

**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN CONTENT,
METHODS USED AND THE PRACTICE IN THE TEACHING AND
LEARNING OF ENGLISH LANGUAGE IN SECONDARY
SCHOOLS IN SOUTH SUDAN**

BY


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2011/X/HD/404/MVP

**A RESEARCH THESIS SUBMITTED TO THE GRADUATE SCHOOL IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF A MASTERS DEGREE IN VOCATIONAL PEDAGOGY
OF KYAMBOGO UNIVERSITY**

DECLARATION

I Asienzo Immaculate Tom do hereby declare that this is my original work and has never been presented for an award to this University or any other higher institution of learning.

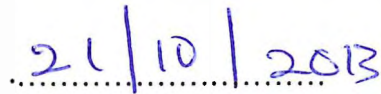
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APPROVAL

This is to certify that this proposal entitled: An Investigation in to the relationship between content, methods used and practice activities in the teaching and learning of English Language in selected secondary schools in Juba county South Sudan is presented by Asienzo Immaculate Tom and done under close supervision of the supervisors.

SUPERVISORS:.....

DATE



Dr Rebecca Florence Kirunda (PhD)



Ms. Mbaga Robinah

DEDICATION

This work is dedicated to my husband Mr. Drichi Mawa Henry and my children.

ACKNOWLEDGEMENT

This thesis has been a collective effort of a number of people without whose effort; this thesis would not be successful. I am highly indebted to all the persons whose contributions have been very vital in this piece of work. It has been a pleasure working with each one of you and I am proud of what we have accomplished together.

My sincere gratitude to my sponsors the Norwegian Government for offering me the scholarship through NOMA programme at Kyambogo University without which this research would not have been a success.

My gratitude goes to my supervisors; Dr. Rebecca Florence Kirunda and Ms. Mbagi Robinah whose inspirations, guidance and tireless effort made it easy for me. Thank you.

To the founders of Vocational Pedagogy in Uganda and the facilitators; Professors Nilsson Lennart, Liv Mjelde and Børge Skåland, Thank you for the encouragement. Special thanks to my Mentors; Mr. Ali Kyakulumbye, Mr. Chris Serwaniko, Ms. Mary Kulabako, Ms. Dinah Arinaitwe Mr. Kikomeko Joseph, Ms Joan Kekimuli and Dr. Okello Benson for your continued support and guidance during this study. Finally to my friends and colleagues, from Uganda and south Sudan, it is worth remembering you.

I would also like to thank the Ministry of General Education South Sudan and the secondary schools I visited for allowing me to carry out my study.

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ACRONYMS AND ABBREVIATIONS

ASTEL	Association of Sudanese Teachers of English Language
NOMA	Norwegian Masters Abroad
GoSS	Government of South Sudan
CPA	Comprehensive Peace agreement
UNESCO	United Nations Education Scientific and Cultural Organization
ELLs	English language Learners
CRESST	Centre for Research on Evaluation Standards and Students Testing.
MoGE	Ministry of General Education
NCDC	National Curriculum Development Centre
KLA	Key Learning Areas
PPP	Presentation, Production and Practice
TBLT	Task Based Language Teaching
TBI	Task Based Instruction
TPR	Total Physical Response
TPRS	Teaching Proficiency through Reading and Storytelling.
SPLA	Sudan People Liberation Army

ABSTRACT

The study was carried out in four selected schools of Juba Day SS, Juba Girls SS, Supery SS and Katoro SS in Juba county south Sudan to investigate into the relationship between content, methods of delivery and practice activities in the teaching and learning of English language in secondary schools. It was guided by three objectives: to analyze the content of the curriculum used in the teaching and learning of English language, establish the teaching methods employed by the teachers of English language for effective teaching and learning and identify the practice activities of learners in the development of English language skills. The main purpose of this study is therefore to investigate into the relationship between content, methods of delivery and practice activities in the teaching and learning of English language. The results from the study should have practical implications for both the secondary schools in Juba County and curriculum developers to improve the curriculum, to produce students who should who might better meet the demands of the life outside school setting. The study used a descriptive design taking a qualitative approach based on a sample of 42 respondents comprised of the teachers of English language, the students, examiners, and officials from the ministry. These were selected using simple random and systematic sampling techniques. Data were collected using in-depth interviews, observation and documentary analysis. The main findings showed that there is close relationship between content, methods of delivery and the practice activities in the teaching and learning of English language. The most pertinent reason for this situation is the fact that the teaching and learning was based on selected content with determined methodology which is clearly stipulated with their practice activities. In terms of content in the curriculum, the syllabus was giving quite an elaborate range of items and most of them were relevant to the situation of the learners. The content of the curriculum had however some shortcomings. The major component lacking in the curriculum was Information Communication Technology (ICT),s and the students thought it was very vital for their daily learning. The common methods of delivery used was lecture (teacher centered) method. This was reported to be more theoretical even on practical aspects in the curriculum. Other methods used, but on small scale, were role play, demonstration, storytelling and reading, collaborative, interactive,

task-based methods done in groups and discussions. The study concluded that there is big linkage between the content, methods of delivery and the practice activities in the teaching and learning of English language in the secondary schools. Although the content was relevant, the theoretical mode of teaching had its limitations in terms of equipping the students with relevant skills to use even after secondary education. The study recommends that the secondary schools should adopt a more practical approach to teaching and learning of English language which can involve the learners practically so as to help them see the connections between the contents, methods and practice activities.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

The quality of any learning activity is highly dependent on the relationship between content, teaching methods and the practices and these appeals to the variety of best practices and quality of learning and teaching activities in the school settings. This report gives the findings from the study I carried out to assess the relationship between contents, methods used and the practice in the teaching and learning of English language in secondary schools in Juba County. In the study, I took a critical look at the contents, provided methods used and the practice of practice activities that learners are engaged in. In this chapter, I have provided a general background to the study, the statement of the problem and purpose of the study. These are followed by the conceptual framework, objectives of study, research questions and significance of the study, study limitations and scope of the study. The review of related literature and study methodology was also given under this chapter.

1.2.1 Personal Background

I am a trained English language and Literature secondary school teacher from South Sudan; I have a bachelor's degree in education. Personally, my experiences as a secondary school teacher since 2006 and my reflections as a student of vocational pedagogy during the past two years, has inspired me to assess and reflect on the teaching and learning of English language in most secondary schools. My experience was a motivation for me to reflect upon my ways of teaching, and on the appropriateness of the didactics and pedagogy used. With a careful reflection on what I went through during the two years period of training, this experience was a nightmare as far as the teaching and learning is concerned. It is on these bases that I decided to carry out a study to investigate into the relationship between content, methods and practice activities in the teaching and learning of English language in secondary schools. I am convinced that fundamental ideas that I learnt can be borrowed to teach English language in secondary schools in my country. Speaking fluently in English is a fond desire of thousands of south Sudanese,

especially as English is a very important international language for communication. English is also viewed as a symbol of growth and prosperity in this sub-continent, because English is our Second Language. As a teacher, it is my duty to fulfill these desires of the learners. To do this, I must be able to use my own skills regularly. Therefore, the main concern remains the question of the pedagogy of English language and its practice among the learner which the study sought to analyze.

