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Exploring Career Challenges of English Language Teachers in Sudan

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Dedication

I dedicate this work to:

My father. may Allah accept him with his wide mercy

my dear mother, may Allah grant her health

my brothers who helped me financially and morally,

my honourable family in general,

my wife and children in particular, for their tolerance of the Long absence and their

patience in this difficult time

I also dedicate my work is to ally the family and friends who contacted me and asked about me during my studies.

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Abstract

In this study, we addressed the theoretical concepts related to English language teaching in Sudan, including the challenges of teaching English as a second language. The study also reviewed the Sudanese educational context and the impact of cultural and social factors on the learning process. The study included a sample of 30 randomly selected teachers, and data was collected using an electronic questionnaire aimed at measuring their opinions and assessments of the challenges and opportunities in English language teaching. The results showed that teachers face difficulties in teaching listening and speaking skills due to the lack of an English-speaking environment and insufficient educational resources. The results also indicated that the use of technology in education can effectively enhance English language learning. Furthermore, the study highlighted the importance of providing continuous training for teachers to improve the quality of education and increase student motivation.

Keywords: challenges, EFL teachers, Sudan.

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General Introduction

General introduction

1-Background of the study

English Language teachers play a vital role in Sudan educational Landscape, contributing to the development of Language proficiency and communication skills among students. However, their profession is often fraught with various challenges that impact their career trajectories and overall effectiveness in the classroom.

Inadequate training opportunities, Language proficiency levels among students & cultural attitudes towards English learning can all contribute to the challenges faced by English language teachers in Sudan additionally, political instability and lack of government support for education may further exacerbate these challenges.

2-Problem statement

In Sudan, the role of English language teachers is critical due to the increasing importance of English in global communication, higher education and professional domains. Thus, the teaching of English language is viewed as one of the important sectors to support and promote. Teachers as the main players in English language teaching and learning process need special care though understanding their career challenges. This is essential for developing strategies to support these educators, improve English language education, and ultimately enhance students' language proficiency.

However, English language teachers in Sudan face numerous challenges that impact their effectiveness and career satisfaction. There have been attempts to study the challenges facing Sudanese teachers from different perspectives. Among these studies, Alrawashdeh & Norma (2017) who highlighted that the difficulties that English teachers encounter vary in terms of geographical and professional reasons. Accordingly, this study takes a broader

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perspective trying to address additional career challenges related to economic, social & cultural dimensions.

3-Research Questions

This study asks one main question;

- What are the primary career challenges faced by English language teachers in Sudan?

In accordance with this main question this study seeks to answer a number of sub-questions:

- What is the impact of these challenges on their teaching practice?
- What are the measures and procedures undertaken to overcome these challenges in Sudan?

4-Research Objectives

- Identifying the specific challenges Faced by English Language teachers in Sudan
- Investigating the Impact of these Challenges on teaching practices.
- What are the undertaken procedures and measures to address the career challenges faced by EFL teachers in Sudan?

5-Significance of the study

This research is significance as it Provides valuable insights into the carrier challenges Faced by English Language teachers in Sudan, Which have far-reaching Implications for teacher retention, student learning out comes, and the overall quality of English language education By addressing these challenges, stakeholders can ensure a supportive and conducive environment that enables English language teachers to thrive professionally and contribute effectively to the educational Landscape of Sudan.

6-Methodology

This study uses the descriptive method with a mixed approach that combines qualitative and quantitative data. Both interviews and surveys were used to collect data from English Language teachers across various Educational institutions in Sudan. The first phase of data collection includes a number of in-depth interviews with a sample of five Sudanese teachers to explore their personal experiences and perceptions. The second phase of data collection includes semi-structured questionnaires distributed to a sample of 20 teachers.

7-Structure of the study

The dissertation is organized into two Major chapters: - The first chapter is for the theoretical portion, While the second is for practical portion, in addition to other Complementary parts, The theoretical chapter is divided in to two sections: The first section includes background about the chapter, teaching English foreign Language (general overview) English Foreign Language career (development/ professional, challenges of teaching English Foreign Language globally. The second section includes teaching English Foreign Language in Sudan, perusing a teaching career in Sudan.

The practical chapter of the dissertation consists of two major sections. The first section is devoted to the research method and the data collection procedures including the method, the sample, the setting, the data collection tools, and the procedures. The second section represents the data analysis and interpretation, in addition to findings discussions, pedagogical implications, limitations and recommendations for further research.

Chapter one: Theoretical Background

Introduction

This chapter supports the research in the theoretical aspect and provides it with information about teaching English as foreign Language its development, professionalization, and the challenges of teaching it globally. It also deals with teaching English as a foreign Language in Sudan and the practice of teaching the profession in Sudan.

1.1 Teaching English as a Foreign Language

1.1.1 A General Overview

Teaching English as a foreign language (TEFL) involves instructing non-native speakers in the English language. It is a dynamic field that encompasses various approaches, methods, diverse- needs of learners worldwide. Teaching English as a foreign language instructors facilitate language acquisition through speaking, listening, reading and writing activities, often focusing on practical communication skills teaching English as a foreign language instructors strive to create engaging and interactive learning environments that foster language fluency, cultural, understanding and communicative competence among Learners (Mutambik, 2018).

The Increased Learning and teaching of English throughout the World during recent years in both state and commercial educational institutions has produced a new Cadre of professionals. Teachers of English as a foreign Language some have Moved across from teaching English as a mother tongue, others from teaching Modern Languages: Many have been drawn into Service for no other reason than that their own spoken English is good, on perhaps because they are native English speakers, Many have started Without specific training, others feel they need to rethink the basis of their teaching (Williams M 1994).

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The History of English language teaching shows development of different types of approaches and methods as response to meet the demands of English language teaching and learning (Richards & Rodgers, 2014). Throughout this history, the emergence and development of different theories in Applied linguistics and second Language Acquisition have influenced the types of Methods used in English foreign teaching that is English Language Teachers has Moved its practices from general theories related to the nature of languages and Language Learning to More specific theories that reinforce the importance of language that Language Learners receive consequently, Modern English Language teaching Methods have replaced traditional and old fashioned Methods to resolve issues that hinder successful language Learning and Application that is old instructional Methods that emphasized the role of translation and Memorization of the second Language rules and patterns failed to achieve the ultimate purpose, Which is Language Communication these have shifted to Modern Methods that promote students, capacities to communicate the Language in real-life- Situations (Broughton, 1980)

English Language teaching has experienced three phases of instructional approaches and Methods: the traditional Method Phase, the Modern approach phase, and the post Method phase the first phase, Was based on multiple instructional approaches and Methods, Which include the grammar Translation Method, the Direct Method (also called the Natural Method). The Audio Lingual Method, the community Language teaching Approach and the Total physical Response Approach (also called the comprehension Approach). Each of these has emerged subsequently as a reaction to a previously an successful Method as well as a Way to Meet and fulfill particular demands regarding Language teaching and Learning (Celce-Murcia, 2014).

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The second phase brought a Modern approach to meet current English language teaching demands and to help Language learners Communicate the classroom Language they learn and- effectively use it in real situations beyond the classroom settings- This approach is known as the communicative Approach and has two versions in English Language teaching : The Weak version that teaches English through, content subjects know as content-Based Language - teaching), and the strong version that teaches English through tasks (known as task-Based Language teaching (Larsen Freeman and Anderson, 2011).

The third phase is known as the post-Method era, which was developed as a criticism to the notion of Method that some are superior to others. Building on such consensus (prabha, 1990) explains that the answers: different teaching and Learning settings require different Methods. Some Validity and truth do exist in all methods, and there no good or bad Method (as cited in celcee-Murcia 2014 p10). However, It has been argued that the best classroom instructions should be designed based on a "Well established" Language teaching and Learning principles. (Celke-Murcia 2014, p10) principles were proposed by (kumana vadivelu 1994) and are summarized as following: "Maximize Learning opportunity, Facilitate negotiated interaction, Minimize perceptual. Mismatches, activate intuitive heuristics, foster Language awareness, contextualize Linguistic input, integrate Language Skills, promote Learner autonomy, raise cultural consciousness, ensure Social relevance" (celce-Murcia 2014 PP 10, 11). Implementation of these principles are essential in today's classroom instruction and practices and Should receive attention from English Language teachers, especially in English foreign language context Where teaching language interaction outside the classroom is very Limited.

The Increased Learning and teaching of English throughout the World during recent years in both state and Commercial educational institutions has produced anew Cadre of

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professionals. Lecturers of EFL. Some have moved across from teaching English as another language, others from teaching Modern Languages. Many have been drawn into service for no other reason than that their own spoken English is good, or, perhaps because they are native English speakers, many have started without specific training, others feel they need to rethink the basis of their teaching (Eggleston, 1978).

1.1.2 EFL teachers Career

Career development and professional growth are crucial aspects for EFL teachers. Reasons for career development summarized by Harmer (2007) in the following;

- Continuous professional development as EFL teachers should engage in ongoing professional development to stay updated with the latest teaching methods, technologies, and language development trends.
- Pursuing advanced degrees or certifications in English Language teaching such as TESOL (Teaching English to speakers of other Languages), can enhance career prospects.
- Developing expertise in specific areas such as teaching business English, exam preparation courses (e.g., TOEFL, IELTS)-or teaching young learners can open up niche opportunities and career advancement.
- Networking: Building a professional network within the Teaching English as a foreign Language community through conferences, workshops, and online forums can provide valuable support, resources, and opportunities for collaboration and career growth.
- Engaging in reflective practice, such as journaling or peer observation, allows Teaching English as foreign Language teachers to critically evaluate their teaching methods and continuously improve their skills.

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The issue of professional development earlier, it remains essential for any EFL or EMI program to have professional development program that goes beyond the Majority of currently used programs of providing new faculty Members With Few days of Workshops during the year that have very Little hands-on experience and often are presented as lectures Seminars, or demonstration activities (Nunan , 1998).

1.1.3 EFL Teacher's Development

Teacher development characteristics have two conceptualizations. First, it is concerned with the development of the socially aware individual as a whole person as opposed to the acquisition of professional competence and capacity separate from the rest of that person's life. Second, teacher development can emphasize on the personal motivation of the individual to take responsibility for his or her own self-development. According to Ahmed (2012) training and education are provided by others while, development is what the teacher does about himself/ herself. The influence of such ideas as these has been seen in the teacher education courses for some time, perhaps most clearly in what is often called counseling approach to observation and feedback (Ahmed (2012).

Due to the international nature of the English Language, English language teacher (ELT) training programs are being implemented all over the world considerable attention has been given to the process of training English as a foreign Language (EFL) teachers Topic such as the nature of teacher training courses, different approaches to Language teacher training and Several paradigms of teacher training Methodology have been discussed at conferences throughout the World (Watkins, 2007).

Williams (1949) mentions the diversity of these teachers training programs (Which vary considerably in terms of length and Qualifications) and discusses the nature of the English language teacher training discipline in terms of its uniqueness, further, the discusses

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factors that should be accounted for in a teacher training model e-g, cultural appropriateness, political influences, teacher background and competence, expectations From students, cost, and accountability. In addition, concern has been expressed in the literature regarding the content of teacher training and the process and Methodologies of training programs (**Rashidi & safari, 2011**).

Hanks (1997) assumes that most effective professional development occurs when there are meaningful interactions not only between teachers themselves, but also between teachers, administrators parents and other community Members teachers should possess the appropriate personal, ethical, professional teaching qualities and play an influential part in helping to shape students attitudes and aspirations and that they support students a critical stages of their Lives (Mehdi, 2008). Good teacher preparation will enable them to operate in, and adapt to, an ever-changing scientific, technological, and social environment. Therefore, besides knowledge of the subject matter, subject-related didactics, educational sciences, and psychology, teachers also needs diagnosis, evaluation, co-operation and quality development (Mutawa, 1989).

Teacher professional development is an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students' professional development contents a huge amount of knowledge and experience. These experience can be divided into form al experience (such as attending workshops professional meetings, monitoring) and informal experience such as reading professional publications, Watching television and documentaries related to academic discipline, etc. Mohammed (Rivers, 1992)

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1.1.4 Areas of Professional Development

The conception of professional development is broader than career development, which is defined as the growth that occurs as the teacher moves through the professional career cycle and broader than staff development, which is the provision of organized in-service programs designed to foster the growth of groups of teachers, so the professional development is considered to be the result of the Learning process which is directed at acquiring coherent Whole of the knowledge, insights, attitudes and repertoire that a teacher needs for the everyday practicing of the profession often indicate as the teacher's professional knowledge base (MaaMouri-M, 1998).

Professional knowledge covers not only Language knowledge and culture, but also knowledge in other relevant fields, such as pedagogies, second Language acquisition theories and educational psychology - intercultural communicative knowledge and basic knowledge about International trade, International Laws us international practice also play a significant part in foreign language- education. Therefore, it is a wise choice for English foreign language teacher to broaden their professional knowledge and modify knowledge structure. The emergence of neural Machine translation and rebot-assisted teaching has made it urgent for EFL teachers to reconsider these question: what should I teach? how can I teach effectively? how do I asses a class, my students, and my teaching? how can I improve my teaching?. Therefore, EFL teachers should combine teaching Materials with the carefully chosen content obtained from the internet other resources and set difficult points and key points according to students Learning capability (Hopkyns, 2015).

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1.1.5 Global Challenges of teaching EFL

Teachers usually face many challenges, which can have a direct effect on the teaching and learning process these challenges stem from the teacher the student, and educational system The educational context includes some features “such as large class sizes, inadequacy of instructional Materials, high stakes listing system, lack of professional support” (Salis kecil, 2018, p.118). This can cause various challenges for the EFL teachers worldwide.

