

CHAPTER TWO

BACKGROUND TO THE STUDY

2.1 SUDAN'S GEOGRAPHICAL SETTING

Sudan, a Republic in Northeast Africa, is the largest country in the African continent. It is bounded in the north by Egypt; in the east by the Red Sea, Eritrea and Ethiopia; in the south by Kenya, Uganda and Zaire; and on the west by the Republic of Central Africa, Chad and Libya in the North-West. Sudan has a total area of 2,505,813 sq km (about 967, 495 sq miles). Khartoum is the capital and the largest city.

2.2 A HISTORICAL PERSPECTIVE

Modern Sudanese history owes much to Napoleon. It was the victory in 1797, at the battle of the Pyramids which shook the power of the Mamelukes, the Caucasian ruling class of Egypt, and paved the way for the rise to power of the Albanian soldier of fortune Muhammad Ali.

Muhammad Ali sent his third son Ismail at the head of 10,000 men across the desert and, by 1821, all of north and central Sudan was under his control. For the first time, the Sudan- the name means "Land of Blacks" - began to take shape as a political entity.

Salvation was to come from the desert. Muhammad Ahmad, the son of a Dongola boat-builder, was born in 1844. He grew into a soft-spoken mystic and soon retired to Aba Island, 150 miles south of Khartoum, to lead the life of a religious man, proclaiming himself in 1881 to be the Mahdi. The tribes of the west rallied to the Mahdi's call for a

war against was they believed to be infidels. In 1884, the Mahdi conquered all parts of Sudan except Khartoum.

The British, who meanwhile had moved into Egypt, resolved that the Sudan could not be held, and sent General Charles Gordon to evacuate Khartoum. After 317 days the Mahdi's dervish hordes overran the city's defenses. They razed Khartoum and killed The English Governor Gordon.

Five months after the fall of Khartoum, the Mahdi died of typhus; Khalifa Abdallah succeeded him. Hardly had he come to power when the Sudan was plunged in a series of civil wars. In September 1898 the Anglo-Egyptian force led by General Herbert Kitchener met the Khalifa's 60,000 warriors on an open plain outside Omdurman, the new Sudanese city built across the Nile. Khalifa's casualties comprised 10,800 killed and 16,000 wounded, and Kitchener entered Omdurman as a conqueror.

On January 19, 1899 Britain and Egypt signed a condominium agreement under which the Sudan was to be administered jointly. In the twelve ensuing years, the Sudan's revenue had increased seventeen fold, its expenditure tripled, and its budget reached a balanced state which was to be maintained until 1960. Mounting Egyptian nationalism in the period after World War I culminated in 1924 in the assassination of Sir Lee Stack, Governor - General of the Sudan in the streets of Cairo; the British reaction resulted in the expulsion of all Egyptian officials from the Sudan.

In 1936 a few Egyptians were allowed to return to the country in minor posts. But the signing of the 1936 agreement stimulated Sudanese nationalists who objected both to the return of the Egyptians and to the fact that other nations were deciding their destiny. Expression of this feeling was seen in the formation of the Graduates' Congress, under the leadership of Ismail al-Azhari.

2.2.1 End of the Condominium Rule

On February 12, 1953, Britain and Egypt signed an accord ending the condominium rule and agreed to grant Sudan self-government within three years. The agreement also provided for a senate for the Sudan, a Council of Ministers, and a House of Representatives, elections which was to be supervised by an international commission.

The elections that were held during November and December 1953 resulted in victory for the National Unionist Party (NUP), and its leader, Ismail al-Azhari, became the Sudan's first Prime Minister in January 1954. The replacement of British and Egyptian officers in the Sudanese civil service by Sudanese nationals followed rapidly.

2.2.2 Independence

On December 19, 1955, the Parliament voted unanimously that the Sudan should become "a fully independent sovereign state". Consequently, British and Egyptian troops left the country on January 1, 1956; the same day a five-man Council of State was appointed to take over the powers of the governor general until a new constitution was set up.

Two years, later, on 17 November 1958 a bloodless army coup led by General Ibrahim Abboud toppled the Government of al-Azhari. On his assuming power, General Abboud declared that he would rule through a thirteen-member army junta and that democracy was being suspended in the Sudan in the name of "honesty and integrity". Abboud was toppled in a popular uprising in October 1964.

In 1966, Sadik al-Mahdi, the 30-year-old president of the Umma party, took over as Prime Minister. Internally, the security situation in the southern Sudan continued to cause anxiety; successive Prime Ministers visited the South in April and October but neither threats nor blandishments succeeded in curbing the rebels.

The Ministry for Southern Affairs sought to restore normal life to those parts of the southern provinces under government control, but there was little or no security in Equatoria Province. In May 1969 Colonel Numeiry came to power after a military coup de etat, and the armed forces launched a major offensive against the rebel camps there in October 1970.

The war ended officially in March 1972, when Colonel Numeiry signed a peace pact with Major-General Lagu, the Leader of the Anya-Nya rebels in the south.

