The Evaluation of English Language Syllabus for Developing Faculties of Languages and Translation: Evidence from the Sudan

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ARTICLE INFO	ABSTRACT
	This paper aims to investigate the evaluation that helps in developing English language syllabus at the faculties of languages and translation at different Arab countries universities. The researchers have adopted the quantitative method as well as the questionnaire as a tool for collecting data relevant to the study. It attempts to bring to the light, the importance of the evaluation in the process of education. The sample of this study comprises of (60) teachers. The marks obtained from the questionnaire were compared. Accordingly, the results have revealed that English language syllabus the evaluation plays great role in developing faculties of languages and translation. The result has shown that the evaluation has great significance in the process of the development. Therefore, there is urgent need for English language syllabus the evaluation in the process of education.

1. INTRODUCTION

In the first place, the researchers attempt to define the basic concepts related to the evaluation of the English language syllabus in the faculties of languages and translation in the field of EFL. The whole of this chapter will be approached with that view expressed by Peter. W. Cookson (1992) states that any programmed planned could not be considered successful without a clear idea of the meaning of success or failure.

To examine Cookson statement, the researcher investigated the studies administered abroad and in faculties of languages and translation in order to present the previous studies in the field to show the latest status of language the evaluation.

Based on the vision of higher education and faculties of languages and translation to set out the vision and mission of education as follows:

The faculties of languages and translation at different Arab countries universities are working to upgrade the academic educational knowledge and its application to serve the community and the world and shaping the world of education and learning. And then they work on the development of education at all the levels both in pre-university educational and higher education in order to achieve comprehensive community based human development and sustainable the faculties of languages and translation at different Arab countries universities communities to communicate with the Arab World and foreign. The vision based on the education of accelerated career development of cognitive and technical to realize graduate teachers' carrier, cued into facilitating of education to director of the education process, planned inspiring creativity, team work and self-education.

Teacher- quality and excellence based on the success of the faculties of languages and translation and achieve their mandate. The role of faculties of languages and translation has a much bigger in cultural community than just the preparation of the teachers. Education and national security play a pivotal role in providing the evidence.

2. AIMS AND SCOPE OF THE STUDY

This study aims to investigate the importance of English language syllabus the evaluation in the process of education. The scope of this study is limited to English language teachers at different Arab countries universities. There are (60) English language teachers at different Sudanese universities.

3. LITERATURE REVIEW
3.1 Principles from Theory to Guide Reading Materials Development

Materials have to be responsive to the parameters interacting in reading and language learning: cognitive, linguistic, psychological, social, affective, etc. The reader and the specific language learner are central to their learning and have to participate in that learning. Materials should account for learners needs and promote learners' responsibility and their capacity for learning how to learn.

3.2 Reading Materials Development

Once the approach, or principles, is elicited, the next step will be making decisions about Materials' selection. First, however, a definition of materials as used in this paper will be provided.

3.3 Defining Terms

The definition of materials for language teaching differs from one researcher to another. For some, materials refer to "any systematic description of the techniques and exercises to be used in classroom teaching" (Brown, 1995: 139). Such definition is wide as it includes lesson plans as well as books, packets of audiovisual aids, games, or any other types of activities that go on in the language classroom. A similar definition, but more limited, refers to "materials" as "units and lessons within those units to carry out the goals and objectives of the course" (Graves, 2000: 149). In turn, techniques, activities and exercises used in a language classroom are not clear-cut. It is widely affirmed that the lines between techniques, activities, exercises and the form in which they are presented are often blurred (Brown, 1995; Graves, 2000; & Jordan, 1997). In the case of a reading comprehension course, the text used and the related exercises play an important role in implementing the objectives of the course. Therefore, "reading materials" here refer to any written text, virtual or paper based, and the activities or exercises which could help in the teaching and learning of reading comprehension in an ESAP (English for Specific Academic Purposes) course.

3.4 Text Selection

At this stage, and in agreement with the principles mentioned above, decisions concerning the text selection will have to be made and criteria to be determined.

3.5 Learning Needs

The first factor to take into account, however, is the learning and learners' needs. As noted above, learners are at the center and their interests guide choices. Nevertheless, learners' interests may be disparate and at times in mismatch with the learning goals or approach (e.g. a learner may prefer to focus on formal grammar rules, whereas the course relies on a communicative approach), with those of other learners or with the institution's goals.

In that case, the various needs should be elicited, and choices made accordingly. Most of the time, compromises have to be reached, with the interests of the whole group in the foreground. Discussion and negotiation can be valuable. (See Abdallaoui & Haddouchi, 2002, for more details about ESI students' needs analysis).

The second stage will be defining criteria for selecting texts. These are of two types: textual features and content. The boundaries between the two types are fine as it is the case, for instance, of "authenticity", "density", but this dichotomy is utilized for study purposes.

3.6 Textual Features

They include instructional appropriateness, authenticity, organization, density, and cohesion. Instructional appropriateness refers here to the linguistic level of the text which should be neither exceedingly difficult nor desperately easy. The text structure, genre of the text should be varied and yet representative of those students have to handle in their specific field of study. For example, for information science students, it would be more appropriate to choose an expository text, having problem- solution, or a comparative structure rather than fiction, though the latter can be introduced in small doses in special circumstances, or for extensive reading.

