

## CHAPTER THREE

### THEORETICAL FRAMEWORK

This research is an investigation of the English language situation in the University of Khartoum, Sudan, and an evaluation of the English program implemented after the change of language of instruction in the University in 1990. Hence, this sociolinguistic research falls under the wider umbrella of language policy and language planning. But it directly investigates a narrower scale of language planning in the field of ESP and its subsidiary EAP. Within the field of ESP we can identify three stages of course development: design, implementation and evaluation. This research focuses mainly on course evaluation.

Language planning is a relatively new field of linguistics; only in the late 1950s and 1960s it started to take shape as a recognized separate branch of language study. The discipline remains largely descriptive and has not reached a stage of explanatory adequacy. However, there are some well known contributions to develop some models of description to the nature of change, but they did not reach the stage of a theory as they did not yet answer questions about why the unplanned change in language take place. In the rest of this section, some of these models and related conceptual works would be presented, then there would be an attempt to look into the current research in the light of these models and furnish a theoretical background on which the research could be laid.

### 3.1 DEFINITIONS OF LANGUAGE PLANNING

The term "language planning" was first used in the literature by Haugen (1959). He used it to describe the efforts in Norway, over the past century, to achieve a language expressive of nationalistic individuality. He defined language planning as "the activity of preparing normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogeneous speech community" (Haugen 1969a:133). Haugen (1966) preferred to regard this definition as part of the outcome of language planning, or, a part of the implementation of the decisions made by the language planners. In another paper, Haugen (1969b:287) gave another definition for language planning as "the establishment of goals, policies, and procedures for a language community". However, Jernudd and Das Gupta (1971) criticized this definition saying that it was too open-ended. They think that language planning should imply that decision-makers choose a satisfactory, or even optimal course of action but within limits of given amount of resources and only in order to reach the goals that have been approved by the political authority. In Haugen (1969b:287) language planning was defined as "the normative work of language academies and committees, all forms of what is commonly known as language cultivation and all proposals for language reform or standardization". On their part, Rubin and Jernudd (1971) refer to language planning as the organizational efforts, which are directed to deliberate change in the language code or speaking, or both. Meanwhile, Fishman (1971) described language planning as the organized pursuit of solutions to language problems, usually at the national level.

Rubin (1983) draws some line between language planning and language policy. She says, there are several things to notice about language planning. First, policy-making is not planning. Often when evaluating the process of language planning, people say that language planning has failed. Upon closer evaluation, it turns out that there was little

clear indication of means of implementing the policy and little consideration of alternative means to achieve the goals. She concluded that, if the policy-maker does not have proper background information and does not recognize that the plan must be coordinated with other socio-cultural processes, it is more than likely to remain just a policy.

Rubin (1983) also identified two characteristics of language planning. The first is that language planning is related to socio-political motivations and the second is that it is future -oriented, which means that the outcome of policies and strategies must be specified in details in advance of action taken.

### **3.2 STAGES OF LANGUAGE PLANNING**

Rubin (1971) identified four stages of language planning to which she added a fifth dimension. According to her, the first step in language planning is the fact-finding. This means that, before planning, the planner must have certain amount of information about the situation in which the plan is to be effected. Thus, the planner must investigate the existing setting to ascertain what the problems are. The second stage is the Planning (goals, strategies and outcome). This second stage of planning is the actual planning. The planner will formulate plans based on his knowledge of the constraints. At this point the planner will establish goals, select means or strategies and predict outcomes. The third stage of planning is the Implementation. After the plan is made, the planner may be involved in the implementation of the plan. Here he will be concerned with communicating the needs and reasons for following the plan.

The fourth stage is the Feedback. At the final stage the planner must see whether the plan has in fact worked. He must assess whether the actual outcome matches his predicted outcome, and if not, why not. The dimension of evaluation that Rubin added

emphasizes the isolation of criteria to be used in making decisions and requires the specification of the values that are meaningful in the making of choices.

### 3.3 FACTORS INFLUENCING LANGUAGE PLANNING

Language planning does not take place in a social vacuum. Instead, it is affected by many factors. Appel Rene (1987) identified five factors that can affect language planning in varying degrees, they are: socio-demographic, linguistic, political and religious factors. We can briefly overview these factors:

### 3.4 HAUGEN'S MODEL OF LANGUAGE PLANNING

Einer Haugen is the pioneer in setting models for describing the activities of Language planning. Haugen (1966) well known fourfold model describes the stages of language planning thus: 1) Norm Selection, 2) Codification, 3) Implementation, and 4) Elaboration. Haugen initially conceived these stages as four aspects of Language development as crucial features in taking the step from dialect to language and from vernacular to standard. Below is an explanation of the four stages stated in Haugen's Model.