Uysal (2012) argued that although English teachers hold an acceptable to good level of English, they face challenges in using English as a medium of instruction, including limited student exposure, native language interference, and low proficiency, lack of support, demotivating environment, and resource constraints (Ranjit, 2022; Khatri, 2019; Bista, 2011). The Weakness of English Language in general has been attribute graduates when they join the university, school and English to various factors: Leak of knowledge on the part of school the target language environment and the Learners Motivations also plays an important part in Improving and developing the learner's Communicative ability (Intakhab Alum khan, 2006)

English language teaching should priorities communication over rigid grammar rules, adapt to students diverse backgrounds, and engage them through Interactive Learner concert strategies like group projects peer evaluation, and problem solving exercises (Wichham & verfeld, 1998).

The problem of motivation in English learning in the classrooms is a prominent issue (Fareh shende, 2010). Lack of Motivation, Learners May not have inspired and Interested towards the Learning of English Language they Fear Failure in exams and even in classroom interaction, so they cannot get involved easily in classroom interaction and Learn the Language Comfortably, they must be Motivated by teachers to Learn English in classroom interaction. (Goss & Blaine, (1999). In sufficient time allocation, resources, and Materials,

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English is a foreign language, and hence it cannot be learned and bought as easily as a Mother tongue or first language and When it is Learned or taught as a second language, it requires a long time and simultaneously adequate resources and Materials to create an English classroom climate that facilitates teaching learning process (Emery, 2012)

Over-crowded classes, the number of students in classroom can range from one, for those who teach individual private students, to fifteen on twenty students to Multitudes of thirty-five on forty. in atypical classroom up to multitudes of thirty five or forty or even fifty or more students packed into a language Learning situation - the lung class create several problems such as discomfort, Less attention) evaluation, difficulty in Managing class, Maintaining Learning effectiveness, those three Main challenges, as Mentioned above are necessarily needed to be overcome to Improve the quality (Teevno, 2011)

When it comes to technology, the incorporation of technology in the language classroom provides additional challenges for consideration in terms of teaching pedagogy and construction of learning experience. Despite this, it is often taken for granted the technologies enhance Learning and student engagement (Fabiloro, 2015).

The teacher's proficiency is needed for a teacher especially for English teachers. Unfortunately many teachers have low proficiency levels, and lack confidence. Many English teachers have difficulty in teaching English, especially in large classes where a class room consists of More than 30 students, teachers cannot closely Monitor students Language use, and the problem of discipline teachers Must teach English based on the curriculum and policies set by the- government. The curriculum used incompatible (Holiday, 2005)

A variety of tactics have been observed for teaching English to young students, in challenges situations, such as in cooperating parents and the community in the Learning

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process, using songs & games to engage students, and employing visual aids to overcome Linguistic hurdles (**kuchuh 2018**).

1.2 Teaching EFL in Sudan

Teaching English as a foreign language in Sudan requires understanding the local culture and the linguistic context of the country, language proficiency levels, and adapting teaching methods accordingly (Broughton, 1980).

English came to Sudan With the colonial army in 1898, this date Marks the beginning of the British colonialism that introduced Western type education, based on the huge Many of the English language It aimed at both transforming the Sudanese culturally & exploiting them economically, It Was in produced through two type of education, The first type Was government education in this type of education, the colonial rule started teaching the English Language to some of the Sudanese children's so as to as they usually claim appoint them on Subordinate post in the colonial administration created in Sudan. **John Eggleston (1978)**.

When Sudanese students start leaning written Arabic at the age of five or six, they have already mastered the sound system of Arabic and the basic structure of its Spoken Form by that time, they also know Arabic vocabulary it is relevant to their range of experience & also sufficient to be abuse for further ramified development in various aspects of Arabic Language. However, when they start Learning English at the age of ten or twelve in government schools, they know nothing about its sound system they find difficulties in pronouncing English Words unless they are guided by a Model pronouncer, which is almost absent in English as a foreign Language context in Sudan (Abdel Rahman M yaddi, 2003)

In Sudan, education and particular the teaching of English as Foreign Language cannot be evaluated by focusing on physiological and linguistic theories only-considerations such as

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the prevailing political ideology and how this Impaction how English and Western culture in general are viewed affective Factors that May result from these ideological issues, the relationship Facilitative or otherwise of the Li Arabic to the target Language and economic factors that impacts on education class size and teacher training all play apart in the Learning process.

The English language in Sudan began with the advent of the first colonizers to the Sudan in 1889 - the Agreement of the Anglo-Egyptian condominium, by Which the Sudan Was governed, Was the beginning of the British rule under the auspice of lord cromer Who Wrote advising Lord kitchener the conqueror of the Sudan and Sir James currie, the First director of Education at in the administration of the country (Eltigani, 1966).

The education in Sudan Was given in the Gordon Memorial college started in 1902 - as a primary school and later developed into secondary school With vocational bias in the Senior Forms - It Was decided to follow a three –stage pattern from the beginning - elementary, Intermediate and Secondary - so by this policy, it had been decided that English should be the language of official correspondence It Was decided that the English language should be fought in intermediate and secondary stages. then it was taught in the intermediate stage as school subject and used as a Medium of instruction at the secondary Level. **Gultom, (2015)**

English as foreign language in order to survive in the British public school systems: The Method involves instructional to Implement Learning strategies so that students can grasp the concepts much easier and faster given the role of English in Sudan model that helps teachers know how the English as foreign Language e curricular at the sedans universities seek to produce students who are competent in Writing and spoken English the English Foreign Language curriculum at the university of khartoum -The goal of this curriculum is to ensure that students can apply Language Learning strategies to instructional Level texts This

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Will be Monitored by the English foreign Language teachers and classroom teachers students are expected to develop Meta-cognitive skills to link about how to learn and Improve their own Learning to develop students Who can think independently, problem solve and take contend of their own Learning - these skills should be encouraged and teacher dependency decreased Thus students should take a part in brain storming, group discussion and reflection students are expected to apply stratifies independently to the in Learning tasks. **khaljoo (2013).**

In Sudan entered the twentieth century as an Anglo. Egyptian condominium with unique constitutional status, for some forge after independence in 1956. English together with Arabic continued to be an influential language, being the Medium of instruction in most schools in the Southern states.

The 1980s and 1990s saw a period of intense pressure from khartoum on southern Sudan for teaching and Learning to be in Arabic Language Which led to English becoming positively associated With the campaign against What Was perceived by Southerners as an attempt by to Arabic Language and culture. **crystal, (2003).**

The English Language in Sudan now is in the process of acquiring the status. of only foreign Language taught School Level and it may have and academic purpose in the supper as subject in the Levels of education that turns it into a library language reasonable proficiency in the language Would also be necessary For those Who proceed to the university Where English Must help them in referring to various books references and periodicals Published in English. However, even if Arabic becomes the M Medium of instruction in higher education, a Working knowledge of English Will be a valuable asset for all the students. **kirpatrick, (2007).**

English became a serious obstacle in the Way of acquiring. knowledge - The annual report of 1934 considered that teaching in English, after only alight knowledge of the

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language had been gained is a serious obstacle to progress in the assimilation of What is taught consequently, the colonial authorities realized the failure of English to be the Medium of education they frankly admitted" in no other Ways does it seem possible to overcome the undesirable results of teaching in English before the pupils can properly understand and think in that language - suggestions Were Made forward for teaching English as a subject only and conducting the first three classes in vernacular - This indicates not only the failure of English to be the lingua franca of the south, but also a clear retreat of the colonial government - From Imposing English are the module of education in the south.

kirpatrick, (2016).

Any plan which purports to improve English language teaching in Sudan-should bake Multi-dimensional steps in various directions It should provide adequate provision Important for achieving the desired outcome of beaching in other Words better progress. In English language teaching Might be Made if It's teaching is supported by various provisions such as clear-cut policies that enhance the teachers and the Learners understanding of aims and objectives, academically and professionally qualified teachers availability of suitable textbooks, adoption of suitable Method of teaching, providing teachers Handbook and various beaching aids and equipment necessary for the successful performance of English language teaching course and setting up an effective. Examination system- the extent of the availability of these provisions contributes to the effectiveness of teaching Learning and affects the outcome of whatever teaching is done. **Mckay, (2002),**

The English Language teaching position in Sudan had already been affected by drastic and dramatic changes after the departure : colonial army those Who are in charge of laying of the policy of English language teaching in Sudan could not deal Win the changing status of English therefore one observes the ad hoc plans and implementations that failed to serve the actual purpose - It seems that those plans conceived an imaginable vision and therefore they

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begot futility only one fees that, Like Many aspects of education, the program of English language teaching also needs an insight that May rescue it from the chasm it has plunged in to - It is, therefore, Important to understand, properly, the history and aims of English Language teaching in Sudan in order to formulate an objective language policy - Developing a harmonious and uniform Language policy is imperative for social, cultural and Linguistic cohesion of the - Sudanese Society. **Manabir, (2006).**

The standard of English Language teaching continued declining in 1972, a Modified English teaching Material Labeled English for the Sudan Was adopted to meet the situation emerged as a result of the change of the educational Ladder and to take the steady deterioration in the standard of English in the say years a report on English Leaching in the general Secondary schools in the Democratic Republic of the Sudan, enumerated the Factors Leading to the deterioration of English as follows:

- Inadequate initial and advanced in-service training.
- Inadequate supply of trained and experienced senior teacher's.
- Frequent transfer of teachers from one school to another.
- Shortage of teachers as a result of secondment to abroad and to other Departmental duties.
- Inadequate supply and distribution of books and equipment.
- Inadequate provision of accommodation for teachers coming from out of the region.

Mhesr, (2005).

Teaching in Sudan offers arrange of benefits, both personally and professionally - Educators have the opportunity to work- With diverse student populations, develop their beaching Skills, and contribute to overall Improvement of the education system in the country Sudanese culture is rich and vibrant, providing teachers With atten a unique experience that

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can broaden their perspectives and enhance their understanding of different traditions and values. **Mlshrd, (2008).**

- Perusing a teaching career in Sudan can be a rewarding endeavor, but it is essential to consider several factors.
- **Qualifications and certification:**

Ensure you meet the necessary Qualification and- certification requirements for teaching in Sudan. This may include a bachelor's degree in education or a related field, as well as any additional certification or Licenses required by Local authorities.

- **Language proficiency:**

Sudan's official Language is Arabic, so proficiency in Arabic May be beneficial, especially if you plan to teach in public schools or Work With students who are not proficient in English.

Additionally, having proficiency in English is essential for teaching subjects Like English as a foreign Language or specialized areas.

- **Understanding of Local context:**

Familiarize yourself with the Sudanese education System, curriculum frameworks, and cultural norms. Understanding the local context will help you tailor teaching approach to better meet the needs of your students and integrate effectively into the education System.

- **professional Development :**

Opportunities for profession development and continuous learning to enhance your teaching skills and stay updated on best practices in education.

In Sudan, you can explore Workshop, Seminars conferences, online courses, and peer collaboration as avenues for professional growth.**osman, (2005).**

Sudan With its rich cultural heritage and diverse Population offers a unique and rewarding environment for those interested in pursuing a career in beaching. The field of

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education in Sudan is experiencing growth development, creating opportunities for educators to make and Meaningful impact on the lives of students and contribute be the country's progress to become a teacher in Sudan individuals basically need bachelor's degree in education or arelabeled field us Well as relevant teaching experience additionally, obtaining a teaching license from the Sudanese Ministry of education is usually required before being able to beach in schools across the country - English Language Proficiency is also Important, as English is Widely fought as a second language in Sudan. **Elzubier E,A(2012).**

Teaching in Sudan can also be financially rewarding, as salaries for teachers in the country are generally competitive many schools offer benefits such housing allowances, health insurance, and professional development opportunities to support educators in their careers - beaching career in Sudan can be unfulfilling and impactful choice for individuals passionate about education and eager to Make. **Honna, (2005).**

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benching career in Sudan can be a fulfilling and impactful choice for individuals passionate about education and eager to Make Difference in the lives of students. **Kearl ,P (2006).**

Despite the challenges that exist in the education sector there are numerous opportunities for educators to be the growth and development of Sudan through third education and expertise by becoming teacher in Sudan, individuals have the chance to inspire future generations, promote Learning and growth, and help shape a brighter Future for the country contribute. **Kachru, (1988,).**

Conclusion:

This chapter is organized in to two section Major sections. The first section includes Teaching English Foreign Language (general- overview), English Foreign Language teacher's career development /professional and Challenges of teaching English foreign Language, the second section includes teaching English foreign language and perusing a Teaching career in Sudan.

**Chapter Two: Methodology, Data analysis, implications, limitations and
recommendations for further research**

Introduction

The first part of this dissertation (the theoretical part), defines the theoretical framework and conceptual models related to foreign language teaching, and presents the constraints of teaching in Sudanese schools. The second chapter focuses on explain the methodological procedures and measures undertaken to investigate the career constraints faced by EFL teachers in Sudan. This chapter includes the analysis of data collected through the use of a mixed questionnaire of responses. Additionally, it includes interpretation of the responses and results achieved through practical work.

2.1 Research Method and research design

2.1.1 Research method

This study adopts the descriptive method to investigate the challenges of teaching English as a Foreign Language (EFL) in Sudan. A mixed approach to data collection is adopted leading to the use of both qualitative and quantitative data. The mixed method approach is chosen to provide objective, numerical data and qualitative data that can be analyzed to identify patterns and correlates regarding the difficulties faced by EFL instructors in Sudanese primary schools.

2.1.2 Population and sampling

This study aimed to expand the field of analysis in Sudan, but due to the social situation in some areas, it was not possible to present the complete and targeted study to complete the theoretical part. This study targeted a sample of secondary education teachers of the English language to explore their career difficulties. The samples of were 35 secondary education teachers, with professional experience ranging from 5 to 7 years.

