice (co-operative teachers)</td>
<td></td>
<td>10.5</td>
</tr>
</tbody>
</table>
It is clear from the table above that no student teacher is aware of what is being evaluated during teaching practice period. Only 25 students (30%) are satisfied by the discussion. No Co-operative teachers are assigned as co-supervisors and source of advice.

Result:-

It can be decided that the general policy of evaluating teaching practice is not satisfactory for the student-teachers.

Result and Discussion of the Student-teachers’ Assessment of Evaluation Policy -

As the student-teachers’ students reflect that:

1. Evaluation does not generally satisfy the criteria of validity.

2. The means of assessing the achievement of knowledge are not varied.

3. The general policy of evaluating teaching practice is not satisfactory.

... It is can be finally concluded that the student-teachers have assessed the evaluation policy of the program as being inadequate.

This agrees with the staff-members’ assessment.
(B) The Effect of the Program on The Student Teachers
and the Extent of Their Satisfaction by it---

Item 51---

How do the student teachers\(^1\) describe the effect of
the program on the three domains of:

a/ General knowledge of EFL.

b/ Attitude towards the teaching of English.

c/ Classroom management.

It is expected that the majority of the students,
(50% or more), should at least be satisfied by the program's
effectiveness on each of the domains of experience.

The table below shows the degree of satisfaction.
Table (12) above shows that 16 students (16.7\%) stated that the program was highly effective on their general knowledge of English. 36 students (36.1\%) stated that the program had a satisfactory effect on their general knowledge. By adding up the percentage of those whose knowledge was highly affected to those who experienced a satisfactory effect, it can be seen that the program had at least a satisfactory effect on the general knowledge of about 70.8\% of the students.

Making the same calculations for domain (b), it can also be seen that the program had at least satisfactorily effective...
affected the attitudes of a total of 43 students (44.7%).

So, it can be seen that the classroom management of a total of 43 students (44.7%) was at least satisfactorily affected.

Result and Discussion:

It can be concluded that the effectiveness of the program on the student experiences is not satisfactory.

This conclusion has been decided inspite of the fact that the data shows a high percentage of satisfaction by the program's effectiveness on general knowledge. This conclusion has been built on, and intended to draw the attention to, the fact that the acquisition of knowledge in a teacher training course shouldn't be an end. It should be reflected on the effective and professional experiences.

Item 6:

How far has the program generally satisfied the student teachers' expectations?

----------------------------------------
It is also expected that the expectations of the majority of students (more than 50%) should, at least, be reasonably satisfied.

The table below can reflect the degrees expressed by the student teachers.

<table>
<thead>
<tr>
<th>Degrees of Satisfaction</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ To a large extent.</td>
<td>12</td>
<td>12.5</td>
</tr>
<tr>
<td>b/ To a reasonable extent.</td>
<td>18</td>
<td>18.7</td>
</tr>
<tr>
<td>c/ To some extent.</td>
<td>42</td>
<td>43.8</td>
</tr>
<tr>
<td>d/ Not satisfied.</td>
<td>24</td>
<td>25</td>
</tr>
</tbody>
</table>

The table shows that the expectations of 12 students (12.5%) were largely satisfied, while 18 students (18.7%) had a reasonable extent of satisfaction. Adding up the percentages of those largely satisfied to those reasonably satisfied, it can be seen that the program has at least reasonably satisfied the expectations of 31.2% of the student teachers.
Results:

It can be concluded that the expectations of the students were not reasonably satisfied.

C: Suggestions:

Item 7:

What, then, are the student teachers' suggestions for improving the program's effectiveness?

The following table shows the suggestions of the student-teachers mostly related to the scope of the study.
<table>
<thead>
<tr>
<th>Suggestions</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concentration on methodology and practice more than theoretical studies.</td>
<td>90</td>
<td>93.7</td>
</tr>
<tr>
<td>2. Choice of staff members should be based on experience in teaching in the intermediate and not secondary schools.</td>
<td>75</td>
<td>82.2</td>
</tr>
<tr>
<td>3. Text books for language studies should not be the same as those of the secondary schools.</td>
<td>77</td>
<td>80.2</td>
</tr>
<tr>
<td>4. More demonstration lessons should be arranged for.</td>
<td>74</td>
<td>77</td>
</tr>
<tr>
<td>5. More time for teaching practice and the discussion that follows.</td>
<td>74</td>
<td>77</td>
</tr>
<tr>
<td>6. More concentration on the M.A. Course Application.</td>
<td>69</td>
<td>71.8</td>
</tr>
<tr>
<td>7. Concentration on phonetics and provision of native speakers to teach it.</td>
<td>61</td>
<td>63.3</td>
</tr>
<tr>
<td>8. Provision of more library books and other aids.</td>
<td>57</td>
<td>59.5</td>
</tr>
<tr>
<td>9. Methodology studies should always be accompanied by model-teaching.</td>
<td>19</td>
<td>19.7</td>
</tr>
<tr>
<td>10. Evaluation should not be only based on written work and should be more fair.</td>
<td>15</td>
<td>15.6</td>
</tr>
<tr>
<td>11. Listening comprehension should be more applied.</td>
<td>12</td>
<td>12.3</td>
</tr>
<tr>
<td>12. Methods of teaching literature should be more explicit.</td>
<td>8</td>
<td>8.3</td>
</tr>
<tr>
<td>13. Teaching practice shouldn't concentrate only on teaching first and second classes. Third class should also be included.</td>
<td>5</td>
<td>5.7</td>
</tr>
</tbody>
</table>
Table (14) shows that very large numbers of suggestions (from 50% - 90%) were related to the program's planning, content, human and material resources. Other suggestions were related to the methods and techniques of teaching and to the evaluation policies.

Results:

It can be concluded that the students' suggestions were much related to the scope of the study and that the students are aware of some defects of the program which are crucial to its development.

A Summary of Results:

The results of data collected from the student-teachers can be summarized in the following points:

1. The student teachers are not aware of the program's aims.
2. The content of the program is not inclusive of all the desired aspects.
3. The instructional processes are neither adequate nor well-selected.
4. The evaluation policy of the program is not satisfactory.
5. The program hasn't a satisfactory effect on the students' experiences.
were mostly related to the aspects chosen for studying the program's effectiveness and they are very useful for its improvement.