Numeiry ruled the country until 1985 when he was removed by a popular uprising. An elected civilian government replaced him.

Again in 1988 and early 1989, following farther discontent in the country and within the military another bloodless coup d'etat took place on June 30, 1989 led by Brig. Omar Hassan 'Ahmed El Bashir who formed a 15 member Revolutionary Command Council for National Salvation. Head of State, Prime Minister and Minister of Defense, he quickly dismantled civilian rule, constitution was suspended, and the National Assembly and all political institutions were dissolved. General El Bashir is still ruling the country (Sept. 2004).

2.3 THE LINGUISTIC SETTING

Language differences have served as a partial basis for ethnic classification and as symbols of ethnic identity. Such differences have been obstacles to the flow of communication in a state as linguistically fragmented as Sudan. These barriers have been overcome in part by the emergence of some languages as lingua francas and by a considerable degree of multilingualism in some areas.

Most languages spoken in Africa fall into four language super-stocks. Three of them-- Afro-Asiatic, Niger-Kurdufanian, and Nilo-Saharan--are represented in Sudan. Each is divided into groups that are in turn subdivided into sets of closely related languages.

Two or more major groups of each super-stock are represented in Sudan, which has been historically both a north-south and an east-west migration crossroad.

The most widely spoken language in the Sudan is Arabic, a member of the Semitic branch of the Afro-Asiatic language family. Cushitic, another major division of the Afro-Asiatic language, is represented by Bedawiye (with several dialects), spoken by the largely nomadic Beja. Chadic, a third division, is represented by its most important single language, Hausa, a West African tongue used by the Hausa themselves and employed by many other West Africans in Sudan as a lingua franca.

Niger-Kurdufarian is first divided into Niger-Congo and Kurdufarian. The widespread Niger-Congo language group includes many divisions and subdivisions of languages. Represented in Sudan are Azande and several other tongues of the Adamawa-Eastern language division, and Fulani of the West Atlantic division. The Kurdufarian stock comprises only thirty to forty languages spoken in a limited area of Sudan, the Nuba Mountains and their environs.

The designation of a Nilo-Saharan super stock has not been fully accepted by linguists, and its constituent groups and subgroups are not firmly fixed, in part because many of the languages have not been well studied. Assuming the validity of the category and its internal divisions, however, eight of its nine major divisions and many of their subdivisions are well represented in Sudan, where roughly seventy-five languages, well over half of those named in the 1955-56 census, could be identified as Nilo-Saharan. Many of these languages are used only by small groups of people. Only 1 percent or more of Sudan's 1956 population spoke six or seven of them. Perhaps another dozen were the home languages of 0.5 to 1 percent. A few thousand or even a few hundred people used many other languages.

The number of languages and dialects in Sudan is assumed to be about 115, including 26 major languages (See appendix G for more information on languages in Sudan).

Moreover, languages of smaller ethnic groups tended to disappear when the groups assimilated with more dominant ethnic units.

Several lingua francas have emerged and many people have become genuinely multilingual, fluent in a native language spoken at home, a lingua franca, and perhaps other languages. Arabic is the primary lingua franca in Sudan, given its status as the country's official language and as the language of Islam. Arabic, however, has several different forms, and not all who master one are able to use another. Among the varieties noted by scholars are classical Arabic, the language of the Quran (although generally not a spoken language and only used for printed work and by the educated in conversation); Modern Standard Arabic, derived from classical Arabic; and at least two kinds of colloquial Arabic in the Sudan; one spoken in roughly the eastern half of the country and called Sudanese colloquial Arabic, and the other spoken in western Sudan, closely akin to the colloquial Arabic spoken in Chad. There are other colloquial forms. A pidgin, called "Juba Arabic", is peculiar to southern Sudan. Some Muslims might become acquainted with classical Arabic in the course of rudimentary religious schooling.

Modern Standard Arabic is in principle the same everywhere in the Arab world and presumably permits communication among educated persons whose mother tongue is one or another form of colloquial Arabic. Despite its international character, however, Modern Standard Arabic varies from country to country. It has been, however, the language used in Sudan's central government, the press, and Radio Omdurman. The latter also broadcasts in classical Arabic. One observer, writing in the early 1970s, noted that Arabic speakers (and others who had acquired the language informally) in western Sudan found it easier to understand the Chadian colloquial Arabic used by Chad Radio than the Modern Standard Arabic used by Radio Omdurman. This might also be the case in rural Sudan where villagers and nomads speak a local dialect of Arabic.

Despite Arabic's status as the official national language, English was acknowledged as the principal language in southern Sudan in the late 1980s. It was also the chief language at the University of Khartoum and was the language of secondary schools even in the north before 1969. The new policy for higher education announced by the Sudanese government in 1990 indicated the language of instruction in all institutions of higher learning would be Arabic.