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2.1.3 Research setting

This study took place at Nyala, khartoum, Elabyadh schools, it was conducted during the period from April to June of the academic year 2023/2024. These three regions are exposed to war, so studying was somewhat difficult. In addition, many institutions were closed, including schools and universities.

2.1.4 Research tools

The primary tool for data collection was a semi-structured questionnaire, designed to capture a wide range of issues such as the availability of teaching resources, adequacy of teacher training, classroom management, curriculum effectiveness, and institutional support.

Questionnaires were collected to provide an in-depth study on this research. These online questionnaires were intended for teachers to study the situation of students while learning the English language and the difficulties they face in receiving and acquiring a new language. The interview was prepared with a group of teachers in Sudan but according to the living conditions not all of them were able to participate in this interview, so only two teachers responded.

2.1.5 Pilot study

A pilot study was conducted to identify and refine the research instruments intended for a larger investigation into the difficulties faced by EFL teachers in Sudan. The questionnaire and interview questions validity was tested using expert's validity through distributing them on five Algerian university teachers. The teachers (experts) read and evaluated the face and content validity of the test. All teachers confirmed the face and content validity of the selected tools. In addition the provided feedback from the pilot study highlighted several areas for improvement in the questionnaire, including the need for clearer

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wording of certain questions and the addition of more response options to better capture the nuances of teachers' experiences.

2.1.6 Statistical tools

After collecting the questionnaires, all collected data were coded and processed using statistical software (SPSS version 22). The data were presented in tables of simple descriptive statistics including the percentages and frequencies.

2.2 Data Analysis and Interpretation

The questionnaire data analysis is organized in terms of questionnaire section. Accordingly, the first set of data are obtained from the first section of the questionnaire about teachers biographical information

2.2.1 Questionnaire Section 01: Biographical Information.

Table 01 below represents the participants' gender. There is a balance between male and female respondents in the study which is a positive indicator of the representativeness of the sample. It opens the door to a deeper understanding of the challenges and opportunities available to both male and female teachers.

		Fréquence	Pourcentage
Valide	male	17	53,1
	female	13	40,6
Total		30	100,0

Table (1): Distribution of study sample members according to gender

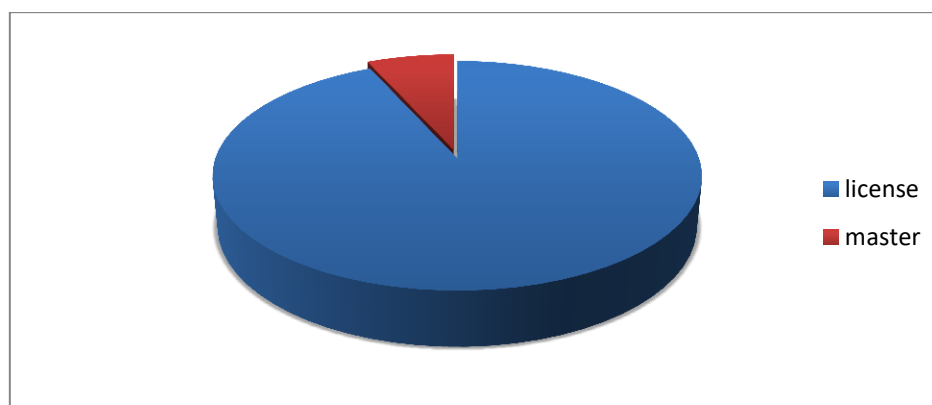
The second table and graph 1 represent participants' educational ranks.

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	Fréquence	Pourcentage
Valide		
License	28	87,5
Master	2	6,3
Total	30	93,8

Table (2): Distribution of study sample members according to educational rank

The high percentage of teachers with a bachelor's degree is a positive indicator of a solid educational foundation. However, the low percentage of those with a master's degree indicates a significant need to enhance higher education and continuous training to improve the quality of education and support teachers in facing modern educational challenges. By providing appropriate support and incentives, the academic and professional qualifications of teachers can be improved, which will positively impact the quality of education in Sudan.



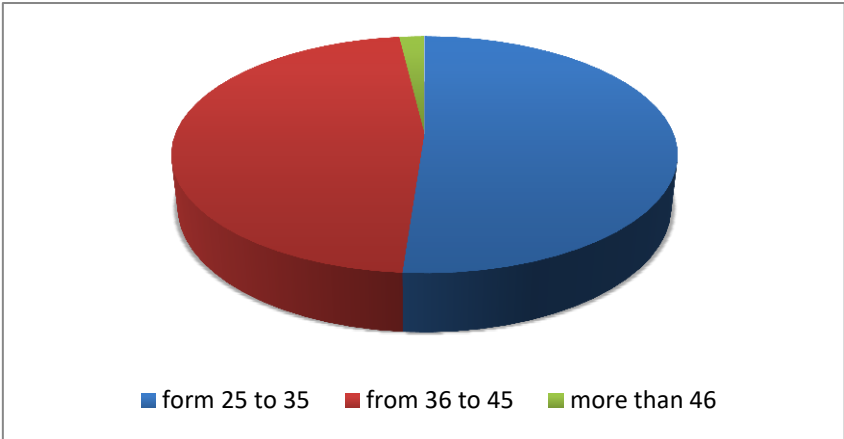
Graph 1: Teachers Educational Rank

Furthermore, teachers were asked about their ages. The collected data about this aspect are presented in table 03 and graph 02

	Fréquence	Pourcentage
Valide		
form 25 to 35	12	37,5
from 36 to 45	11	34,4
morethan 46	6	18,8
Total	30	100,0

Table (3): Age groups of the respondents

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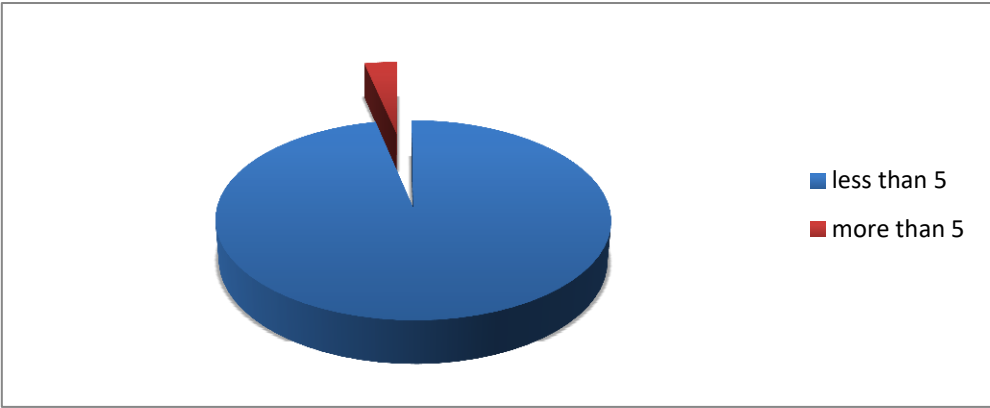
Graph 2: Age groups of the respondents

The age distribution among respondents reflects the presence of teachers at various stages of their careers, providing a diversity of experiences and skills within the educational system. However, the challenging conditions resulting from the war require comprehensive support, including psychological, social, and training assistance, to ensure the continuity of education quality and the stability of teachers. Providing appropriate support for each age group can enhance teachers' ability to face challenges and achieve success in a stable educational environment.

Experience is another targeted aspect in teachers’ questionnaire. Table 04 represents data collected from this item.

		Fréquence	Pourcentage
Valide	less than 5	29	90,6
	more than 5	1	3,1
Total		30	100,0

Table (4): experience



Graph 3 : Teachers' Experience

From the table 4 and graph 3, the large number of teachers (29 teachers) with short experience indicates that most respondents are at the beginning of their careers. This could reflect the recent entry of many new teachers into the educational system. The very small number of teachers (1 teacher) with long experience may indicate several factors such as early retirement, migration, or even job loss due to the war.

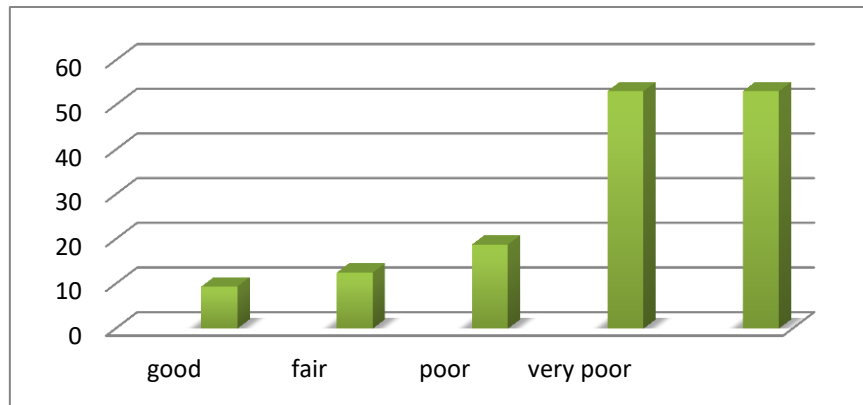
2.2.2 Questionnaire Section 2: Teaching English in Sudan

The second section of the questionnaire is devoted to the exploration of the teaching of English in Sudan from the perspective of teachers. Table 5 summarized the data obtained from the first item in the second section about the evaluation of students interest in learning English in Sudan.

		Fréquence	Pourcentage
Valide	Good	3	9,4
	Fair	4	12,5
	Poor	6	18,8
	Very Poor	17	53,1
Total		30	100,0

Table (5): Sudanese students' interest in learning the English language

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Graph 4: Sudanese students' interest in learning the English language

From the table 5 and graph 4:

- **Very Poor (53%):** A high percentage of teachers perceive students' interest in learning English as very weak. This suggests significant challenges facing English language education in Sudan, possibly due to difficult economic conditions and political instability resulting from the war.
- **Good (9%):** A very small percentage of teachers see students' interest as good, indicating that only a small group of students show an active interest in learning English.

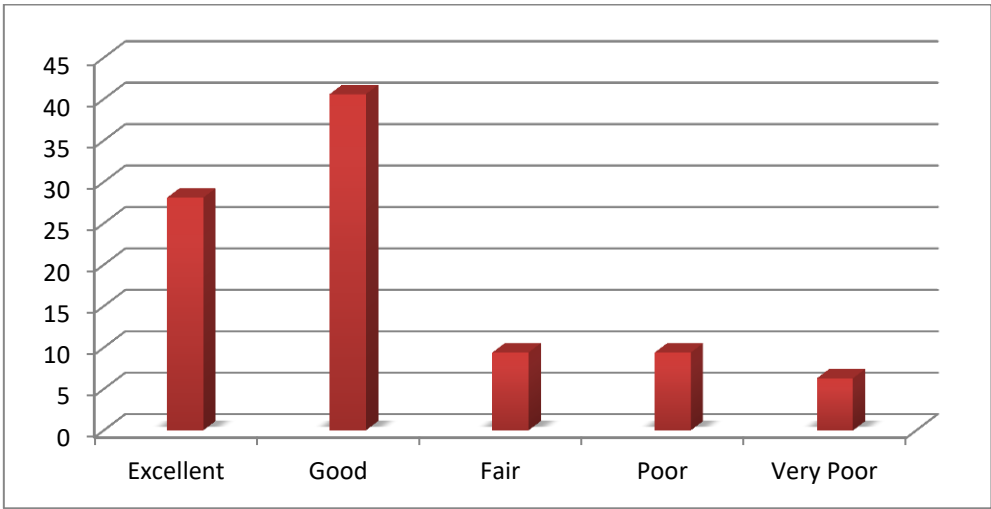
There are significant challenges facing English language education in Sudan, especially given the difficult conditions resulting from the war. It is essential to provide comprehensive support, including psychological and social support, the development of flexible educational programs, and teacher training, to enhance students' interest in learning English and improve their skills, thereby helping them achieve greater future success.

The second item of the questionnaire is about the levels of the level of English proficiency among students in Sudanese schools. Table 6 and graph 5 represent the findings from this item.

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		Fréquence	Pourcentage
Valide	Excellent	9	28,1
	Good	13	40,6
	Fair	3	9,4
	Poor	3	9,4
	Very Poor	2	6,3
Total		30	100,0

Table (6): The level of English proficiency among students in Sudanese schools



Graph 5: the level of English proficiency among students in Sudanese schools

From table 6 and graph 5 it seems that:

- **Good (40%):** A large percentage of teachers perceive the level of English proficiency among students as good. This is a positive indicator that there is a solid base of students who have a good level of English proficiency.
- **Very Poor (6%):** A small percentage of teachers view the level of English proficiency as very poor. This suggests that there is a small group of students who face significant difficulties in learning English.

The results indicate that there is a disparity in the level of English proficiency among Sudanese students, with a large portion of teachers rating proficiency as good, while a small

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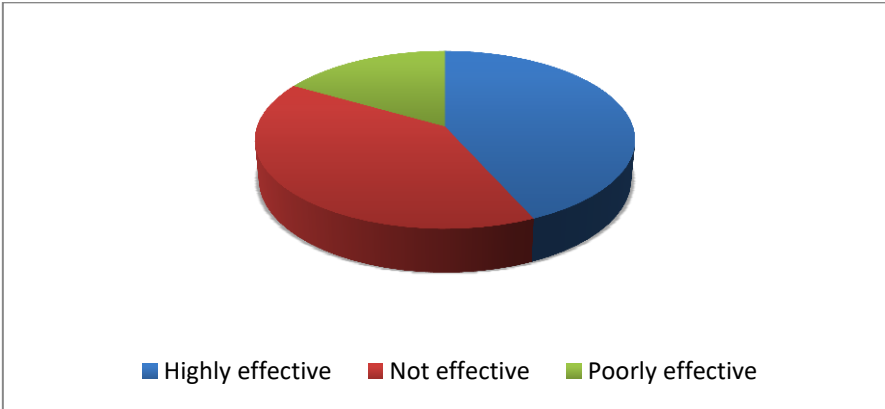
portion rates it as very poor. This disparity highlights the need to improve the distribution of educational resources and enhance psychological and social support for students. By providing a stable and supportive educational environment, the level of English proficiency among all students can be improved, contributing to better educational and professional opportunities in the future.