3. ANALYSIS AND RESULTS OF DATA COLLECTION FROM TRAINED TEACHERS:

This data has been collected through questionnaire 6, (Appendix II, page 210). As forms were handed and reclaimed personally, it was ensured that all of them were handed back, and that all the questions were answered.  The respondents were supposed to be thirty-seven but only thirty could be located.  The rest might have been transferred or left the country on vacation.

The data collected from the trained teachers have concentrated mainly on the effectiveness of the program upon interaction with typical school environments. In other words it evaluates the outcome of the program. The data is analyzed under five main categories, as follows:

A. The trained teachers' opinions about the achievement of the program's aims.
6. The expectations of the students are not satisfied.

7. The suggestions of the student teachers were mostly related to the courses chosen for studying the program's effectiveness and they are very useful for its improvement.

5. ANALYSIS AND RESULTS OF DATA COLLECTED FROM TRAINED TEACHERS.

This data has been collected through questionnaire 6, (Appendix II, page 210). As forms were handed and reclaimed personally, it was ensured that all diaries were handed back, and that all the questions were answered. The respondents were supposed to be thirty-seven but only thirty could be located. The rest might have been transferred or left the country on assignment.

The data collected from the trained teachers have concentrated mainly on the effectiveness of the program upon interaction with typical school environments. In other words, it evaluates the outcome of the program. The data is analyzed under five main categories, as follows:

A. The trained teachers' opinions about the achievement of the program's aims.
B: The extent of experiences achieved by the trained teachers.

C: The trained teachers' opinions about the arrangement of the different courses.

D: The trained teachers' assessment of the program evaluation policy.

E: The trained teachers' attitudes and suggestions.

F: A summary of results.

2) The trained teachers' opinions about the extent of achievement of aims:

Item I -

What are the aims stated by the program and how far do the trained teachers think that they are achieved?

All of the trained teachers (100%) stated that the program didn't state any aims; and so they couldn't tell how far the aims were achieved.

Result and Discussion:-

The trained teachers are not sure whether the aims of the program were achieved or not.

This is one of the drawbacks of the program: stated aims don't only provide a yardstick for measuring
the program's success, but also establish confidence in its effectiveness, however little that effectiveness might be.

(2) Achieved Experiences of Trained Teachers:

Item 3:
How do the trained teachers describe the program effect on:

1. The general knowledge of aspects of English language teaching (ELT).
2. The effective experiences or the attitude outcome.
3. Classroom management.

Item 2-1:
How far has the program affected the trained teachers' general knowledge of some aspects of ELT?

It is expected that the majority of the trained teachers (50% and above) should have gained at least a satisfactory knowledge of more than eight of the aspects stated in the table below.
### TABLE (15-1)

The Extent of the Programs' Effectiveness on Trained Teachers' General Knowledge of EFL

<table>
<thead>
<tr>
<th>General Aspects of Knowledge</th>
<th>No.</th>
<th>%</th>
<th>Very Little Effect</th>
<th>No.</th>
<th>%</th>
<th>Slightly Effective</th>
<th>No.</th>
<th>%</th>
<th>Highly Effective</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The position of English in business education</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>.5</td>
<td>10</td>
<td>1.6</td>
<td>66</td>
<td>9</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>3. Psycho-linguistics</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4. Socio-linguistics</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.3</td>
<td>10</td>
<td>5</td>
<td>43.3</td>
<td>2</td>
<td>6.6</td>
<td></td>
</tr>
<tr>
<td>5. English literature</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>6. Principles of teaching the four skills</td>
<td>300</td>
<td>100</td>
<td>5</td>
<td>5</td>
<td>16.6</td>
<td>8</td>
<td>26.6</td>
<td>8</td>
<td>26.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Methods of TESL</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<td></td>
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<tr>
<td>8. English phonetics</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>9. Contrastive Analysis</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>10. The teaching of literature</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>11. Principles of lesson planning and preparation</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>16.6</td>
<td>13</td>
<td>50</td>
<td>10</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>12. Principles of evaluation</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>13. Principles of error correction</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>14. Teaching aids production</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>15. The Role of Course Application</td>
<td>300</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>3.3</td>
<td>13</td>
<td>43.3</td>
<td>8</td>
<td>26.6</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It can be noticed from the table that for only four of the aspects the majority of the trained teachers rated at least a satisfactory degree of effectiveness. This has been calculated as follows:

a/ For a total of 27 trained teachers (90%) the knowledge of English language (item 2) was at least satisfactorily affected.

b/ For 25 trained teachers (83.33%) the knowledge of methods of EBFL (item 7) was at least satisfactorily affected.

c/ The knowledge of English Phonetics (item 8) for 27 trained teachers (90%) was at least satisfactorily affected.

d/ 25 trained teachers (83.33%) stated that their knowledge of lesson planning and preparation (item 11) was at least satisfactorily affected.

Result:

It can be determined that the trained teachers were not satisfied by their knowledge of ELT aspects.

Item 3-2:

To what extent is the program effective in changing the attitudes of the trained teachers towards the teaching of English?
It is expected that at least a considerable change of attitude should be experienced by the majority of the trained teachers (50% and above) and should be reflected in their interest in ELT and their confidence and their enthusiasm towards the teaching of English.

The following table shows the extent of change.

**TABLE (15.2)**

**THE EXTENT OF CHANGE OF THE TRAINED TEACHERS' ATTITUDES TOWARDS ELT**

<table>
<thead>
<tr>
<th>Aspects of Attitude outcome</th>
<th>No change</th>
<th>Little change</th>
<th>Considerable change</th>
<th>Very large change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>a/ Interest in ELT</td>
<td>13</td>
<td>43.3</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>b/ Confidence</td>
<td>5</td>
<td>16.6</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>c/ Enthusiasm towards ELT</td>
<td>3</td>
<td>10.0</td>
<td>5</td>
<td>16.6</td>
</tr>
</tbody>
</table>
To decide the result, the total of those who experienced a considerable change and those who experienced a very large change can be calculated. This has been found to be:

a/ 16 trained teachers (53.33%) experienced at least a considerable change in interest.

b/ 13 trained teachers (41.66%) experienced at least a considerable change in confidence.

c/ 18 (59.96%) had at least a considerable change in enthusiasm.