	<b>Norm</b>	<b>Function</b>
<b>Society</b>	Selection	Implementation
<b>Language</b>	Codification	Elaboration

**Table 3.1:** The Relationship between the stages of language planning as in Haugen's (1966) Model.

#### **Norm Selection**

This stage involves choosing a language or a variety for specific purposes frequently associated with official status or normal roles. In other words norm selection is the making of the official policy regarding the language.

## **Codification**

This stage is related to the stabilization of the norm selected. Codification presupposes norm selection and is related to standardization processes. Standardization involves at least two distinct language strategies. One requires the elaboration and adoption of one variety among others; while the other consists the creation of a new variety composed of some main dialects. The standardization involves among others, producing dictionaries, grammars, style manuals, punctuation and pronunciation guides etc. and it is carried out by language academies or individuals who do the work for academies.

## **Implementation**

It involves the activities of government agencies, institutions and writers in adopting the selected and codified norm. Activities such as the production of textbooks, books, newspapers etc. as well as the use of language for mass media, are part of the implementation process. Haugen sometimes calls this stage "acceptance".

## **Elaboration**

This stage involves the expansion of the language functions and assignment of new codes, such as scientific and technological. Language modernization is one of the most common activities requiring elaboration.

Haugen (1983) presented a revised version of his model in which he tries to incorporate the most important insights of his colleagues without altering the basic outline of the original plan. Haugen admits that even with the new revision he cannot claim that his model amounts to a theory of language planning. He believes that it only provides a description of what language planners have done, but not to tell why they have done it, nor what goals they have hoped to attain.

	Form (policy planning)	Function (language cultivation)
<b>Society (status planning)</b>	1. Selection (decision procedure) a. identification of problem b. allocation of norm	3. Implementation (Education spread) a. correction b. evaluation
<b>Language (corpus planning)</b>	2. Codification (standardization procedure) a. graphization b. grammatication c. lexication	4. Elaboration: a. terminological modernization b. stylistic development

**Table 3.2:** Haugen (1983)'s revised version of his Language Planning Model of (1966)

### 3.5 Neustupny's Model of Language Treatment

Neustupny (1974) suggested a model that differs from Haugen's in emphasizing *language cultivation* a separate stage of the process. He differentiated between two approaches. The first is policy approach and the second is cultivation approach. The policy approach covers problems like selection of national language, standardization, literacy, orthography, etc. The emphasis here is on linguistic varieties and their distribution. This approach is combined with notions of language policy and planning. The second approach is described as Cultivation approach. It is characterized by interest in questions of correctness, efficiency, linguistic levels fulfilling specialized functions, problems of style etc. According to Neustupny (1974), cultivation involves functional differentiation of one variety from another within a given code through identification of registers that will determine appropriateness, correctness or acceptable style.

### 3.6 KLOSS'S STATUS PLANNING VS CORPUS PLANNING

The distinction between status planning and corpus planning was first made by Kloss (1969) to differentiate two basic aspects of language planning. The corpus planning refers to changes in structure, vocabulary, morphology or spelling or even adoption of a new script. On the other hand status planning is concerned not so much with changing the structure or corpus of the language, but rather with its standing with respect to the

language or to the language needs of a national government. Kloss viewed the object status planning to be a recognition by the national government of the importance or position of one language in relation to others.

Cobarrabia (1983) believes that linguists have paid more attention to changes in corpus planning than to changes in the status of a language. This is one reason why the distinction made by Kloss is important, as those concerned with language status planning always take the corpus of the language for granted. For this reason, more studies need to be conducted to ascertain the factors that produce innovations in the allocation of a language function.

Kloss (1968) recognized four categories that are related to language status:

1. The origin of the language used officially with respect the speech community.
2. The developmental status of a language.
3. The juridical status with respect to the speech community.
4. The ratio of the users of the language to the total population.

Following is a brief explanation for each of the four categories mentioned above.

### **The Origin of the chosen language**

Cobarrubias (1983) distinguishes three types of language status

- a) Endoglossic status, if the national official language is an indigenous language, like the case of English in UK.
- B) Exoglossic state, if the national official language is an imported language as in the cases of Ghana and Nigeria.
- c) A mixed state when the country is partially exoglossic and partially endoglossic.

### **The Development of the Language**

Kloss also distinguished six types of language status, according to what he labels "development" or degree of elaboration of the language.