1.1.2 Background to the Study

According to the Web Encyclopedia, English language was first spoken in early medieval and is now the most widely used language in the world. It is spoken as first language by the majority population of the world and widely learned as a second language in most countries. While the Merriam-Webster puts that historically, English originated from the fusion of related dialects now commonly termed as old English. Owing to the assimilation of words from many other languages throughout the world, Modern English language which is now taught in many secondary schools across the world contains a very large vocabulary with complex and irregular spellings.

Content closely refers to the materials selected to be taught for a given class. These contents must also be relevant

According to Martin Davidson, (2010), South Sudan is linguistically very diverse, although four major ethno-linguistic groups (Dinka, Nuer, Zande and Bari) account for two-thirds of the population. In addition, Arabic has also been an official working language, with a continuum running from north (Khartoum Arabic) to south (Juba Arabic, a creole). However in the period following independence in 1956, English played a role as the medium of instruction in most schools in the southern states until, under immense pressure from Khartoum; it was supplanted by Arabic in the mid-1990. In the subsequent years, English became positively perceived.

During this period, many groups were disadvantaged in relation to the acquisition of English language, notably those: who fled to the north and were immersed in an Arabic culture; children who remained in the south, and were schooled in Arabic; children who had no access to education; young people who were swept up into the armed

confrontation, many of whom are now in the SPLA, the SSPF or the government. By comparison, those who fled to Anglophone countries in the region are returning with varying degrees of English language competence. Griffiths, Joy (2009), further asserts that following independence, the newly adopted constitution refers to English 'as a major language of South Sudan', positioning English as an official working language, and as the medium of instruction in schools. My analysis therefore led me to suggest that whilst national identity is likely to rest on the regular manipulation of multiple languages – both mother tongues and local varieties of Arabic and English, English is liable to play an important role, particularly in strengthening regional ties and trade within the EAC, and in enabling individuals to access opportunities for personal and economic growth.

Garang, Ngor Arol (2010) contends that, there are number of significant changes have occurred in English language teaching within recent years in South Sudan. At the same time, the spread of English around the country, together with its (re)positioning in the curriculum as a language of instruction where before it had been introduced only at secondary level and taught as a foreign language has greatly increased the number of learners exposed to English. Graddol (2006) is in line with the view that English language in the 21st century is becoming a basic skill. From this perspective, English is viewed as playing an important role in equalizing educational opportunities, particularly for the development of language and communication skills.

Consequently, there is a close relationship between content, methods of delivery and the practice activities in the teaching and learning of English language which focuses on the content, methods and the practices which Mjelde, (2008, p. 2), defines as a field of knowledge focusing on teaching and learning oriented towards occupations and professions and it is result oriented. In a related view Yates (2007), defines pedagogy as the practice of teaching and learning, which involve a conscious use of particular instructional methods and focuses on the active role of learners in constructing new knowledge and understanding based on what they already know and believe.

Mjelde (2006 p. 21) further asserts that the core of vocational pedagogy is the relationship between classroom learning and learning in practical situations, this in relation to the study undertaken depicts a correlation between the content, methods of

delivery and the practices. However, it is important to note that prior to this study, there was little knowledge about the relationship that exist between content, methods of delivery and the practice activities in the teaching and learning of English language with new strategies, what is exactly covered, the instructional materials and the nature of the practice activities to enhance effective learning in secondary schools in Juba County.

In my opinion as a secondary school teacher of English language, secondary schools needs to embrace the basic principles of vocational pedagogy learning by doing, learner-centered approach to teaching and learning, learning activities related to close cooperation between the person in a teaching position and the person in the learning position. Just as Mjelde, Lindeman, (cited in Amutabi, et al 2005) who made emphasize on the value of teaching and learning through situations and making it learner-centered rather than subjects and teacher-centered. He noted that ‘experience is the learners’ living textbook’. This experience should be employed if learners are to learn, but this can only be done using appropriate approaches, relevant contents and instructional materials with best practice activities. Therefore this optimistic thinking provokes the assessment of teaching and learning of English language.

1.2 Statement of the Problem

With rapid advances in to the globe, an ever increasing choice to support language teaching has remained a great concern in south Sudan. The government of south Sudan continues to demonstrate commitment to English language teaching. Accordingly, the newly adopted constitution refers to English ‘as a major language of South Sudan’, positioning English as an official working language, and as the medium of instruction in schools Griffiths, (2009).The pedagogy of English language that offers learners and teachers an easy way for sharing information and knowledge is associated with new and effective approaches to learning. Accordingly, English teaching and learning is based on conceptualizing the content of the curriculum, the methods of teaching and learning, availability of useful materials and enriching learning experiences through practice activities Davidson, (2011). South Sudan has widely appreciated the adoption and the usage of English language; consequently, efforts are being made to enrich the relation between content of the curriculum, the teaching methods and the practices for English

Language that embodies the key knowledge, skills, values and attitudes of learners. It also forms the basis on which schools and teachers plan their school-based curriculum and design appropriate learning contents, alongside introducing pedagogic change in the teaching methods to improve the teaching skills. Provisions of instructional materials for effective teaching and learning process and varied practice activities that learners are involved in like reading, writing, listening and speaking which are done various activities like storytelling, debates reading newspapers, drama, public speaking among others. Tul:1,kit (2006). Despite these efforts, the demands for English language is strongly expressed and Juba-Arabic still predominates verbal interaction in school settings restricting the professional development opportunities to the South Sudanese nationals .Above all fluency and competence in English language appears not to be wide spread and in the context of interpreting document prepared in most cases in English is affected. Whilst there are a number of current activities intended to improve the teaching and learning of English language, these are typically small scale coupled with limited instructional materials which have vast effects on the content, the methods of delivery, instructional materials and the development of English language skills. In view of these, the study sought to assess the relationship between the content, methods and the practices in the language teaching and learning in South Sudan.

1.3 Objectives of the Study

- To analyze the content of the curriculum used in the teaching and learning of English language.
- To establish the teaching methods employed by the teachers of English language for effective teaching and learning?
- To identify the practice activities of learners in the development of English language skills.

1.4 Purpose of the Study

The purpose of the study is to investigate into the relationship between content, methods and practices in the teaching and learning of English language in the selected secondary schools in Juba County.

1.5 Justification

The current state of south Sudan has attracted many researchers, but few researchers have been interested in the study of the relationship between content, methods and the practices in the teaching and learning of English language in secondary schools in south Sudan. This has inspired me to read related literature in order to make apparent assessment about the relationship that exist between the three core issues in the teaching and learning of English language in south Sudan.