Nevertheless, in the south, the first two years of primary school were taught in the local language. Thereafter, through secondary school, either Arabic or English could become the medium of instruction (English and Arabic were regarded as of equal importance); the language not used as a medium was taught as a subject. In the early 1970s, when this option was established, roughly half the general secondary classes (equivalent to grades seven through nine) were conducted in Arabic and half in English in Bahr Al Ghazal and Al Istiwai Provinces. In early 1991, with about 90 percent of the southern third of the country controlled by the Sudanese People's Liberation Army (SPLA), the use of Arabic as a medium of instruction in southern schools remained a political issue, with many southerners regarding Arabic as an element in northern cultural domination. Juba (or pidgin) Arabic, developed and learned informally, had been used in southern towns, particularly in Al Istiwai, for some time and had spread slowly but steadily throughout the south, but not always at the expense of English. The Juba Arabic used in the marketplace and even by political figures addressing ethnically mixed urban audiences could not be understood by northern Sudanese.

2.4 EDUCATION

The public and private education systems inherited by the government after independence were designed more to provide civil servants and professionals to serve the colonial administration than to educate the Sudanese. Moreover, the distribution of facilities, staff, and enrollment was biased in favor of the needs of the administration

and a Western curriculum. Schools tended to be clustered in the vicinity of Khartoum and to a lesser extent in other urban areas, although the population was predominantly rural. This concentration was found at all levels but was most marked for those in situations beyond the four-year primary schools where instruction was in the vernacular. The north suffered from shortage of teachers and buildings, but education in the south was even more inadequate. During the rule of the Condominium (*Britain and Egypt*), education in the south was left largely to the mission schools. But the level of instruction proved so poor that as early as the mid-1930s the government imposed provincial education supervisors upon the missionaries in return for the government subsidies that they sorely needed. The civil war and the ejection of all foreign missionaries in February 1964 further diminished education opportunities for southern Sudanese.

Since World War II the demand for education has exceeded Sudan's education resources. At independence in 1956, education accounted for only 15.5 percent of the Sudanese budget, to support 1,778 primary schools (enrollment 208,688), 108 intermediate schools (enrollment 14,632), and 49 government secondary schools (enrollment 5,423). Higher education was limited to the University of Khartoum, except for less than 1,000 students sent abroad by wealthy parents or on government scholarships. The adult literacy rate in 1956 was 22.9 percent, and, despite the efforts of successive governments, by 1990 it had risen only to about 30 percent in the face of a rapidly expanding population.

The philosophy and curriculum beyond primary school followed the British educational tradition. Although all students learned Arabic and English in secondary and intermediate schools, the language of instruction at the University of Khartoum was English. Moreover, the increasing demand for intermediate, secondary, and higher education could not be met by Sudanese teachers alone, at least not by the better

educated ones graduated from the elite teacher-training college at Bakht ar Ruda. As a result, education in Sudan continued to depend upon expensive foreign teachers.

When the Nimeiri-led government took power in 1969, it considered the education system inadequate for the needs of social and economic development. Accordingly, an extensive reorganization was proposed, which would eventually make the new six-year elementary education program compulsory and would pay much more attention to technical and vocational education at all levels. Previously, primary and intermediate schools had been preludes to secondary training, and secondary schools prepared students for the university. The system produced some well-trained university graduates, but little was done to prepare for technical work or skilled labor the great bulk of students who did not go as far as the university or even secondary school.

By the late 1970s, the government's education system had been largely reorganized. There were some preprimary schools, mainly in urban areas. The basic system consisted of a six-year curriculum in primary schools and three-year curriculum in junior secondary schools. From that point, qualified students could go on to one of three kinds of schools: the three-year upper secondary, which prepared students for higher education; commercial and agricultural technical schools; and teacher-training secondary schools designed to prepare primary-school teachers. The latter two institutions offered four-year programs. Post secondary schools included universities, higher technical schools, intermediate teacher-training schools for junior secondary teachers, and higher teacher-training schools for upper-secondary teachers.

Of the more than 5,400 primary schools in 1980, less than 14 percent were located in southern Sudan, which had between 20 and 33 percent of the country's population. Many of these southern schools were established during the Southern Regional administration (1972-81). The renewal of the civil war in mid- 1983 destroyed many schools, although the SPLA operated schools in areas under its control. Nevertheless,

many teachers and students were among the refugees fleeing the ravages of war in the south.

In the early 1980s, the number of junior (also called general) secondary schools was a little more than one-fifth the number of primary schools, a proportion roughly consistent with that of general secondary to primary-school population (260,000 to 1,334,000). About 6.5 percent of all general secondary schools were in the south until 1983.

There were only 190 upper-secondary schools in the public system in 1980, but it was at this level that private schools of varying quality proliferated, particularly in the three cities of the capital area. Elite schools could recruit students who had selected them as a first choice, but the others took students whose examination results at the end of junior secondary school did not gain them entry to the government's upper secondary schools.