1. A fully modernized, mature, standard language through which modern scientific and technological knowledge can be imparted in education.
2. A small group standard language which is due to the relatively small number of users has limited scope of interaction and communication. (eg. Faroese in West Norway)
3. An archaic standard language , which flourished prior to the industrial development and is thus unfit for teaching of modern science and technology.( e.g. Latin and Hebrew).
4. A young standard language , recently standardized for some specific purposes (Luganda in Uganda)
5. A non-standard alphabetized language in which a writing system has recently been developed, but no standardization yet has taken place.
6. A preliterate language, there is considerable number of language with no writing system.

### **The Juridical status**

According to this category a language might be,

1. The only official language ( e.g. French in France)
2. A joint official language ( e.g. English and French in Cameroon)
3. A regional official Language ( Ibo in Nigeria)
4. A promoted language lacking official status (Spanish in New Mexico)
5. A tolerated language (Immigrants Languages in UK)
6. A proscribed language, speakers not permitted to use the language.

### **The Ratio of Language Speakers**

The status of the language depends on the ratio of users to total population.



### **3.7 Stewart's Specification of Language Functions**

The term Status Planning as defined by Kloss (1969) has been extended to refer to the allocation of language or language variety to given functions. Stewart (1968) defined status planning as a deliberate effort to influence the allocation of functions among communities of languages. He went on to provide a list of 10 language functions.

#### **1. The official function**

It is a legally appropriate language for all politically and culturally representative purposes on nationwide basis. In many cases the official function is specified constitutionally.

#### **2. The Provincial function**

It is defined as a provincial or regional official language. In this case the official function of the language is not nationwide but limited to a smaller geographical area.

#### **3. Wider Communication function**

It is a function of linguistic system predominating as a medium of communication across language boundaries within the nation.

#### **4. International function**

It is a function of a linguistic system as a major medium of communication which is international in scope e.g. for diplomacy, trade etc.

#### **5. Capital function**

It is the function of a linguistic system as the primary medium of communication in the vicinity of the national capital.

#### **6. Group function**

It is the function of a linguistic system primarily as a normal medium of communication among the members of a single cultural or ethnic group, such as tribes.

### **7. Educational function**

It is the function of a language as a medium of primary or secondary education.

### **8. School Subject function**

When the language is commonly taught as a subject in secondary and/or higher education.

### **9. Literary function**

Refer to the use of the language primarily for literary or scholarly purposes.

### **10. Religious function**

Refers to the use of a language primarily in connection with the ritual of a particular religion.

## **3.8 THE POSITION OF THE PRESENT STUDY IN THE LIGHT OF THE ABOVE MENTIONED MODELS AND LITERATURE**

It is obvious that what happened for the medium of instruction in Sudanese Universities in general and in University of Khartoum in particular was a sort of implementation for certain language policies. There was a deliberate and conscious effort done to raise the status of one language (in this case Arabic) and to assign a new function to another language (that is English).

Let us first look at the situation through Haugen's 1983's revised Model.

### **3.8.1 Haugen's (1983) Revised Model**

#### **a) Selection of the Norm**

The first step is the identification of the problem. Since independence of Sudan in 1956, there was a lot of debate regarding the use of Arabic- the native language of the majority- as a medium of instruction in Schools. The problem was first highlighted by the International Commission which was assigned the duty to come out with

suggestions about improving the educational system in the independent Sudan on the eve of its independence. The commission found that the standards of students were falling and they attributed that to the use of a foreign language as a medium of instruction and recommended that the mother tongue be used as a language of teaching in schools. The allocation of which language to be used as medium of instruction was not very difficult. Arabic is the language of the biggest segment of the society in the Northern part of the country, although there were more than a hundred other languages and dialects used in the other parts of Sudan.

### **b) Codification**

Little effort was needed at this step, as the two languages involved in the planning process are already well established with regard to their graphic and grammar systems. However, the Higher Authority for Arabicization, which is playing the role of an academy here, made some effort regarding the standardization process. It produced and published at least five unified dictionaries in the fields of Chemistry, Physics, Engineering, Mathematics and Medical sciences.

### **c) Implementation**

The Implementation stage was the most active stage that took place in the case of Sudan. All that had been done before this stage was in terms of decisions to use Arabic as a medium of instruction. During this process of decision-making, there were recommendations in support of teaching of English as a university requirement subject. However, from this stage of policy, the universities hastily moved to the implementation without going through the planning stage. Among the activities that were expected at this stage were the production of textbooks, reference books and newspapers. Regarding the Arabic Language, the University of Khartoum tried to import some Arabic Textbooks and reference books from Syria and to encourage its lecturers to write their own textbooks or to translate from the available material in

English. However, very little actually happened on the ground to provide textbooks in Arabic compared to the numerous textbooks and references published in English. As for the English language, the only effort of implementation done was the appointment of about 15 instructors and the establishment of an English section at the new administration called The Administration of the University Requirements. But no research on learners' needs was done, no teaching materials were supplied and no clear syllabuses were designed.

