Appendix A

STUDENTS' QUESTIONNAIRE

(English version)
STUDENTS' QUESTIONNAIRE

Section A

1. Faculty:  
   a) Arts  
   b) Science

2. Department: ..............................................

4. Year: (Please put a circle):
   a) Second  
   b) Third  
   c) Fourth  
   d) Fifth

Section B

5. I can evaluate my abilities in the English language skills as follows (mark x where appropriate).

<table>
<thead>
<tr>
<th>Ability</th>
<th>Very good</th>
<th>Good</th>
<th>Mediocre</th>
<th>weak</th>
<th>Very weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. I feel that I'm proficient enough in English to follow courses taught in English at the University level.

   Strongly agree ..............................................

   Agree ......................................................

   Neutral .................................................

   Disagree .................................................

   Strongly disagree ........................................
Section C

7. Which of the following English Language skills do you think is more important to you than the others for success at the University level? (Rank them according to importance from 1-4, 1 being the most important)

   Writing ............................................
   Listening ..........................................
   Speaking .........................................
   Reading .......................................... 

8. Which of the following English language listening sub-skills do you think is more important than the others are? (Rank them according to importance from 1-4.)

   Ability to understand questions raised by other colleagues and follow classroom discussion. .................................
   Ability to understand lectures and takes notes. .............................
   Ability to follow class lectures. ...........................................
   Ability to understand radio and T.V programs. ............................

9. Which of the following speaking sub-skills(English) in your opinion is more important that the others for you as a university student?

   Ability to raise questions in the classrooms. .............................
   Ability to speak to foreigners .............................................
   Ability to speak intelligibly. ..............................................
   Ability to present classrooms oral reports. .............................
10. Which of the following reading sub-skills (English), in your opinion, is more important than the others for university students?

Reading for general understanding ........................................
Reading textbooks .........................................................
Reading newspapers and magazines ...................................
Reading professional journals ............................................
Reading catalogs ............................................................
Reading reference books ...................................................
Reading English Literature (poems, novel etc.) .....................

11. Which of the following writing sub-skills (English), in your opinion, is more important than the others for a university student?

Writing personal letters ...................................................
Writing class notes ..........................................................
Writing business letters & filling out forms. .........................
Writing required term papers ............................................
Writing M.A. and Ph.D. theses in future ..............................
Writing publishable research papers ..................................

Section D

12. For how many hours do you study English per week? (circle the correct answer)

a) Two hours  
  b) 3 - 4 hours  
  c) 5 - 6 hours  
  d) more than 6 hours
13. My training in University Requirement English language courses can be evaluated as:

Very good ........................................

Good ........................................

Average ........................................

Weak ........................................

Very weak ....................................

14. Which of the following English Language skills, do you think, is more focused in the University Requirement English Program? (Rank them according to focus from 1-4, 1 being the most focused)

Writing ........................................

Listening ........................................

Speaking ........................................

Reading ........................................

15. How often do you attend the English Language classes? (circle the correct answer)

a. I always attend them

b. I attend sometimes

c. I rarely attend them

d. I never attended them
Section E

16. Do you think that your knowledge of English is a decisive factor for your success at the University?

a) Yes  b) No.  c) Not sure

16. I feel that the University is justified in using Arabic as the medium of instruction. (mark x where appropriate):

Strongly agree ...................................................
Agree ..................................................................
Neutral ..............................................................
Disagree ............................................................
Strongly disagree ............................................... 

18. I feel that the University should go back to teaching in English language instead of Arabic.

Strongly agree ...................................................
Agree ..................................................................
Neutral ............................................................
Disagree ............................................................
Strongly disagree ...............................................
Section F

19. How many of your courses have textbooks in English?
   a) None  b) 1-2  c) 3-5  d) more than 5

20. To write report papers, assignments and prepare for the exams I depend on the following sources of information:

<table>
<thead>
<tr>
<th>Source</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture notes in Arabic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ handouts in Arabic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ handouts in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks in Arabic</td>
<td></td>
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<tr>
<td>Textbooks in English</td>
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<td></td>
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<tr>
<td>Reference books in Arabic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference books in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional journals in Arabic</td>
<td></td>
<td></td>
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<tr>
<td>Professional journal in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet cites in Arabic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet cites in English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

STUDENTS' QUESTIONNAIRE

(Arabic version)
بسم الله الرحمن الرحيم

أعزائي الطلاب و الطالبات

هذا الاستبيان مصمم لجمع جزء من معلومات مطلوبة لبحث يقود لدبلجة الدكتوراه من جامعة الملايو ماليزيا. وعلى هذا الأساس فإن الإجابات التي ستقدمونها هنا ستستخدم لغرض البحث العلمي فقط. ونأمل أن يساعد البحث في تحديد أهمية إيجاد طالب يتفوق على طلاب الأبحاث الأخرى في هذا المجال، وفي الوقت نفسه يكتسب أهمية خاصته بأن هوية الطالب غير مطلوبة هنا. أرجو التركيز على جزء من وقتكم لإكمال هذا الاستبيان مع شكركم لكم جميعا.

محمد الفاتح أحمد بردية
مساعد تدريس - قسم اللغة الإنجليزية - كلية الآداب - جامعة الخرطوم
طالب الدكتوراه - جامعة الملايو - كوالالمبور - ماليزيا

مارس 2001
استبيان الطلاب

القسم أ

1. الكلية:
2. الشعبة:
3. التخصص:
4. السنة الدراسية: (ضع دائرة حول رقم الإجابة الصحيحة):
   أ) الثانية
   ب) الثالثة
   ج) الرابعة
   د) الخامسة

القسم ب

5. يمكّنني تقييم قدراتي في المهارات اللغوية في اللغة الإنجليزية كالآتي: (ضع علامة X في المكان المناسب).

<table>
<thead>
<tr>
<th></th>
<th>ضعيف جداً</th>
<th>ضعيف</th>
<th>متوسط</th>
<th>جيد جداً</th>
<th>جيد</th>
</tr>
</thead>
<tbody>
<tr>
<td>أ. الاستماع</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ب. القراءة</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ج. التحدث</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>د. الكتابة</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. أعتقد أن قدراتي في اللغة الإنجليزية كافيةً لأنلقي بما درسناه بالإنجليزية على مستوى الجامعة في خصوصي: (ضع علامة X في المكان المناسب).
المهمات من 1 - 4 حسب الأهمية، رقم (1) تعتبر الأهم)

أ. الاستماع
ب. القراءة
ج. التخطيط
د. الكتابة

7. أي مهارات اللغة الإنجليزية التالية لها أهمية أكثر في النجاح على المستوى الجامعي (رتب):

8. أعد ترتيب مهارات الاستماع الفرعية التالية في اللغة الإنجليزية حسب أهميتها بالنسبة لك:

(رتب المهمات الفرعية بكتابة رقم من 1 إلى 4، أما كل مهارة، رقم (1) تعتبر الأهم).