The 7th item in the questionnaire seeks to explore teachers’ evaluation of the overall quality of EFL education in Sudan. Table 7 and graph 6 display data collected from this item.

Table 7: the overall quality of EFL education in Sudan.

		Fréquence	Pourcentage
Valide	Highly effective	13	40,6
	Not effective	12	37,5
	Poorly effective	5	15,6
Total		30	100,0

quality of EFL education in Sudan.



Graph 6: the overall quality of EFL education in Sudan.

- **Highly Effective (40%):** A significant percentage of teachers rate the overall quality of English as a Foreign Language (EFL) education in Sudan as highly effective. This

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suggests that there are some strong elements in the EFL education system that are producing positive outcomes.

- **Poorly Effective (15.6%):** A smaller percentage of teachers view the EFL education as poorly effective. This indicates that there are areas within the system that are struggling to meet educational goals.

The mixed responses on the quality of EFL education in Sudan highlight both strengths and areas needing improvement. While a significant portion of teachers see the system as highly effective, there remains a notable percentage who perceive it as poorly effective. Addressing resource disparities, providing ongoing teacher training, and supporting students and teachers through the challenges posed by conflict and economic difficulties are crucial steps towards improving the overall quality of EFL education in Sudan. By focusing on these areas, the educational system can enhance English proficiency among students, better preparing them for future opportunities.

The second section of the questionnaire explores teachers' opinions about the factors that contribute to the current level of English proficiency among students. There were various responses from the teachers' perspectives:

- Some teachers may view the quality of teachers as the main factor affecting the level of English proficiency. If the teachers are qualified and have good experience in teaching English, students receive better education and can effectively develop their language skills.
- Others believe that the curricula and educational resources available significantly contribute to the level of English proficiency. If the curricula are updated, comprehensive, and use effective educational resources, this helps improve the students' level.

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- Some teachers might point out that the educational environment plays an important role in language proficiency. A stimulating and supportive educational environment contributes to improving students' language skills.
- Some teachers may believe that economic and political conditions greatly affect the level of English proficiency. War and economic instability can negatively impact the educational process and students' ability to focus on learning.

There are various factors that contribute to the level of English proficiency among Sudanese students from the teachers' perspectives. These factors include the quality of teachers, curricula and educational resources, the educational environment, and economic and political conditions. To improve language proficiency, all these aspects need to be developed in an integrated manner, and necessary support should be provided to students and teachers amid the difficult circumstances Sudan is going through.

The 9th item in the questionnaire tackles the points of strength in the EFL education in Sudan from the perspective of teachers. Responses to this item can be summarized as follows:

- Some teachers see the commitment and dedication of the teachers as one of the main strengths of EFL education in Sudan. They may have a genuine desire to improve students' skills and support them, even under difficult circumstances.
- Other teachers point out that the availability of professional training programs for teachers is a strength in English language education in Sudan. These programs help teachers develop their skills and apply the latest teaching methods.
- Some others believe that the updated and comprehensive curricula are a strength in English language education. Advanced curricula meet the current needs of students and help them continuously improve their skills.

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- Some teachers see government and international support for the education sector as a strength. This support provides the necessary resources and improves the quality of education.

Teachers' perspectives on the strengths of English language education in Sudan include the commitment and dedication of the teachers, the availability of professional training programs, updated curricula, and government and international support. To further improve English language education, these strengths should be enhanced and continuously developed, along with providing the necessary support to teachers and students to face the challenges and difficult circumstances in Sudan.

On the other hand weaknesses or challenges of EFL education in Sudan were targeted in item 10. Responses to this item are summarized in the list below:

- Some teachers see the lack of educational resources such as textbooks, modern teaching tools, and technology as one of the biggest challenges facing English language education in Sudan. This shortage negatively affects the quality of education and limits students' opportunities to improve their skills.
- Others point out that political and economic instability in Sudan leads to an unstable educational environment. Armed conflicts and economic challenges cause students to drop out of school, which negatively impacts their education.
- Some teachers view the lack of professional training and development for teachers as a major challenge. Without continuous training, teachers may find it difficult to adopt modern and effective teaching methods.
- Additionally, some teachers highlight that the psychological and social effects of war and economic hardships significantly affect students. Anxiety, fear, and family instability can lead to deteriorating academic performance.

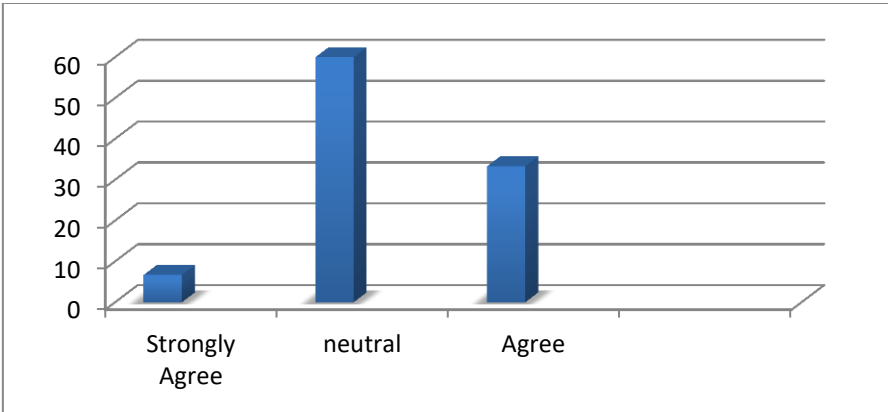
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Teachers' perspectives on the main challenges in English language education in Sudan include the lack of educational resources, the instability of the educational environment, the lack of professional training and development for teachers, and the psychological and social impact on students. To improve English language education, these challenges need to be addressed by providing the necessary resources, ensuring a stable educational environment, offering continuous training for teachers, and providing psychological and social support to help students overcome the difficulties they face.

The effectiveness of the EFL curriculum in meeting the needs of students as evaluated by teachers is targeted in item 11. The data obtained from this items are summarized in table 8 and graph 7.

		Fréquence	Pourcentage
Valide	neutral	2	6,7
	Agree	18	60,0
	Strongly Agree	10	33,3
	Total	30	100,0

Table (8): effectiveness of the current EFL curriculum in meeting the needs of students



Graph 7: effectiveness of the current EFL curriculum in meeting the needs of students

From table 8 and graph 7 it seems that:

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- **Agree (60%):** A significant percentage of teachers believe that the current EFL curriculum meets students' needs well.
- **Neutral (6.7%):** A small percentage of teachers have a neutral opinion about the effectiveness of the current curriculum.

The high satisfaction among teachers regarding the effectiveness of the current EFL curriculum in Sudan indicates that the educational system is moving in the right direction. However, there should be a continuous effort to improve and develop the curriculum to ensure it meets all students' needs amidst changing conditions and ongoing challenges. The small percentage of neutral opinions suggests that there are some areas that may need improvement, which should be a focus for continuous attention.

A further question directed to explore teachers' perceptions about the improvements would they suggest for the promotion of EFL curriculum in Sudan, provided the following findings:

- Some have suggested updating the curriculum to include the use of modern technology by incorporating educational apps and interactive tools to engage students and make learning more exciting.
- Some teachers believe that intensive and sustainable training programs should be provided for teachers to equip them with the latest teaching methods and techniques for teaching English.
- Others say that educational resources such as textbooks, visual aids, and audio materials should be improved and made more available to help students learn more effectively.
- Additionally, some believe that there should be a greater focus on practical skills such as speaking and listening, as these skills are essential for using English in everyday life.

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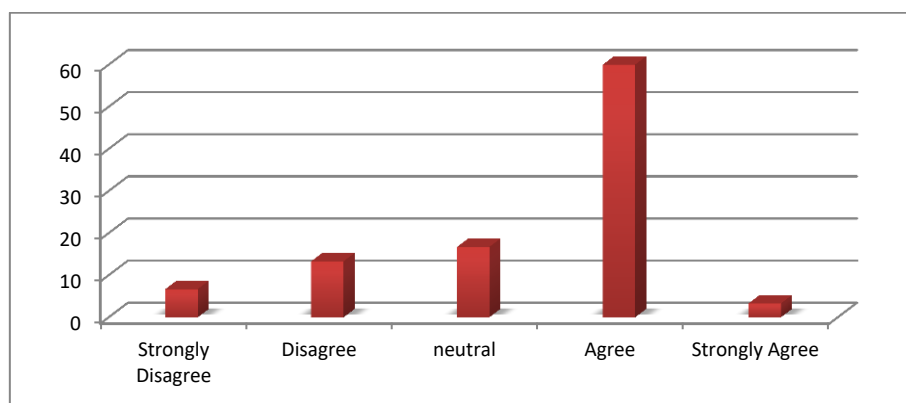
By addressing these points, the quality of English language education in Sudan can be significantly enhanced, helping students achieve greater success in learning the language.

2.2.3 Questionnaire Section 3: Challenges faced by EFL Teachers

The main core of the questionnaire is section 3 as it focuses on the challenges faced by EFL Sudanese teachers in their teaching careers. Data of the first item in this section are summarized in table 9 and graph 8.

	Fréquence	Pourcentage
Valide StronglyDisagree	2	6,7
Disagree	4	13,3
neutral	5	16,7
Agree	18	60,0
StronglyAgree	1	3,3
Total	30	100,0

Table (9): The availability of teaching resources does not meet the needs of my English classes.



Graph 8: The availability of teaching resources do not meet the needs of my English classes.

- **Agree (60%):** A significant percentage of teachers agree that the availability of teaching resources, such as textbooks and educational materials, does not meet the needs of English classes.
- **Strongly Agree (3.3%):** A very small percentage of teachers strongly agree that the available educational resources are inadequate.

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The results indicate that the lack of educational resources is a major challenge in English language education in Sudan. It is essential to take immediate action to improve and provide resources to ensure effective and comprehensive education for students.

Another aspect targeted in this section is contextual factors including the school buildings.

		Fréquence	Pourcentage
Valide	Disagree	1	3,3
	neutral	8	26,7
	Agree	19	63,3
	Strongly Agree	2	6,7
	Total	30	100,0

Table (10): School buildings and environments are not suitable.

- **Disagree (3.3%):** A very small percentage of teachers do not agree that school buildings and the learning environment are unsuitable.
- **Agree (63.3%):** A large percentage of teachers agree that school buildings and the learning environment are unsuitable.

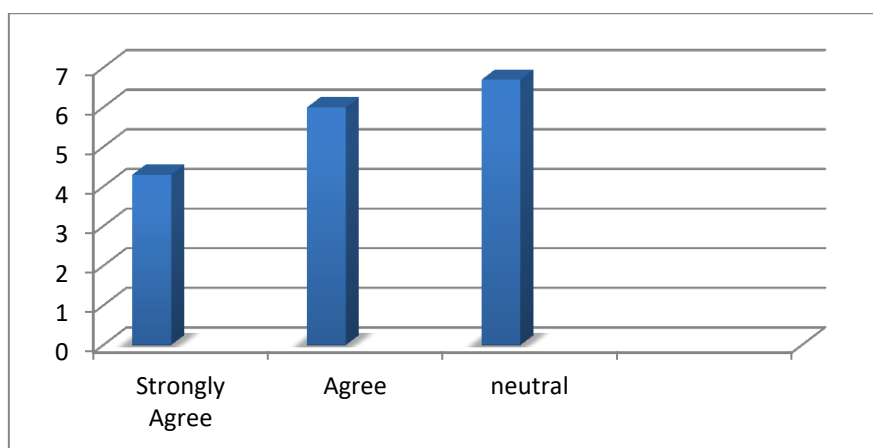
The results indicate that the quality of school buildings and learning environments in Sudan pose a significant challenge that affects the quality of education. Immediate actions are necessary to improve these aspects to ensure a suitable learning environment that enhances students' academic performance and supports the educational process in general.

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The classroom facilities (e.g., size, equipment) are targeted in this item. Table 12 displays data related to this item

		Fréquence	Pourcentage
Valide	neutral	2	6,7
	Agree	18	60,0
	Strongly Agree	10	33,3
	Total	30	100,0

Table (11): The classroom facilities do not support effective English language instruction.



Graph 9: The classroom facilities (e.g., size, equipment) do not support effective English language instruction.

- **Neutral (6.7%):** A small percentage of teachers are neutral regarding whether classroom facilities (e.g., size, equipment) support effective English language instruction.
- **Agree (60%):** A large percentage of teachers agree that classroom facilities (e.g., size, equipment) do not support effective English language instruction.