#### **d) Elaboration**

Since Arabic is a well-established language with dictionaries and its literature published widely in Sudan, very little was done in the elaboration stage.

However, what transpires in the light of Haugen's Model is that there was some work done at the levels of implementation and codification of Arabic as a medium. As far as English is concerned, very little was done. Nevertheless, the need to retain English as a taught subject was still recognized.

### **3.8.2 Rubin's Stages of Language planning**

At this stage, the five stages of language planning suggested by Rubin (1971) will be discussed.

#### **a) Fact Finding**

There have always been calls for the use of Arabic as a medium of instruction at the tertiary level, but no action was taken to find the facts about the situation and how that may affect the position of English. The first of such call was during the English Language Conference in 1966, followed by a similar recommendation by a Ministerial Committee discussing educational reforms. The issue remained largely rhetoric until 1976 when the Faculty of Arts at the University of Khartoum appointed a committee to look into the possibility of Arabicising the courses taught at the Faculty and to suggest a

plan for implementation. The matter remained at that level until 1990 when the University was directed to change the language of instruction from English to Arabic.

#### **b) Planning (goals, strategies and outcomes)**

As mentioned in the above section, English was removed overnight as a medium of instruction and replaced by Arabic. The Government called for a National Conference of Education, and that conference recommended the immediate change of the language of instruction. The implementation of that recommendation took place that same academic year (1990/91). This hastiness did not give room for drawing the future role and goals and strategies for teaching English and if there were no goals it is difficult to predict any outcome.

#### **c) Implementation**

This is the stage that actually followed the decision to Arabicise the higher Education. The University did not provide any teaching materials or textbooks to make the implementation a success. The teachers are working in very poor conditions and teaching very large classes of over 350 students.

#### **d) Feedback**

This is another weakness in the area of language planning at the University of Khartoum. Since the implementation started in 1990/1991 there was no follow up procedure to get any feedback and to take corrective actions especially in the case of teaching English. The focus was on implementing the Arabicisation policy.

### **3.8.3 Kloss's Status versus Corpus Planning**

In the light of the distinction that Kloss (1969) made between status planning and corpus planning, we find that the present study could well be placed under the Status

planning. What happened in Sudan was a change in the status of Arabic and English. The functions that were assigned to each changed after the new policy in 1990. There was no planning done to the body or corpus of the two languages involved. The corpus here has been taken for granted.

#### **3.8.4 Stewart's language Functions**

It has already been established that this study falls under the category of "status planning". Here we are going to relate it to Stewart's extended definition that considers status planning as an "allocation of a language variety to a given function". Out of the ten different functions that were provided by Stewart, we found that the status of Arabic fits into the educational function, while English was reduced to a subject function.

### **3.9 PLANNING AND EVALUATION OF ENGLISH LANGUAGE COURSES**

Planning is a core activity for any successful project, program or any kind of human activity. Planning for English Language courses is a very essential part of success of the course. Hutchinson and Waters (1987) define the course design as " the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching- learning experiences, whose ultimate aim is to lead to a particular state of knowledge". In practice, this entails the use of theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus and to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured.

### 3.9.1 Steps of Course Design

Candlin et al. (1978) suggested four steps that are involved in the design and implementation of courses.

1. Deciding on syllabus content.
2. Designing a course program.
3. Assessing students' ability.
4. Working with the constraints of time and available resources.

They proposed the following model for course design.