أ. القدرة على فهم الأسئلة التي يثيرها الزملاء في الفصل ومتابعة النقاش الذي يدور حولها:

ب. القدرة على فهم المحاضرات وتلخيص النقاط المهمة: ......................
9. أي من مهارات التخطيط الفرعية التالية في اللغة الإنجليزية تعتبر الأهم بالنسبة لك كطالب في الجامعة؟ (أعد ترتيب المهام الفرعية من 1-6 حسب الأهمية، رقم (1) يعتبر الأهم).

أ. القدرة على إشارة أمثلة في الفصل

ب. القدرة على التحدث للأجانب خارج الفصل

ج. القدرة على التحدث للأجانب خارج السودان

د. القدرة على مواصلة التعليم فوق الجامعي

ه. إيجاد وظيفة خارج السودان بعد التخرج

و. القدرة على تقديم عرض شفوي أمام الفصل

10. أي من مهارات القراءة الفرعية التالية في اللغة الإنجليزية تعتبر الأكثر أهمية من المهمات الأخرى بالنسبة لـك كطالب جامعي؟ (رتب المهام الفرعية التالية من 1-7 حسب الأهمية، رقم (1) يعتبر الأهم).

أ. القراءة من أجل الاستيعاب العام

ب. قراءة كتب المقررات الدراسية بالإنجليزية

ج. قراءة الصحف والمحاضرات بالإنجليزية

د. قراءة المدونات المتخصصة في مجالي باللغة الإنجليزية

ه. قراءة التصنيفات (الكاتالوج) بالإنجليزية
11. أي من مهارات الكتابة الفرعية التالية في اللغة الإنجليزية تعتبر الأكثر أهمية لك في دراستك الجامعية؟ (رقم المهام الفرعية التالية من 1 - 6 بحسب أهميتها، رقم (1) تعتبر الأكثر أهمية).

أ. كتابة الخطابات الشخصية

ب. كتابة ملخص المحاضرات

ج. كتابة خطابات العمل وملء الاستبيانات في المطارات وغيرها

د. كتابة البحوث المطلوبة أثناء الدراسة الجامعية

ه. كتابة بحوث الماجستير والدكتوراه في المستقبل

و. كتابة بحوث للنشر في مجالات متخصصة في مجال خارج السودان

القسم ث

كم ساعة دراسية في الأسبوع مخصصة لك للغة الإنجليزية؟
أ) ساعتان (ب) 3 - 4 ساعات (ج) 5 - 6 ساعات (د) أكثر من 6 ساعات

12. تركز مقرر اللغة الإنجليزية (مطلب الجامعية) على المهارات اللغوية التالية: (أعد ترتيب المهارات بحسب درجة تكريزها. رقم 1 تعتبر الأكثر تكريزا)
1. الاستماع
2. القراءة
3. التخاطب
4. الكتابة

هل تحرص على حضور محاضرات اللغة الإنجليزية (مطلوب الجامعة)؟
أ. أحياناً (ج) مرتين
ب. دائماً (ب) لا أحضر

15. هل تقضي تقييمك استفادي من مقررات (كورسات) اللغة الإنجليزية (مطلوب الجامعة)؟
أ. جيدة جداً
ب. جيدة
ج. متوسطة
د. ضعيفة
ه. ضعيفة جداً

القسم ج

هل تعتقد أن معرفة اللغة الإنجليزية أهمية في ناجيك في الجامعة؟ (وضع دفعة حول رقم الإجابة الصحيحة):
أ. نعم (ب) لا (ج) غير متأكد
17. أعتقد أن الجامعة محطة في التدريس باللغة العربية نظرًا لضعف مستوى اللغة الإنجليزية.

(ضع علامة X في المكان المناسب).

<table>
<thead>
<tr>
<th>أوافق بشدة</th>
<th>أوافق</th>
<th>غير متأكد</th>
<th>أعترض</th>
<th>أعترض بشدة</th>
</tr>
</thead>
</table>

18. يجب أن تعود الجامعة مرة أخرى للتدريس باللغة الإنجليزية بدلاً عن العربية: (ضع علامة X في المكان المناسب).

<table>
<thead>
<tr>
<th>أوافق بشدة</th>
<th>أوافق</th>
<th>غير متأكد</th>
<th>أعترض</th>
<th>أعترض بشدة</th>
</tr>
</thead>
</table>

القسم D

19. كم من المقررات التي تدرسها لها كتاب دراسية (textbooks) باللغة الإنجليزية؟ (ضع دائرية حول رقم الإجابة الصحيحة):

إجابة: أولا واحد (ج) 3-5 (د) أكثر من 5
<table>
<thead>
<tr>
<th>دائمًا</th>
<th>أحيانًا</th>
<th>نادراً</th>
</tr>
</thead>
</table>

أ. ملخص المحاضرات باللغة العربية

ب. أوراق تلخيص من المحاضرات باللغة العربية

ج. الكتب الدراسية المقررة باللغة العربية

د. المراجع باللغة العربية

ه. الدوريات المتخصصة باللغة العربية

و. مواقع الإنترنت باللغة العربية

ي. أوراق تلخيص من المحاضرات باللغة الإنجليزية

ز. الكتب الدراسية المقررة باللغة الإنجليزية

س. المراجع باللغة الإنجليزية

ش. الدوريات المتخصصة باللغة الإنجليزية

ص. مواقع الإنترنت باللغة الإنجليزية
Appendix C

INSTRUCTORS' QUESTIONNAIRE
Dear colleagues,

This questionnaire is part of the methods of data collection for a Ph.D. research in the University of Malaya, Malaysia. The topic of the research falls within the field of Language Policy and Planning. The main objective of the study is to evaluate the English Program that was implemented post Arabicisation in University of Khartoum.

The information gathered through this questionnaire would be used for the sole purpose of scientific research. And in order to provide useful recommendations that can help in solving the problem at hand, it is crucial that the answers given should exactly reflect the Instructors' opinions about what is going on regarding the current English standards and use in the University and matters related to it.

I would be of great help to me if you take a moment and fill in this questionnaire.

Your cooperation is highly appreciated.

Thank you very much

Mohamed Elfatih Ahmed Braima

Teaching Assistant, Department of English

Faculty of Arts, University of Khartoum

March 2001,
ENGLISH LANGUAGE INSTRUCTORS’ QUESTIONNAIRE

Section A

1. Faculty in which you are teaching now: .......................................

2. Date of graduation ..............................................................

3. University from which you graduated: ....................................

4. Degree obtained: ...............................................................

5. Other degrees obtained (circle): a) Ph.D. b) M.A. c) Diploma

6. Date you have taken this job: ...............................................

7. Did you attend any in-service training courses? (circle)
   a) Yes b) No

   If Yes, How many? .........................................................