Authenticity refers to the fact that texts (as defined above), have not been specially written for language classes. They focus on meaning, are relevant to earners' needs, and serve some genuine communicative purpose. Learners deal with these texts as readers first and as language learners next. Authentic texts can prove challenging and valuable for adult tertiary students as a "controlled" transition from the classroom language to real language in a real environment. Sometimes, however, these texts are complex. Prepared texts may be used and be supplemented with authentic texts on the same topic. Reading across texts can eventually activate and develop the learner's schemata, facilitate understanding and focus on meaning (Abdallaoui, 2001).

(Organization (purpose and arrangement of information in a text), (density (the number of new ideas and vocabulary contained in a text) and

(cohesion (the way information is tied together from sentence to sentence, paragraph to paragraph) are other textual features which contribute to determining the readability level of a text. Singer and Donlan (1989) determine the readability level of a text by estimating its "friendliness" against a long inventory they supply. For a text to be "reader friendly", it should be well organized, consistent, and coherent. It should have examples that activate and make contact with students' prior knowledge and experience, have an appropriate level of conceptual density, and define terms as they appear... (Singer & Donlan, 1989: 144)

Nevertheless, lack of organization, cohesion, density, etc. if they occur could be exploited through the guidance of the instructor. The learner will have the opportunity to discover more about authentic discourse, think about and grasp the workings of the system.

3.7 Content of the Text

The factors related to content are instructional appropriateness, value, conceptual level, novelty and variety. Instructional appropriateness is used here in terms of topic ethical dimension of the content, and responsiveness to the learner's culture and expectations. For example, giving to Moroccan adult students decontextualized excerpts from speeches of George W. Bush would be highly controversial. The instructor may have the good intention of presenting a sample of the American way of thinking, but many issues can arise. First, there are concerns about the instructor's political knowledge and ability to handle such a topic in a tertiary level classroom, in an international and a Moroccan context particularly sensitive. Second, students may perceive such a text as propaganda for a certain ideology; others may experience it as an intrusion on their privacy if they are reluctant to expose their political view.

Last, presenting such topics needs providing alternative views or opportunities for students to reflect and make choices the cultural content of the text has also to be scrutinized. In fact, one of the principles drawn from the theory reviewed above is that learning a language and reading involve bridging gaps between two schematic worlds, which of course includes cultural schemata. Cultural knowledge has been found to affect reading comprehension more than the level of semantic and syntactic complexity, and second or foreign language learners are necessarily culture learners (Abdallaoui, 2001). Yet, teaching culture within a language class in a foreign context is not without hurdles. In the case of ESAP (English for Specific Academic Purposes) students, awareness-raising of foreign cultural dimensions in academic discourse is necessary, but the materials and activities employed should be relevant and should consider the learner's culture al identity and beliefs, otherwise resentment and subsequent failure will take place.

Value refers to the quality of the content in terms of relevance, intellectual challenge and enrichment. For example, damping on tertiary level Information Science students' texts on "horoscope" or "sleeping positions" could be irrelevant or insulting to some, trivial and time-wasting to others. Some students may have fun, participate at the moment, but apart from the vocabulary they may encounter, no genuine intellectual purpose or challenge are engaged. What matters is not simply "seducing" students into learning but really motivating them?

Too often judgements about materials are based on considerations of interest and enjoyment. These are important factors in achieving learner engagement but it is possible for learners to enjoy using materials without learning very much from them and it is also possible to learn a lot from materials which are not particularly interesting or enjoyable to use (Tomlinson, 1998: 263).

In addition, and as argued above, selecting texts for the sheer manipulation of the linguistic items they contain is widely contested by reading instruction specialists. A text also has value when its source is known. For both deontological and practical purposes, all texts should be referenced in an ESAP (English for Specific Academic Purposes) course. Information about the author of the text, the wider social, ideological, or scientific context provides the reader with a framework which could activate existing schemata, facilitate understanding and prevent false attributions. Take the previous example of the excerpts attributed to George W. Bush. If the text is not referenced, its content can be false, yet students may be led to believe the opposite because of the "sanctity" of the classroom. Actually, with the advent of the internet, and the facility of text dissemination, it is imperative to raise students' awareness of such contextual aspects of the text.

The conceptual level of a text refers to the complexity of the introduced concepts. Unfortunately, there are no scales to measure the conceptual difficulty of a text except the instructor's common sense and knowledge of the students' level. Nevertheless, in an ESAP (English for Specific Academic Purposes) situation, texts could be provided by the specific disciplines' instructors or by the students themselves, which ensures a familiarity with the concepts, and subsequently leads to an increased involvement and performance. When the students have acquired a sufficient control over their

reading, more texts of varied schemata than the familiar ones can be introduced.

Complexity, grading and sequencing of the text are dealt with in terms of degree of familiarity with the text, not difficulty of the language or length of the text. Language instructors, however, have to be knowledgeable about the content they present, otherwise they may lose credibility.

Novelty and variety of the materials are essential in engaging students in learning and in meeting varied learning needs. Moreover, novelty and variety permit a certain level of authenticity to occur. In the real world, texts are read for the novelty of their contents, be it information, an argument, a report or a complaint. In a real context, texts are also varied, in terms of topics, discourse, and genres. Classrooms should try to provide representative samples of the target situation in which the foreign language may be used.