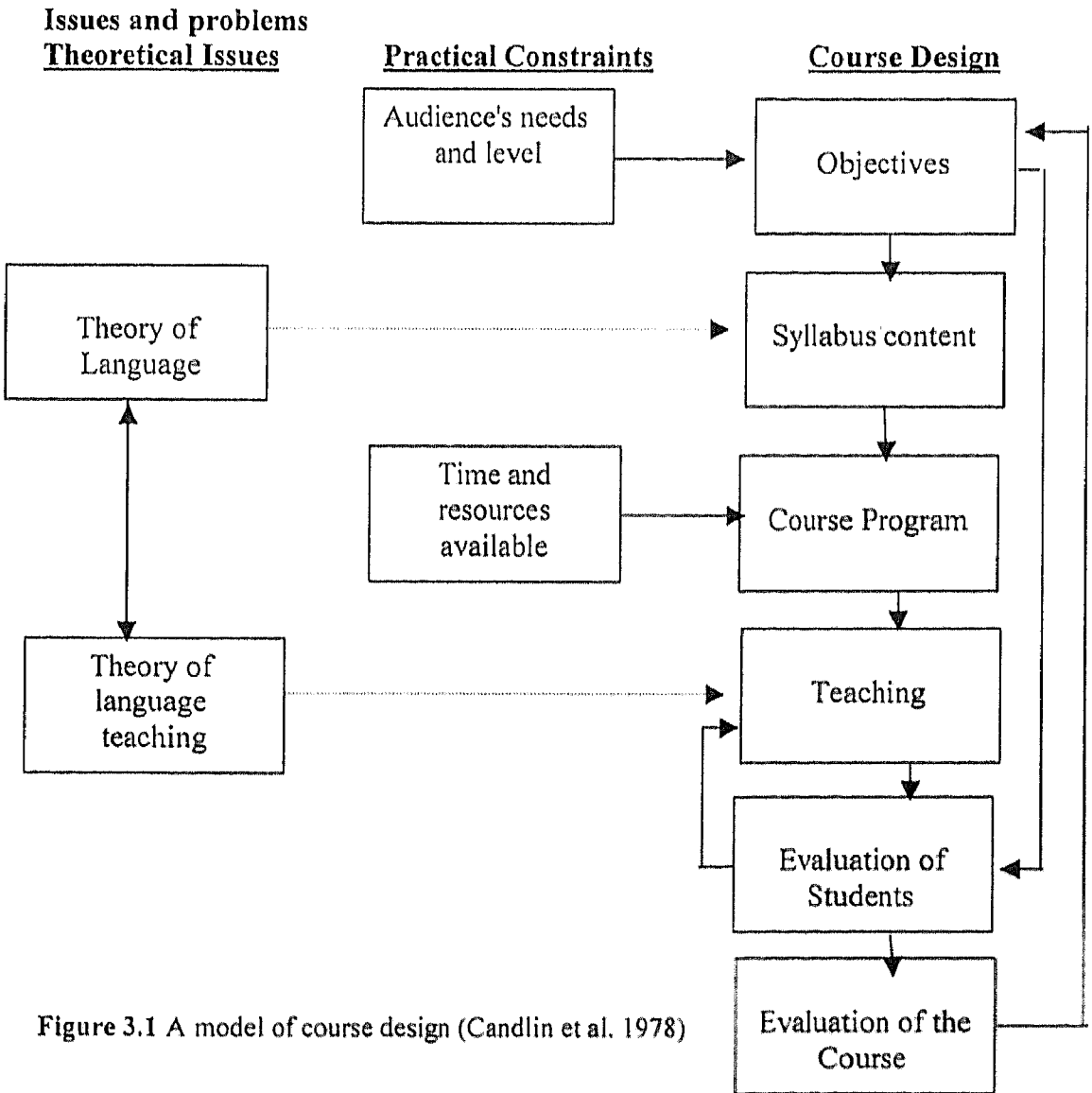


Figure 3.1 A model of course design (Candlin et al. 1978)

They also identified three main types of approaches to course design: language-centered, skill-centered and learning-centered approaches. Following is a brief

introduction to these three approaches accompanied with a model chart for each of them.

### 3.9.1.1 The Language-Centered Course Design

This type of course design aims to draw as direct a connection as possible between the analysis of the target situation and the content of the ESP course. The design can be illustrated as follows:

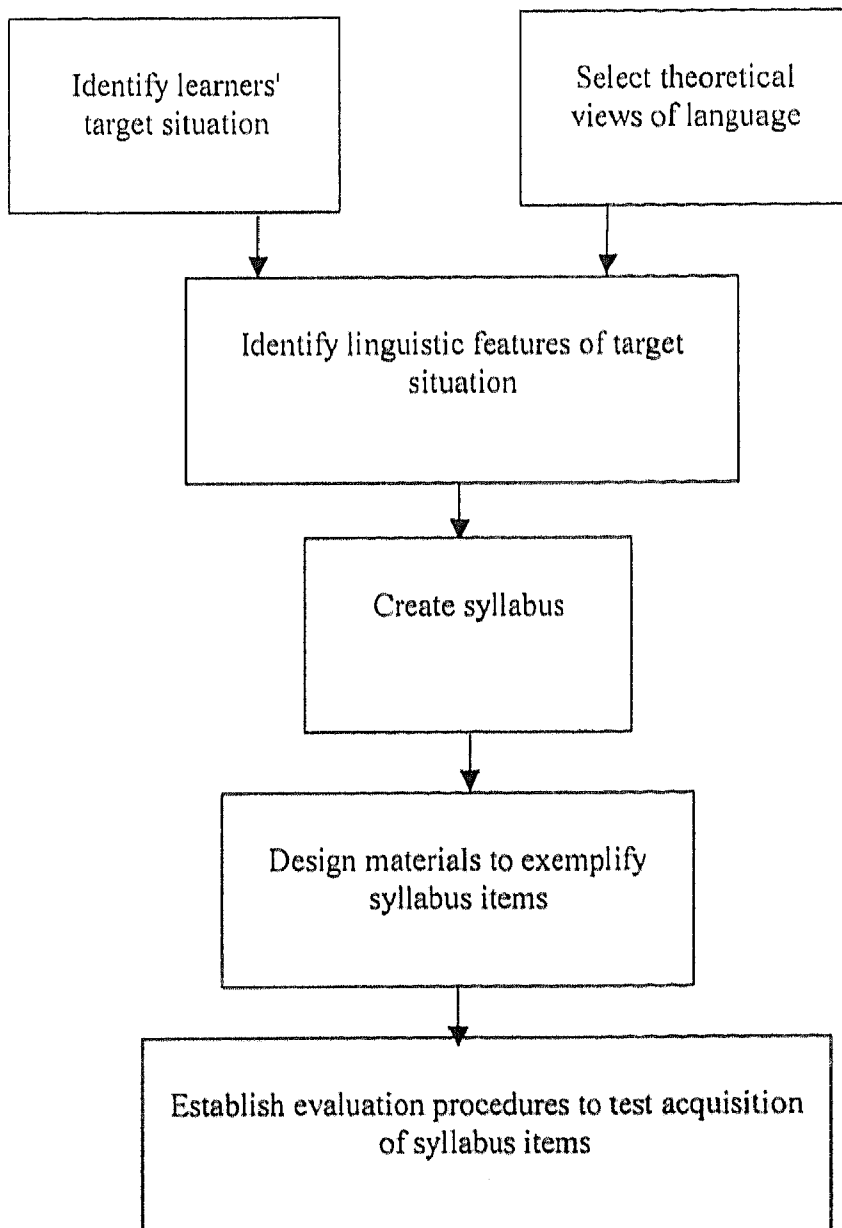


Figure 3.2 : A language-centered approach to course design (Hutchinson and Waters 1987)



The weakness of this approach is that it ignores the learners and their needs. Hutchinson and Waters (1987) themselves pointed out some of the weaknesses of this approach, such as:

1. Learners are only used to identify the target situation, learners needs are not accounted for.
2. The approach is static and has inflexible in its procedures.
3. It assumes that language is learnt in a systematic way.
4. The model does not recognize the other factors that play a part in the creation of any course besides the analysis of the situation.
5. The analysis of the target situation reveals little about the competence that underlies the performance.

### **3.9.1.2 The Skills-Centered Course Design**

This approach is founded on two fundamental principles, one is theoretical, the other is pragmatic.

1. The basic theoretical hypothesis is that underlying any language behaviors are certain skills and strategies, which the learners use in order to produce or comprehend discourse.
2. The pragmatic basis for the approach comes from the fact that it is very much goal-oriented.

Hutchinson and Waters (1987) also pointed to one weakness in this approach saying that it still approaches the learner as a user of the language rather than as a learner of the language, because the processes it is concerned with are of language use and not of language learning.