In the mid-1970s, there were four universities, eleven colleges, and twenty-three institutes in Sudan. The universities were in the capital area, and all of the institutions of higher learning were in the northern provinces. Colleges were specialized degree-granting institutions. Institutes granted diplomas and certificates for periods of specialized study shorter than those commonly demanded at universities and colleges. These post-secondary institutions and universities had provided Sudan with a substantial number of well-educated persons in some fields but left it short of technical personnel and specialists in sciences relevant to the country's largely rural character.

By 1980 two new universities had opened, one in Al Awsat Province at Wad Madani, the other in Juba in Al Istiwai Province, and in 1981 there was talk of opening a university in Darfur, which was nearly as deprived of educational facilities as the south. By 1990 some institutes had been upgraded to colleges, and many had become part of an autonomous body called the Khartoum Institute of Technical Colleges (also referred to as Khartoum Polytechnic). Some of its affiliates were outside the capital area, for example, the College of Mechanical Engineering at Atbarah, northeast of Khartoum,

and Al Jazirah College of Agriculture and Natural Resources at Abu Naamah in Al Awsat (Central Region).

The oldest university is the University of Khartoum, which started as a college and later developed as a university in 1956. In 1990 it had about 12,000 students in degree programs ranging from four to six years in length. Larger, but less prestigious, was the Khartoum branch of the University of Cairo with 13,000 students. The size of the latter and perhaps its lack of prestige reflected the fact that many if not most of its students worked to support themselves and attended classes in the afternoons and at evenings, although some morning classes were introduced in 1980. Tuition only at the Khartoum branch was free, whereas the government paid for all costs at the fully residential University of Khartoum. At the Institute of Higher Technical Studies, which had 4,000 students in 1990, tuition was free, and a monthly grant helped to defray but did not fully cover other expenses. The smallest of the universities in the capital area was the specialized Islamic University of Omdurman, which existed chiefly to train Muslim religious judges and scholars.

The University of Juba, established in 1977, graduated its first batch in 1981. It was intended to provide education for development and for the civil service for southern Sudan, although it was open to students from the whole country. In its first years, it enrolled a substantial number of civil servants from the south for further training, clearly needed in an area where many in the civil service had little educational opportunity in their youth. After the outbreak of hostilities in the south in 1983, the university was moved to Khartoum, a move that had severely curtailed its instructional programs, but the university continued to operate again in Juba in the late 1980s. Al Jazirah College of Agriculture and Natural Resources was also intended to serve the country as a whole, but its focus was consistent with its location in the most significant agricultural area in Sudan.

Of particular interest was the dynamic growth and expansion of Omdurman Ahlia University. It was established by academics, professionals, and business people in 1982 upon the hundredth anniversary of the founding of the city of Omdurman and was intended to meet the ever-growing demand for higher education and training. The university was to be non-governmental, job oriented, and self-supporting. Support came mainly from private donations, foreign foundations, and the government, which approved the allotment of thirty acres of prime land on the western outskirts of Omdurman for the campus. Its curriculum, taught in English and oriented to job training pertinent to the needs of Sudan, had attracted more than 1,800 students by 1990. Its emphasis on training in administration, environmental studies, physics and mathematics, and library science had proven popular.

2.4.1 Educational Reforms of 1990

The revolutionary government of General Bashir announced sweeping reforms in Sudanese education in September 1990. In consultation with leaders of the Muslim Brotherhood and Islamic teachers and administrators, who were the strongest supporters of his regime, Bashir proclaimed a new philosophy of education. He allocated SD400 million for the academic year 1990-91 to carry out these reforms and promised to double the sum if the current education system could be changed to meet the needs of Sudan.

The new education philosophy was to provide a frame of reference for the reforms. Education was to be based on the permanence of human nature, religious values, and physical nature. This could only be accomplished by a Muslim curriculum, which in all schools, colleges, and universities would consist of two parts: an obligatory and an optional course of study. The obligatory course to be studied by every student was to be based on revealed knowledge concerning all disciplines. All the essential elements of the obligatory course would be drawn from the Quran and the recognized books of the

hadith. The optional course of study would enable the students to select certain specializations according to individual aptitudes and inclinations. Whether the government could carry out such sweeping reforms throughout the country in the face of opposition from within the Sudanese education establishment and the dearth of resources for implementing such an ambitious project remained to be seen. The new reforms included the following:

1. The number of students' enrollment in existing institution of Higher Education should double immediately.
2. The number of Government Universities was increased from 5 to 25 University in less than three years.
3. The Language of instruction in higher education should immediately change from English to Arabic in what was known as Arabicization Policy.
4. English should be taught as a university requirement for all university students.
5. The ladder of school education was changed from 12 years (6 year for Primary, 3 for intermediate and 3 for secondary) to 11 year (8 years for basic education and 3 years for secondary level).
6. English is to be introduced from year 5 in basic level compared to first year in intermediate school (after 6 years in primary school).
7. All secondary school students who qualify to enter university are required to perform a compulsory three month training in the Popular Defense Forces, a paramilitary body, supporting the regular army, as requirement for university admission.
8. The system of free accommodation and food was eliminated from Universities.