8. Total number of teaching hours per week: ...............................

9. Number of hours per class: ...............................................  

10. Number of classes you are teaching now: ..............................

Section B

11. I can evaluate my students’ abilities in the English language skills as follows (mark x where appropriate).

   Very good  Good  average  weak  Very weak

   Listening .................................................................

   Reading .................................................................

   Speaking .................................................................

   Writing .................................................................
12. My students are proficient enough in English to follow courses taught in that language at the University level.

Strongly agree ........................................
Agree ........................................
Neutral ........................................
Disagree ........................................
Strongly disagree ......................................

Section C

13. Which of the following English Language skills do you think is more important to your students than the others for success at the University level? (Rank them according to importance from 1-4, 1 being the most important)

Listening ........................................
Reading ........................................
Speaking ........................................
Writing ........................................

14. Which of the following English language listening sub-skills do you think is more important than the others are? (Rank them according to importance from 1-4. No 1 being the most important)

Ability to understand questions raised by other colleagues and follow classroom discussion. .................

Ability to understand lectures and takes notes. .................

Ability to follow class lectures. ..........................

Ability to understand radio and T.V programs. .........
15. Which of the following speaking sub-skills (English) in your opinion is more important for your students that the others? (Rank them according to importance from 1-4. No 1 being the most important)

Ability to raise questions in the classrooms. ............................
Ability to speak to foreigners .............................................
Ability to speak intelligibly. .............................................
Ability to present classrooms oral reports. ............................

16. Which of the following reading sub-skills (English) in your opinion is more important for university students than the others? (Rank them according to importance from 1-6. No 1 being the most important)

Reading to understand .................................................
Reading textbooks .....................................................
Reading newspapers and magazines .................................
Reading professional journals ........................................
Reading catalogs ......................................................
Reading reference books ..............................................

17. Which of the following writing sub-skills (English) in your opinion is more important for your students than the others? (Rank them according to importance from 1-5. No. 1 being the most important)

Writing personal e-mails ............................................
Writing class notes ..................................................
Writing business letters & filling out forms. ........................
Writing test answers ................................................
Writing reports and research papers ...............................
Section D

18. Average number of students per class:
   a) 10-50  b) 51-100  c) 101-200  d) More than 200

19. On what skill do you focus while teaching University Requirement English courses? (Rank the skill 1-4 according the strength of their focus, no 1 being the most focused).
   Listening ......................................
   Reading ........................................
   Speaking ........................................
   Writing .........................................

20. My students’ training in University Requirement English language courses can be evaluated as: (mark x where appropriate).
   Very good ....................................
   Good ..........................................  
   Average ......................................
   Weak ..........................................  
   Very weak ....................................

21. Is it mandatory for the students to pass the University Requirement English course?
   a) Yes  b) No

22. If the answer is yes for the above question, then what is the consequence:
   a) Repeat the year  b) expulsion  c) others, specify ..........

23. When the Arabicisation of subjects took place in 1991, no workshops or conferences were held to plan for the position of the English language in U OF K.

Strongly agree ........................................

Agree ..................................................

Neutral ............................................... 

Disagree ............................................... 

Strongly disagree ....................................

24) No Needs analysis was conducted on the students to investigate what they want English for and what kind of English to be taught to them:

Strongly agree ........................................

Agree ..................................................

Neutral ............................................... 

Disagree ............................................... 

Strongly disagree ....................................

25) In science stream’s faculties, an (ESP) program is more suitable and useful.

Strongly agree ........................................

Agree ..................................................

Neutral ............................................... 

Disagree ............................................... 

Strongly disagree ....................................

26) There are not enough funds provided to develop the English language program in the University:

Strongly agree ........................................

Agree ..................................................

Neutral ............................................... 


27) The textbooks and materials used are not very effective improving the students' standards of English to the desired level:

Strongly agree ..............................
Agree ..............................
Neutral ..............................
Disagree ..............................
Strongly disagree ..............................

28) The administration of the English language program should be placed under a separate unit or language Center.

Strongly agree ..............................
Agree ..............................
Neutral ..............................
Disagree ..............................
Strongly disagree ..............................

29) The University has a clearly defined objectives and program for the role and status of English Language teaching.

Strongly agree ..............................
Agree ..............................
Neutral ..............................
Disagree ..............................
Section E

30. Do you think that your students' knowledge of English is an important factor for their success at the University? (Circle the number of the correct answer):

a) Yes  b) No  c) Not sure

31. The University is justified in using Arabic as a medium of instruction.

Strongly agree ........................................
Agree ..................................................
Neutral ................................................
Disagree .............................................
Strongly disagree ..................................

32. The University should go back to teaching in English language instead of Arabic language.

Strongly agree ........................................
Agree ..................................................
Neutral ................................................
Disagree .............................................
Strongly disagree ..................................
Appendix D

SUBJECT LECTURERS' QUESTIONNAIRE
Dear colleagues,

This questionnaire is part of the methods of data collection for a Ph.D. research in the University of Malaya, Malaysia. The topic of the research falls within the field of Language Policy and Planning. The main focus here would be the status of English Language post Arabicisation in University of Khartoum.

The information gathered through this questionnaire would be used for the sole purpose of scientific research. And in order to provide useful recommendations that can help in solving the problem at hand, it is crucial that the answers given should exactly reflect the lecturers' opinions about what is going on regarding the current English standards and use in the University and matters related to it.

I would be of great help to me if you take a moment and fill in this questionnaire.

Your cooperation is highly appreciated.

Thank you very much

Mohamed Elfatih Ahmed Braima

Teaching Assistant, Department of English

Faculty of Arts, University of Khartoum

March 2001,

E-mail: braima100@hotmail.com
SUBJECT LECTURERS' QUESTIONNAIRE

Section A

1. Faculty:  
   a) Arts  
   b) Science

2. Department: ..........................................

3. How many courses do you teach this semester? (Put a circle):
   a) 1 - 2  
   b) 3 - 5  
   c) more than 5

Section B

4. I feel that my students are proficient enough to follow courses taught in English language at the University level. (mark x where you feel proper):
   Strongly agree ..................................
   Agree ............................................
   Neutral ..........................................
   Disagree ........................................
   Strongly disagree ..............................