In some situations, where English is a foreign not a second language, the ESP classroom may be almost the only source of English. Materials then play a crucial role in exposing learners to the language, which implies that the materials need to present real language, as is used, and the full range that learners require. (Dudley-Evans & St John, 1998: 171).

3.8 Activities and Exercises Selection

Once the text is selected, the next stage will be eliciting activities and exercises which encourage students' active processing and analysis of the text. Here as well criteria have to be considered. The determined reading and language learning perspectives are the guiding lines. First activities and exercises should meet the learner's needs. Second, they should promote learners' active engagement, awareness, autonomy and critical reading.

Last, textual aspects (organization, cohesion, genres, hedging, grammatical cues, etc.) are to be considered in terms of their role in building meaning. The activities and exercises will have to consider the learners' purposes for reading and types of reading. In fact, activities should provide the learner with an opportunity to reproduce real world interaction with the text. In the real world, the learner may need to read in English in a specific context (e.g. library or home in front of a computer) for a certain purpose (e.g. obtaining information, understanding a notion or a theory, verifying the reliability of a statement, etc.). In reading instruction, the different purposes for reading of the learner should be specified. Exercises and activities should be devised accordingly and should help the learner succeed in his/her enterprise. For example, if the purpose of reading a given text is

to obtain information, using scanning as an activity would be adequate. If on the other hand, the purpose of reading is to understand a theory, note-taking, using background knowledge, summarizing, or diagram/table construction would be more appropriate.

Closely linked to the above, the second criterion is related to the nature of the activities and exercises. They should permit learners to actively engage in the process of reading rather than simply test the outcome of that reading. For example, exercises will consist of leading the learner to contextualize the text (i.e. find about the author, the social/ historical, academic context, check the degree of certitude of content by verifying references, quotations, etc.), discover the hidden message of the author, or express personal reaction to the text, etc. Critical thinking procedures would be valuable. In fact tertiary level learners can profit from activities and exercises for raising awareness about the nature of arguments in academic discourse, the difference between factual information and opinion, controversiality, common fallacies (like hasty generalizations, false cause, fallacies of evidence, false analogies, etc.), consistency, regency, relevance, etc. (For more details about Critical thinking, see Inch & Warnick, 2002). Third, activities and exercises should help readers use strategies to learn how to cope, monitor their reading and be autonomous. Strategies can be taught through awareness-raising of their appropriateness in certain contexts and for specific purposes, or through modelling, etc. Strategies are numerous and can vary from predicting, scanning, skimming, guessing word's meaning to finding the main idea, summarizing, making grammatical analysis or consulting external documents, (For further details about EFL reading strategies see Abdallaoui, 2001).

Last, activities and exercises should consider distinctive structures and linguistic features of the text and raise learner's awareness of the role of these features in conveying meaning. The features concerned, whether vocabulary, cohesive cues (e.g. reference within a text, tense agreement, etc.) or overall text organization should be contextualized and their meanings explicated. If tenses are dealt with, for instance, their role in meaning making should be stressed. Similarly, when dealing with adverbials (e.g. possibly, perhaps, ultimately, etc.), or modal auxiliaries (may, might, should, etc.), emphasis should be put on their role in the interpretations we make of the text. In a way, students will be involved in analyzing discourse. Ideas from research on hedging could be pertinent.

4. METHODOLOGY

The researcher has drawn the sample for this study exclusively from teachers of English languages from various universities who responded to a questionnaire. A sample of (60) teachers was randomly selected for the questionnaire.

4.1 Tools of the Study

The researchers have used questionnaire as a tool to collect the information of this paper.

The researchers have used the descriptive analytical and quantitative methods as well as a questionnaire as a tool to collect of relevant data and information in pursuing this paper. The population of this study is drawn exclusively from English language teachers at different Arab countries universities.

5. RESULTS AND DISCUSSION

The researchers have used the questionnaire as a tool in the collection of data relevant to this study. The researcher has designed a questionnaire to investigate the hypothesis" The evaluation helps in developing English language syllabus at the Faculties of Languages and Translation. ". The tables below are going to illustrate what has been stated earlier.

5.1 Teachers' Questionnaire

This item tries to elicit information from the teachers concerning their views about the role of the evaluation that helps in developing English language syllabus at the faculties of languages and translation to provide qualified cadres.

Table (1) The evaluation helps in developing English language syllabus content in process of education.