Therefore an average of 58.16% experienced at least a considerable change of their attitudes towards E.L.L.

Result and Discussion:

The program is effective in changing the attitudes of the trained teachers towards their profession.

This ensures the crucial role played by training. However despite a program may be, a certain affective outcome can be observed. This is why the program of training should include more phases of knowledge and skills.
Item 2-3:

How far is the program effective on helping the trained teachers overcome the difficulties of managing the language classroom?

..........................

It is expected that the majority of the trained teachers (i.e., and above) should have satisfactory experiences of managing at least five of the known problems. The following table shows the result.
<table>
<thead>
<tr>
<th>Some Commonly Known Problems</th>
<th>No experience</th>
<th>Little experience</th>
<th>Moderate experience</th>
<th>Competent experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of motivation to learn English</td>
<td>273.7%</td>
<td>2.6%</td>
<td>6.6%</td>
<td>20%</td>
</tr>
<tr>
<td>2. The large number of silent pupils</td>
<td>100%</td>
<td>10%</td>
<td>10%</td>
<td>3.3%</td>
</tr>
<tr>
<td>3. Managing activities</td>
<td>22%</td>
<td>0.6%</td>
<td>10%</td>
<td>13.3%</td>
</tr>
<tr>
<td>4. Using simple classroom language</td>
<td>11%</td>
<td>36.6%</td>
<td>16.6%</td>
<td>83.3%</td>
</tr>
<tr>
<td>5. Maintaining accurate pronunciation</td>
<td>10%</td>
<td>23.3%</td>
<td>23.3%</td>
<td>10%</td>
</tr>
<tr>
<td>6. Managing errors due to mother tongue interfer-</td>
<td>17%</td>
<td>56.6%</td>
<td>23.3%</td>
<td>23.3%</td>
</tr>
<tr>
<td>7. Aroussing curiosity</td>
<td>1%</td>
<td>18.6%</td>
<td>13.3%</td>
<td>50%</td>
</tr>
<tr>
<td>8. Sticking to preparation and text book contents (inflexibility)</td>
<td>21%</td>
<td>75%</td>
<td>10.7%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>
The table above reflects the fact that only half of the trained teachers (50%) have gained a satisfactory experience of managing one of the commonly known problems. Adding this percentage to the percentage of those who have been competent in managing the same problem, it means that 75.6% have gained at least a satisfactory experience of managing only one of the classroom problems, namely that of arousing curiosity.

**Result and Discussion:**

The program hasn't helped the trained teachers overcome the difficulties of managing the classroom.

From the researcher's experience and built on the ideas of many experts, the foreign language classroom, for an untrained teacher, is an area of problems. And that a training program for foreign language teachers should enable them to overcome these problems is the crux of the whole matter.

**Item 2.4:**

To what extent is the trained teacher methodology (methods of teaching, aids, techniques etc.) different from what it had been before going trained?

..................
It is expected that at least a moderate change should have been experienced by the majority of trained teachers (50% and more).

The table below shows the answer to the question above:

**TABLE (15-6)**

**THE EXTENT OF CHANGE OF Trained TEACHERS’ METHODOLOGY**

<table>
<thead>
<tr>
<th>A large change</th>
<th>A moderate change</th>
<th>A slight change</th>
<th>No. change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>5</td>
<td>16.6</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>8</td>
<td>26.6</td>
<td>7</td>
<td>23.3</td>
</tr>
</tbody>
</table>

The table above reveals the fact that 5 trained teachers (16.6%) have experienced a large change of methodology after getting trained and that 10 (33.3%) have had a moderate change. A total of 49.5% have experienced at least a moderate change. Therefore, a total of 49.5% have experienced a slight or no change of their methodology.
Result:

It can be determined that only half of the trained teachers had a moderate change of methods as a result of training.

The Result of Analyzing the data collected about the Achieved experiences of the trained teachers:

It has been concluded that:

1. The trained teachers' general knowledge of aspects of ELT is not satisfactory.
2. The trained teachers gained no experience in managing the classrooms' problems.
3. The program had considerable effect on changing the attitudes of the trained teachers.
4. There is a moderate change of the methodology of only half of the trained teachers.
5. It can be generally concluded that the program has a partial effect on the trained teachers' experiences.

(C) The Trained Teachers' Opinions About the Arrangement of the Courses According to their Importance:

Item 2

In the light of analyzing their experiences in typical environment, how would the trained teachers rate the courses,
according to their importance.

The following table shows the rating of the trained teachers of the courses according to their importance:

<table>
<thead>
<tr>
<th>Language studies</th>
<th>Methodology studies</th>
<th>Practical studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>7</td>
<td>21.3</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>50.0</td>
<td></td>
</tr>
</tbody>
</table>

It can be seen from the table that 7 trained teachers (21.3%) gave language studies the first grade of importance, 8 of them (26.6%) stated that methodology studies should be given priority, and 15 of them (50.0%) thought that practical studies were the most important.

Result and Discussion:

In the light of the trained teachers, interaction with typical environment (after getting trained), the courses
should be graded as follows:

1. Practical studies.
2. Methodology studies.
3. Language studies.

This result, of course, lays a stress on the importance of integrating theory and practice as advocated by Brumfit (1979).

(9) Evaluation.

Item 4:

How far the trained teachers were aware of attempts to evaluate the outcome of the program and to follow-up its effectiveness?

Item 4-i:

Were the trained teachers aware of any attempts to evaluate the effectiveness of the program and who made these attempts?

.................................

According to all trained teachers (100%), no attempts were made to evaluate the program.
Item 4.3:

Did the trained teachers have any further contact, written or verbal, with the department of English after graduation, and in what form was that contact?

All the trained teachers answered the first part of that question in the negative.

Result and Discussion:

No follow-up evaluation is applied to the program.

This ensures the conclusions drawn from the data collected from the staff-teachers and the student teachers.