5. Which of the following English Language skills do you think is more important to your students than the others for success at the University level? (Rank them according to importance from 1-4, 1 being the most important)
   Listening  ................
   Reading  ..................
   Speaking  ...............
   Writing  ...............
Section C

6. Do you think that your students' knowledge of English is an important factor for their success at the University? (Circle the number of the correct answer):
   a) Yes  b) No  c) Not sure

7. Due to the English language standards, I feel that the University is justified in using Arabic as the medium of instruction. (mark x where you feel proper):
   Strongly agree
   Agree
   Neutral
   Disagree
   Strongly disagree

8. To keep its status, I think the University should go back to teaching in English language and abandon Arabicization.
   Strongly agree
   Agree
   Neutral
   Disagree
   Strongly disagree

Section D

9. How many of your courses have English textbooks? (Put a circle):
   a) None  b) 1 - 2  c) 3 - 5  d) more than 5
10. To write reports, assignments and/or prepare for the exams my students depend on the following sources of information: (mark x where you think appropriate)

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<thead>
<tr>
<th>Source</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
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<tr>
<td>Lecture notes in Arabic</td>
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<td>Teachers' handouts in English</td>
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Appendix E

THE 4-YEAR AND THE 2-YEAR SYLLABI
THE UNIVERSITY OF KHARTOUM

SYLLABUS FOR THE FOUR-YEAR ENGLISH COURSE

AIMS

1. The overall aim of the English course is to bring the students, on graduation, up to a level of satisfactory general competence in English language in the four skills: listening, speaking, reading, writing.

Specifically, to read analytically and be able to interpret literature relevant to their specific discipline and to express themselves clearly and intelligently both in speaking and writing, as well as to understand lectures and seminars given in English and be able to write coherent notes and take part in such lectures.

2. The course will simultaneously develop a specific competence related to the academic field of study, where English is relevant, and to future postgraduate professional requirements.

3. The course will provide sufficient training in translation from Arabic to English geared to the students' studies and professional competence.

MEANS, NEEDS AND CONDITIONS FOR ACHIEVING THE OBJECTIVES:

1. The provision of competent materials writers who will translate the items of the syllabus into actual teaching units as well as teachers' notes and answers to difficult exercises, relevant to each discipline.

2. a) The provision of enough, well motivated teachmen/lecturers, qualified for this field of work.

b) The provision of familiarization sessions for newcomers to this field.

3. a) The provision of the necessary reprographic equipment, reproduction facilities for the proper preparation of all relevant forms of teaching materials necessary for the course, for each discipline.

b) The provision of the necessary audiovisual facilities and audiovisual aids, especially those that are not easily accessible to each individual member of staff, e.g. OHP's, screens, audio tapes.

4. The availability of the relevant reference and text books, especially dictionaries, one for each student, and subject based, specialized dictionaries, a set for each discipline, both English-English and Arabic-English/English Arabic.

5. The co-operation of the specific discipline lecturers in the event of authentic materials/teasers.

6. The co-operation of each faculty/school/unit in providing offices (and transport where necessary) for the language staff members.

7. The co-operation of each faculty/school/unit in providing suitable teaching space on their timetable as well as lecture rooms and seminar rooms with the understanding that language teaching can be done effectively only in small groups of average 25 - 30 students.

ASSESSMENT, REVISION, EVALUATION.

1. Students: Continuous assessment and coursework to count 20 - 40%

Final exam to count 60 - 80%

Final result to be a total of the two 's' yearly.

2. Teaching materials/units: Each course to be annually assessed and revised according to staff feedback, both at unit and at course levels.
ADMINISTRATION AND CONTROL

The establishment of an academic and administrative body within the university or in each campus/faculty to be responsible for the smooth running of this service.

DESCRIPTION OF COURSE CONTENT.

First year.

Course 1.

Main objectives: 1. To write simple, grammatically and semantically correct sentences and to expand them into longer one.

2. To increase students' vocabulary repertoire.

Course description: 1. Punctuation and layout

2. The articles: A/AN basic differences meaning and difference from Arabic. a/an as a lexical item uses of a/an

3. THE difference between Arabic and English, difference between A and THE. THE as a lexical item, uses of THE.

3. "Substitutes" for THE: some, any, my, etc.

4. The tenses:
   a) Uses of the present simple.
      i. natural 'laws' (e.g. Roots absorb water and minerals from the soil.) ii. Uses with time expressions (e.g. during the summer, often, etc.) iii. Habitual actions
   iv. Statements of fact.
   b) Use of the past simple
   c) Differences between present and past simple.
   d) Uses of present continuous.
      i. Differences between the present continuous and the past participle.
      ii. The present cont. and the near future.
   e) The perfect tenses
      i. The present perfect
         a) difference between it and the past simp.
         b) its relation to the present time.
      ii. The past perfect
         a) its relation to the past simple
         b) its use in the conditionals (IF 3).
   f) The future tense.
      i. the use of shall/will
      ii. the use of the present simple form in a future sense.
      iii. the use of the present cont. in a future sense.

4. Number.
   i. -s and non-s ending plurals
   ii. -s in third person singular (pr. tns.)
   iii. confusion with genitive 's.
   iv. treatment of errors of plural -s (nouns) and singular -s (verbs)
Course 2: Main objectives:
1. To enable the students to write a simple coherent paragraph.
2. Vocabulary building continued.
3. Translation (Arabic – English) at word and phrase level.

Course description:
1. Reading comprehension of simple passages:
   - reading silently and aloud
   i. finding main ideas
   ii. * supporting ideas
   iii. summarizing
2. Translation at word and phrase level

4. The sentence:
   i. differences with Arabic: nominal/verbal
   ii. main parts of acceptable English sentences:
      subject, verb.
   iii. difference between simple (hierarchically)
      and complicated (not complex) sentences.
   iv. extension of a simple sentence
      a. compound sentences
   v. difference between sentence and clause
   vi. difference between clause and phrase
   vii. complex sentences
   viii. main types of phrases
      x. main types of clauses.

5. Short pieces of continuous writing:
   i. introductory sentence (topic sent.)
   ii. development of theme set out by intr. sent.
6. Types of clauses:
   i. The relative clause
   ii. The conditional clause
   iii. The short form relative clause.

7. The passive:
   i. transitive/intransitive verbs
   ii. transformations from active to passive & v.v.
   iii. presence of agent (agent necessary)
   iv. absence of agent (agent unnecessary)

8. Comparison.

Second Year

                          2. Reference work
                          3. Translation at sentence level.

Course descrip: 1. Sizable passages from various sources within the students' discipline.
                2. Translation at sentences level.
                3. Time, place, and quantity expressions.
                4. Thought connectors:
                   i. coordinators
                   ii. subordinators
                   iii. strong connectors, (e.g. However)
                   iv. weak connectors, (e.g. but)
                   v. punctuation related to connectors.
                5. Using modifiers and coordination.
                7. Introduction to strategies and structure of paragraph writing.

Course 4. Main objectives: 1. Reading skills continued.
                          2. Listening comprehension.
                          3. Translation of short paragraphs.

Course descrip: 1. Reading longer passages - maximum comprehension preferably from students' discipline.
                2. Listening to mini-lectures
                3. Summarizing and note taking.

Third Year

Course 5. Main objectives: 1. Teaching basic writing skills.
                          2. Translation of longer passages.

Course descrip: 1. Planning, writing and producing paragraphs and short passages.
                2. Deciding on a theme, the topic sentences and conclusion.
                3. Translation of short passages.