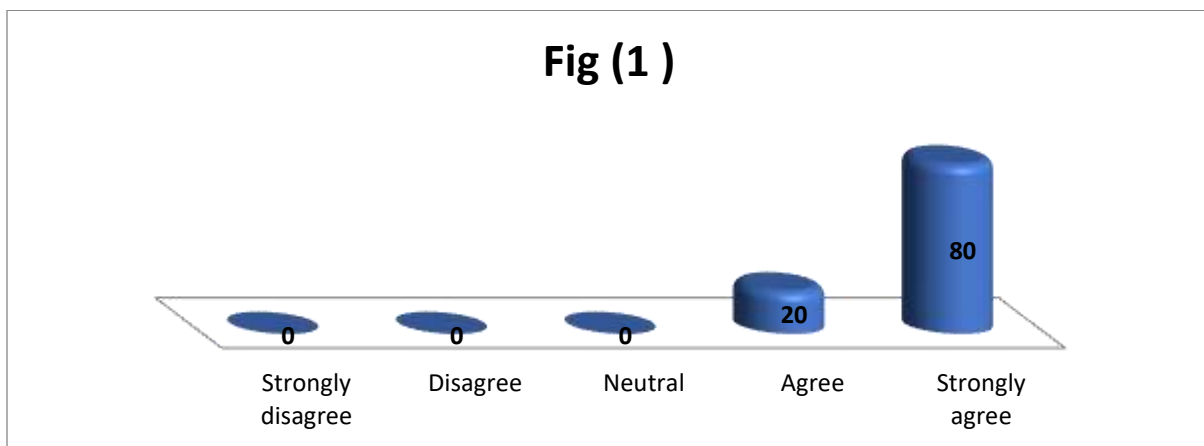| Valid	Frequency	Percent (%)
Strongly agree	48	80.0
Agree	12	20.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Table (4.1) above shows that the vast majority of the respondents (100%) strongly agree and agree that the evaluation helps in developing English language syllabus content in process of education. Only 00% do not agree to that. This indicates that the evaluation helps in developing English language syllabus content in the process of education.

Table (2) the evaluation assists in designing English language syllabus content in process of education.

Valid	Frequency	Percent (%)
Strongly agree	27	45.0
Agree	30	50.0
Neutral	3	5.0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Fig (2)
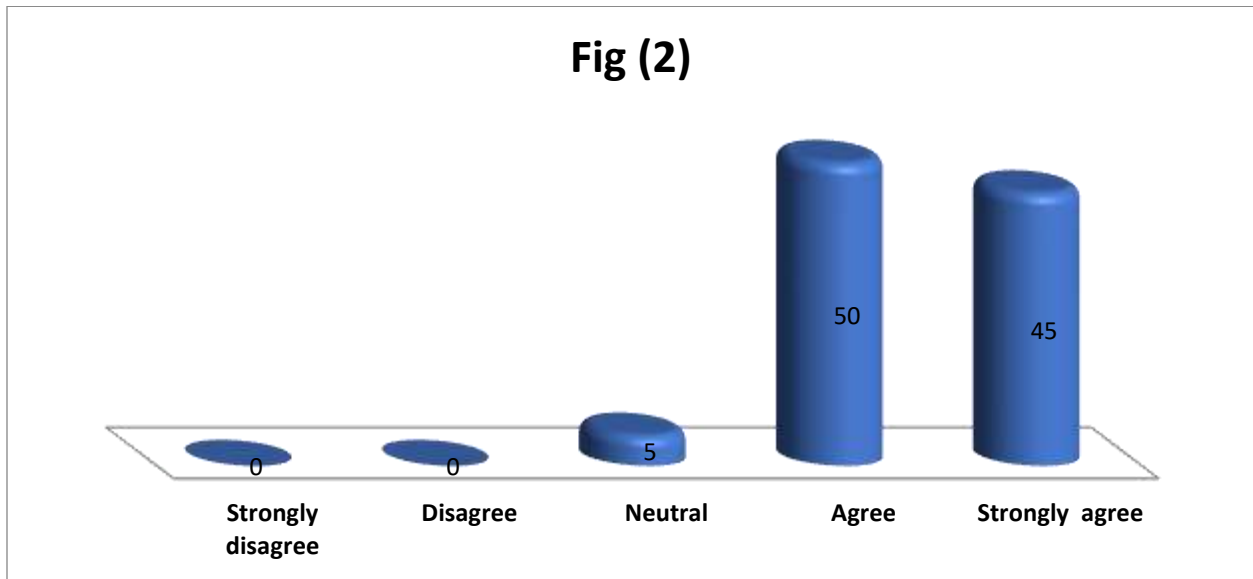
Table (4.2) above shows that the vast majority of the respondents (95%) Strongly agree and agree that the evaluation can assist in designing English language syllabus content in process of education. Only 00% do not agree to that. This indicates that the evaluation assists in designing English language syllabus content in process of education.

Table (3) The evaluation helps in identifying the defects in English language syllabus content.