Result of Data Collected about Evaluating:

Therefore, it can be concluded that according to the trained teachers, the evaluation policy is inadequate.

(2) General Attitude and Suggestions of the Trained Teachers About the Program:

Item 5:

In the light of their previous answers, do the trained teachers think that their expectations have been satisfied by the program?
For answering this question 13 (40.3%) of the trained teachers stated that their expectations have been satisfied. The expectations of 17 (56.6%) of the trained teachers haven't been satisfied.

**Result:**

Judging by the majority decision it can be concluded that the expectations of trained teachers from the program have not been satisfied.

**Item 6**

What, then, are the suggestions of the trained teachers for improving the program's effectiveness?

The following table includes the suggestions of the trained teachers according to the number of occurrences (and relevance to the study).
**TABLE (19)**

**THE TRAINED TEACHERS' SUGGESTIONS FOR THE PROGRAM'S IMPROVEMENT AND THE HURDLE OF EQUIPMENT**

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Methodology and practice should have more stress than theoretical studies.</td>
<td>36</td>
<td>100</td>
</tr>
<tr>
<td>b/ The period of teaching practice should be increased.</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>c/ Textbooks of language shouldn't be the same as those of the secondary school.</td>
<td>26</td>
<td>86.6</td>
</tr>
<tr>
<td>d/ Trainers should be more qualified as most of them know the subject better in theory but they lack knowledge of its practical application.</td>
<td>23</td>
<td>73.3</td>
</tr>
<tr>
<td>e/ Methodology of teaching the Mile Course should be given priority.</td>
<td>27</td>
<td>73.3</td>
</tr>
<tr>
<td>f/ More up-dated textbooks and library books should be available.</td>
<td>19</td>
<td>63.3</td>
</tr>
</tbody>
</table>
Result and Discussion:

The suggestions of the trained teachers concentrated on improving the content and revising the policies of teaching practice and of choosing human and material resources.

It can be noticed that the quality of textbooks and qualifications of teacher trainers were specifically criticised by both the student teachers and trained teachers. This draws the attention to the importance of revising the policies related to these two aspects.

8. A Summary of Results:

The data collected from the trained teachers can be summarised as follows:

1. The trained teachers are not certain whether the aims of the program are achieved or not.
2. The program has a partial effect on the trained teachers' experiences.
3. The trained teachers think that the program should care more about practical studies more than methodology or language studies.
4. They think that the evaluation policy is inadequate.
5. The expectations of the trained teachers are not satisfied and the suggestions they have given would be very useful for the program's improvement.

4. A GENERAL SUMMARY OF RESULTS:

This study has been conducted to find out how the program of English for training the teachers of intermediate schools is effective and adequate.

According to the data obtained from the staff-members, student-teachers, and trained teachers, it has been decided that the program has more weak points than strong ones. This can be summarized as follows:

1. As far as the program plan is concerned it has been found out that:
   a/ there is no written, clearly stated or frequently issued plan of implementation.
   b/ the validity of aims is not ensured by the plan.
   c/ the content is not adequately planned.
d/ instructional processes are not planned.

c/ the program does not plan a valid policy of evaluation.

2. In comparing the actual components of the program to those of the suggested model or desired criteria, it has been concluded that:

a/ the aims are not clearly stated.

b/ the content lacks more than 50% of the desired criteria.

c/ the instructional processes cannot be expected to result in successful implementation.

d/ the policy of evaluation cannot be expected to ensure effectiveness or development.

3. Considering the attitudes and suggestions of the populations concerned it has been determined that:

a/ the staff-teachers think that the program, in its present form, cannot be expected to produce competent teachers of English.

b/ the expectations of both the student-teachers and trained teachers have not been satisfied.
c/ the three populations have the attitude that the program lays stress on theoretical rather than the practical aspects.

d/ more stress should be laid on the teaching of the Nile Course.

e/ material and human resources should be made more available and adequate.

4. Judging from the responses of trained teachers, who represent the outcome of the program, it can be stated that the effectiveness of the program is considerably felt on the effective experiences. Its effects on the professional experiences is not satisfactory.
CHAPTER X
SUMMARY, CONCLUSIONS, RECOMMENDATIONS,
AND SUGGESTIONS FOR FURTHER RESEARCH
CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

1. SUMMARY

The program for training the intermediate schools' teachers of English was originally and officially issued by Hakhir-ar-Sudan institute in 1959. No evaluation, revision or amendment has taken place ever since. The period between 1959 and 1982 has witnessed many changes and problems in the field of teaching English in the Sudan. On the other hand many innovations in the methods, approaches and technology of teaching English as a foreign language have taken place.

Meanwhile a considerable drop of the standard of achievement of English at the school level has been noticeable and commented on through Sudanese media. This was what has initiated the researcher to examine the existing program of training the teachers of English of intermediate schools.
The significance of this study lies ultimately in the hope that it may improve the quality of training and so help well-establishing the foundation of English achievement at this initial stage of English teaching.

The main objective of this study has been to determine the extent of effectiveness of the program through obtaining answers to certain major questions. They can be summarized as follows:

1. Is the plan of the program clearly-stated, well constructed and frequently reviewed?

2. Are the aims of the program valid?

3. Are the content of desired experiences, the instructional processes and evaluation policy adequately planned?

4. What are the aims of the program? Are they inclusive?

5. What are the main components of the content? Are they sufficient?

6. What are the instructional processes embodied in the program? Are they adequate for successful implementation?

7. What is the evaluation policy adopted by implementers? Is it capable of ensuring success and development?
8. How far is the program effective generally and in relation to different domains?

9. How far are the staff-members, student-teachers and trained teachers satisfied with the program and what are their suggestions?

The study has been conducted under the assumption that the evaluation can be considered inclusive if data concerning the questions mentioned above is analytically studied. It has also been assumed that the institutes assigned for the study follow the same program; and that the majority of positive responses of the assigned populations are indicative of reliable information about the program and its effectiveness.