1.6 Significance of the Study

The results of the study may be useful for policy makers for the enhancement of teaching and learning methods so as to provide valuable resources and literature to improve the pedagogic reforms in education sector to bridge the pedagogical gaps that exist in instruction of English language which affects its applicability.

1.7 Research Questions

- What is the content of the curriculum used for the teaching and learning of English language?
- What methods do the teachers of English language employ for effective teaching and learning?
- What are the practice activities of learners in the development of English language skills?

1.8 Scope of the study

1.8.1 Content Scope

The study particularly addressed the content of the curriculum for English language, the methods used and the practice activities of learners that are used for development of English language skills.

1.8.2 Geographical Scope

This study was conducted in selected secondary schools namely; Supery Secondary School, Katoro Secondary School, Juba day and Juba Girls all located in Juba County in South Sudan.

1.8.3 Time scope

For the purpose of consistence the period from 2005-2013 was considered. This time frame was considered important because English language was introduced in these secondary schools in 2005 after the Comprehensive Peace Agreement (CPA).

1.9 Limitations of the study

Like any other study, limitations like financial constraints, busy schedules of some respondents I wanted to interview, language barriers were the most common challenges to the study.

1.10 Definition of Key Terms

Curriculum this is used to mean, the accepted practice in which a language written and spoken.

English language as used in the study means an official language for communication.

Pedagogy this refers to the ways of imparting knowledge and skills of communicative English.

Content what is planned to be taught for purpose of knowledge acquisition.

Instructional materials this is used to mean the available tools to aid the teaching and learning of English language.

Teaching methods this refers to the way of transferring ideas from the teacher to the learners.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed the literature related to the relationship between content methods and the practice activities in the teaching and learning of English language. It particularly focused on the analysis of the content of the curriculum used in the teaching and learning of English language, established the methods used for teaching and learning English and identified the practice activities of learners in the development of English language skills in the secondary schools in juba county, South Sudan.

2.2 Content of the curriculum used in the teaching and learning of English language

English language contents includes a variety of activities aimed at enriching the literacy competencies of secondary school learners in southern Sudan. Besides being a medium of instruction in the schools English also facilitates the learning of other subjects. It gives learners an introduction to English language knowledge and experience that are needed in the learning of the language. The Ministry of Education Science and Technology (MoEST) has undertaken reviews of the curriculum and write up of a comprehensive English language syllabus which addresses the four main language skills of listening, speaking, reading and writing. MoEST/SEC SYLL, (2007). According to Mikkell (2001a,) as cited in Mjelde (2006), curriculum is an important tool for the development of vocational competence in learners. This is a shared view with (Biggs, 2001) who argues that, curriculum objectives must be stated to address teaching and learning activities and assessment tasks. The responsibility of providing curricular for the sector still lies with the National Curriculum Development Centre (NCDC). Accordingly, the senior secondary English Language curriculum recognizes the importance of fostering greater connection between English Language and other subjects through cross-curricular collaboration (Richard, 2001). Such a vision is rooted in the belief that learners should explore knowledge and gain experience in a comprehensive and integrative manner. When they are able to make connections among ideas and concepts, their motivation will

be raised and their learning strengthened. Likewise, the knowledge they acquire, and the skills and positive attitudes they develop in each key learning area (KLA) will be enhanced.

The syllabus of English language in South Sudan adopts an integrated approach to the teaching of English language. Through exposure to literature, the learner will improve his or her language skills. The learners will not only enrich their vocabularies but also learn to use language in a variety of ways such as expressing ideas, questioning, hypothesizing, discussing, negotiating, critical thinking, creativity and evaluation.

This study presents a dynamic look at teaching English Language contents across the curriculum to ensure their success. It helps to increase the effectiveness of acquisition of the skills. In addition to engaging learners in to classroom activities, discussion panels with teachers and students plus an actual experience as an English Language Learner student. This results in feeling empowered with classroom practices that enhance English Language Learners' understanding and achievement Elizabeth (1996).

According to Shimpson (2008), the content of the curriculum of English language in the secondary schools in south Sudan raise the pertinent question, “Can English really make a difference”? to him the short answer is “yes”: English language training is not a ‘quick fix’ for South Sudan’s problems, but what should be taught can stimulate development, he noted that it is relatively expensive and may underpin a range of skills transformation projects. He further contents that emphasis must be made on the main language skills which depicts that English language revolves around issues and concerns that affect the society on daily basis such as HIV/AIDS pandemics, environmental awareness , peace education, gender, human rights, and community social work. In my view this is true because the situation in South Sudan rather require language as a tool for development and it has got to communicate with globe.

In line with above, in 2008 the Government of Southern Sudan (GoSS) adopted a policy to use English as the medium of instruction in schools. The policy was introduced with adoption of new contents that would fit the situation of the country. In the English Language Education KLA, three interrelated Strands of Interpersonal, Knowledge and

Experience are employed as content organizers for the purpose of developing learners' knowledge, skills, values and attitudes as a holistic process. The content of English language further entails the component of generic skills which are fundamental in enabling learners to learn how to learn and these skills include; collaboration skills; communication skills; creativity; critical thinking skills; information technology skills; numeracy skills; problem-solving skills; Self-management skills; and study skills. These skills are to be developed through learning and teaching in all the KLAs. To a large extent, they are embedded in the curriculum content of English Language. Collaboration, communication, creativity, critical thinking, problem-solving and study skills are in particular nurtured through its delivery.

For effective instruction of these contents, the allocated for the subject is six periods a week in S1-S2 and ten periods a week in S3-S4 for both English language and literature. These is intended to have learners able to listen appropriately and process information, speak fluently in varied contexts, read efficiently and communicate appropriately; develop the ability to use correct grammatical forms of English use English language independently beyond secondary education. However, the absence of a unified curriculum triggers a question on the content provided for the teaching and learning of English language in the secondary schools (Tribune, 2010). Yet according to the ministry of general education, curriculum content subjects allow teachers to supplement their content knowledge of the subjects which they will teach in schools. Teachers will offer the curriculum content.

Available document reviewed further indicates that, the content of curriculum ought to be covered systematically; the authors offer proven techniques that teachers can readily use to teach reading, writing, grammar, and vocabulary as well as speaking, listening, and viewing skills. A complete section is also devoted to ways teachers can integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs'. It is further emphasized that focus on understanding the language requirements of the South Sudanese secondary school English language syllabus will be through a review of the phonological and grammatical systems of English and their realization in the main text types in English Carter (1996).

Accordingly, focus is on the understanding of areas of grammar, pronunciation and vocabulary. The nature of examinations administered on the covered contents for the learners at different stages in the secondary schools has a consideration of the four skills and the relation with other subject orientations consistent with the secondary English Language curricular (MoGE, 2011).