Valid	Frequency	Percent (%)
Strongly agree	21	35.0
Agree	33	55.0
Neutral	6	10.0

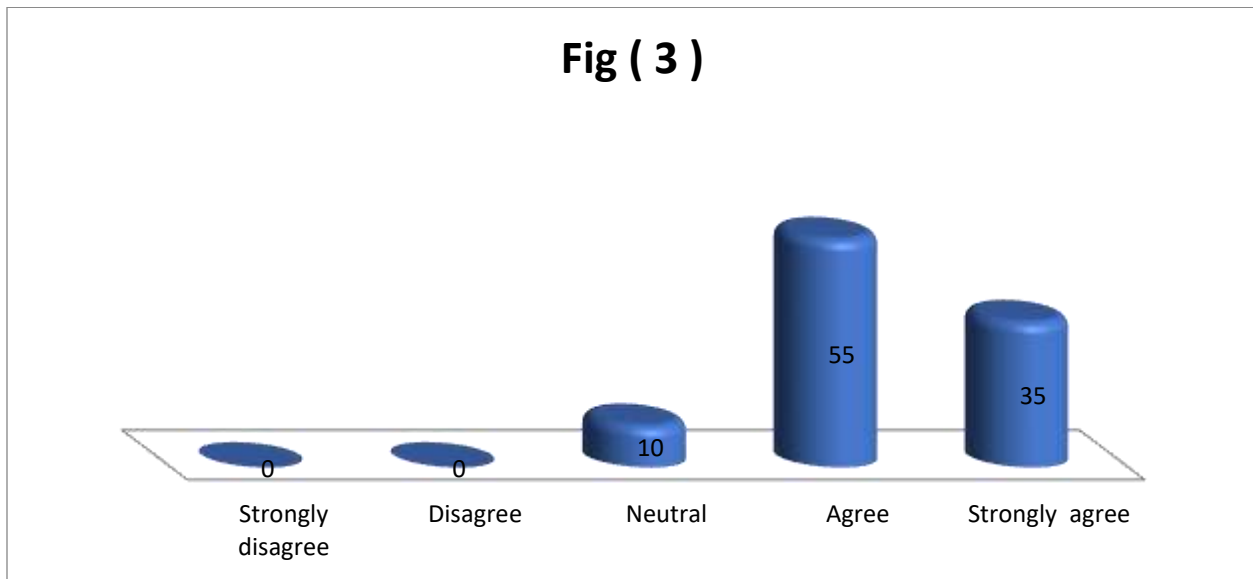|		
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Fig (3)

Table (4.3) above shows that the vast majority of the respondents (90%) Strongly agree and agree that the evaluation helps in identifying the defects in English language syllabus content. Only 00% do not agree to that. This indicates that the evaluation helps in identifying the defects in English language syllabus content.

Table (4) the evaluation helps in sequencing the English language syllabus content in process of education.

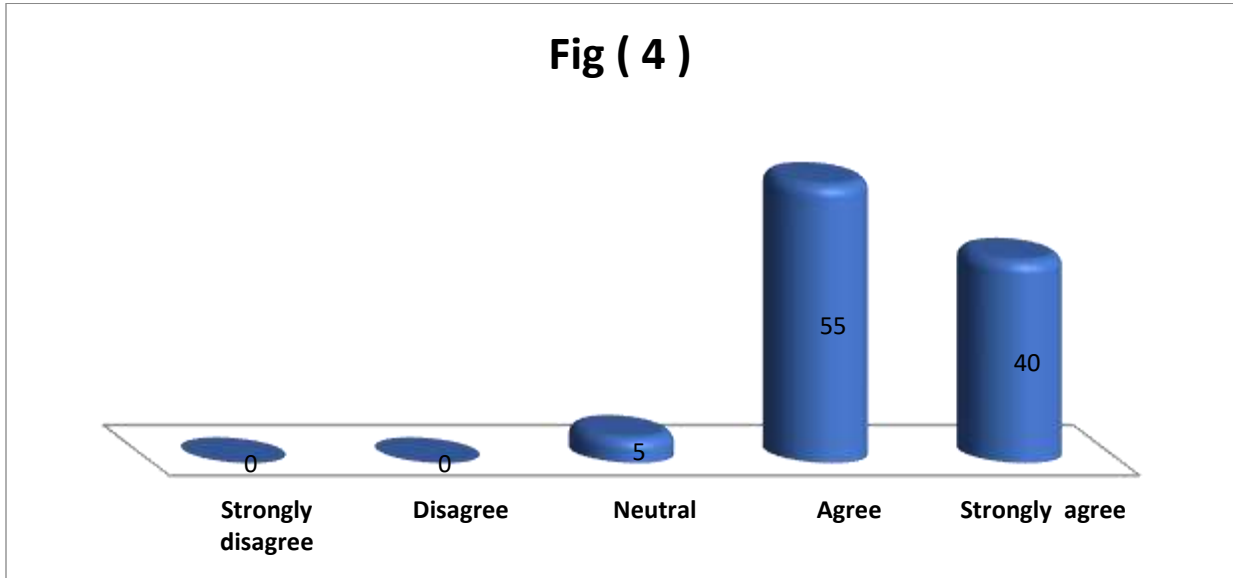| Valid	Frequency	Percent (%)
Strongly agree	24	40.0
Agree	33	55.0
Neutral	3	5.0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Fig (4)

Table (4.4)   above shows that the vast majority of the respondents (95%) Strongly agree and agree that the evaluation helps in sequencing the English language syllabus content in process of education. Only 00% do not agree to that. This indicates that the evaluation helps in sequencing the English language syllabus content in process of education.