The study has been limited to the three institutes which follow the program based on the policies of the Ministry of Education. The two institutes in Khartoum Province have been chosen for the study. They are Intermediate Men Teachers' Training Institute and Intermediate Women Teachers' Training Institute. The populations of the study are the staff-members, the student teachers and the trained teachers. The evaluation is goal-free, limited to the formal portion of the program and without reference to in-service training.
Searing in mind that any attempt to evaluate an educational program should be guided by certain desirable criteria, the researcher went on the literature related to the teaching of English as a foreign language to enframe a model program so as to guide enquiry. From the criteria embodied in the model, sub-questions has been constructed under each of the main questions mentioned above.

For answering those questions a plan was decided, which included the following steps:

a/ The construction of tools that included the main questions or items and the sub-questions of the study. Those tools are an interview for the staff-members (Appendix I), questionnaire (A) (Appendix II) for the student teachers and questionnaire (B) (Appendix III) for the trained teachers.

b/ After deciding the number (and location) of the three populations, the interview and the questionnaires were administered by the researcher.
The responses were analysed and discussed under the same items or main questions mentioned above. The results were tabulated where necessary and the conclusions generally discussed.

The main findings of the study can be summarised as follows:

1. The plan of the program is neither well-constructed nor clearly stated. Nor is it frequently revised or amended.
2. The aims of the program are not valid.
3. The content, instructional processes and evaluation policies are not adequately planned.

Compared to the model criteria, it has been found out that:

4. No aims are explicitly stated.
5. The content lacks very important aspects of knowledge and experiences.
6. The instructional processes are not the best selected, so they cannot be expected to enhance achievement.
7. The policies of evaluation followed is not inclusive and as it can not ensure effectiveness or success.
8. The staff-members, student teachers and trained teachers are not satisfied by the program's effectiveness which is mainly apparent on effective experiences.

9. The staff-members, student-teachers and trained teachers are of the opinion that the program lays stress on theory more than practice. Their suggestions concentrated on the importance of revising the content and the human and material resources chosen for the program's implementation.

CONCLUSIONS:

It can be decided that the program of English for training the intermediate schools' teachers is not adequate enough for ensuring a good standard of teaching. Nor can it be expected to help teachers attain sufficient skills and abilities to facilitate the learning of English at school stage. This judgement has been built on the following conclusions:

1. The program is neither written nor frequently revised or amended. The staff-members mean to follow a conventional plan which is verbally passed through the department.
2. The staff members, student teachers and trained teachers are not aware of any clearly stated aims. In fact the aims of the program are neither stated in general terms nor in terms of behavioral objectives. This makes it difficult for those who implement the program to decide whether its aims are achieved or how far its effectiveness is reflected on the students' behaviors.

3. The content, instructional processes and evaluation policy are not planned in order to guide implementation.

4. A considerable part of experiences, which are crucial to ELT competence, is not included in the program content.

5. The methods of teaching used by the trainers are very limited and the ones used are mainly teacher-centred. On the other hand the techniques used and aids applied also not of a quality to enhance achievement. The activities which imply direct student involvement are nearly absent. This is a result of the unavailability and inadequacy of professional resources, and the inappropriate qualifications of teacher trainers.

2. **RECOMMENDATIONS:**

   Bearing in mind the conclusions derived from the study the following recommendations are proposed:

   1. The success of an educational program depends highly on a well-constructed plan. It is recommended that the Ministry of Education should be directly involved
in the construction of a new up-dated program plan
for training the intermediate schools' teachers of English.

2. The staff-members, student-teachers (and trained
   teachers) should be made aware of the program's aim.
   These aims should be inclusive and valid. They
   should also be re-stated into instructional or
   behavioral objectives so as to facilitate imple-
   mentation and evaluation.

3. As the program is concerned with educating the
   teachers responsible for the initial stage of
   English language teaching, it is recommended that
   it should contain certain basic experiences.
   Experiences such as knowledge of culture, error
   analysis, psycho-linguistics and principles of
   evaluation and error correction are central to the
   field of teaching English as a foreign language.

4. It is desirable that the instructional processes of
   the existing program should be less positively run.
   Professional resources and facilities should be more
   available and adequate. On the other hand teacher
   trainers should be qualified to adopt variable and
   adequate methods, aids and techniques. Activities
   should be varied, numerous and involving the students'
   personalities and caring for individual differences.
5. It should be planned that initial evaluation of
data and human resources is applied. The
assessment of the students' achievement should be
carried on under a well-constructed valid plan.
Formative evaluation should be the responsibility
of both teacher trainers and the supervisory
offices concerned. Summative evaluation should
be applied through the Department of Training of
the Ministry of Education. Furthermore, the effec-
tiveness of the program should be maintained,
revived and up-dated by the institutes concerned.

SUGGESTIONS FOR FURTHER RESEARCH:

It is only asserted, and not claimed, that this
study is largely inclusive. It has been governed by certain
limitations, and so it must have been subject to certain
shortcomings. For the evaluation of the program to be
more inclusive and the program to be more developed the
following suggestions are made for further research:

1. There are three types of programs used for
training the teachers of the intermediate
schools who are supposed to teach the same
syllabus of English. These programs should be
either integrated or unified, through a study,
so as to ensure a universal effectiveness.
7. A research study can be conducted mainly to find out whether the Women Teachers' Training Institute, Men Teachers' Training Institute and Sahli or-buda Institute actually follow the same program. This study can also make sure whether the program caters for environmental differences and provide the same facilities and administrative policies.

3. A research study can be planned so as to determine the socio-psychological implications of the program. This type of study can concentrate on the discovery of any differences in the effectiveness of the program due to differences in sex, age or social differences. It can also involve a more detailed investigation on the changes of attitudes or affective experiences.

4. A research study can be based on finding out the aims of the program just studied, and whether they are actually achieved.

5. A research study can concentrate on the details of the desired experiences in order to find out the quality and quantity of aspects related to each domain and whether they are satisfactory.

6. A research study, concentrating on the evaluation policies, can be made. This study can find out whether the evaluation of the students' achievement
is based on Bloom's Taxonomy of Cognitive, effective and psycho-motor achieved experiences.

7. A research study can be conducted on the basis of quantitative evaluation. This study can find out the quantities of resources, professional and administrative facilities (including the budget.) It can also include the determination of whether the period allotted for training is sufficient.