In secondary one the main content covered includes; listening and speaking which aims at making learners able to pronounce English sounds correctly and use courteous language appropriately. Grammar under which parts of speech like nouns, pronouns, verbs, adjectives, adverbs, prepositions, phrases tenses and simple sentences. Reading which entails comprehensive skills of reading, practice of good reading habits, and extensive reading. Writing is another important content covered in English language. In this handwriting, spellings, punctuations, building sentences, personal writing, social writing and institutional writing are covered. These four skills are continued to S1-S4. Accordingly Brook, C. & Oliver, R. (2003) argues that the linguistic competency of learners, strengthening the communication skills and proficiency in grammar is highly based on the content selected to be taught at the various levels of secondary schools. Therefore, the rationale for studying English Language as a core subject at senior secondary level in south Sudan is that English is the language of global communication

The curriculum framework for English Language embodies the key knowledge, skills, values and attitudes that students are to develop at senior secondary level. It forms the basis on which schools and teachers plan their school-based curriculum and design appropriate learning, teaching and assessment activities, it provides learners with learning experiences to increase their language proficiency for study, work and personal enrichment; develop their knowledge, skills, values and attitudes; and promote lifelong learning so as to enhance their personal and intellectual development, cultural understanding and global competitiveness Marsh (1997). This is in line with the senior secondary curriculum of Singapore, which emphasizes the major purposes for which English is learned in Hong Kong, and are used to organize learning content and activities for developing learners' knowledge (general and linguistic), skills (language, communication and learning how to learn), values and attitudes as a holistic. Lennart

2008 asserts a similar view of the holistic oriented approach which has great impact on the learners, providing them with learning experiences to increase their language proficiency; develop their knowledge, skills, values and attitudes; and promote lifelong learning

According to the syllabus for English language (secondary 1-4) (1999), the content of English language should also include the generic skills. These skills are to be developed through learning and teaching in all the KLAS. To a large extent, they are embedded in the curriculum content of English Language. Collaboration, communication, creativity, critical thinking, problem-solving and study skills are in particular nurtured through its delivery. Among the learning contents of the English Language, there are language development strategies and positive attitudes related to language learning. They are important in the Structure and Organization of the Senior Secondary English Language Curriculum with broad aims of broadening the language competencies they have developed through basic education so that they are able to use English with increasing proficiency Morris (1995).

Relatedly, after the comprehensive peace agreement (2005), the policy for the adoption of English language in educational institutions was implemented all over the country. With these, most secondary schools in Juba County picked off learning in English. Yet by then all schools in the whole of south Sudan offered all subjects in Arabic. English was taught as a subject but the content was inadequate to meet demand of post-secondary education teaching that was carried in English, (CPA, 2005). However, what should be covered in the secondary school level attracted the decision made by a team working for UNESCO, which participated in endorsing the adoption of English as language of government and education all over the country (UNESCO, 2008). They argued that English is no longer a foreign language but a second language and should be treated with a hope of helping the country to gain a huge importance of English language in various fields including publications. For these reasons a great need for English language competency arose in Sudan with what should exactly be taught (content). This is in line with Nilsson 2008, who puts that learning is related to content in terms of tasks this aids the coherent connection of the planning and control of the learning process.

2.3 Methods employed for the Teaching and Learning

A number of significant changes have occurred in education and English language teaching within recent years. Graddol (2006) argues that English language in the 21st century is becoming a basic skill. From this perspective, the teaching methods employed by teachers' grounds it all. According to Brown (2000), good teaching in all subject areas is employing basic techniques that assist all students in learning. Some of these techniques, such as paired and cooperative learning and hands-on instruction, are ways of differentiating instruction that help meet the needs of a variety of learners. There is no doubt that instructional delivery becomes more of a challenge when there are students whose native language is not English and when ten or more languages and nationalities may be represented in the same classroom, the problem is compounded. Nevertheless, even with a minimum of instructional delivery modifications, English language learners (ELLs) can and will grow in their abilities to communicate in English. This is in line with Shuell (1986:429), points out that if students are to learn desired outcomes in an effective manner, and then the teachers should engage them in practical learning activities.

Teaching and learning of English language at the secondary level represent a structured and focused way of using various approaches to learning English and are related to the contents and practices that learners are involved in. They relatedly focus so much on the explicit teaching of subject knowledge and skills (i.e. the four skills, grammar, communicative functions, vocabulary and text-types) as on providing learners with opportunities to apply them through following a particular approach or exploring a particular topic which may be covered in the Compulsory Part. In addition to developing learners' language skills, the modules enhance the further development of generic skills such as communication, critical thinking, creativity and collaboration.

According to Wren and Martin, (2003), schools have been encouraged to employ methods that suit the needs of their learners and the school context. In selecting teaching methods, teachers should be clear about the purpose and nature of each method with relevant content, select relevant materials and design suitable learning activities to help learners to achieve the learning objectives. For each selected content and method, teachers should aim at engaging learners in a variety of practice activities to develop their

language skills, generic skills and to help them to gain understanding and knowledge of the topic in focus. This is the interrelations that exist between content, methods and the practice activities in the teaching and learning of English language. To them learners should be provided with opportunities to demonstrate their learning or achievements through producing some kind of product. Depending on the nature of the content this may be in the form of a performance, a display or a portfolio consisting of learners' work and reflections. Schools further are encouraged to cover all the required content between S1-S2 using the most appropriate methods, however, schools might like to exercise their own discretion to cover the whole syllabus using different methods.

In this chapter, the main methods that are employed in the teaching and learning English language, giving main highlights on include; the learner centered methods, role play, demonstration, storytelling and reading. Other methods include; collaborative method, interactive and task-based methods best done in groups.

Language is usually described as "...the most difficult genre to teach; many teachers shy away from teaching it yet English language is one of the most interesting, stimulating, affordable subject to teach" (Alembi, 1999). Teaching and learning of English language is made considerable when right contents, appropriate methods and learners have been exposed to the right practice activities. Teaching and learning of English language have had considerable potential for introducing pedagogic change in the education sector by modeling contemporary, learner-centered teaching methods where students are more engaged in classroom activities promoting 'deeper learning' across all subjects. However relevant sources contents that most teachers do not have adequate English Language skills to handle the contents of the new curriculum, or to engage with new curriculum materials written in English using appropriate methods and this is a likely to be a significant factor contributing to the difficulties experienced in introducing the new system (Abdul, 2010, p. 53).