Table (5) the evaluation of English language syllabus helps in identifying the best level of students

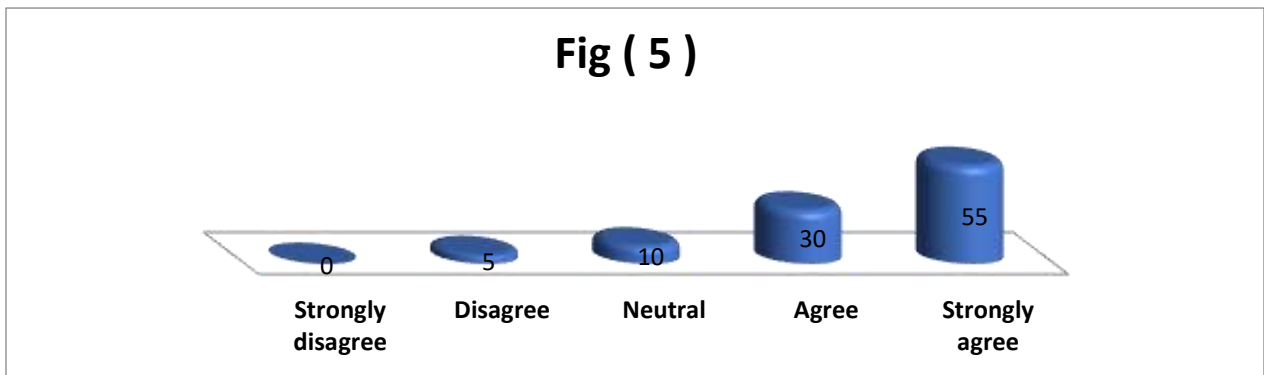| Valid	Frequency	Percent (%)
Strongly agree	33	55.0
Agree	18	30.0
Neutral	6	10.0
Disagree	3	5.0
Strongly disagree	0	0
Total	60	100.0

Fig (5)

Table (4.5)   above shows that the vast majority of the respondents (85%) Strongly agree and agree that the evaluation of English language syllabus helps in identifying the best level of students only 5% do not agree to that. This indicates that the evaluation of English language syllabus helps in identifying the best level of students.

Table (6) the evaluation of English language syllabus helps in improving student understanding and ideas

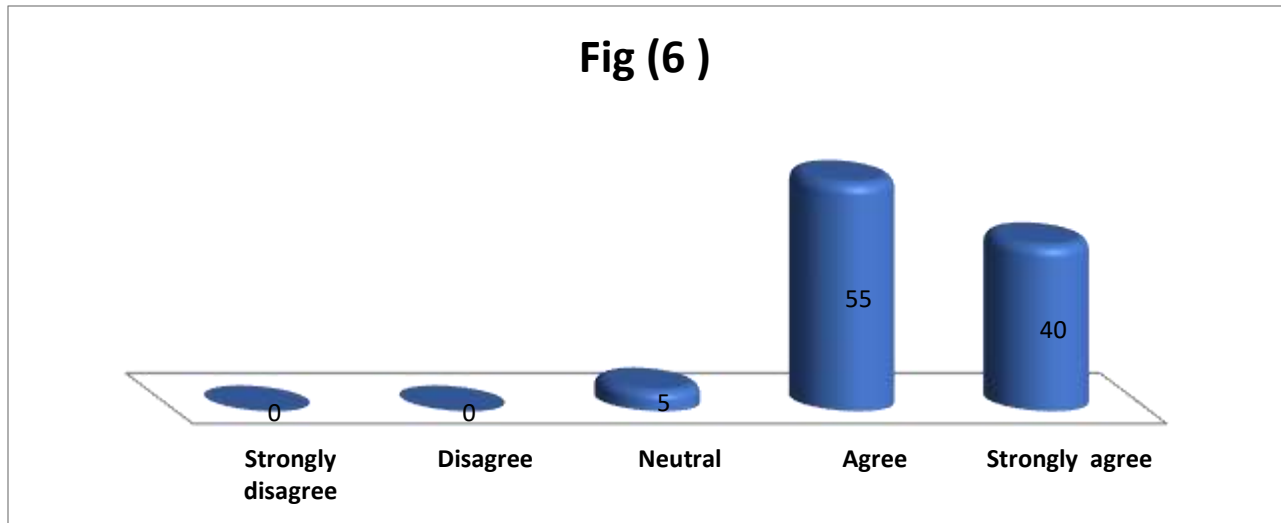| Valid	Frequency	Percent (%)
Strongly agree	24	40.0
Agree	33	55.0
Neutral	3	5.0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Fig (6)

Table (4.6)   above shows that the vast majority of the respondents (95%) Strongly agree and agree that the evaluation of English language syllabus helps in improving student understanding and ideas. Only 00% do not agree to that. This indicates that the evaluation of English language syllabus helps in improving student understanding and ideas.

Table (7) the evaluation of English language syllabus helps promoting student's performance in their activities