8. This study could be extended to include an inquiry about the needs and interests of the student teachers and the real reasons behind the choice of English as a subject to teach. This can have certain implication on the effectiveness of the program.
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APPENDIX A

AN INTERVIEW

FOR THE STAFF-MEDICINE
AN ANALYTIC EVALUATION OF THE PROGRAM OF
EXHIBITION FOR INTERMEDIATE SCHOOLS
TEACHERS' IN-SERVICE TRAINING
INSTITUTIONS OF THE SUDAN

AN INSTITUTION
FOR THE STAFF-MEMBERS

1. The name of the Institute:

2. University or other education degrees obtained:
   a/ ..............................................................
   b/ ..............................................................
   c/ ..............................................................
   d/ ..............................................................

3. Experience in teaching:
   a/ Number of years
   b/ In which stages of education
      i) ..............................................................
      ii) ............................................................
      iii) ...........................................................
      iv) ............................................................
4. Did you have any kind of training or formal orientation before being transferred to the Institute as a teacher-trainer? [  ]

5. In the program of English you are following written (or typewritten)? [  ]

6. How often is the plan of the program revised or renewed? [Every  [ ]

7. What are the general aims stated by the program?
   a/ .................................................................
   b/ .................................................................
   c/ .................................................................
   d/ .................................................................
   e/ .................................................................
   f/ .................................................................
   g/ .................................................................
   h/ .................................................................

8. i/ Are these aims re-stated in behavioral objectives? 

ii/ If yes, do these objectives identify the different domains of desired learning experiences?  

9. If there are stated aims, do you think that
a/ they are related to the aims of education? 

b/ they are practical to achieve? 

c/ they are inclusive of all that should be achieved to produce competent teachers? 

d/ the student teachers are made aware of these aims? 

10. Is there a clearly stated, well constructed plan of implementing these aims? 

11. i/ What are the methods of teaching recommended by the plan? 

(b) .............................................................. 

(c) .............................................................. 

(d) .............................................................. 

(e) .............................................................. 

ii/ What are the methods you mostly use?
13. 4/ Are certain aids and techniques specified by the plan?

#

4/ What aids and techniques you mostly use?

#

(a) ........................................
(b) ........................................
(c) ........................................
(d) ........................................
(e) ........................................
(f) ........................................

13. 5/ Are certain facilities, professional resources and teachers' qualifications specified by the plan?

#

5/ How would you describe the learning facilities in the Institute, regarding the program of English?

#
r/ Library books.
v/ English Laboratories
w/ English classroom.
x/ Text books.
y/ Teachers guides and aids.
z/ Material for aids production.
[...]

24. i/ Does the plan of the program indicate specific activities to be integrated with subject matter? [ ] [ ]

ii/ What types of activities do you apply during your classes?

(a) ......................................................
(b) ......................................................
(c) ......................................................
(d) ......................................................
(e) ......................................................

15. What are the main components of the content of the program you are following?
16. Do you think that this content is
   a/ Sufficient for increasing the competence of English
      teachers?  ✓
   b/ Integrating theory and practice?  ✓
   c/ Integrating activities with theoretical studies?  ✓
   d/ Capable of achieving the stated aims?  ✓
   e/ Related to each of the different domains identified
      by the behavioral objectives (if any)?  ✓

17. Have you received any notes, handouts (or visits) from
    the people who planned 'The Nile Course' to make changes
    or to add items to the program content?  ✓
18. Does the plan of the program refer to certain levels and methods of evaluating the instructional processes, the students achievement and the effectiveness of the program? 

19. i/ How are the students evaluated before joining the department?
   (a) By a written examination?
   (b) By an interview?
   (c) According to their grades in the Sudan School Certificate Examination?

ii/ What is the average grade of English (in the Certificate) on the basis of which you choose trainees?

20. i/ Do you hold any departmental meetings for discussing or evaluating the program effectiveness or results?

ii/ If yes, how are the meetings planned?
   a/ To discuss the level of achievements
   b/ To discuss the effectiveness of materials and facilities?
   c/ To discuss the adequacy of methods, techniques and aids applied?
   d/ To discuss the adequacy of evaluation methods?
21. i/ Are the student teachers made aware of the methods of evaluating their achievement?

ii/ How do you evaluate the student's achievement of intellectual ability? By

(a) ........................................
(b) ........................................
(c) ........................................
(d) ........................................
(e) ........................................

iii/ Are the results discussed with those for the sake of improvement? #

22. i/ Do you apply micro-teaching as a technique and as a step towards teaching practice in schools? #

ii/ Which do you always choose for demonstration lessons: the best teachers of the typical ones?

-----------------------------------------------

iii/ Do you think that the schools chosen for teaching practice represent typical environments? #

iv/ Do you think that the time allotted for discussing a teaching practice lesson is sufficient? #

v/ Do you always apply a policy of re-teaching defective portions of the lessons? #
vi/ Do you assign experienced teachers to help your trainees overcome the difficulties which may face them in the schools of teaching practice? ( )

ii/ Is there well-constructed observation charts or tools to guide evaluation during teaching practice? ( )

ii/ What are the things which you evaluate during the teaching practice period?

(a) .................................................................
(b) .................................................................
(c) .................................................................
(d) .................................................................
(e) .................................................................
(f) .................................................................
(g) .................................................................
(h) .................................................................

iii/ Are the trainees aware of these methods of evaluation? ( )

24 i/ Do any supervisors visit the department for the sake of evaluating the existing materials, methods and strategies and the output of the program? ( )

ii/ Are you aware of any attempts to evaluate the final results, the outcome, of the program? ( )
25. After your students are graduated, do you ever exchange information concerning the effectiveness of the program for the sake of:

a/ Up-dating their information? /

b/ Following-up its maintenance? /

26. In the Sudan, the intermediate stage is the first level of English language acquisition. Do you think that the teachers being trained through this program can be competent enough to ensure high standard of achievement? /

27. In the light of your previous answers, what is your general opinion about the program you are following? Please give your suggestions for improving or maintaining any parts of the program.