The role play

This method is highly advocated for to develop demystify to teaching English. The main purpose is to aid the theoretically-based organization of content which result in a less-

confusing sequence of learning events with better contextualization of the vocabulary and grammatical patterns presented by acting it out. This method involves seeing, acting, knowing, production of shared and knowledge and new practices for successful learning. Lipponen and Lallimo, (2004). It also present learning in “situations”. This teaching method stress PPP, presentation (introduction of learning content in context), practice (a controlled method for practice phase) and production (activities designed for contents and methods). According to Brown (2000), the English language teaching tradition has been subject to tremendous change; perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the methodology of teaching Mathematics or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general; the ideal way in the selection and implementation of the optimal methods and techniques for language teaching and learning we can use to develop our own thinking about the practices of education. (Daniels 2001:2).

Group learning (Task-based language learning)

Also known as task-based language teaching (TBLT) or task-based instruction (TBI) has grown steadily in popularity (Skehan, 2003). TBLL is a further refinement of the approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction. This method involves engaging the learners in small groups Johnson & Johnson, (1998) and building teamwork contributing to genuine interdependence between the students. This also entails fair distribution of work so that every group member contributes effectively.

Interactive methods

According to Wasson & Mørch, (2000), this method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills through dramatization, demonstration at the expense of every traditional aim of language teaching. Such methods rely on directly representing an experience into a linguistic construct rather than relying on abstractions like mimicry, translation and memorizing

grammar rules and vocabulary. This method is suitably used with monitoring each other's efforts in order to improve the effectiveness of the interaction.

Davidson (2011) argues that, there is a complexity in the methods of teaching English language in secondary schools. Most teachers teach English language with little emphasis on practice. My experience depicts a similar situation of being taught without practice and that is how I have been teaching. Mjelde (2006) quotes Applebaum (1992) further puts that practical learning whether in kitchen or mechanical workshop and hospitals places fundamental emphasis on learning through activity and collaboration that is through practice and experience and by trying and failing through action. Therefore engaging the learners in practical activities with practiced based teaching methods are recommended methods.

Collaborative teaching

This involves putting learners in varied activities like in groups and teams. This method has been effectively used with Total Physical Response method (TPR) and demonstrations, where the instructor gives the students commands in the target language and the students act those commands out using whole-body responses. This can be categorized as part of the comprehension approach to language teaching. Davidson (2011) argues that, there is a complexity in the methods of teaching English language in secondary schools. Most teachers teach English language with little emphasis on practice. My experience depicts a similar situation of being taught without practice and that is how I have been teaching. Mjelde (2006) quotes Applebaum (1992) further puts that practical learning whether in kitchen or mechanical workshop and hospitals places fundamental emphasis on learning through activity and collaboration that is through practice and experience and by trying and failing through action. Therefore engaging the learners in practical activities with practiced based teaching methods are recommended methods.

Teaching through Reading and Storytelling

Teaching through Reading and Storytelling (TRS) involves comprehension approach to language where learners read intensively written texts and tell the story like what Ray called summarizing what is read. Ray, (1990). Storytelling has gained a large following

among teachers, particularly in the United States.. According to Lozanov (1979), great results can be obtained if we use our brain power and inner capacities because he believes that we are capable of learning much more than we think. Drawing upon Soviet psychological research on yoga and extrasensory perception, he came up with a method for learning that used relaxation as a means of retaining new knowledge and material. It stands to reason that music played a pivotal role in his method. Lozanov and his followers tried to present vocabulary, readings, role-plays and drama with classical music in the background and students sitting in comfortable seats. In this way, students became "suggestible

Different scholars have further argued that, English language at secondary school level can also be through the following ways; Learning English through Drama, Short Stories, Poems and Songs, Popular Culture Sports Communication, Debate, Social Issues and Workplace Communication.

With reference to method of teaching in NOMA for instances, the method of teaching and learning is basically group learning or team learning. This refers to the collaboration of a number of individuals to undertake a learning project. This allows members to share responsibilities, learn quality skills and insights from one another, especially from the variation of their background and work experience to achieve effective team skills, socialization and professional networking. This is in agreement with Heller, (2010.) who asserts that Stronger students help educate the weaker students through interaction with each other and they can achieve quite a lot.

The Importance of Culturally and Linguistically Appropriate Instructional Materials This thoroughly revised and updated edition of Teaching Language Arts to English Language Learners provides readers with the comprehensive understanding of both the challenges that face ELLs and ways in which educators might address them in the language arts classroom. As teachers of English, we are always striving to improve our English, so that we can better role models for our students. For this purpose, we watch appropriate T.V. programmes in English, read fiction and non-fiction, consult dictionaries and thesaurus and we also sometimes attend training programme which would help us gain greater

facility in English as well as be better teachers as we enrich our teaching materials around us.

For learning to be effective, the instructional materials need to be available. Facilities will also require a lot of trained manpower. As of late 2011, there are not enough technical institutions to train the needed manpower (Tribune 2011). According to Aduwa and Iyamu (2006), English language teachers do not frequently use modern instructional technologies and teaching techniques in their English language lessons. Many schools have dilapidated buildings with leaking roofs and cracked walls; Majority of the schools had no electricity; Most of the schools have no adequate staff rooms and offices; students learn under harsh environment, which is often rowdy, English language became just a subject not a medium of instruction. South Sudan's education system is very short of resources and most people are illiterate. . Today many of the schools operate outside in the open, or under trees, due to lack of classrooms. Before the new primary school curriculum can be successfully and fully implemented, current teachers, who acquired their education in Arabic, need to learn English and also learn student focused methodology skills (Windle, 2011).

Nilsson (2008) also adds that those in the teaching positions should put more focus on the learners and their possibilities to understand to make the result of the mutual effort to teach and learn much better. This means that learners should be catered for in terms of their material, social, physical and biological needs

Curtis & Lawson, (2001) looks at other Resource Materials apart from textbooks, as teachers who can make use of other resource materials to enhance learning. For example, language arts materials such as short stories, films and poems can provide learners with enjoyable experiences, and enhance their cultural awareness and creativity. Also, non-fiction materials such as documentaries and news/magazine articles can raise their awareness of different perspectives from which to consider issues. To encourage active use of non-textbook resources, teachers should consider: promoting extensive reading/viewing by encouraging use of the school library and public libraries; setting up a class library that provides a wide variety of learning materials to further build learners'

knowledge of English and promote autonomy in learning; and making use of community resources to provide life-wide learning opportunities for learners.

2.5 Practice activities

According to Brindley (2003), practice in diagnosing errors in real examples of students oral and written work. Learners need to be introduced to ways of presenting language knowledge through the four practice activities of speaking; reading writing and listening. The need for communication has been relentless, leading to the emergence of the Communicative Language Teaching through these practices (Carter, 1997). Having communicative competence of the skills, learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication, teachers and researchers are now better equipped to teach (about) communication through actual communication, not merely theorizing about it. The pupil can follow his progress in practicing the language by comparing his results.