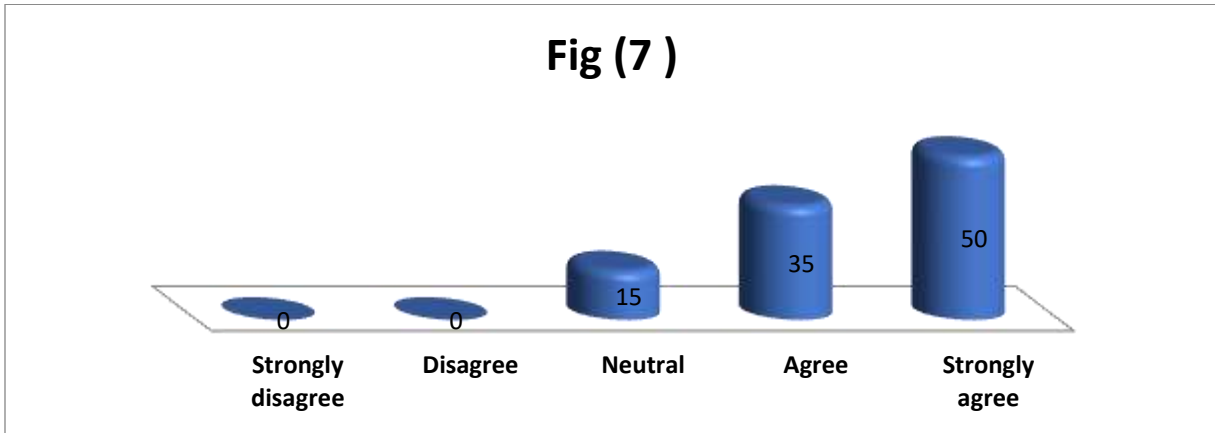| Valid	Frequency	Percent (%)
Strongly agree	30	50.0
Agree	21	35.0
Neutral	9	15.0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Fig (7)

Table (4.7) above shows that the vast majority of the respondents (85%) Strongly agree and agree that the evaluation of English language syllabus helps promoting student's performance in their activities. Only 00% do not agree to that. This indicates that the evaluation of English language syllabus helps promoting student's performance in their activities

Table (8) the evaluation of English language syllabus helps in achieving English language objectives

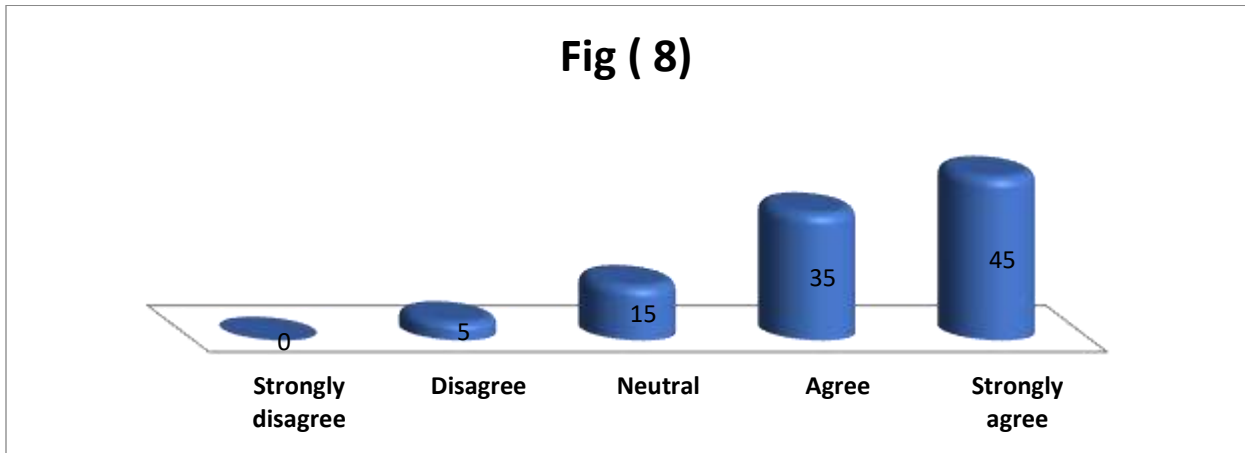| Valid	Frequency	Percent (%)
Strongly agree	27	45.0
Agree	21	35.0
Neutral	9	15.0
Disagree	3	5.0
Strongly disagree	0	0
Total	60	100.0

Fig (8)

Table (4.8)　above shows that the vast majority of the respondents (80%) Strongly agree and agree that the evaluation of English language syllabus helps in achieving English language objectives Only 5% do not agree to that. This indicates that the evaluation of English language syllabus helps in achieving English language objectives.

Table (9) the evaluation of English language syllabus helps gives adequate explanation

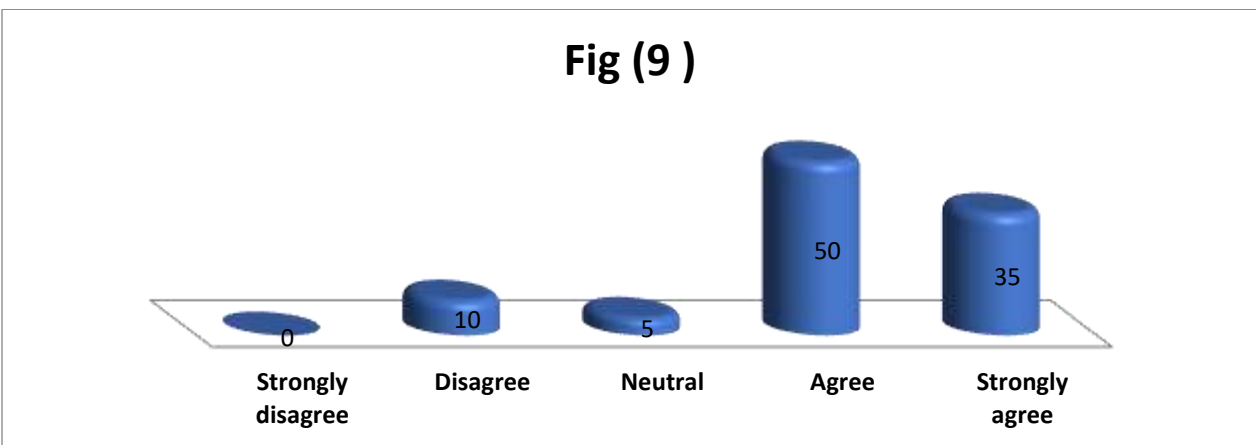| Valid	Frequency	Percent (%)
Strongly agree	21	35.0
Agree	30	50.0
Neutral	3	5.0
Disagree	6	10.0
Strongly disagree	0	0
Total	60	100.0