The large consensus of 60% of teachers indicates that classroom facilities such as size and equipment are not conducive to effective English language instruction. This suggests that teachers perceive specific factors affecting their ability to deliver English language lessons effectively in classroom environments. The neutral percentage of 6.7% indicates a small

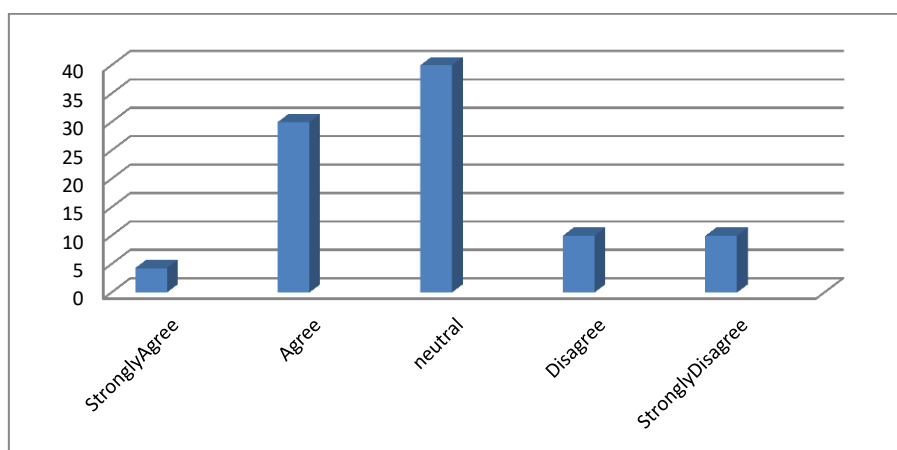
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proportion of teachers may not be entirely sure about the impact of classroom facilities on language instruction, possibly noting both positive and negative aspects. overall, these results highlight the need for additional investments in Sudan's educational system to improve classroom facilities and support better English language teaching, thereby enhancing overall educational quality.

1. The administrative support provided for English language teaching is not sufficient.

		Fréquence	Pourcentage
Valide	Strongly Disagree	3	10,0
	Disagree	3	10,0
	neutral	12	40,0
	Agree	9	30,0
	Strongly Agree	3	10,0
	Total	30	100,0

Table (12): The administrative support provided for English language teaching is not sufficient.



Graph 10: The administrative support provided for English language teaching is not sufficient.

- **Strongly Disagree: 10%**
- **Neutral: 40%**

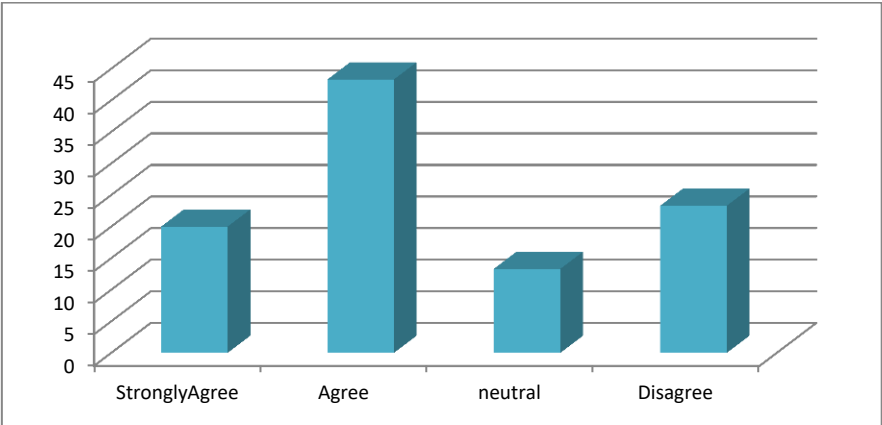
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The responses indicate that there is a varied perception among teachers regarding the sufficiency of administrative support for English language teaching. A significant portion (40%) expressed a neutral stance, suggesting uncertainty or a balanced view. Meanwhile, 10% strongly disagree, indicating a minority belief that the administrative support is sufficient.while there is some uncertainty among teachers, it is crucial to address and improve administrative support for English language teaching in Sudan. This includes providing adequate resources, training, and guidance to support teachers effectively in their roles. Strengthening administrative support can enhance the quality of English language education and contribute to the overall improvement of the educational system in Sudan

2. Classes are overcrowded.

		Fréquence	Pourcentage
Valide	Disagree	7	23,3
	neutral	4	13,3
	Agree	13	43,3
	StronglyAgree	6	20,0
	Total	30	100,0

Table (13): Classes are overcrowded.



Graph 11: Classes are overcrowded

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- **Agree 43.3%** :of the teachers agreed that the classrooms are overcrowded. This indicates a significant consensus among the teachers that there is a real issue of classroom overcrowding. This percentage reflects a large number of teachers who feel that the classrooms contain more students than the optimal capacity.
- **Neutral Rate 13.3%**: of the teachers were neutral, meaning they were unable to take a clear stance on the issue of classroom overcrowding. This might be due to their direct experience not being significantly affected by the problem or because they do not perceive the situation to be severe enough to warrant a specific stance.

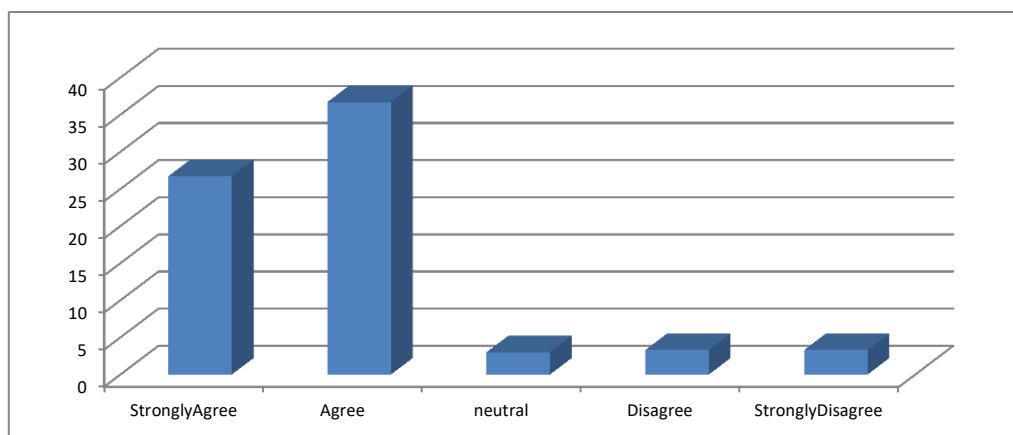
It may be beneficial to conduct a deeper investigation into the problem to determine the exact causes of overcrowding and to work on finding possible solutions. These solutions could include increasing the number of classrooms, hiring more teachers, or improving the distribution of students among different classes.

2.2.3.1 Challenges in Terms of Learners

3. Students' English proficiency levels are very weak.

		Fréquence	Pourcentage
Valide	Strongly Disagree	1	3,3
	Disagree	1	3,3
	neutral	9	30,0
	Agree	11	36,7
	Strongly Agree	8	26,7
	Total	30	100,0

Table (14): Students' English proficiency levels are very weak.



Graph 12: Students' English proficiency levels are very weak.

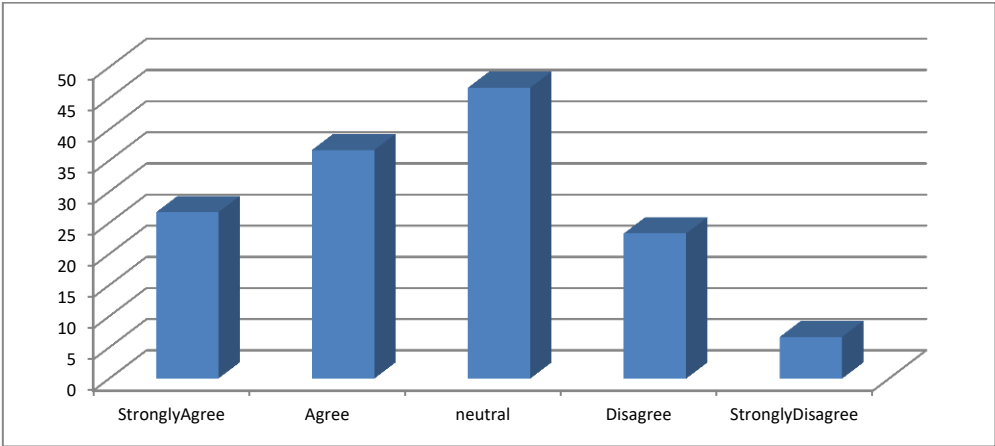
- **Strongly Disagree 3.3%:**The 36.7% of teachers who agreed that students' English proficiency levels are very weak indicate a significant concern among teachers regarding this issue. This percentage represents a substantial portion of teachers who feel that students have a weak command of the English language.
- **Agree: 36.7%:**The 3.3% of teachers who strongly disagreed suggest that only a small number of teachers believe that students' English proficiency levels are not a major issue. This small percentage indicates that very few teachers think students' English skills are good or acceptable.

Given this data, we can conclude that there is considerable concern among teachers about the weakness of students' English proficiency levels. Although the agreement rate is not an absolute majority, it is still a significant percentage that warrants attention and action.

4. Students' motivation to learn English is very low.

		Fréquence	Pourcentage
Valide	Strongly Disagree	2	6,7
	Disagree	7	23,3
	neutral	14	46,7
	Agree	5	16,7
	Strongly Agree	2	6,7
	Total	30	100,0

Table (15): Students’ motivation to learn English



Graph 13: Students’ motivation to learn English

- **Neutral 46.7%:**The highest percentage (46.7%) of respondents were neutral. This indicates that nearly half of the teachers neither agree nor disagree strongly about students' motivation to learn English. This neutrality might suggest that teachers see mixed levels of motivation among students, or they might feel that motivation varies significantly among different groups of students.
- **Strongly Agree 6.7%, Strongly Disagree 6.7% :**Both the percentages of teachers who strongly disagree and those who strongly agree are equal, at 6.7%. This balance suggests that there are small, but equal, groups of teachers with strong opposing views on students' motivation to learn English.

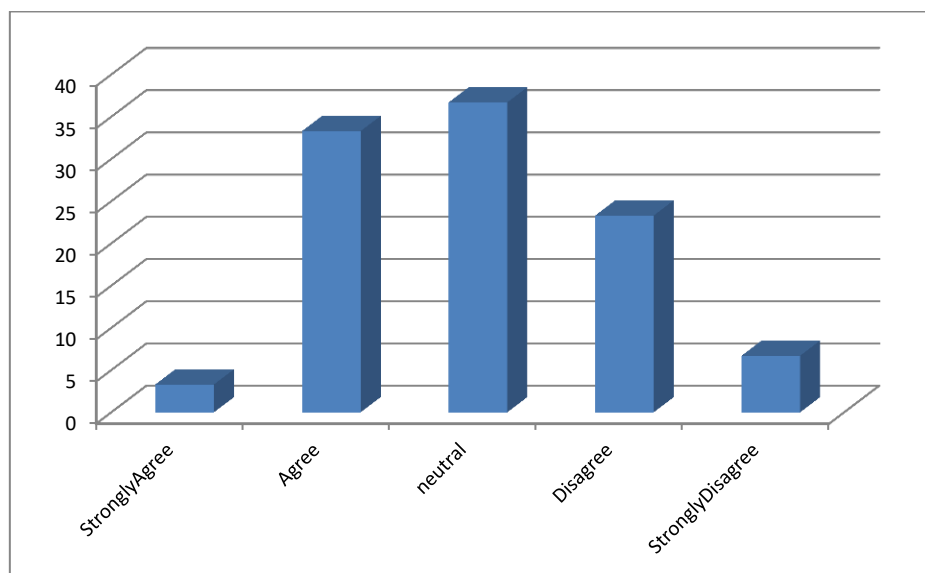
While there is some concern about low student motivation to learn English, the dominant neutral responses suggest variability and uncertainty. Addressing this issue requires a nuanced approach that takes into account the diverse factors influencing student motivation

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5. Students' engagement in English language learning activities is not consistent.

		Fréquence	Pourcentage
Valide	Strongly Disagree	1	3,3
	Disagree	7	23,3
	neutral	11	36,7
	Agree	10	33,3
	Strongly Agree	1	3,3
	Total		30

Table (16): Students' engagement in English language learning activities is not consistent.



Graph 14: Students' engagement in English language learning activities

From the table and the graph it is concluded :

- **Agree: 33.3%:** The 33.3% of teachers who agreed that students' engagement in English language learning activities is inconsistent indicates a significant concern among teachers about this issue. This percentage reflects a considerable portion of teachers who feel that students do not participate consistently in English language learning activities.

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- **Strongly Disagree: 3.3%:** The 3.3% of teachers who strongly disagreed suggest that only a small number of teachers believe that students consistently participate in English language learning activities.

Given this data, we can conclude that there is substantial concern among teachers about the inconsistency of students' engagement in English language learning activities. Although the agreement rate is not an absolute majority, it is still a significant percentage that warrants attention and action

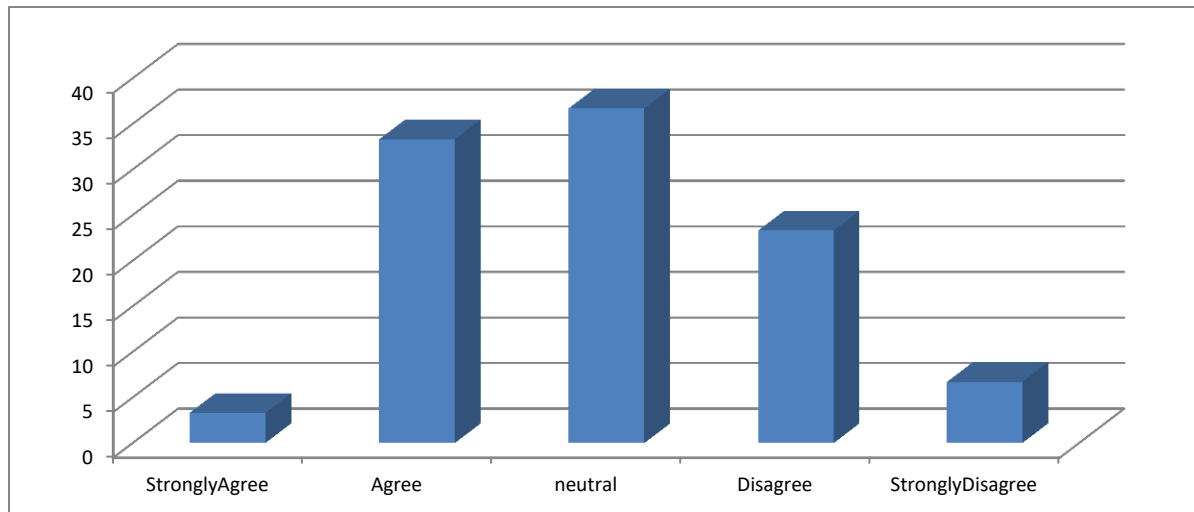
2.2.3.2 Challenges in Terms of Teaching Skills

The second strand of challenges classified under the teaching skills is confirmed by teachers. The data collected in this area are summarized in the tables and graphs of this section.