Course 6. Main objectives: 1. Continuation of writing skills
                          2. Group discussion.
                          3. Translation of longer passages.
                     .  2. Group project writing and discussion.
                     .  3. Translation of longer passages.

Fourth Year.

Course 7. Main objectives:  1. Developing writing skills.
                        .  2. Group discussion highlighted.
                        .  3. Introduction to instant translation
                         Course descr.  1. Data collecting.
                         2. Footnoting
                        3. Writing up from data to report essay, etc.
                        4. Instant translation from sentences to short speeches.

Course 8. Translation course.

Main objectives: To equip students with reasonable mastery in translating topics, articles, reports and discussions (preferably in his specific discipline), from Arabic to English.

**Description of course 8:**

Since translation is a special skill calling for reasonable competence in both Arabic and English, it is necessary to build this skill gradually but selectively through a fair contrastive study of both languages. This analysis is essential to highlight points of similarities and differences and to find what is translatable from one language to the other. This could be done through a simple, quick survey of their phonology and syntax. Then simple, easy passage can be used at the beginning and gradually more difficult and complex material to be introduced gradually till acceptable competence is accomplished.

The passages may have to be compiled by the lecturer/teacher according to the specific students' discipline, using the appropriate text from those listed below; otherwise, these may have to be prepared by the tum departments of English of the Faculty of Arts or of Education.

1. Simple short stories.
2. Narrative and/or descriptive subjects.
5. Law texts.
7. News and magazine articles.

**Sample titles:**

4. "Reading Faster": Edward Fry, (Cambridge, 1963)
Transl. Cont.

Allotted time suggested:

1. 6 - 8 hours: Contrastive analysis.
2. 2 - 4 hours: Tests
3. 10 - 22 hours: Passages.

Total time: 30 hours

DURATION OF COURSE TIME IN GENERAL:

2 hours per week
30 hours per course
60 hours per annum (agreed time allotment)

REFERENCES IN GENERAL:

1. General language reference books
2. EAP/ESP reference material
3. Discipline text books
4. Encyclopaedias
5. Dictionaries:
   i. monolingual
   ii. bilingual
   iii. specialized (specific discipline content/terms):
      a) monolingual
      b) bilingual
UNIVERSITY REQUIRED (U.R) ENGLISH COURSE

I. LEVEL OF COURSE:
   Above Secondary School Level.

II. AIMS OF THE COURSE:

1. To develop a specific competence related to the student's academic field of study.
2. To bring the student to a satisfactory level of competence in the four language skills with this order of priority, reading, writing, listening and speaking.
3. To provide sufficient training in translation.

III. METHODOLOGY:

1. Remedial work and proficiency at first then writing simple grammatically correct sentences and expanding them into longer ones.
2. To train on reading skills such as skimming, scanning and fast reading with maximum comprehension.
3. To increase vocabulary through comprehension passages selected from the students' respective disciplines.
4. Writing paragraphs and short passages.
   Teaching topic sentences, conclusions, elementary data collection, simple reports and essays.
5. Training the student in Arabic/English/Arabic translation.

IV. DURATION OF THE COURSE:
   90 hours divided into two years.

V. COURSE DESCRIPTION:
   (A) First Year:

1. Study skills, the use of references, dictionaries and the library.
2. Teaching passages increasing vocabulary, punctuation, layout, articles and tenses (simple, past, present, perfect, etc.).
3. Teaching number, agreement, prepositions and some parts of speech.
4. Introducing sentence patterns, (simple, compound and complex sentences together with clauses and phrases).
5. Giving exercises on the passive voice, thought connectors, coordinators, subordinators and modifiers.
(B) Second Year:
1. Teaching writing skills.
2. Exercises in long paragraphs and short essays; (description, narration, interpretation and summary).
3. Exercises in writing organized essays, presentations and foot-notes.
4. Training in reading (silent and aloud).
5. Group discussion and conversation.
6. Training in descriptive and subjective translation beginning with simple short stories and narratives. Translation of business texts and varied registers from law, physical/life sciences, religious, news and magazine articles.
7. A simple quick survey of phonology and a comparison between Arabic and English morphology and syntax.

VI. EVALUATION:
1. Class work 30-40%
2. Final Exam. 60-70%
Appendix F

THE GENERAL FRAMEWORK FOR ENGLISH COURSE-BOOK
GENERAL FRAMEWORK
OF THE ENGLISH COURSE BOOKS
DEPARTMENT OF ENGLISH - (AUR).

INTRODUCTION:

This is the purpose of designing a course book of English intended to cater for the special academic needs of students in specific disciplines and fields of study. It sets out the aims of the course, as specified by the senate in its directives for university Requirements. The aims broadly include.

AIMS OF THE COURSE

- To develop a specific competence related to the student’s academic field of study.
- To bring the student to a satisfactory level of competence in the four language skills, in this order of priority: reading, writing, listening and speaking.
- To provide sufficient training in translation.

These general aims are to be carried out systematically and gradually through the following methodological frame.

METHODOLOGY:

- Assessing the level of students at first to determine their strengths and weaknesses, and consequently their language needs.
- Building language competence gradually through reading and writing, starting with short passages, and moving steadily through
to more challenging texts in both length and complexity.
- To develop the various strategies of reading—e.g. skimming, scanning
  and fast reading, each used to get specific types of information.
- To build vocabulary acquisition through readings of texts selected
  from student's respective disciplines.
- To build writing skills through writing paragraphs and short essays,
  and moving on to long essays and reports.
- Students to be introduced to writing techniques such as topic
  sentences, introductions and conclusions, paragraphing, punctuation,
  data presentation, quotations, etc.

Materials and Content:

The materials to be presented in this course are envisaged to be
appealing, challenging and motivating to students as is also to be related
to the field of specialization of students in the various disciplines. The
scope of the course is to be covered in five to eight units, varying in
length and complexity, from short simple texts, to longer, more complex
ones. Each unit contains a reading text, followed by comprehension
questions, vocabulary building, grammatical and sentence structures,
exercises and activities. Explanations of new lexical items and exposition
of new structures are systematically re-informed through exercises, and
other activities, i.e. writing, conversation, discussions, etc, be carried
out in pairs or group work.

The Content of Materials:

The course aims to cover a range of language functions, usage
and structures. These include but not exclusively, the following areas:
Vocabulary:
- Vocabulary building through reading passages that are functional in nature relevant to a specific subject matter or discipline.
- Vocabulary items to be regularly and systematically re-informed by means of exercises and usage.
- The level of vocabulary to be covered would need to cover the major part of specialized terms and idioms specific to the respective field of study. This would necessarily require that the selected texts would have to be varied and wide in scope to cover a variety of specialized subjects.

Articles and prepositions:
Related to, but somewhat independent from vocabulary building, students are to learn the use of articles and prepositions, with sufficient practice to enable them use the language correctly in reading and writing. The main articles include the definite and indefinite articles, (i.e. the, a, an). Students also learn the use of the most common prepositions, with sufficient practice.