Fig (9)

Table (4.9)　above shows that the vast majority of the respondents (85%) Strongly agree and agree that the evaluation of English language syllabus helps gives adequate explanation. Only 10% do not agree

to that. This indicates that the evaluation of English   language syllabus helps gives adequate explanation

Table (10) the evaluation of English language syllabus helps show some innovation and creativity

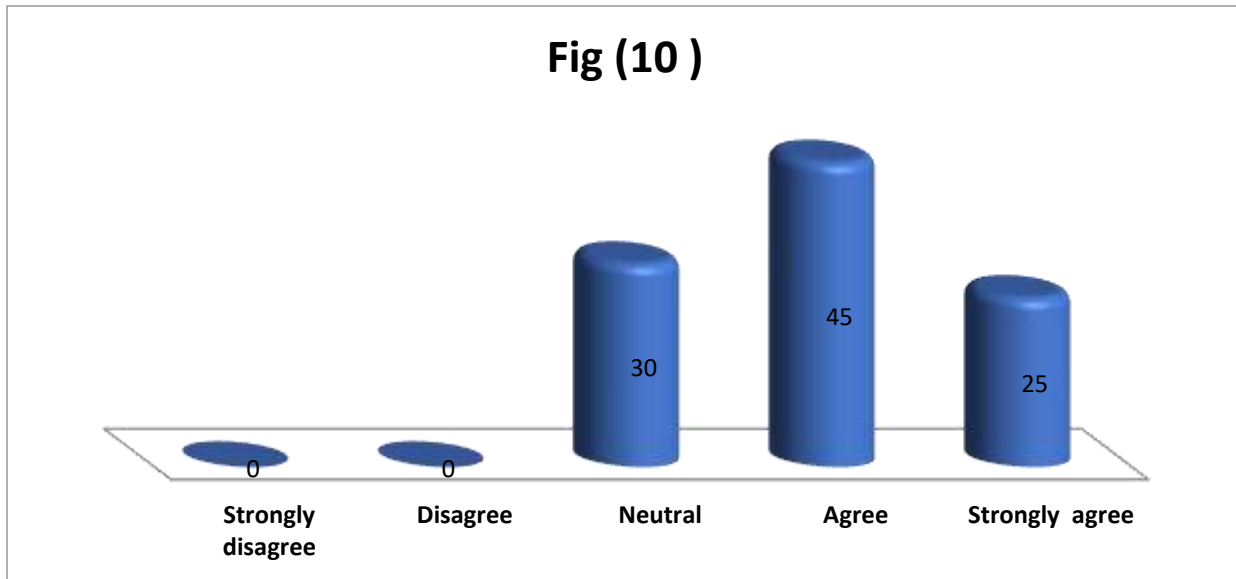| Valid	Frequency	Percent (%)
Strongly agree	15	25.0
Agree	27	45.0
Neutral	18	30.0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Fig (10)

Table (4.10) above shows that the vast majority of the respondents (70%) Strongly agree and agree that the evaluation of English language syllabus helps show some innovation and creativity. Only 00% do not agree to that. This indicates that the evaluation of English language syllabus helps show some innovation and creativity.

The data collected was analyzed in relation to the study hypothesis. The data was collected by questionnaire which had given to teachers who do not know why these took place.

Also analyzing the data collected from the questionnaire which had been given to teachers

exclusively drawn from English language teachers at different Arab countries universities. The population is English language teachers at different Arab countries universities. A sample of (60) teachers was randomly selected for the questionnaire.

The researchers have used   the questionnaire as a tool to collect the data relevant to this study. The researchers have designed questionnaire to identify the evaluation of English language syllabus which helps in developing the colleges of education to provide the qualified cadres.

The marks obtained from the questionnaire   for all participants were analyzed and compared statistically

by using frequencies and percentages. The analysis showed that 88% of teachers agree and strongly agree, whereas 2% strongly disagree and disagree regarding the evaluation of the syllabus. Accordingly, this justifies that there is a statistical difference   in terms of teachers' point of views that the evaluation of English language syllabus helps in developing faculties   of languages and translation to provide the intended qualified cadres.

6. CONCLUSION

After the comparing and calculation of the sub-hypotheses; we have found that the total number of the tenth sub-hypotheses percentage (100%+95%+90%+95%+85%+95%+85%+80%+85%+70%) equal (88%) which represents negative respond   justifies that the evaluation of English language syllabus helps in developing faculties of languages and translation to provide the intended qualified cadres.

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