Brown (2000) asserts that the practice of these skills should be made an objective of teaching of English language in schools. Its practice makes it possible to recognize what is learnt as a coherent whole through activities like debates, drama, and composition writing. The practice of these skills makes it possible for learners to understand how the language functions, in order to give them the capacity to communicate.

Godwin, (2003), further argues that, other practice activities that English language learners may be involved in are for example, schools may organize visits to community facilities such as museums and public libraries to support learning tasks and projects, or generate opportunities for meaningful use of English outside the classroom through inter-school functions such as the Model United Nations and inter-school debate tournaments.

The language teacher who uses collaborative learning activities has to design tasks that correspond to activities students will perform outside it. It is also important that students themselves see how these tasks relate to activities outside the classroom Chapelle, (2001). The teacher will achieve successful teaching if they consider the social and affective aspects of learning. Thus, an important goal of the language learning process is to develop the students' interest in looking for opportunities for communication and the

willingness to communicate in them. This will depend on many factors such as the student's personality, social situation, communicative competence, the desire to communicate. Accordingly, Beatty & Nunan, (2004) asserts that interactive learning activities aids building of a joint solution to a problem, reaching a shared, common goal and outcome of the learning activities

Grosjean (2006) contends that, taking part in practical activities during students learning process in schools, is also another way to acquire effectively the knowledge and skills desired because through this, students encounter different kinds of knowledge. Therefore, it becomes very important not only for the students to engage in such activities but also how they engage in the learning activities within a particular context and how they use the knowledge that they gain through their experience.

The reviewed literature is based on the objectives of the study outlining the main concerns of; the contents of the curriculum, where emphasis are made on the curriculum framework for English Language which embodies the key knowledge, skills, values and attitudes that students are to develop at senior secondary level. It forms the basis on which schools and teachers plan their school-based curriculum and design appropriate learning, teaching and assessment activities, it provides learners with learning experiences to increase their language proficiency for study, work and personal enrichment; develop their knowledge, skills, values and attitudes; and promote lifelong learning so as to enhance their personal and intellectual development, cultural understanding and global competitiveness Marsh (1997). This is also a common method that was used in NOMA. Closely related to the above, are the instructional tools and materials used for teaching and learning of English language and this includes; text books, magazine, newspapers and the teachers as resources to be used for teaching and learning of English language in secondary schools. Finally, the practice activities that learners are involved in are; debates, drama, debates, co-curriculum activities, English language clubs and Composition writing. It is on these bases that the tolls for data collection have been developed

In order for learners to be able to use English effectively for the purposes described in the learning targets, it is essential that they develop competence in the skills of Listening,

Speaking, Reading and Writing. Learners also need to develop Language Development Strategies in order to become motivated, independent and responsible for their own learning. MoEST SYLL (2007).

Listening as a form of practice activity involves listening for information, ideas, intended meanings, views, attitudes and feelings in a variety of spoken texts, understand and interpret spoken texts in a range of situations and for different purposes, identify details that support a main idea, predict the likely development of ideas, distinguish between facts and opinions in spoken texts understand speakers' intentions, views, attitudes or feelings understand both connotative and denotative meanings of words understand speakers with a variety of accents

Speaking present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies for various contexts and purposes use a variety of vocabulary appropriately use language appropriate to the role or situation at different levels of formality. Participate effectively in an Oral Interaction open and close an interaction appropriately maintain an interaction by being a good listener and take turns at the right moment make judgments and suggestions, support and develop the views of others, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate lead or guide discussion and negotiations, using effective strategies solicit sharing of experiences, views, attitudes and values use appropriate interaction skills and conversational strategies use appropriate register (formal or informal) in conversations.

Reading

Understand Interpret and analyze a variety of written texts use linguistic and contextual clues, knowledge of features of different text-types and Note: These items are more demanding and require considerable teacher support. knowledge of the world to determine the meaning of the written text identify main and supporting ideas recognise the rhetorical functions performed by sentences in the development of a text follow and

evaluate the development of a point of view or argument distinguish different points of view and arguments discriminate between different degrees of formality appreciate the stylistic variations between text-types interpret how linguistic and structural devices achieve certain effects understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic understand the different types of meaning of words, and the semantic associations that exist among words.

Writing

Present Information, Ideas, Views, Attitudes and Feelings Clearly, Coherently and Appropriately in a Variety of Written Texts plan and produce coherent and structured texts organise and integrate information and ideas, and write texts appropriate to the context, purpose and audience present different views and arguments clearly and logically present and elaborate main ideas and supporting details through exemplifications, paraphrases, explanations, etc. Draft, revise and edit a piece of writing use appropriate discourse markers to signal the development of ideas use appropriate linguistic and structural devices, a variety of structures and an appropriate range of vocabulary to achieve desired purposes use appropriate style and register (formal or informal) in writing.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study focused on the teaching and learning of English language in secondary schools in Juba County South Sudan. In this chapter, an analysis of the study design, the study population, the sample population, and sample selection are presented as well as data collection procedure, data processing and analysis.

3.2 Research Design

The study was a descriptive case study using qualitative methods of data collection and analysis. It focused on the teaching and learning of English language in secondary schools. I chose the descriptive design for this study because I was interested in understanding the content of the curriculum for teaching and learning of English language in secondary schools in Juba County. I sought to get opinions and ideas about teaching and learning of English language. The study was also interested in understanding the methods, the available instructional materials and practice activities involved in the teaching and learning of English language. According to Kincheloe, (2003) a descriptive research is foregrounded in peoples' experience as it is lived, felt and undergone which denotes that the social world can only be understood from the standpoint of the individuals perceiving it.

It was on these bases that, I carried out fieldwork to collect data in order to get an in-depth understanding of the problem and make sufficient qualitative interpretations. Just as pointed out by Mugenda & Mugenda (1999, p. 156), this helped me to apprehend the different behaviors of the respondents as they expressed their views about the subject of study.

According to (Denzin & Lincoln, 2005), the conceptual perspective of qualitative research emphasized the socially constructed nature of reality, the relationship between the researcher and subject studied and the situational constraints that shape inquiry. (Carr & Kemmis, 1985) further analyses social episodes and is concerned with interpretation and meaning. In this particular study I took this aspect to get a clear interpretation of

people's opinion about the teaching and learning of English language in the secondary schools.

3.3 Study Population

The study population constituted of 4 selected secondary schools in Juba County, south Sudan. It comprised of four categories of respondents namely; teachers, students, examiners and officials from Ministry of Education (MoGE). The teachers and students were selected because they had relevant information on the content covered, mode of delivery and the instructional materials used for teaching and learning. On the other hand MoGE and officials examiners were considered because they provided data on the general practice and performance of English Language.

3.4 Sample size

The sample size taken for this study consisted of 40 respondents from the 4 selected secondary schools. From each school 2 teachers of English language and 5 students from each school were considered. 8 teachers, 20 students, two examiners and 2 officials from the Ministry of General Education (MoGE) were also selected. These numbers were chosen because it was easier for me to handle interviews and focus group discussions with the key informants. The sample size of the respondents chosen is presented in the table below.