Grammar and Sentence Structures:
The students will be introduced to the basic grammatical and sentence structures. These include:
- *The tenses*
  (simple, past, perfect, continuous).
- *The verb*:
  (infinitive and conjugated verbs.).
- Verbs in the present, past, participle forms, agreement of verb and subject- the verb in the sentence.
- Modal verbs
- The conditional (the use of if and unless)

- The Nouns and pronouns:
  noun classification (proper, common, abstract general), single and plural nouns,
  suffixes and prefixes in the formation of nouns, the noun as subject in the sentence.
- Pronouns:
  The use of pronouns in place of the nouns, first, second and third person, single and plural, agreement of pronouns and verbs.
- The Sentence: components of the sentence (s.v.c), sentence patterns (simple compound & complex sentences).
- Clauses and phrases:
  The difference between a clause and a phrase, the relative clause and the main clause, phrases and phrasal verbs, the position of clauses and phrases in the structure of sentences.
- Adjectives and Adverbs.
  The place of adjectives and adverbs in the sentence, derivations and the formation of adjectives, adjective clauses, adverbial, and adverbial clauses.
- The active and passive Voice.
- Direct and reported speech.
- Modifiers and Qualifies.

The various grammatical and sentence structure items will be presented and explained to students as part of a general reading text. The text will be anatomized and analyzed in such a way as to bring out clearly the correctness of the language that students can observe and copy in their
writing practice, Reading texts however, will be selected carefully so that they can afford to provide appropriate teaching material for some of the grammar and other items as they readily yield themselves. As the course progresses, the prescribed vocabulary, grammatical and sentence structures will be covered in due course.

Writing:

Writing practice progresses concurrently with the gradual build-up of vocabulary and linguistic competence. Students will start with short paragraph writing. They will learn to write correct sentences, related to each other by cohesive devices, and connectors. They also learn the use of punctuation and sentence markers. Coherence and cohesion devices are important elements in writing techniques.
- Students should then proceed to writing long essays, academic reports and summaries.
- These processes in writing should be introduced to students gradually, such that the course units include writing practice at the end of each unit.

Speaking:

Students are encouraged to practice speaking by way of responding and answering questions, through pair work and group discussions. Also presentations and seminars are good avenues for students to practice their spoken language - students should always be encouraged to speak, and not to shy away, since this is a foreign language, and not their mother language that they are bound to make mistakes. But, the important thing is to try, and to correct one's mistakes for improvement.
Arabic-English - Translation.

Translation is one method of learning a foreign language. Students are encouraged to read and understand a written or spoken material in a natural context. That they should comprehend the general meaning and the important terms in it. This is followed by a thorough exposition of the text in the linguistic forms of the text and its general context, with drilling and exercises. The aim of these activities is to re-inforce the meaning and understanding of the subject. Once students have a firm understanding of the subject, the translation process would be much easier. They will necessarily draw on a much wider area of background knowledge that they already have in store on the subject. Using that knowledge would enable them to produce good and novel translation exercise that can sometimes be quite interesting and outstanding.

Translation between Arabic-English-Arabic texts is presented to students in the latter part of the course. This is natural since translation requires a good command of both languages, which would be achieved, hopefully, towards the latter part of the course, when students have acquired a good deal of vocabulary.
Appendix G
LANGUAGES OF SUDAN

Source: http://www.sudanside.com/language.html
Languages of Sudan

In the Republic of the Sudan the National or official language is Standard Arabic which is spoken by more than 28,292,000 (1998 UN). The number of languages listed for Sudan is 142. Of those, 134 are living languages and 8 are extinct.

Spoken living languages

ACIHERON
This language is spoken in Northern Sudan, Kordofan Province, southern Nuba Hills. Classification: Niger-Congo, Kordofanian, Kordofanian Proper, Talodi, Talodi Proper, Tocho.

ACHOLI

AFITTI

AJA

AKA
A few hundred (1989 Bender). Northern Sudan, Sillok (Silak) Hills, west of the main Berta-speaking people.

AMA
spoken by 70,000 (1982 SIL) in Northern Sudan, Kordofan Province, northwest of Dilling on range of hills of which Jebel Nyimang is a part, and on the Mandal range.

ANUAK
Spoken by 52,000 in Sudan (1991 UBS).

ARABIC, STANDARD
The same language is spoken in Middle East and North Africa. Classification: Afro-Asiatic, Semitic, Central, South, Arabic.
ARABIC, SUDANESE CREOLE
20,000 first language and 44,000 second language speakers in Juba alone (1987 estimate). Southern Sudan, in the towns and many villages all over Equatoria Region, and up into Bahr al Ghazal and Upper Nile regions. Alternate names: JUBA ARABIC, SOUTHERN SUDAN ARABIC, PIDGIN ARABIC. Classification: Creole, Arabic based.

ARABIC, SUDANESE SPOKEN
Spoken by 15,000,000 or more in Sudan, 51% of population (1991). Population total that use this language 16,000,000 to 19,000,000. Alternate names: KHARTOUM ARABIC. Dialects: KHARTOUM, WESTERN SUDANESE, NORTH KORDOFAN ARABIC, JA'ALI, SHUKRI. Classification: Afro-Asiatic, Semitic, Central, South, Arabic.

AVOKAYA
15,000 in Sudan (1982 SIL), including 2,800 Ajigu and 12,000 Ojila. Southern Sudan, Western Equatoria Province. The Ajiga dialect is north of Yei and south of Maridi, the Ojila dialect is mainly between the Naam (Era) and Olo rivers and farther east. Alternate names: ABUKEIA, AVUKAYA.

BAI
2,500 (1971 Welmers). Southern Sudan, Western District, on Wau-Deim Zubeir road, west of Sere. A few north of Tembura. 2 villages. Alternate names: BARI.

BAKA

BANDA, MID-SOUTHERN
Southern Sudan, town of Sopo, near CAR border, Classification: Niger-Congo, Atlantic-Congo, Volta-Congo, North, Adamawa-Ubangi, Ubangi, Banda, Central, Central Core, Mid-Southern.

BANDA, TOGBO-VARA

BANDA, WEST CENTRAL
BANDA-BANDA
Southern Sudan, town of Sopo near CAR border.

BANDA-MBR-S
Southern Sudan, town of Sopo, near the CAR border

BANDA-NDL
Southern Sudan, town of Sopo near the CAR border.

BARI
226,000 in Sudan (1978 SIL), including 26,400 in Kuku, 18,000 in Nyangbara, 3,400 in Nyepu, 25,000 in Pojulu.

BEDAWI
951,000 in Sudan (1982 SIL) including 30,000 Hadendoa, 15,000 Bisharin (1992).

BELANDA BOR
8,000 (1983 SIL). Southern Sudan, on the main road south of Wau.