Although the Higher Education was in dear need for teaching staff after the new expansion, many teaching staff were dismissed because of their opposition for these reforms.

Theoretically, these steps to reform the education look wonderful and convincing to any body. However, the government ignored the practical difficulties that are implied. The country's economical situation was one of the constraints that made these reforms sometimes produce negative results, the other one is the haste in which the reforms were implemented as there should be time for planning and gradual implementation.

2.5 THE UNIVERSITY OF KHARTOUM: A BRIEF HISTORY

The history of the U. of K. dates back to 1898, when Lord Kitchener conceived the idea of founding a college in memory of General Gordon. On the 1st of August 1899, control of the college was vested by an act of the British Parliament. The involvement of the Sudan government in the project started early in the 1900 Mr. James Curie was appointed Director of Education and principal of the College late 1918. The College was still small with a total number of 86 students. By 1924 the college was converted into a higher secondary institution.

In 1930, the college was educating 555 boys who were studying for two years general subjects followed by two years training in such fields as: engineering, teaching, science and Islamic law. That year witnessed the beginning of higher education in the Sudan with the establishment of the law Schools, which was followed in 1940 by the schools of Agriculture, Arts, Science, Engineering and Veterinary science.

In 1947, all these schools were brought under one administration in especial relationship with the university of London. Khartoum University College was formally brought into being on the first of September 1951 when an ordinance was issued to bring together the Medical School and the Schools of Gordon Memorial College Under the control, of one council. The U. of K. came into being on 24th July 1956 by an act of the Sudanese Parliament

2.6 ENGLISH LANGUAGE AND ARABICIZATION IN SUDANESE EDUCATION

The English language situation has passed through various stages from the time of independence in 1956 until today. This section traces the different stages of English development from a language of instruction in both schools and universities in early 1960s to a subject with the worst results in secondary school examinations in addition to the reduction of its role to a university requirement course in 1990s.

2.6.1 Independence and the role of Arabic in Education

There are many reasons that justified the choice of English as a medium of instruction in the Sudanese schools and later in the University. First of all, all the teaching staff during the colonial times were either British or foreigners who could not speak Arabic, the language of the masses. Second, the official language of the country itself was English so it was understandable why the language of education was like that. Last, the aim of education at that time was to produce government clerks to assist the British to administer the colony, hence it became important for them to talk in their bosses' language. The three reasons stated above show that the objectives of learning and teaching the English language in Sudan were very clear in the beginning.

On the eve of independence, an International Commission was invited to look into the educational system in the country and to evaluate it. One of the findings of that Commission was that the academic standards of the students were continuously deteriorating. The reason given to that was the adoption of a foreign language as a medium of instruction, hence, they recommended that the whole educational system should be Arabicized.

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For nearly seven years after independence, all the educational policies – including the language of instruction – remained the same at school level and in higher education, despite the above recommendation and the continuing decline in the standards of English. It is not until 1964 that the first loud cry for the use of the national language was heard from the part of the Teachers' Council.

2.6.2 English and Arabicization in General Education

The Arabicisation of general education officially started in the academic year 1965/66 through a governmental decree (Mohammed, 1991; Taha,1990). A report made on the then newly formed Higher Teachers Training Institute called for a smooth well-prepared transition to the use of Arabic in the secondary schools. However, with some difficulties in textbooks and trained teachers, the full implementation of the policy of Arabicisation at the secondary level was completed in 1968/69. English language was reduced to a mere school subject that is given 40 minutes a day six times a week in schools' timetable.

This new situation raised concerns among many educators as for the role and status of English in the country. The first reaction to Arabicizing the system was a conference on English language in Sudan held by University of Khartoum. In his opening speech in the conference, the Vice-Chancellor of Khartoum University welcomed the implementation of Arabicization in secondary schools (Dafa'allah, 1966), but he made it clear that Arabicization should be accompanied by more emphasis on teaching English. In that Conference, English was granted the status of a foreign language in the Sudan but it was emphasized that it should continue to be the chief link with the rest of the world and to be necessary in many branches of Higher education (Sandell 1982).

2.6.2.1 Current Situation of English in General Education

The teaching of English language in Sudan used to start very late in the General Education. Prior to the 1990 massive educational reforms, English was introduced in

Form 2 (year 7). When reaching this level, students were already 13-14 years old. The new policy stipulated that the teaching of English starts at Standard 5 (year 5) at the age of 11 -12.

A booklet published by the English Language Curriculum Committee (1992) of the Ministry of Education defined the aims of teaching English in Schools as follows:

By the end of the Basic Level pupils are expected to acquire the following skills:

1. Listening and speaking

1. To enable the learners to listen to and understand dialogues, whether recorded or oral and to participate in similar situations as a listener and/or speaker.
2. To enable the learner to acquire the appropriate language functions at reasonable degree so as to express himself/herself in English.