- **My English language preparation at the university is very good.**

		Fréquence	Pourcentage
Valide	Disagree	4	13,3
	neutral	6	20,0
	Agree	19	63,3
	StronglyAgree	1	3,3
	Total	30	100,0

Table (17): English language preparation at the university



Graph 15: English language preparation at the university is very good

- **Agree: 63.3%** :teachers who agreed that their English language preparation at the university is very good indicates a broad consensus among teachers regarding the quality of the preparation they received. This high percentage reflects significant satisfaction with the educational programs, materials, and training provided at the university.
- **Strongly Agree: 3.3%**:eachers who strongly agreed that their English language preparation at the university was very good, although a small percentage, supports the overall positive result that the preparation was indeed good. This percentage reinforces the idea that some teachers have exceptional satisfaction with their preparation.

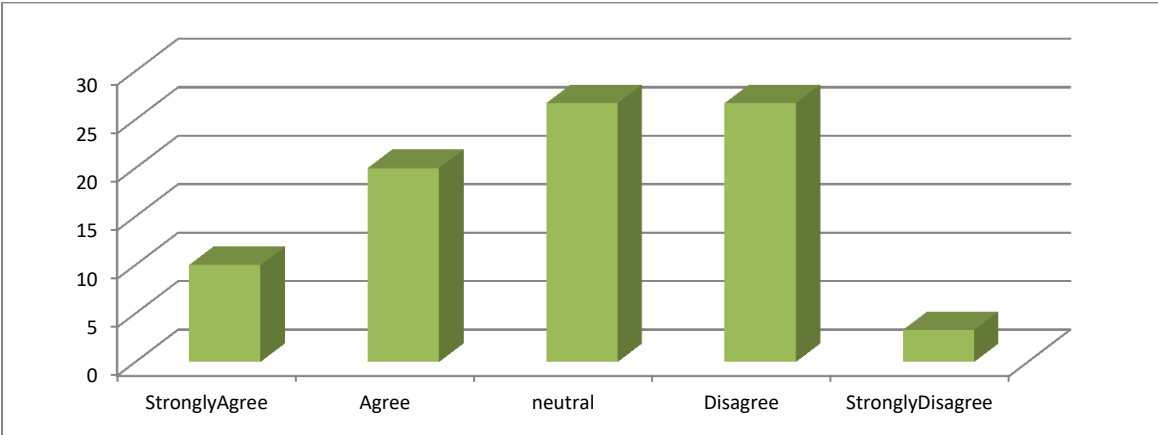
The results indicate significant satisfaction among teachers with their English language preparation at the university, with a very high agreement rate and a smaller rate of strong agreement. This reflects high quality in university preparation, with room for continuous improvement and leveraging positive experiences to enhance educational quality.

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- **The training we receive prepares me to deliver effective English language instruction.**

		Fréquence	Pourcentage
Valide	StronglyDisagree	5	16,7
	Disagree	8	26,7
	neutral	8	26,7
	Agree	6	20,0
	StronglyAgree	3	10,0
	Total	30	100,0

Table (18): The effectiveness of the teaching training



Graph 16: The effectiveness of the teaching training.

- **Disagree 26.7%:**The fact that 26.7% of teachers disagree that the training they receive prepares them to deliver effective English language instruction is concerning. This indicates that a significant portion of teachers do not feel adequately prepared by their training.
- **Strongly Agree10.0%:** On the other hand, 10.0% strongly agree that the training prepares them effectively. While this percentage is lower, it shows that there is a minority who are very satisfied with the training they have received.

While there is a minority who strongly agree that the training prepares them effectively, the majority disagreement rate indicates that improvements are needed.

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Addressing these issues can lead to better-prepared teachers and potentially improved outcomes for English language instruction.

- **I possess the necessary pedagogical skills to address the diverse needs of English learners.**

		Fréquence	Pourcentage
Valide	StronglyDisagree	2	6,7
	Disagree	7	23,3
	neutral	14	46,7
	Agree	7	23,3
Total		30	100,0

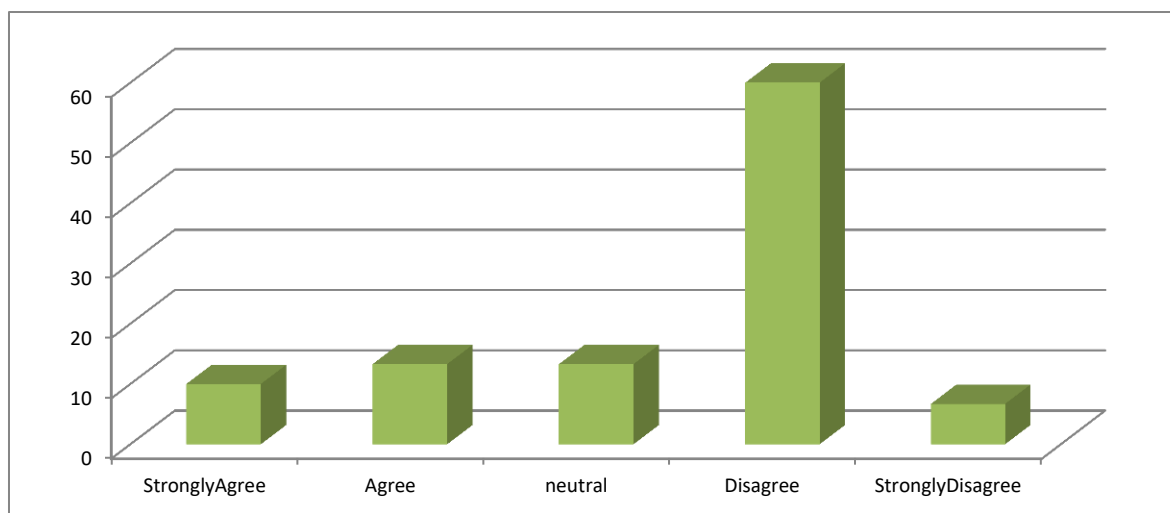
Table (19): The pedagogical skills to address the diverse needs of English learners.

A total of 30% (6.7% strongly disagree + 23.3% disagree) of teachers feel they do not possess the necessary pedagogical skills to address the diverse needs of English learners. This suggests that a significant portion of teachers may feel inadequately prepared to handle the diverse needs of their students. The data indicates a notable proportion of teachers who do not feel adequately prepared in their pedagogical skills to address the diverse needs of English learners. Addressing these concerns through professional development and support programs can help improve teacher confidence and effectiveness in teaching English learners.

- **I regularly receive adequate training and support to improve my English teaching skills.**

		Fréquence	Pourcentage
Valide	StronglyDisagree	2	6,7
	Disagree	4	13,3
	neutral	4	13,3
	Agree	18	60,0
	StronglyAgree	2	6,7
	Total	30	100,0

Table (20): Continuous professional development.



Graph 17: Continuous professional development.

- **Agree: 60.0%** The combined percentage of 60.0% agree indicates that a majority of teachers feel they regularly receive adequate training and support to improve their English teaching skills. This suggests that there is a general satisfaction with the amount and quality of training and support provided.
- **Strongly Agree: 6.7%** While the strongly agree percentage (6.7%) is lower than the agree percentage, it still shows that there is a significant portion of teachers who feel strongly supported in their professional development.

Overall, the majority of teachers feel they receive adequate training and support to improve their English teaching skills. This is a positive finding that suggests the institution is supportive of professional development, which can lead to improved teaching quality and student outcomes.

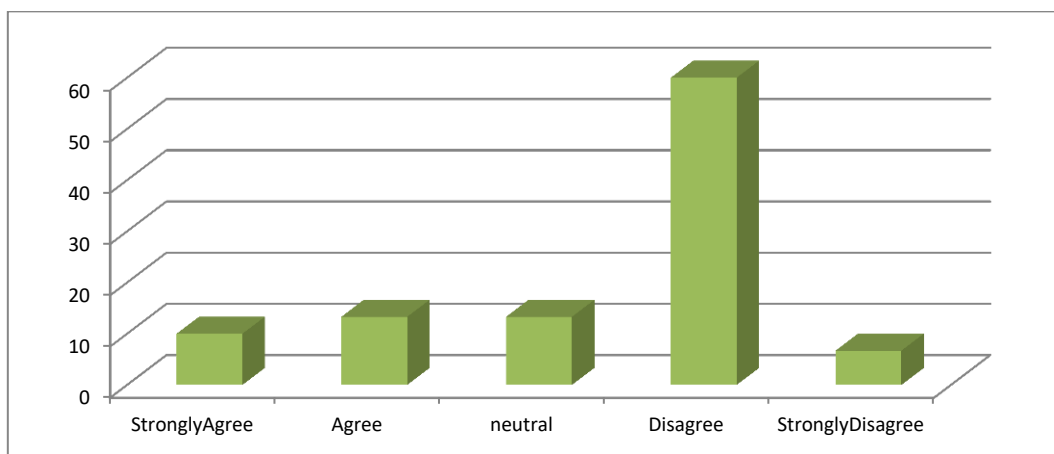
2.2.3.3 Challenges in Terms of Teacher Social Life

A third category of challenges is explored in this section under the theme of social life challenges. The data collected in these area are summarized in the tables and graphs of this section.

- **Balancing workload with personal life is challenging due to teaching demands.**

		Fréquence	Pourcentage
Valide	Disagree	6	20,0
	neutral	4	13,3
	Agree	13	43,3
	StronglyAgree	7	23,3
	Total	30	100,0

Table (21): Balancing workload with personal life.



Graph 18: Balancing workload with personal life

- **Strongly Agree 23.3%:** the fact that 23.3% of teachers strongly agree that balancing workload with personal life is challenging due to teaching demands indicates that a significant portion of teachers feel overwhelmed by their workload.
- **Neutral 13.3%:** Another 13.3% of teachers responded neutrally, which suggests that they are not strongly affected by the teaching demands on their personal life, but they may not necessarily find it easy to balance either.

The data highlights a significant challenge for teachers in balancing their workload with personal life due to teaching demands. Addressing these challenges through supportive policies and programs can help improve teacher well-being and job satisfaction, ultimately benefiting both teachers and students.

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- **The level of job satisfaction as an English language teacher is impacted by social factors (e.g., community perception, societal expectations).**

		Fréquence	Pourcentage
Valide	neutral	14	46,7
	Agree	12	40,0
	StronglyAgree	4	13,3
	Total	30	100,0

Table (22): The level of job satisfaction

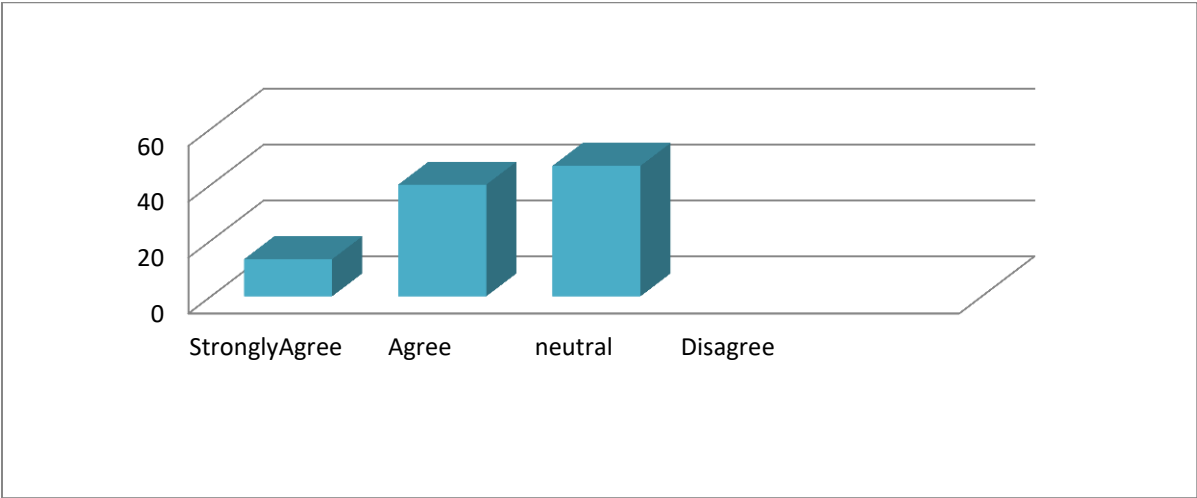


Table (1): The level of job satisfaction

- **Neutral 46.7%:**The fact that 46.7% of teachers responded neutrally suggests that they are unsure or do not strongly believe that job satisfaction as an English language teacher is impacted by social factors such as community perception and societal expectations.
- **Strongly Agree 13.3%:**However, 13.3% of teachers strongly agree that social factors significantly impact job satisfaction. This indicates that there is a minority who strongly feel the influence of social factors on their satisfaction as English language teachers.