BELANDA VIRI
16,000 (1971 Welmers). Southern Sudan, scattered, around Raffili, on the Wau road, on the Kuru River, 40 miles from Deim Zubeir, around Tembura among the Zande, on the Iba River near Yambio.

BELI
6,600 including 5,000 Beli, 1,600 Sopi (1982 SIL). Southern Sudan. One group is southwest of Rumbek, at Wulu, westward along the road to Bahr Gel and south toward the southern border of Lakes Province.

BERTA
22,000. Northern Sudan.

BOGURU
Population total 494 and more (1997).

BONGO
5,000 to 10,000 (1987 SIL). A large sparsely populated area reaching from Tonj and Wau on the north, the Beli on the east, the Zande on the south, and the Bor on the west.

BURUN
18,000 (1977 Voegelin and Voegelin). Northern Sudan, Blue Nile Province.

DAGIK
(38,000 with Ngile; 1982 SIL). Northern Sudan, Kordofan Province.

DAIR
1,000 (1978 GR). Northern Sudan, west and south parts of Jebel Dair, Kordofan.

**DAJU, DAR FUR [DAJ]**

70,000 to 90,000 all Daju in Dar Fur (1983 Bender). Northern Sudan, Dar Fur Province, in the Daju Hills 25 miles northeast of Nyala. Also in Geneina District in Dar Masalit. The West Kordofan dialect is in the Daju Hills near Lagowa, with main settlements at Dar el Kabira, Nyukri, and Tamanyik and other hills. Alternate names: NYALA-LAGOWA, FININGA, DAGU, DAJU FERNE, BEKE. Dialects: NYALA, LAGOWA. Classification: Nilo-Saharan, Eastern Sudanic, Western, Daju, Western Daju.

**DAJU, DAR SILA [DAU]**

Northern Sudan. Nearly all those Daju of Dar Sila who are in Sudan have migrated into Dar Fur and settled there in recent times. Alternate names: SILA, SULA, MONGO-SILA, BOKOR, BOKORUGE, BOKORIKE. Dialects: MONGO, SILA. Classification: Nilo-Saharan, Eastern Sudanic, Western, Daju, Western Daju.

**DIDINGA**

58,000 (1978 SIL). Southern Sudan, Didinga Hills and north of Nagishot.

**DILLING [DIL]**


**DINKA, NORTHEASTERN [DIP]**

320,000 (1986 UBS) including 7,200 Abialang, 9,000 Dongjol, 2,500 Luac, 16,000 Ngok-Sobat, 20,000 Jok, 13,500 Ageer, 2,000 Rut, 400 Thoi. Southern Sudan, northeast of the Sudd, along both sides of the White Nile, and along the Sobat River.

**DINKA, NORTHWESTERN [DIW]**

80,000 Ruweng (1986). Southern Sudan, north of the Bahr el Ghazal River, and southern Kordofan around Abyei. Dialects: ALOR, NGOK-KORDOFAN, PAN ARU, RUWENG.

**DINKA, SOUTH CENTRAL [DIB]**

250,000 including 2,000 Aker, 2,000 Thany, 22,000 Ciec, 25,000 Gok (Tucker and Bryan). (Total Dinka 2,000,000 or more. Southern Sudan, west of the Nile, south of the Sudd. Aker is southeast of the Agar; Aliap is south of the Bor in a few fishing villages
mainly on the east bank of the Nile. Ciec is in Lakes District on the west bank of the Nile.

**DINKA, SOUTHEASTERN (DIN)**
250,000 including 21,000 Atoc, 9,000 Ghol, 4,000 Nyarueng, 35,000 Twi, 21,000 Bor Gok (Tucker and Bryan). 500,000 including South Central (Agar) and Southeastern (Bor) (1982 UBS). Southern Sudan, east of the Nile, around Bor and northwards.

**DONGOTONO (DDD)**
Southern Sudan, eastern Equatoria Province, Dongotono Hills southeast of Torit.

**EL HUGEIRAT (ELH)**
1,000 (1978 GR). Northern Sudan, West Kordofan on El Hugeirat Hills.

**FEROGE (FER)**
8,000 (1982 SIL). Southern Sudan, Western Bahr el Ghazal at Khor Shamam, 8 miles northeast of Raga.

**FULFULDE, ADAMA (FUB)**
90,000 in Sudan (1982 SIL). Northern Sudan, Blue Nile and Kordofan regions.
Alternate names: FELATA.

**FUR (FUR)**
500,000 in Sudan (1983 Bender). Population total both countries 502,000.

**GAAM (TBI)**
40,000 to 80,000 (1997 M.L. Bender). Northern Sudan. The main center is in and around Jebel Tabi, on Tabi Massif and outlying hills. A small community in Khartoum.

**GBAYA (KRS)**
16,000 (1987 SIL). About 4,000 others speak Gbaya as second language.

**GHULFAN (GHL)**

**GULA (KCM)**
200 to 2,000 in Sudan (1987 SIL). Southern Sudan at Kafia King in extreme western Bahr el Ghazal Province and at Kata. Alternate names: KARA, KARA OF SUDAN, YAMEGI.

**GUMUZ (GUK)**
40,000 in Sudan. Northern Sudan.

**HAUSA (HUA)**
418,000 in Sudan (1993 Johnstone). Northern Sudan.

**HEIBAN [HEB]**

4,412 (1984). Northern Sudan, around Heiban, Abul (Obul) and nearby hills.

**INDRI [IDR]**

700. Southern Sudan, southwest, in a small area around Raga.

**JUMJUM [JUM]**

25,000 to 50,000 (1987 SIL). Northern Upper Nile Province, along Khor Jumjum on Jebels Tunga, Terta, and Wadega. Alternate names: BERIN, OLGA, WADEGA.

**KACIPO-BALESI [KOE]**

5,000 in Sudan (1983 SIL).

**KADARU [KDU]**

7,000 including Western Kadaru (1978 GR). Northern Sudan, Kordofan Province and Nuba mountains.

**KAKWA [KEO]**

40,000 in Sudan (1978 SIL). Southern Sudan, Yei District, extending into DRC in the west at Aba and in the south around Mahagi.

**KANGA [KCP]**

8,000 (1989). Northern Sudan, Miri Hills, west and southwest of Kadugli.

**KANURI, CENTRAL [KPH]**


**KAROKO [KKO]**

12,986 (1984 R.C. Stevenson). Northern Sudan, Kordofan, in Karko Hills 20 miles west of Dilling, including Dulman.

**KATCHA-KADUGLI-MIRI [KAT]**

74,935 including 48,864 Kadugli and Katcha, 26,071 Miri (1984 R.C. Stevenson). Northern Sudan, Kordofan Province, in the southern hills of the Nuba Hills area.