2. Reading

1. To develop the reading skills and strategies in the learner so that he can interact as a good reader with simple texts such as essay, stories.
2. To enable the learner to move to the horizons of 'free reading" which help the learner pursue self-learning and hence benefit from other sources of culture.

3. Writing

The learner should acquire the satisfactory writing skills, which enable him/her to construct accurate sentences and paragraphs, which lead to writing guided and free topics.

However beautiful these aims are, there are many factors that affected the efficiency of English teaching in Sudanese Schools such as,

1. Most teachers have no degrees or certificates in the teaching of English
2. Most Teachers lack training in teaching the language.

3. Schools are not well equipped with teaching aids and materials in addition to the shortage in the textbooks.
4. The children's exposure to the English language is limited to the classroom only, as the language of the street, home and media is purely Arabic. In some rural areas the English teacher might be the only person who knows English in the whole village.

The number of periods allocated for English teaching was drastically reduced, especially at the Secondary level as table (2.1, below) reveals.

Level	Grade	Number of Periods (of 45 min. each)
Basic Education (Std. 1-8)	Std. 5	3
	Std. 6	6
	Std. 7	7
	Std. 8	8
Secondary Education	Form 1	4
	Form 2	4
	Form 3	4

Table (2.1): The number of English period allocated for every class in General Education

The fact is that the number of English classes started to increase and even double at the Basic Level, and then suddenly there is a sharp drop of 50% in the number of periods when the student enters the secondary school. Although English literature is offered as an optional subject in the Secondary School Examination that leads to the University, it is unaccounted for in the School timetable. If some students choose to take literature then they have to do it on their own.

The end result of these problems is a shocking outcome in the level of English Language as shown in a report produced by the Ministry of General Education in Sept. 1999. Table (2.2, page 36) shows the percentage of passes in English Language in the Basic Level Exam, through all states of Sudan

The average percentage of pass is 27% only with the maximum score in the Northern state (53%) and the lowest in the war-hit Southern Kordofan State (6.1%). The report justified the result by the fact that English is a relatively newly introduced subject in class 5 and 6 at the Basic Level.

2.6.3 English Language and Arabicization at the University Level

The change of language of instruction at the secondary level had a lasting impact on the level of English in secondary Certificate Exams. An immediate measure put to effect was that "credit" in English in Sudan Secondary Certificate was no longer required for university enrollment after early 1970s . Muhammad (1992:28) mentioned that a student who reached "pass" was considered qualified, provided that there was a good performance in other subjects. This measure was intended to ensure that the exceptional students, well qualified in other subjects, should not be barred from a university by narrow failure in English.

The results of Secondary School English Exams, which was considered the qualifying exams for entering the University, for the seven years following the Arabicization of secondary education (1966-1972), were presented by Muhammed (1992:25) as shown in table (2.3, page 36).

Name of State	% of pass in English
Northern State	53%
Nahr Aneel (Nile) State	30%
Khartoum	38.9%
Jazeera	34%
White Nile	26.6%
Blue Nile	34.3%
Sinnar	24%
Red Sea	22.6%
Kassala	24.7%
Gadarif	19.4%
North Kordofan	16.3%
West Kordofan	20.9%
Southern Kordofan	6.1%
North Dar Four	22.5%
Western Dar Four	29.1%
Southern Dar Four	34.6
Average of all States	27.3

Table (2.2): The Percentage of passes in English in the 1998 Basic Level Examinations

Year	1966	1967	1968	1969	1970	1971	1972
%	57%	47%	43%	42%	40.5%	40%	39%

Table (2.3): The results of Secondary School English Exams for the first seven years following the Arabicization of secondary education

A continual downward trend was obviously indicated in the table above over the years shown. The range of decline between the first two years shown on the table above being 10% was the greatest.

The Arabicization policy had very negative drawbacks on the standards of English of students entering the university. For the students themselves it was a very challenging and sometimes disappointing situation to change suddenly from Arabic medium education to that of English. The freshmen felt that there was a barrier between them and the knowledge that they wanted to acquire from their field of specialization.

As a remedy to this situation a Service English program was introduced in the University of Khartoum with the aim of bridging the gap between the students' real competence in English and the level needed for the pursuit of studies in the University. Consequently, in 1975, the University in collaboration with the British Council established the English Language Servicing Unit (ELSU). The overriding role of ELSU, according to Muhammad (1992) was dictated by the fact of the falling levels of English.

The Unit used to offer a two-year English course of 100 hours to the Faculty of Science and a one-year English course of 60 hours to the rest of the Faculties, except the Faculties of Arts and Education which were serviced by their own English Departments.

During the 1970s and 1980s research has been done on the Arabicization process and the implication of it in the standards of English both in Sudan and the Arab world in general. Most of the findings of these studies supported the Arabicization process in Arab universities.

Finally, in 1983, the National Council for Higher Education in Sudan issued an official directive in favor of the use of Arabic as a medium of instruction at the higher

educational level. The Council called for different institutions to take decisions and formulate a clear program with regard to the process of implementation.