A diversity of opinion among teachers regarding the impact of social factors on job satisfaction. While a significant number are neutral, there is a minority who strongly feel the

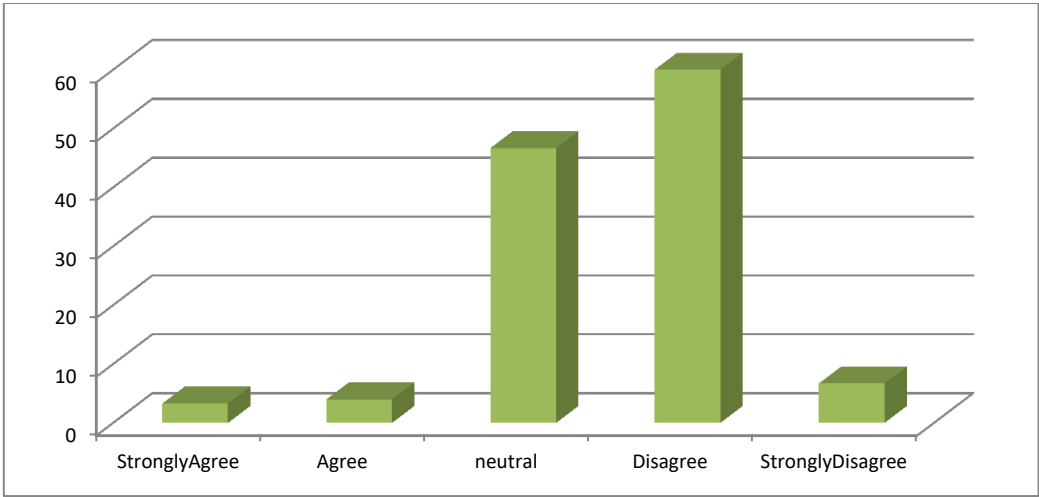
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influence of social factors. Addressing these perceptions through education, support, and advocacy can help improve overall job satisfaction among English language teachers.

- **Opportunities for professional networking and collaboration with other teachers are limited.**

		Fréquence	Pourcentage
Valide	Disagree	3	10,0
	neutral	14	46,7
	Agree	12	40,0
	StronglyAgree	1	3,3
	Total	30	100,0

Table (23): Opportunities for professional networking and collaboration with other teachers



Graph 19: Opportunities for professional networking and collaboration with other teachers

- **Neutral46.7%:**they are unsure or do not strongly believe that opportunities for professional networking and collaboration with other teachers are limited.
- **Strongly Agree 3.3%:**A small percentage, 3.3%, strongly agree that opportunities for professional networking and collaboration are limited. This indicates that there is a minority who feel strongly about the lack of opportunities.

The data suggests mixed perceptions among teachers regarding the availability of opportunities for professional networking and collaboration. Addressing these perceptions

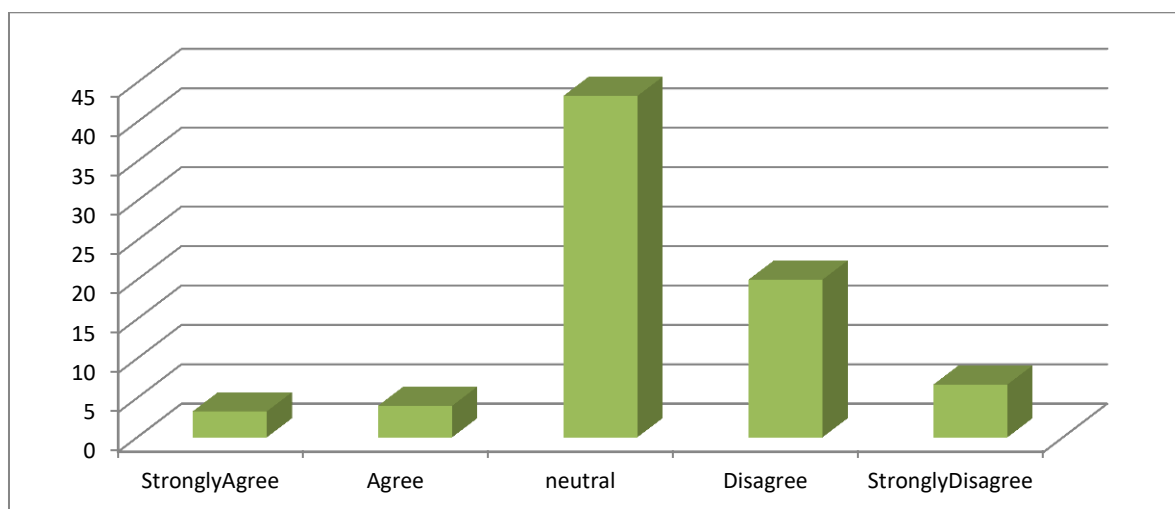
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through assessment, promotion, and structured programs can help improve collaboration and support among English language teachers.

-I find myself more focused with social problems than working on improving my teaching skills

		Fréquence	Pourcentage
Valide	StronglyDisagree	2	6,7
	Disagree	8	26,7
	neutral	13	43,3
	Agree	6	20,0
	StronglyAgree	1	3,3
	Total	30	100,0

Table (24): Focus on social problems rather than teaching improvement



Graph 20: Focus on social problems rather than teaching improvement

- **Strongly Agree 3.3%:**they are more focused on social problems than working on improving their teaching skills. This indicates that there is a minority who feel strongly about this issue.
- **Neutral 43.3%:**responded neutrally suggests that they do not strongly agree nor strongly disagree that they are more focused on social problems than working on improving their teaching skills. This indicates a mixed perception among teachers.

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The data suggests mixed perceptions among teachers regarding the balance between focusing on social problems and improving teaching skills. Addressing these perceptions through awareness, integration, and support can help create a more balanced approach to addressing both social issues and professional development needs among English language teachers.

- **The salary is not enough to support my efforts to improve my teaching skills**

		Fréquence	Pourcentage
Valide	StronglyDisagree	2	6,7
	Disagree	9	30,0
	neutral	10	33,3
	Agree	8	26,7
	StronglyAgree	1	3,3
	Total	30	100,0

Table (25): Financial support

- **Disagree: 30.0%** :do not believe that their salary is insufficient to support their professional development. This suggests that a significant portion of teachers feel their salary is adequate for this purpose.
- **Neutral 33.3%**:The highest percentage, 33.3%, responded neutrally, suggesting that many teachers neither agree nor disagree that their salary supports their efforts to improve their teaching skills. This indicates a level of uncertainty or ambivalence regarding the adequacy of their salary for professional development purposes.
- **Strongly Agree 3.3%**:believe that their salary is not enough to support their efforts to improve their teaching skills. This indicates that a notable minority feels their salary is inadequate for professional development.

The responses indicate mixed perceptions among teachers regarding the adequacy of their salary in supporting professional development. Addressing these concerns through salary

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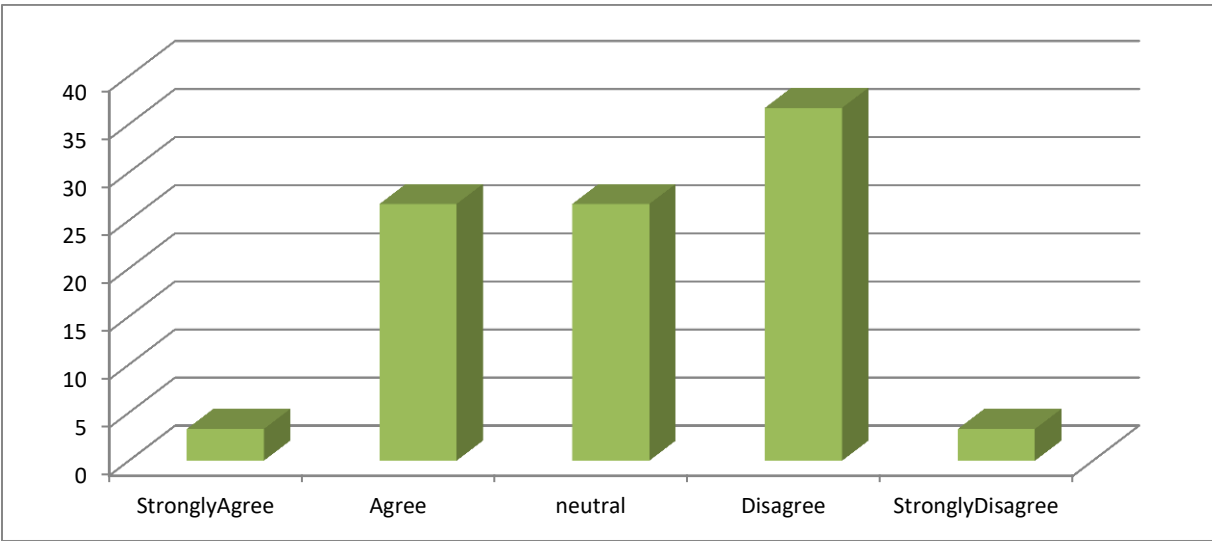
reviews, additional funding opportunities, and financial support programs can help ensure that all teachers feel adequately supported in their efforts to improve their teaching skills.

2.2.3.4 Challenges in Terms of Social Context

- **Cultural differences between teachers and students affect teaching and learning outcomes**

		Fréquence	Pourcentage
Valide	StronglyDisagree	2	6,7
	Disagree	11	36,7
	neutral	8	26,7
	Agree	8	26,7
	StronglyAgree	1	3,3
	Total	30	100,0

Table (26): Cultural differences between teachers and students



Graph 21: Cultural differences between teachers and students

- **Disagree 36.7%:**A significant portion, 36.7%, of teachers disagree that cultural differences between teachers and students affect teaching and learning outcomes. This suggests that many teachers do not perceive cultural differences as a major barrier to effective teaching and learning.

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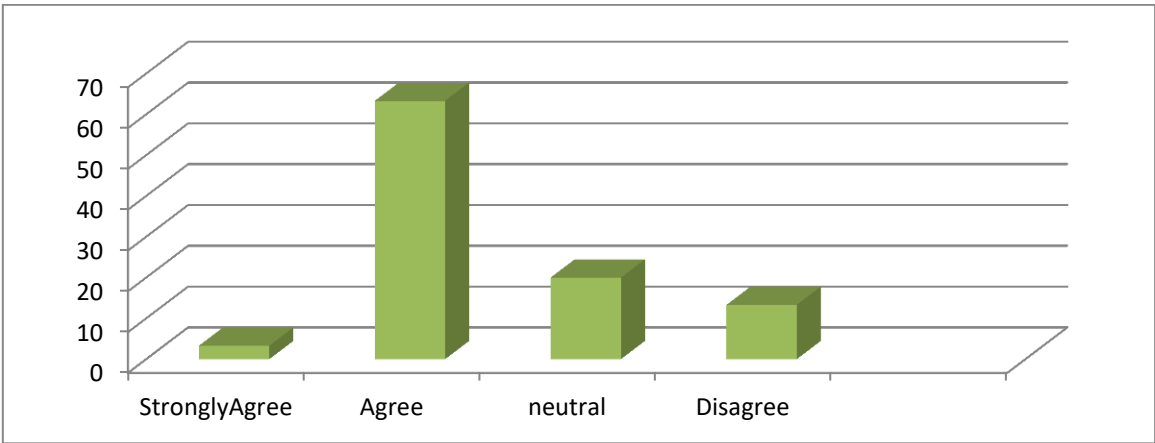
- **Strongly Agree 3.3%:**A small percentage, 3.3%, strongly agree that cultural differences do affect teaching and learning outcomes. This indicates that a minority of teachers feel strongly that cultural differences have a significant impact.

The data suggests that while a majority of teachers do not see cultural differences as significantly affecting teaching and learning outcomes, there is a small group that does. Addressing this through cultural competency training, inclusive curriculum development, and supportive measures can help ensure that all teachers and students benefit from a positive and inclusive educational experience.

- **Socio-economic factors impact students' access to English language learning resources outside of school**

		Fréquence	Pourcentage
Valide	Disagree	4	13,3
	neutral	6	20,0
	Agree	19	63,3
	StronglyAgree	1	3,3
	Total	30	100,0

Table (27): Socio-economic factors



Graph 22: Socio-economic factors impact

The combined percentage of 66.6% (63.3% agree + 3.3% strongly agree) indicates that a significant majority of teachers believe that socio-economic factors impact students' access to

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English language learning resources outside of school. This reflects a broad consensus among teachers on the influence of socio-economic conditions.

The data indicates a strong belief among teachers that socio-economic factors significantly impact students' access to English language learning resources outside of school. Addressing these issues through resource provision, community programs, and parental support can help mitigate the negative impact of socio-economic barriers and improve educational outcomes for all students.

-Political instability or social unrest in the country affects the teaching environment.

		Fréquence	Pourcentage
Valide	StronglyDisagree	5	16,7
	Disagree	8	26,7
	neutral	8	26,7
	Agree	6	20,0
	StronglyAgree	3	10,0
	Total		30

Table (28): Political instability

Disagree: 26.7% A significant portion, 26.7%, of teachers disagree that political instability or social unrest affects the teaching environment. This suggests that a number of teachers feel that their teaching environment remains stable despite external political or social issues. Strongly Agree: 10.0% onversely, 10.0% of teachers strongly agree that political instability or social unrest impacts the teaching environment. This indicates that there is a notable minority who feel that these factors significantly affect their ability to teach effectively.

The responses indicate mixed perceptions among teachers regarding the impact of political instability and social unrest on the teaching environment. While some teachers feel unaffected, others experience significant challenges. Addressing these issues through support

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systems, resiliency training, and community engagement can help create a more stable and supportive teaching environment for all educators and students.