Table 3.1: Sample size

Category of Respondents	Sample size
Teachers	08
Students	20
Examiners	02
MoGE officials	02
Total	42

Source: Primary data 1.1

3.5 Sampling Techniques

3.5.1 Simple Random Sampling

Before employing this method, I first stratified the students and chose them randomly. According to Onen and Maicibi (2004), simple random sampling refers to selecting a sample without bias from the target population. It's preferred for this study because it gives every member of the population an equal and independent chance to be selected in the sample. I wrote down the names of the respondents on a piece of paper. They were folded and put in a container after which each category respectively was chosen randomly. To get the students for random sampling, their names were established from the schools records.

3.5.2 Purposive Sampling.

This study employed purposive sampling technique to select the sample. This is a technique whereby the researcher consciously decides who to include in the sample (Oso and Onen, (2008). Therefore, in this study it was be used to select the teachers, examiners and MoGE officials.

3.6 Data Collection Methods

The data for this study was obtained from primary and secondary source. I obtained primary data directly from the population of study, while secondary data was sourced from documents such as the curriculum at the department in MoGE, the preliminary report on the evaluation of the programme and time table. This was done using the following methods:

3.6.1 Interview

In-depth unstructured interviews with students, teachers and officials including examiners were held. These involved face-to-face interactions following appointments that I had earlier on made with them. The purpose of fixing appointments, according to Mugenda & Mugenda (1999, p. 83), is to create maximum co-operation and friendliness with the respondents prior to the interviews. Interviews with the respondents mainly dealt with the content of the curriculum, methods of teaching and learning, the instructional materials and the practice activities. The face-to-face interviews were of an advantage to me in that it did not only help me obtain non-verbal cues from the respondents, but also gave me an

in-depth understanding of the situation. Besides, just as Sekaran (2003, p. 232) pointed out, I was able to adjust the questions, clarified doubts to the respondents and ensured that the responses were properly understood, by repeating or rephrasing the questions. Interviews were used to collect data through a direct person to person verbal interaction with the respondents being asked questions to elicit information. This method helped me to obtain more information with clarity as I was able to create a friendly and conducive environment for obtaining the desired data. According to Mirembe (2010), interviews allow researchers to obtain information that cannot be directly observed.

3.6.2 Observation

I observed four teaching and learning sessions in the class rooms using an observation check. I observed how teaching and learning is organized, seen practically activities that the teachers and students are involved in. This method helped me to get rid of the fondness of information given by the respondents. The most important advantage of this method is that it helps to get first hand information and one can record information as it occurs. According to Sekaran (2003, p. 252), observation method aids observation of other environmental factors such as layout, workflow patterns, the closeness of the sitting arrangement, and the like. My presence in the learning sessions could have impacted on the behaviour of both the learners and the teachers during the observation process. Whenever the questions seemed to be losing track, a descriptive log of observations was kept on a daily basis. These helped to guide and assess my progress and helped me to reframe and refocus questions.

3.6.3 Documentary analysis

This is a critical examination of public or private recorded information related to phenomenon under investigation. Documentary analysis is used to obtain unobtrusive information without interruption, enables the researcher to access data at convenience and saves time. This method was used for collecting data for this case by examining written data (published and unpublished) that will mainly be relevant to my research objectives. Creswell (1994, p. 150-151) further explained that documents are any written information or physical objects that are analyzed to obtain data such as manuals, books, journals, registers, newspapers, letters and minutes.

3.6.4 Focus group discussion

This method was used to collect data from the students learning English language. According to Rule & John (2011), using focus group interview helps the researcher to moderate, gather data and prompt more ideas from respondents. To lessen respondents being passive during the focus group discussion, I used five respondents chosen from the four schools since two of the schools were found on the same compound.

3.7 Data collection instruments

In this case I used an interview guide, observation check list and a documentary checklist as the main tools for data collection. The selection of these tools was based on the nature of the data collected, the time available as well as by the objectives of the study.

3.7.1 Interview schedules

Interview schedule was used as a tool to collect data. According to Kethuri (1993, p. 87), an interview schedule is a set of question that are asked for collecting information, it can be administered to one person or a group of persons. This was particularly used to obtain information from teachers, students, examiners and the officials from MoGE. It makes it easier to obtain information required to meet specific objectives.

3.7.2 Observation check list

This was one of the prominent tools used for data collection. According to Amin (1999, pg86), an observation check list can be used to record what he or she observes during data collection. This tool also permitted thinking about what is taking place. This is particularly relevant for my study as I was able to observe the activities of the teachers and students.

3.7.3 Documentary Checklist

With the help of a documentary analysis checklist I accessed all relevant documents in secondary schools' exits literature, the syllabus, and copy of the curriculum from the department.

3.7.4 Focus group discussion guide

This was used to obtain information from students who were chosen from the four different schools.

3.8 Validity and Reliability of Instruments

Validity of the interview guide was ensured through designing questions that address specific indicators or content of the concepts in the study. Here i consulted the supervisors for guidance on the forms of questions that could appropriately answer the objectives of the study. To obtain reliability pre-testing of the research instruments was done. This enabled me to re-phrase some of questions where necessary. According to Kathuri and Pals, (1993) researchers must describe and justify procedures used to explain the validity and reliability. Accordingly Mugenda and Mugenda (1999, p.95) argue that it is important for researchers to try to make best use of the reliability and validity of data collected.

3.9 Procedure of data collection

I obtained an introductory letter from the Post Graduate office at Kyambogo University which formally introduced me to the Ministry of Higher Education Science and Technology in juba south Sudan (MoHEST). With the permission granted, I went ahead to collect the data. The qualitative data was collected from a sample of 42 respondents from a teachers, students, examiners and MoGE between January and February 2013 using interviews, observation and documentary analysis.

3.10 Data processing and analysis

According to Kane (1995, p. 245) processing and analysis of qualitative data involves getting the information, organizing it in various ways to help you to see patterns and relationships and drawing conclusions. This involves organization, interpretation and presentation of the collected data. In this scrutiny of the raw data to identify errors, examination of the data into constituent parts for purposes of accuracy. The first stage in the analysis of the data involved grouping the information obtained from the respondents and open coding then codes reviewed and examined to identify the major ideas. This is in line with what Amin (2003) argues that data analysis involves three main stages of open coding, reviewing and examination of the initial codes and selective coding for the identification of major ideas.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 INTRODUCTION

This chapter gives a presentation, interpretations and discussion of findings in respect to the objectives. These objectives were set to analyze the content of the curriculum used for teaching and learning, establish methods used by the teachers during the teaching and learning of English language, finding out instructional materials and identifying practice activities that learners were involved in. The principle sources of data on this objective were the teachers, students, ministry officials and examiners. Findings under this chapter address the respective research questions which are stated in the discussions. Data was basically obtained through interviews and observation. This study investigated the teaching and learning of English language in the selected secondary schools in Juba County. This was in light of the rapid increase in the choice to support language teaching and learning in the secondary schools. This chapter therefore presents the results of the analysis.