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APPENDIX 11

QUESTIONNAIRE (A)

FOR STUDENT TEACHERS
AN ANALYTIC EVALUATION OF THE PROGRAM OF
ENGLISH FOR INTERMEDIATE SCHOOLS
TEACHERS IN-SERVICE TRAINING
INSTITUTES OF THE PAKISTAN

QUESTIONNAIRE (A)
FOR STUDENT-TEACHERS

AN INTRODUCTORY NOTE:

The questions in the following pages are constructed to gather information about the program (or syllabus) which is following by the Institute for the training of intermediate teachers of English. The answers will be used to decide the value of this program and whether it needs any improvement. So please help the researcher by giving the information needed and the suggestions asked for. You are not asked to mention your name, age or sex.

The Name of the Institute -

-----------------------------------------
1. Before permitting you to join the English department, were you
   a/ interviewed? Yes ___ No ___
   b/ Given an examination or any kind of test? Yes ___ No ___
   / Please put the sign (✓) in the appropriate box or boxes above.

2. Before starting the course, were you told about the aims of the program?
   / Put the sign (✓) in the box which expresses your answer:
       Yes ___ No ___

3. If your previous answer is Yes, which of the following aims are stated:
   / You can sign (✓) in front of any number of related aims and add more unmentioned ones:
   a/ To gain some knowledge about the teaching of English and its position in Sudanese education.
   b/ To have more knowledge about the problems of T.E.P.T. and means of solving them.
   c/ To study the different aspects of English language.
   d/ To find out more about the differences between English and Arabic or other major languages in the Sudan.
   e/ To be able to cope with any new materials, syllabuses and different environments.
5. Which of the following methods have been mostly used by the teachers of English during the course?

Sign (✓) where appropriate:

a/ Lectures
b/ Seminar and discussions method
c/ Practice Drill method
d/ Problem solving and self learning method

5. Which of the following techniques and aids were used by your teachers:

Check (✓) against whatever expresses your answer:

a/ Micro-teaching
b/ Model-teaching (by the teacher)
c/ Demonstration lessons
d/ Videos and tape

e/ Cassette recorders
f/ Films and "Doc"
g/ Overhead projectors
h/ Field trips
i/ Different kinds of boards.

j/ Handouts.

6. i/ Were you told how your experiences would be assessed?
   Yes [ ] No [ ]

ii/ Which of the following criteria or tools do the teachers apply?
   Check ( ) where appropriate:
   a. Written examination.
   b. Oral examination.
   c. Written essays or assignments.
   d. Participation in discussions and activities.
   e. Contribution in production and display of aids or teaching units.

f. Participation in different phases of practical work such as demonstration lessons or micro-teaching.

   g. ..........................................................

   h. ..........................................................

iii/ Are the results of assessment discussed for the sake of improvement?
   Yes [ ] No [ ]

iv/ Do you think that the means of evaluation are fair?
   Yes [ ] No [ ]
7. i/ How would you describe the learning facilities and resources concerning the program of English? 
   ≠ Sign (✓) under the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Available and adequate</th>
<th>Available but inadequate</th>
<th>Unavailable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/ Library books.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b/ English laboratories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c/ English classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d/ Material for aids production.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e/ Teaching aids.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f/ Text books.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g/ Teacher trainers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h/ Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ii/ What are the activities which the students always participate in:

(a) .................................................................
(b) .................................................................
(c) .................................................................
(d) .................................................................
(e) .................................................................
(f) .................................................................
8. Which of the following subjects did the course include? (Check one)
   a/ The role of English language teaching in
      Sudanese education.
   b/ English language.
   c/ English phonetics.
   d/ Contrastive analysis.
   e/ Aids production.
   f/ Socio-linguistics or cultural studies.
   g/ English literature.
   h/ Principles of evaluation.
   i/ Principles of error correction.
   j/ Principles of a good method.
   k/ Characteristics of a good lesson and
      lesson planning.
   l/ Nile course application.
   n/ Principles of teaching the four skills.
   o/ Psycho-linguistics.
   p/ Methods of TELT.

9. During your methodology course, was the 'Nile Course'
given special reference.  Yes [ ]  No [ ]

10. Were you told how your teaching practice was going
to be evaluated?  Yes [ ]  No [ ]
11. If your previous answer is yes, what are the things which your teachers told you to care about?

(a) ..................................................
(b) ..................................................
(c) ..................................................
(d) ..................................................
(e) ..................................................
(f) ..................................................
(g) ..................................................

11. i. Do you think that the discussion after the teaching practice lesson enough for improvement?

   Yes [ ]  No [ ]

11. ii. Were you asked to re-teach after the discussion?

   Yes [ ]  No [ ]

11. iii. Are experienced teachers in the school assigned to you for consultation?

   Yes [ ]  No [ ]

12. How would you describe the effects of the course on the following aspects?

   # Sign (✓) under the appropriate column.
12. How effective was the training in the following aspects?

<table>
<thead>
<tr>
<th>Highly</th>
<th>Satisfactory</th>
<th>Of little</th>
<th>Had no</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective</td>
<td>effect</td>
<td>effect</td>
<td>effect</td>
</tr>
</tbody>
</table>

a/ General knowledge of English and its different aspects.
b/ Interest in and enthusiasm towards the teaching of English.
c/ Classroom management.

13. How far has the course satisfied your expectations as a trained teacher?

/ Sign (/) where appropriate.
a/ To a very large extent.
b/ To a satisfactory extent.
c/ To some extent.
d/ It hasn't satisfied any of my expectations.
14. Now please give your personal opinion about the program. If you were not satisfied by your training give any of the reasons which you think have caused it. Write down any suggestions you think would improve its effectiveness.
APPENDIX III

QUESTIONNAIRE (2)

FOR TRAINED TEACHERS
AN ANALYTIC EVALUATION OF THE PROGRAM OF
ENGLISH FOR INTERMEDIATE SCHOOL
TEACHERS' IN-SERVICE TRAINING
INSTITUTE OF TEACHING
OF THE KHARTOUM

AN INTRODUCTORY NOTE:

The questions in the following pages are about
the program (or the syllabus) of English in the Institute
you have trained in, the answers to them will enable the
researcher to decide the effectiveness of the program and
whether it needs any improvement or revision. So you are
kindly requested to give the information needed and the
suggestions asked for.