- Are there other challenges you need must be added to the mentioned challenges?

One of the main challenges is how to get to school safely. The security situation makes commuting dangerous and affects my daily commitment to work. Traveling under these conditions requires extra time and effort, reducing the time I can dedicate to lesson preparation and professional development. It's important to have psychological support available for teachers and students to help them cope with the stress and anxiety caused by the current situation. We need support in providing educational materials and technology to ensure the continuity of education under these tough circumstances. It is clear that there are numerous challenges facing the educational process that require immediate attention. In my opinion, these challenges are multifaceted and include security, psychological, financial, and social aspects, which further complicate the teaching and learning process.

- What are the measures you take to address the above challenges?

Among suggested measures are; seeking professional development in providing psychological support to students, establishing peer support groups among teachers to share experiences and coping strategies, setting up alternative communication methods, such as offline learning materials or radio-based lessons, in areas with frequent internet and power outages. By taking these measures, teachers can better manage the multifaceted challenges they face and work towards creating a more stable and effective educational environment despite the difficult circumstances.

2.3 Teachers Interview Data Analysis

Based on what was explained in the introduction to the research, and in order to provide an in-depth study on teaching the English language in Sudan, it was agreed to prepare an

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interview with a group of professors, but the current circumstances in Sudan prevented this. It was conducted in the required number, and two English language professors responded.

When teachers were asked why they chose the teaching profession, they responded that they had an internal drive to promote societal progress through education. Teaching provides them with a unique opportunity to shape the intellectual and moral fabric of future generations. They also find profound self-actualization by stimulating intellectual growth and enlightenment among their students.

English teachers in Sudan face a range of challenges that hinder their efforts to provide effective education. The first of these challenges is the lack of resources. Schools in Sudan lack the textbooks, teaching materials and technology needed to effectively support the teaching of English. This lack of resources limits teachers' ability to provide integrated and interesting lessons. Second, there is a lack of training and professional development. Many English teachers in Sudan do not receive adequate training or professional development opportunities that enable them to improve their teaching skills. This lack of training leads to poor application of modern and effective teaching methods. Third, the large size of the classes poses a major challenge. Teachers find themselves having to manage a large number of students per class, which makes it difficult to provide individual attention and support to each student. This affects the quality of education and limits teachers' ability to accurately assess each student's progress. Fourth, the lack of proficiency of some teachers in the English language negatively affects the quality of education. Teachers who do not have a high level of proficiency in English find it difficult to present the subject matter correctly and effectively. Finally, the social and political context in Sudan adds an additional layer of challenges. Political and social unrest disrupts the educational process and limits access to necessary resources.

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Accordingly, a set of solutions were adopted to overcome these challenges. First, the government and education authorities must work to provide more resources to schools, including textbooks, teaching materials and technology. This will help improve the learning environment and make education more effective. Second, providing training and professional development opportunities for teachers is essential. Training programs must be provided that focus on methods of teaching the English language and developing teachers' skills on an ongoing basis. This will contribute to improving the quality of education and enhancing the efficiency of teachers. Third, efforts can be made to reduce class sizes. This will enable teachers to provide individual attention and greater support to each student, which will enhance the quality of education and help achieve better educational outcomes. Fourth, providing training programs to improve teachers' language proficiency is an important solution. By increasing teachers' proficiency in English, the quality of teaching can be significantly improved. Finally, a supportive environment must be created for teachers through mentorship programs, supportive networks, and recognition of their efforts. This supportive environment will contribute to enhancing team spirit and motivating teachers to give their best.

This interview reflects a range of challenges and possible solutions to improve English language teaching in Sudan. By addressing resource shortages, providing professional training, reducing class sizes, improving teachers' language proficiency, and creating a supportive environment, a significant improvement in the quality of education can be achieved and a better learning experience for students can be achieved.

Solutions:

- Integration of contemporary instructional Methodologies that foster active Learning.
- Enhancement of the Lexical repository accessible to both educators and Learners.

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- Promotion of discourse and Linguistic exchanges Within the academic setting
- Implementation of reflective teaching practices aimed at elevating instructional efficacy.
- Holistic educational reforms targeting the Fortification of teacher credentials and syllabus pertinence.

Furthermore, when exploring the extent of Sudanese students' desire to study the English language, we found that there is a group that is very weak in learning the foreign language, while there is a group that is willing to learn. There is also a difference between the difficulties that learners face in receiving the vocabulary of this language and those of teachers who teach the English language. Thus, some of the obstacles that teachers face in teaching the English language were presented. The teachers acknowledged that the lack of educational resources such as textbooks, modern teaching tools and technology is one of the biggest challenges facing teaching the English language in Sudan.

This deficiency negatively affects the quality of education and limits students' opportunities to improve their skills. Others point out that political and economic instability in Sudan leads to an unstable educational environment. Armed conflicts and economic challenges cause students to drop out of school, negatively affecting their education. Some teachers see the lack of training and professional development for teachers as a major challenge. Without ongoing training, teachers may find it difficult to adopt modern and effective teaching methods. In addition, some teachers point out that the psychological and social effects of war and economic hardship greatly affect students.

Anxiety, fear, and family instability can lead to deteriorating academic performance. While the results indicated the effectiveness of the English as a foreign language curriculum in meeting the needs of students by 60%, representing the total

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number of teachers who agreed to teach this curriculum, in addition to this, this study also revealed the motivation that learners receive during English language classes, whether from the school community or family, The largest percentage of professors were neutral, perhaps because the professor faces different categories of motivation among the learners.

2.4 Limitations of the study

The current research faced some contextual and methodological challenges, which prevented reaching the expected results. There are not enough references regarding the first part and especially data on the current situation of teaching English as a foreign language in Sudan was a major obstacle. Hence, it was necessary to rely on other sources. On the other hand, EFL teachers in Sudanese schools caused the closure that created obstacles to delivery.

The difficult social situation that existed in the war zones in Sudan. Most institutions, including schools, are closed. Through the questionnaire, which in turn took a lot of time searching for teachers to collect the required number of answers. In addition, some participants gave very short answers to questions that were supposed to be answered in long paragraphs. Finally, the weak communication network obstructed the process of interviews with the rest of the professors.

2.5 Suggestions and recommendations for Further Research

Below are some recommendations related to the study:

- Comparative analysis of constraints: Conducting a comparative analysis by examining the EFL learners in Sudan face, this can provide insight into the common challenges faced by teachers in different contexts and identify any unique constraints specific to particular areas.
- Educational Strategies: A comprehensive study of effective educational strategies that can help improve the level of teaching the English language. Teachers overcome the

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limitations of teaching English in schools. Explore different approaches, methodologies, or teaching techniques that have proven successful in addressing specific limitations, such as language barriers, lack of resources, or large class sizes.

- Professional development programs: which help English language teachers deal with teaching obstacles, evaluate the effectiveness of training workshops to provide teachers with the skills, knowledge, and resources necessary to address problems and improve the quality of English language teaching.
- Developing curricula and educational resources: Studying the extent to which English language curricula and developing educational resources influence the constraints that teachers face in teaching the English language.

General conclusion

General conclusion

This study reflects the challenges and constraints faced by English as a Foreign Language teachers in Sudan, significantly impacting the quality of education and teacher efficiency. Through in-depth analysis and surveys, issues related to curriculum design, continuous training, and limited educational resources were highlighted. These findings underscore the importance of teaching strategies in creating a stimulating and supportive learning environment for students.

This study made use of the descriptive method using the questionnaire and the interview as the main data collection tool in order to collect in-depth understanding of the career challenges of Sudanese EFL teachers. In general, this study demonstrates valuable insights that would improve the level of teaching in Sudan, as well as the development of educational curricula to meet the requirements of students. This study was also based on a set of information about the difficulties faced by education in Sudan, especially teaching the English language. The study also highlights the need to continue professional development and teacher training, including developing teaching methods and focusing on students' areas of weakness.

Therefore, it is necessary to develop flexible curricula that align with the needs of Sudanese learners, focusing on enhancing linguistic and practical skills. Regular and ongoing training programs are essential to improve teachers' skills and competencies, and providing essential books, equipment, and educational materials is crucial to support the educational process. Additionally, mentorship and guidance programs for new teachers will help them adapt and develop in the educational environment. Encouraging teachers to pursue higher education by offering scholarships and financial support is also important. Finally, creating a motivating and supportive work environment for teachers can enhance their job satisfaction and professional performance.

General conclusion

By addressing these challenges and adopting the proposed solutions, the quality of English language education in Sudan can be improved, and teachers' capabilities to deliver effective and impactful instruction can be enhanced. Investing in education and teacher development is a crucial step towards building a better future for the upcoming generations in Sudan.

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Appendices

Appendixes

Appendix A: Teachers Questionnaire

Questionnaire on Challenges Faced by Sudanese EFL

Dear Participant, Teachers.

This questionnaire aims to explore the challenges encountered by English as a Foreign Language (EFL) teachers in Sudan. Your input is valuable in understanding the difficulties faced in teaching English in Sudanese educational settings. Please answer the following questions honestly and to the best of your ability. Your responses will remain anonymous and will be used for research purposes only. Thankyou for your participation.

Section 02: Personale Information

1. Pleasespecify:

Gender: Male Female

Age:

Years of teachingexperience:.....

Educationalqualification(s):.....

2. What grade levels do you teach? (Select all that apply)

- Primary
- Secondary
- University
- Other (pleasespecify):

Section 2:Teaching English in Sudan

1. How would you rank Sudanese students interest in learning English?

Good fair poor verypoor

2. How would you describe the level of English proficiency among students in Sudanese schools?

Excellent Good Fair pr y Poor

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3. How would you rate the overall quality of EFL education in Sudan?

Excellent Good Fair r Poor

4. In your opinion, what factors contribute to the current level of English proficiency amongst students?

5. What are the strengths of EFL. education in Sudan, from your perspective?

6. What are the main weaknesses or challenges of EFL education in Sudan?

7. How effective do you believe the current EFL curriculum is in meeting the needs of students?

highly effective not effective r y effective

8. What improvements would you suggest for the EFL curriculum in Sudan?

Section 03: Challenges faced by EF Teachers.

Please rate each statement on a likert scale from 1 to 5. where: 1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

Challenges in Terms of School Environment.

1. The availability of teaching resources (e.g., textbooks, materials) do not meet the needs of my English classes.

1 2 3

2. School buildings and environments are not suitable

1 2 3

3. The classroom facilities (e.g., size, equipment) do not support effective English language instruction.

1 2 3

4. The administrative support provided for English language teaching is not sufficient.

1 2 3

5. Classes are overcrowded.

1 2 3

Challenges in Terms of Learners

1. Students' English proficiency levels s very weak.

1 3 4 5

Appendixes

2. Students' motivation to learn English is very low.

1 2 3

6. Students' engagement in English language learning activities is not consistent.

1 2 3

Challenges in Terms of Teaching Skills

1. My English language preparation at the university is very good .

1 2 3

1. The training we receive prepares me to deliver effective English language instruction.

1 2 3

2. I possess the necessary pedagogical skills to address the diverse needs of English language learners.

1 2 3

3. I regularly receive adequate training and support to improve my English teaching skills.

1 2 3

Challenges in Terms of Teacher Social Life

1. Balancing workload with personal life is challenging due to teaching demands.

1 2 3

2. The level of job satisfaction as an English language teacher is impacted by social factors (e.g..community perception, societal expectations).

1 2 3

3. Opportunities for professional networking and collaboration with other teachers are limited.

1 3 4 5

4. I find myself more focused with social problems than working on improving my teaching skills

1 3 4 5

6. The salary is not enough to support my efforts to improve my teaching skills

1 3 4 5

Challenges in Terms of Social Context

1. Cultural differences between teachers and students affect teaching and learning outcomes.

1 3 4 5

Appendixes

2. Socio-economic factors impact students' access to English language learning resources outside of school.

1 3 4 5

3. Political instability or social unrest in the country affects the teaching environment.

1 3 4 5

4. are there other challenges you need must be added to the mentioned challenges?

.....

5. what are the measures you take to address the above challenges?

.....

Appendix B: Interview's questions

1. Why did you choose the teaching profession?
2. What are the challenges do you face English language teachers in Sudan?
3. What are the solutions in your opinion?
4. How is the students' performance in learning the English language?
5. Have the current conditions in Sudan affected the learning abilities of students?
6. What are the career challenges that you face as and EFL teacher in Sudan?

المخلص

تطرقنا في هذه الدراسة إلى المفاهيم النظرية المتعلقة بتعليم اللغة الإنجليزية في السودان، بما في ذلك التحديات التي تواجه تعليم اللغة الإنجليزية كلغة ثانية. استعرضت أيضًا السياق التعليمي السوداني وتأثير العوامل الثقافية والاجتماعية على عملية التعلم. شملت الدراسة عينة تتكون من 30 أستاذًا تم اختيارهم عشوائيًا، وتم جمع البيانات باستخدام استبيان إلكتروني يهدف إلى قياس آرائهم وتقييمهم للتحديات والفرص في تعليم اللغة الإنجليزية. أظهرت النتائج أن الأساتذة يواجهون صعوبات في تدريس مهارات الاستماع والمحادثة بسبب نقص البيئة الناطقة بالإنجليزية وقلة الموارد التعليمية الكافية. كما أشارت النتائج إلى أن استخدام التكنولوجيا في التعليم يمكن أن يعزز تعلم اللغة الإنجليزية بشكل فعال. بالإضافة إلى ذلك، بينت الدراسة أهمية توفير تدريب مستمر للأساتذة لتحسين جودة التعليم وزيادة تحفيز الطلاب.

الكلمات المفتاحية: التغييرات، معلم اللغة الإنجليزية، السودان.