**KATLA [KCR]**


**KEIGA [KEC]**


**KELIKO [KBO]**

**KELO [TSN]**
Northern Sudan, Tornasi Hills; Jebels Tornasi (Keeli village) and Beni Sheko. West of Berta speaking people. Alternate names: TORNASI, KELO-BENI SHEKO, NDU-FAA-KELO. Dialects: BENI SHEKO, KELO.

**KENUZI-DONGOLA [KNC]**
180,000 in Sudan (1996).

**KO [FUJ]**
2,683 (1984 R. C. Stevenson). Northern Sudan, on small isolated hills in the extreme eastern part of the Nuba hills.

**KOALIB [KIB]**

**KOMO [KOM]**
10,000 in Sudan (1979 James).

**KRONGO [KGO]**

**LAFOFA [LAF]**
5,140 (1984 R. C. Stevenson). Northern Sudan, Nuba Hills, central Eliri range and on two hills to the south and east. Alternate names: KIDIE, TEGEM. Dialects: JEBEL EL AMIRA (EL AMIRA), JEBEL TEKEIM (JEBEL, TEKEIM, TEGEM), LAFOFA.

**LANGO [LNO]**
20,000 possibly (1987 SIL). Southern Sudan, eastern Equatoria Province.

**LOGOL [LOF]**
2,600 (1956 Tucker and Bryan). Northern Sudan, on small isolated hills in the extreme eastern part of the Nuba Hills, between Talodi and the White Nile.

**LOGORIK [LIU]**

**LOKOYA [LKY]**
12,392 (1952). Southern Sudan, eastern Equatoria, Torit District. Alternate names: LOKOiya, LOKOJA, LOQUIA, LOWOI, OWOI, OIRYA, ELLYRIA, OXORIOK, KOYO.

LONGARIM [LOH]

LOPPIT [LPX]

LULUBO [LUL]
15,000 (1985 SIL). Southern Sudan, eastern Equatoria Province.

LUMUN [LMD]
Northern Sudan, Talodi, Moro Hills. Alternate names: LOMON, KUKU-LUMUN.

LUWO [LWO]
80,000 (1983 census). Southern Sudan, north of Wau toward Aweil, southeast of Wau as far as Tonj.

MA'DI [MHI]
18,000 in Sudan (1982 SIL). Southern Sudan, Equatoria Province.

MABAAN [MFZ]
25,000 to 50,000 (1987 SIL). On the border of Blue Nile and Upper Nile.

MANDARI [MQU]

MASALIT [MSA]
145,000 in Sudan. Population total both countries 250,000 (1983 Doombos and Bender).

MIDOB [MEI]
50,000 (1993 R. Werner). Northern Sudan, Dar Fur Province, Jebel Midob, and settled communities in Omdurman and Gezira Aba.

MO'DA [GBN]
600 (1977 Voegelin and Voegelin). Southern Sudan, northwest of Mvolo on both sides of the border of Lakes and Western Equatoria provinces.
MOLO [ZMO]
100 (1988 M.L. Bender). At Jebel Malkan, near the Berta language, south of the Blue Nile.

MORO [MOR]
30,000 (1982 SIL) including 4,100 Abu Leila and Lebu, 460 Umm Dore, 9,000 Umm Gabralla (1977 Voegelin and Voegelin). Northern Sudan, eastern Nuba Mountains.

MOROKODO [MGC]
3,400 or more, including 280 Biti (1977 Voegelin and Voegelin). Southern Sudan, in the area between Amadi and Maridi. Alternate names: MA'IDI.

MORU [MGD]
70,000 (1982 SIL), including 1,200 Agi, 2,500 Andri, 5,000 Kadio, 9,000 Miza, 400 Wa'di. Southern Sudan, Mundri District, Equatoria Province.

MURLE [MUR]
60,000 in Sudan (1982 SIL).

NDING [ELI]

NDOGO [NDZ]
20,000 (1993). Southern Sudan, Western District along Wau-Deim Zubeir Road between Mboro and Kpango rivers.

NGILE [MAS]
38,000 including Dagik (1982 SIL). Northern Sudan, Kordofan Province, Nuba Mountains, in Mesakin Hills on some outlying hills.

NJALGUGLUGLE [NJL]
900 (1977 Voegelin and Voegelin). Southern Sudan, on the Sopo River just above the Sopo-Boro confluence, and west of the Dinka. 1 village.

NOBIIN [FIA]
295,000 in Sudan (1996).

NUER [NUS]
740,000 in Sudan (1982 SIL).

NYAMUSA-MOLO [NYO]
1,200 Nyamusa (1977 Voegelin and Voegelin).

OPUUO [LGN]
Northern Sudan.
OTORO [OTR]
13,000 (1989). Northern Sudan, Kordofan Province, Nuba Mountains region, Otoro Hills south of Heiban and west of the Heiban-Talodi road.

PJRI [LKR]

REEL [ATU]

SHATT [SHJ]

SHILLUK [SHK]
175,000 (1982 SIL). Southern Sudan, Upper Nile Province.

SHWAI [SHW]

SINYAR [SYS]
Population total 5,000 to 10,000 (1983 Bender).

SUNGOR
15,000 in Sudan. Northern Sudan, Dar Fur, Melmele in Dar Masalit.

SURI [SUQ]
1,000 Tirma in Sudan (1983 SIL). Southern Sudan, Borna Plateau near the Ethiopian border.

TAGOI [TAG]
13,000 (1982 SIL) including 2,000 Tagoi, 552 Moreb, 1,100 Tumale (1977 Voegelin and Voegelin).

TALODI

TEGALI [RAS]

TEMEIN [TEQ]

TENNET [T]
4,000 (1994 SIL). Southern Sudan, Equatoria Province, Lopit Hills, northeast of Torit, 5 villages. Alternate names: TENET.

TESE [KEG]

THURI [THU]
6,600 (1956 Tucker and Bryan). Southern Sudan between Wau and Aweil.

TIGR] TIE [T]
Northern Sudan. Alternate names: KHASA, XASA.

TIMA [TMS]
1,100 ? (1956). Northern Sudan, Nuba Hills in villages on and near Jebel Tima, 10 miles southwest of Katla, West Kordofan District.

TINGAL

TIRA [TIR]
40,000 (1982 SIL). Northern Sudan, Nuba Hills in villages extending from near Otoro to the neighborhood of Talodi. Alternate names: TIRO, THIRO, LITHIRO.

TOCHO [TAZ]

TOPOSA [TOQ]
100,000 (1984 M. Schroeder). Southern Sudan, along both sides of Singaita and Lokalyen rivers.

TULISHI [TEY]
8,628 (1977 Voegelin and Voegelin), including 3,000 Kamdang, 2,500 Tulishi.

TUMMA [TBQ]
6,500 (1956 census). Northern Sudan, hills south of Nuba Hills.

TUMTUM [TBR]
7,300 including 6,000 in Karondi, 1,300 in Tumtum. Northern Sudan, Upper Nile Province.

UDUK [UDU]