You are not asked to mention your name, sex or age.

1. The name of the Institute:

2. /
Were you told about the size of the program before
starting the course?

\checkmark \hspace{1cm} \checkmark\hspace{1cm} \checkmark \hspace{1cm} \checkmark \hspace{1cm} \checkmark

Yes \hspace{1cm} No
b/ If your answer is yes, which of the aims you think are largely achieved?

i. ........................................
ii. ........................................
iii. ........................................
iv. ........................................
v. ........................................
vi. ........................................
vi. ........................................

3. To what extent is the program effective in your knowledge of the following items? A sign (/) under the appropriate column against each item:

<table>
<thead>
<tr>
<th></th>
<th>To a Large Extent</th>
<th>To a Satisfactory Extent</th>
<th>To Some Extent</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The position of English in Sudanese Education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. English language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Psycho-linguistics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Consecutive analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. English literature.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Socio-linguistics.
8. Production of aids.
9. Principles of teaching the four skills.
10. Methods of teaching English as a foreign language.
11. The teaching of literature
15. Mile Course Application.

4. How far are the methods of teaching, aids and techniques you are applying now different from those before training?
   / Check (√) where appropriate:-
   a/ It is very different
   b/ It is slightly different
   c/ I'm using the same methods and techniques.
5. If you are asked to re-arrange the following items according to their importance to you and in the light of your experiences before and after training, how would you do so?

Re-write, putting the most important first and then the least and the last.

a/ Language studies.

b/ Methodology studies.

c/ Practical studies.

6. The following problems face the teachers of English in typical Sudanese classrooms. Which of them have been discussed during the course, and how has this been effective on your classroom management?

Sign (√) where your answer is mostly expressed:
a/ Lack of motivation to learn English.

b/ Large number of absent pupils.

c/ Managing the class for pair and group work.

d/ Using simple classroom language.

e/ Maintaining accurate pronunciation.

f/ Managing errors due to mother tongue interference.

g/ Not sticking to the preparation or text books (flexibility).

h/ ..............................

2. To what extent has the program been effective so far as the following aspects are concerned?

/ Underline the grade which you think suitable to express your opinion. Grade '0' means that the program has no effect. Grade '3' means that it is highly effective.

No Effect Some effect Both are High effect very effective
6. Were you aware of any attempts to evaluate the effectiveness of the program?

Yes [ ]
No [ ]

7. If your previous answer is yes, who made that attempt?

/ Sign (\) where appropriate:

a/ The teachers of the institute.
b/ The principal of the institute.
c/ The Ministry of Education.
d/ .......................................................... 

e/ ..........................................................

10. Did you have any further contact, written or verbal, with the department of English after your graduation?

Yes [ ]
No [ ]

11. If your previous answer is yes, in what form have you received it?

/ Sign (\) in the appropriate box or boxes below:
a/ Notes.
b/ Handouts about new materials or new methods.
c/ Orientation visits.
d/ Invitations for seminars, workshops or lectures.
e/ Teachers visits to discuss difficulties or problems.

12. Generally speaking, how far has the program satisfied your needs and expectations as a trained teacher?
   a/ Fully.
b/ To a large extent.
c/ To some extent.
d/ Not at all.

13. In the light of acquiring your experiences before and after training; and of your previous answers, please give your general opinion about the program of English followed in your training. Write your suggestions about improving or maintaining the different aspects of the program.
APPENDIX IV

THE PROGRAM ISSUED BY SHINTO EMPIRE
The Syllabus Taught In the Intermediate Teachers' Training Inst.: 

1. The course is divided into two terms:

   1st Term:
   1. English Language.
   3. Literature.
   4. Methodology (1).

   The 7 English periods are divided as follows:

1.1: English Language (2 periods) include:

   a/ Comprehension Passages.
   b/ Drill on Grammar (Comprehensive).
   c/ Techniques of Master Reading.
   d/ Composition as Outside Assignments.

   (Items are left for the teacher to choose suitable passages, drills and topics).

1.2: Phonetics of Eng. (2 periods):

   The Segmental Phonemes of English:
1.3: Literature: (1 period)
   a/ A compulsory Book - Supervised Reading. (50%)
   b/ A Minimum of Five Titles chosen by the student. (50%)
       (Unsupervised Reading) - Continuous Assessment.

1.4: Methodology (A) (2 periods):
   a/ An outline of the steps followed in the teaching of the various branches of Eng. Lesson Plan.
   b/ Discuss the importance and relevance of each and specific aims of each lesson.

2. Second Term:
   1. Eng. literature (1 period).
   2. Phonetics - The Supra segmental phonemes (1 period).
   3. Methodology (B) (1 period).
   4. Teaching practice (4 periods).

2.1: English Literature:
   a/ A compulsory Book - Supervised Reading.
       (Any available play or novel).
   b/ A minimum of three titles (unsupervised reading).
2.2: Phonetics - The Supra Segmental Processes (1 period):

a/ Length of vowel.
b/ Stress.
c/ Intonation.
d/ Pause.
e/ Juncture.
f/ Rhythm.

2.3: Method (B): (1 period)

Principles of Teaching Eng. as a Foreign Language:

a/ Some Basic Considerations:

Why is Eng. taught?

Definition of Methodology.

Before we enter the classroom what should we consider?

b/ Language teaching and learning.

The Fundamental Skills:

Listening and Understanding.

Speaking.

Reading.

Writing.

c/ What to look for in a Method?

Selection.

Gradation.

Presentation.

d/ How to develop language skills?

Structural patterns & vocabulary - comprehension

silent reading - speed - reading aloud -

dramatic reading - dialogues - situational teaching

factors influencing understanding the Interim

Report on Vocabulary Selection.
Methods of Teaching:

- The Direct Method: features, arguments for and against it.
- The Linguistic Approach.
- The Audio-Lingual Method.

Principles of Language Teaching Evaluation:

Tests:
- Diagnostic Tests.
- Achievement Tests.
- Other Kinds of Tests.
  - Why do we test?
  - When do we test?
  - How do we test?

Types of Questions:
- Essay Type.
- Objective type.
- What to consider before testing.

2.4: Teaching Practice: (4 periods).