The Council of University of Khartoum adopted the policy of Arabicization in the same year. Initially, approval was given to the implementation in the Faculties of Laws, Arts and Education. The Council also decided that other Faculties should follow suit as from the 1984-5 academic year (Taha 1991).

The greatest change in the government's policies towards the use of Arabic as a medium of instruction in place of English in Higher Education, came in 1990. A year before that a military government backed by the National Islamic Front came to power. In September 1990, the revolutionary government announced sweeping reform in Sudanese education. These include a doubling of students intake to higher education and tripling the number of new universities in the country. What concerns us here is the language of instruction. It has been decided that the medium of instruction in all universities and for all disciplines should change from English to Arabic. Immediately, the academic year 1990/91 witnessed the implementation of that mass Arabicization in University of Khartoum.

In 1996 , the University introduced what is known as University Requirements subjects. This includes English, Arabic and Islamic Studies. These subjects were administered by a body called the Arabicization Administration , to which the English Language Servicing Unit was attached.

In 1998, the University introduced two more subjects namely Computer and Sudan Foundation under a new establishment called the Administration for University Requirements. It is worth mentioning that with these new changes in the status of ELSU, the teaching of Scientific English proper has ceased. Alternatively, the trend of teaching English for University students is focusing on common core English.

2.6.4 English in the Postgraduate Research

The postgraduate research in the University of Khartoum is managed by the Faculty of Postgraduate Studies. The choice of the language of writing the thesis is left for the student and his supervisor to decide. The Faculty has no restriction regarding the language and it has been accepting dissertations in both Arabic and English Language. However, a visit to their library showed that most of the theses in the field of sciences were written in English and the majority of the theses in Arabic were related to topics on the field of Humanities. This might be due to the availability and the language of reference books in the two fields.

2.7 ENGLISH LANGUAGE IN SUDANESE MEDIA

The media in Sudan, publications, TV or Radio service, is heavily dominated by the use of Arabic Language in news, feature, opinion and entertainment programs. The use of English comes very occasionally as we will see from the account of situation of English in the different media sources below:

2.7.1 The Press

When the current government assumed power in 1989, it suspended all newspapers in the country. At first, the Armed Forces daily Arabic Newspaper was the only paper allowed to publish. Later, two other Arabic government-sponsored papers (Al Sudan Al Hadith and Al Inghaz Al Watani) were issued. Under pressure to regularize and justify its treatment for the media, the Government introduced the 1993 Press and Publications Act. The whole process is controlled by The Council of Press and Publication which issues licenses on yearly basis for all publications. It is empowered to punish violations of the Act provisions by suspensions or cancellation of the license. It is during this time a Government-sponsored English daily newspaper called New Horizons started to publish.

2.7.1.1 Newspapers

Out of 57 daily and weekly newspapers published in Khartoum, there are only 2 daily English newspapers: Khartoum Monitor and Nile Courier. Unfortunately, both papers were not operating at the time when the researcher was investigating the situation of English for the purpose of this research.

The Khartoum Monitor was then facing some legal charge and it was closed due to that. In May 2003, the newspaper was suspended and the Editor fined. On the 11th of May the Editor was released after paying a fine of about (\$500) imposed on him the previous day by the Khartoum Criminal Court, for allegedly "inciting hate" against the government. The Court imposed an additional (\$250) on the Newspaper and ordered it to shut down for two months. If the fine is not paid, the Newspaper will remain closed for a further two months. On completing the two-month suspension, the newspaper resumed publishing on 11th July 2003, only to face another charge. This time, the Paper's publishing license has been withdrawn for printing an allegedly illegal interview in 2002 with a former cabinet Minister from the South who was strongly critical to the government.

As for the Nile Courier, it was self-suspended for financial difficulties. Another weekly paper called Sudan Standards started to issue for a short period of times and then stopped.

Part of the problem of the English papers is the narrow circulation and distribution opportunity in a country dominated by the use of Arabic Language and the wide-spread illiteracy.

2.7.1.2 Magazines

Sudanow is the longest surviving English monthly magazine in Sudan. It was established in 1974 by May Revolution Government, and was intended to address the expatriate in Sudan and the English inclined Sudanese especially from the Southern part

of the Country. Since 1989, the magazine which used to be published by a relatively independent Printing House under the Ministry of Information has passed through a long process of restructuring. At the beginning it was made part of the National House for Information which handles all Government published Media. Then it was annexed to the Secretariat of External Information until 1999. During this time *Sudanow* lost its premises, which has been sold out with some other properties. Now, the Magazine is sharing the building and became part of Sudan News Agency. During the 1970s the Magazine was allowed greater measure of freedom because it was aimed at opinion outside the country. It was still controlled by the Government, but it was serving a promotional purpose by creating an impression of tolerance, which was not found in the Arabic Language press, as it was aimed at the public inside the country. The circle of distribution outside the country includes the Sudanese Embassies abroad, the Library of Congress and some research institutes in North America, Europe and Australia, while the distribution inside Sudan includes the Foreign Embassies in Khartoum, the Hilton Hotel, Sudan Airlines and some Universities. A reduced subscription price of 50% is offered for students to encourage them to buy the magazine. The total number of copies printed now is between 3000 and 7000 copies per issue.