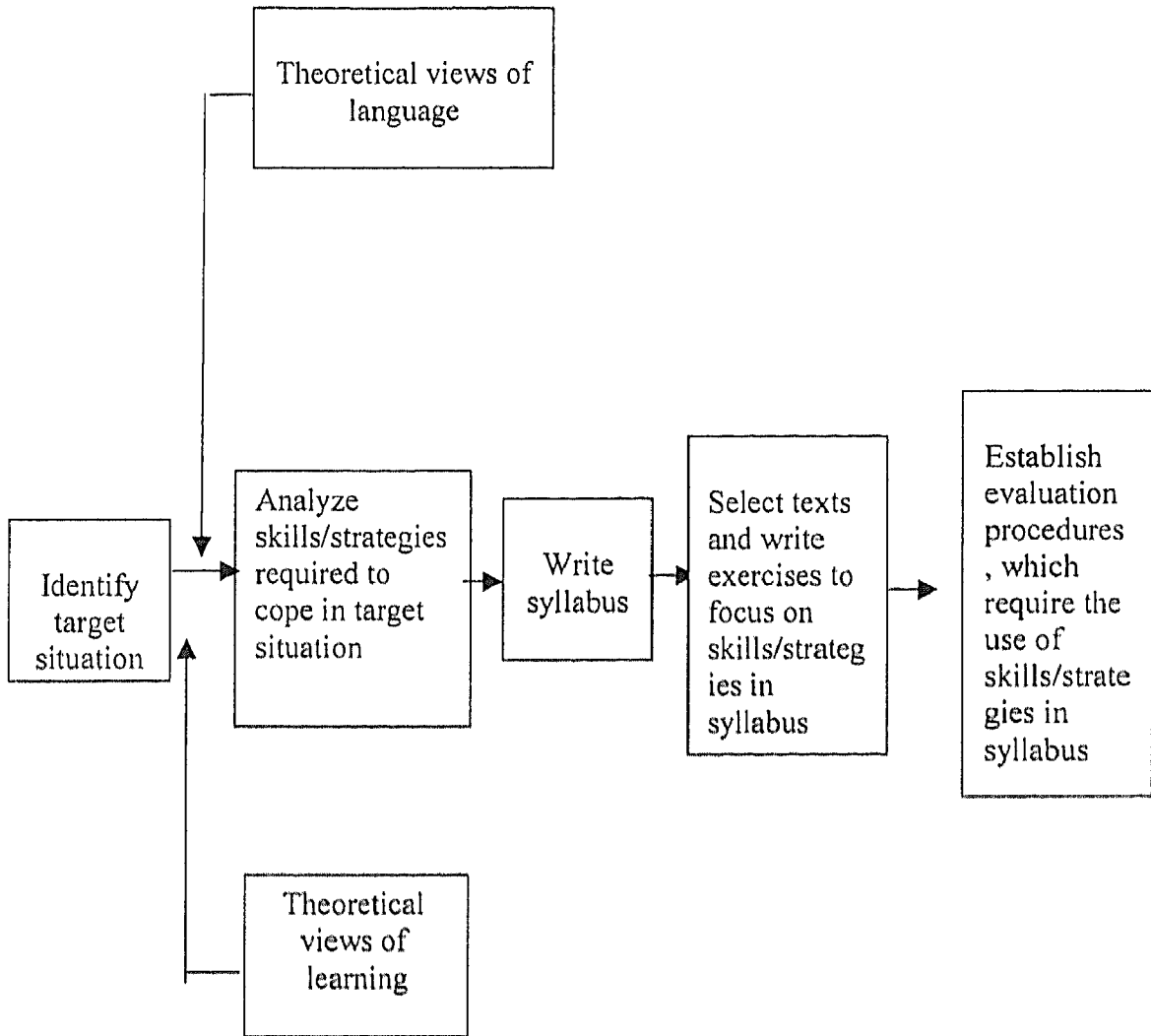


Figure 3.3: A skills-centered approach to course design (Hutchinson et. el. 1987)

### 3.9.1.3 The Learning-Centered Course Design

The learning-centered approach takes account of the learner at every stage of the design process. This has two implications.

1. Course design is a negotiated process
2. Course design is a dynamic process

In the situation of University of Khartoum it seems that a skill-centered approach is more suitable. This is because our analysis for the target situation shows that students need only the reading skills for their academic success. However, the other skills such

as listening, speaking and writing could be introduced to give variety to the teaching situation and to absorb the boredom that might come out of teaching a single skill.

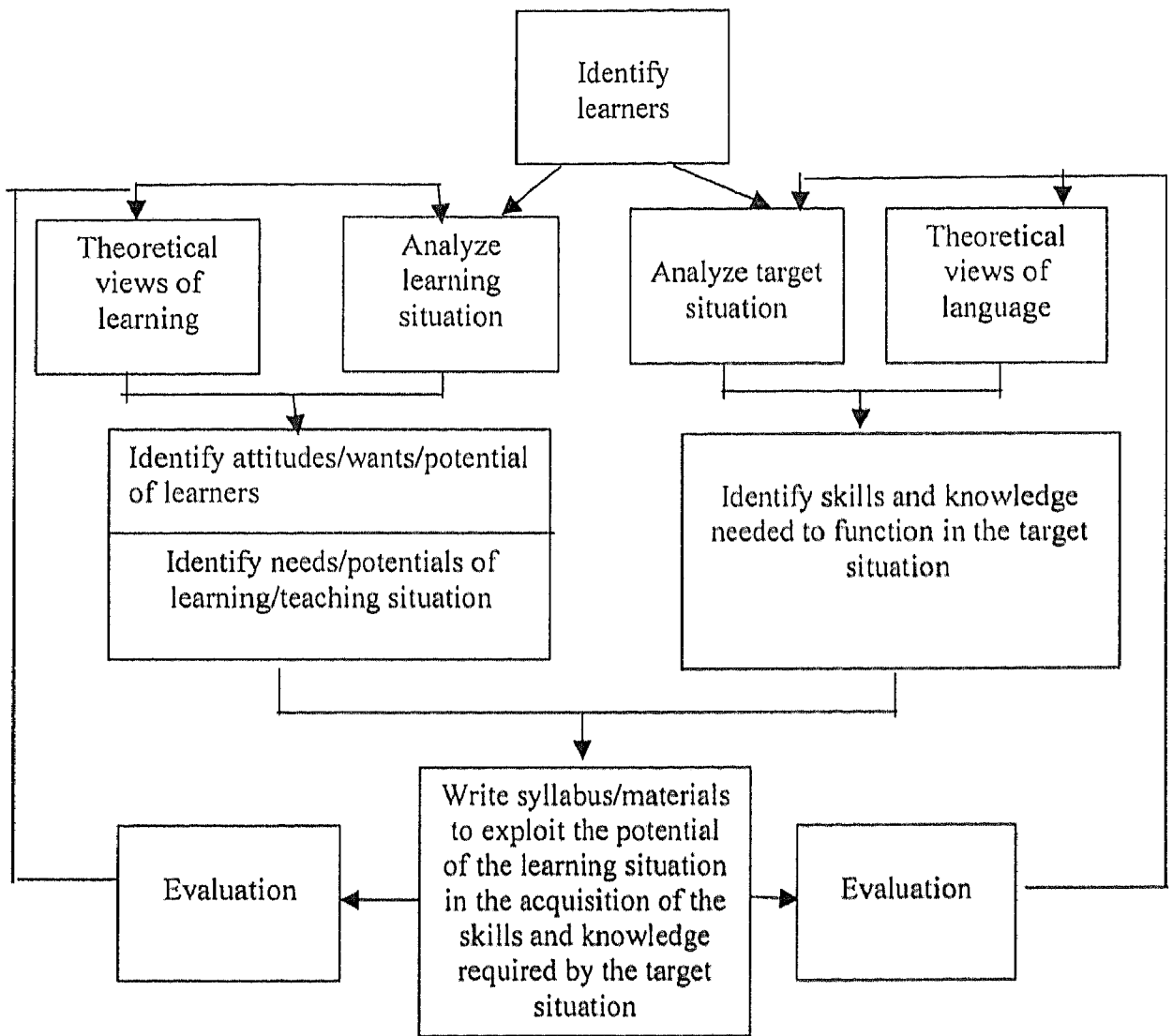


Figure 3.4: A Learning-Centered Approach to course design (Hutchinson and Waters, 1987)

### 3.9.2 Evaluation of Language Programs

It can be seen from the above charts that evaluation features in all approaches to course design. This shows the importance and centrality of evaluation in planning, execution and development of language programs. Hutchinson and Waters (1987) identifies four

main aspects of an ESP course evaluation that should be considered. They presented these steps in the form of questions such as,

- a) What should be evaluated?
- b) How can an ESP course be evaluated?
- c) Who should be involved in the evaluation?
- d) When should evaluation take place?

In an earlier paper, Rea (1983) attempted to set some parameters for project evaluation. She also chose to present her parameters in form of questions such as,

- a) For whom is the information intended?
- b) What are the purposes for evaluation?
- c) To what you will the information be put?
- d) Which strategies are to be used?
- e) What is the type of information sought?

Brown (1989) broke away from asking questions and proposes six steps for carrying program evaluation. His proposed steps were driven from adapting the rather elaborate systematic approach model developed by Dick and Carey (1985). Brown's steps for evaluation include the following,

1. Formulating a framework.
2. Determining theoretical foci.
3. Formulating of research questions.
4. Selecting of a procedure.
5. Gathering of data.
6. Analysis and synthesis of information.

Lynch (1990) made use of all the questions raised above and put forward a full-fledged model for program evaluation which he labels as "the context-adaptive model". The proposed model has seven steps as follows,

1. Establish the audience and goal for the evaluation
2. Develop a context inventory
3. Develop a preliminary thematic framework
4. Develop a data collection design or system
5. Collect the data and revise step 3 and 4.
6. Analyze the data and revise steps 3 and 4
7. Formulate the evaluation report.

(Lynch 1990:24)

The relationships between the steps of the model are presented in (figure 5.1, page 151) which adopted from (Lynch 1990:25). Lynch (1996) pointed that his context-adaptive model was meant to be "a flexible, adaptable heuristic - a starting point for inquiry into language education programs that will constantly reshape and redefine itself, depending on the context of the program and the evaluation" (1996: 3). To a great extent program evaluation follows the same steps followed in conducting any other social research. Specifically in terms of formulation of questions, and purpose of evaluation, the methods of data collections and the type of data (qualitative and quantitative), and the tools for data analysis and the writing of report.