2.7.2 Sudan News Agency (SUNA) News Release

SUNA was established in 1970 as the sole official news provider in the country. It issues two daily news release in Arabic one is available and open for subscribers and the other is a controlled circulation news letter intended for high ranking government official. Starting from 1994, the Agency started to issue an English version of the news letter intended for public consumption. At the beginning it used to be issued electronically, but they have started to produce a printed copy since 2002. Currently, only 15 copies are printed per issue and distributed for subscribers from foreign Embassies and European Union Office in Khartoum.

2.7.3 The General Secretariat for External Information

This is the Government organ that plays an important role in providing news and cultural information about Sudan to the outside world. It is also responsible for coordinating between the various media and information organs to formulate the Sudanese the media's informative message to the International Community. This Council is also in charge of the supervision of the foreign press and media corps presence in Sudan. The Secretariat of the Council issues a daily, bilingual bulletin to the International Community. In addition to another daily bulletin monitoring the Sudanese news coverage in the International news and press organization.

2.7.4 Sudan TV

Sudan TV service started in 1961 with a station donated as a gift from Germany. There are three government owned TV stations at the moment. The main Sudan TV station, The Khartoum State TV and the Blue Nile TV. The last two air their programs for a shorter period of time during the evenings. There are no private TV stations in the country. But, viewers could receive a number of foreign channels via satellite TVs including the BBC and the CNN.

There is very little time allocated for programs in English Language. There is a brief news cast in English for about 10 to 15 minutes per day. Sometimes there is a weekly Foreign Movie, normally in English, but with Arabic subtitles. All other programs including news, interviews, educational, entertainment etc. are aired in Arabic and the few instances in which other languages are used would be local dialects reflecting some folkloric segments from southern parts of the country.

2.7.5 Sudan Radio

The government operated Sudan Radio service was established in 1940. It is managed by Sudan National Radio Corporation which runs the National Radio station in addition to more than ten regional radio stations. The Language of programs in the National

Station and most stations in the North is Arabic. In the South a pidgin version of Arabic is used in addition to tens of regional dialects in that diverse part of the country. The use of English here is also limited to few minutes of news bulletin. Listeners can switch to BBC Arabic which is available in FM for alternative news.

2.8 ENGLISH USE IN GOVERNMENT SYSTEM

Since the days before Independence in 1950s there was a mass movement to change the language of the civil service from English to Arabic. By the time the current government took over in 1989, all sectors of government departments in the North were conducting their routine work and documentation in Arabic. The situation in the South, however, remained different. The Language of government service remained English until early 1990 when the government decided to change all its operational system in the South to Arabic.

The use of English is confined to certain government agencies and ministries, which deal with foreign parties. Examples for that include the Ministry of Foreign Affairs in its dealings with Embassies in Khartoum. There is a limited use of English in the Parliament where the representative from the South are allowed to address the assembly in English. Departments such as Immigration might need some sort of knowledge in English in handling matters related to foreign expatriate or visitors to the country.

2.9 ENGLISH IN BUSINESS AND FINANCIAL SECTOR

The language of the daily office routine in all the business activities is Arabic. All local contracts and dealings in addition to the daily shopping activities are performed in that language too. The use is becoming increasingly important after the discovery of oil which led to the involvement of companies from China, Malaysia, India, Canada and other countries. Officials and engineers in the Ministry of Energy need to use English in

their dealing with staff from these International Companies working in the oil sector. The discovery of oil attracts some other companies working in other sectors to come to visit the Country and make business negotiations with the government. That, too, requires a command of English for officers representing the government side. The Ministry of International Trade needs to use English in its attempt to attract foreign investment to the country.

2.10 ENGLISH IN DAY-TO-DAY LIFE IN SUDAN

The daily life of Sudanese public is dominated by the use of Arabic Language. You may never hear a single English sentence uttered during a full tour which may include the streets, the market, the transportation, the theatre and other places where the public practice their normal life. Some English words inserted in Arabic sentences might be heard, specially if two educated persons are talking to each other.

A pidgin called Juba Arabic is peculiar to southern Sudan. Tosco (1995) described Juba Arabic as, "an Arabic-based (stabilized) pidgin spoken in southern Sudan. JA shows many characteristics of typical creoles, including the expression of different tense / mood / aspect values through preverbal markers, and the division of the verbal lexicon between stative and nonstative verbs, which are distinguished by verbal markers and the different value of the verbal form when used without markers" (pg. 423)

Juba Arabic, developed and learned informally, is used in southern towns, particularly in Al Istiwai States for some time and has spread slowly but steadily throughout the South, but not always at the expense of English. The Juba Arabic is used in the marketplace and even by political figures addressing ethnically mixed urban audiences in the South.