4.2 Content of the curriculum used in the teaching and learning of English language

This presents findings, interpretation and discussion in respect to the content of the curriculum, the main concern was to examine the content in the curriculum. The principle source of data for this was the syllabus, teachers, students and officials from curriculum department. Data was obtained using documentary analysis, in-depth interview with the respondents and observation. The findings under this addresses the research question, what is content of the curriculum used for teaching and learning of English language?

From the documentary study, I found out that course content in the curriculum covered ranged from the core courses to variety of activities that aimed at enriching the literacy competencies of secondary school learners in southern Sudan. And the content also revolves around issues in the contemporary world. The core content covered were; grammar, sentences, subject and predicates, phrases and clauses, parts of speech, nouns,

adjectives, articles, verbs, tenses, adverbs, preposition and conjunctions. There was also composition which was mainly based on the analysis, transformation and synthesis. Others included; comprehension and summary writing.

In senior one, contents covered included; listening and speaking were pronunciations, identification of problematic sounds, responding to information and communication. In grammar parts of speech which includes; Nouns under this attention was paid to common nouns, proper nouns, concrete nouns, countable and uncountable nouns, abstract nouns, regular and irregular verbs, definite and indefinite nouns. Pronouns under this were personal pronouns, possessive pronouns, reflexive and functional pronouns. Verbs this included lexical, regular and irregular verbs. There were also, Adjectives, Adverbs, Preposition, Conjunctions, Phrases, Tenses and Simple sentences.

At the same level reading was also done with aims of making learners able to identify the problems associated with silent reading, practicing good reading habits, use of dictionary, use of library, resource centers, trace the sequence of events in selected plays and short stories, appreciating literary and non-literary materials on contemporary issues and applying appropriate comprehension skills. Writing was another content covered for senior one. Under this emphasis were made on handwriting, spellings, punctuations, building sentences skills and paragraphing. Personal writing, social writing, making intelligible notes and creative writing were also covered.

In senior two the contents covered included; detailed grammar on nouns, pronouns, verbs which looks at auxiliary verbs such as primary and modal verbs, perfective aspect verbs and progressive verbs, order of adjectives, adverbs of degree, place, comparative and superlative forms of adverbs. The prepositions are complex ones like in spite of, as well as, and in addition to. At this level, subordinate conjunctions such as because, since and as together with interjections, constituents of verb phrases, constituents of adverb of phrases, future continuous tenses, and clauses which addressed independent clauses, subordinate clauses, compound sentences, complex sentences, active and passive voices were covered. Reading in senior two was based on scanning and skimming, use of reference materials such as library, encyclopedia, local learning resource centre, internet, and resource persons. It was at this level that interpretive reading and study of novels,

plays, poems and focuses on characters and themes, aspects style extensive reading on literary and non-literary materials on contemporary issues such as social responsibility, gender, drug abuse among others including comprehensive skills of recall, comprehension, application and analysis of summary and note- making .

The writing skills covered in senior two included; spelling, commonly misspelt words, building sentences skills and paragraphing with varied sentences such as simple sentences, compound sentences, complex sentences, methods of developing paragraphs such as; giving reasons, comparing and contrasting, using idiomatic expressions, using facts and rhetorical questions, punctuations like quotation marks, apostrophe and hyphen. Learners were also introduced to study writing such as summary writing, descriptive essays, creative writing, poems, dialogues, register and format for writing like business letters, posters, advertisement, personal writing like personal journals, shopping lists, invitations, and public writings like telephone messages, filling forms and letters of apology. It is however important to note that the time allocated for teaching of English language is six periods a week in senior one and two.

In senior three, under listening and speaking skills, emphasis were put on stress and intonations, rhythms in poems, word play, features of myths, legends, songs, listening to songs and responding to them. There was also listening and responding to information on contemporary issues such as gender, information technology, integrity and peace education. Communication skills like attention and turn taking through dialogue, communication in different contexts such as interviews panels, group interviews, telephone etiquette like polite behaviour while using telephones, non-verbal skills in listening and speaking such as facial expression, gestures, eye contacts, bowing, and use of heads and hands. In grammar, correct usage of parts of speech such as; nouns, verbs that agrees with the subject and person, pronouns with objective forms and nominative forms, adverbs are mainly looked at.

As senior four prepares to sit exams they are expected to be familiar with grammar, composition writing, comprehension and summary writing. Composition writing which is referred to as paper one helps to prepare learners to develop creative writing skills and other day to day practical communication skills like formal and informal letter writing,

application, memos, minutes, commentaries, reports, telephone conversations Etc. Paper one is divided into two paper 1A and paper 1B. Paper 1A is a free writing while paper 1B is functional writing. A candidate chooses to attempt questions on either papers, but not from both. Students at this level are made familiar with the content of this paper so to make the correct choice. These two papers require different knowledge, skills, approaches and abilities. These papers are either in composition form or exposition form. Composition is where learners narrates story which may be factual or imaginary while exposition is where learners write essays based on facts for example about an issue, a topic, subject and are in a discursive nature.

Composition forms the most important part of English language is based on various activities, for example the creative writing where the student narrates or tells or recount of an experience. When writing this the plot, actions, time, characters, place and tone or mood need to come out clearly. For instance students are asked to write about a story entitled: A LUCKY MISFORTUNE. In this the student can make a quick plan as below:

- Went to Konyokonyo market for the first time.
- I forgot my national ID at home.
- A pick pocket steals my only 50 pounds.
- Report to police for loss of ID and money.
- I'm given a letter.
- Outside police post, I'm arrested among idlers and tax defaulters.
- I present a letter from police but it is ignored.
- I spend two days in prison.
- I'm released on police bond.
- I sue local government for locking me up and yet.....
- I won the case, was compensated 150 pounds.
- I return home a rich man

With such straight forward plot, one is able to write an interesting story with clear features of action, time, characters, place tone and mood. It important to note that composition is written between 500-700 words. For details of how these qualities are brought out clearly see illustration below:

TABLE 4. 2: TABLE SHOWING HOW TOPICS ARE PLANNED.

TOPICS	QUALITIES
MY FIRST ARREST	ACTION <ul style="list-style-type: none">• One Sunday evening I visited a friend.• By the time I finished my super.• Outside, it was raining cats and dogs.• We had been waiting for a bus for two days. All these four phrases have actions; they are talking about a happening.
A DAY IN PRISON	TIME <ul style="list-style-type: none">• One Sunday morning• By the time• For two days
FIRST TIME IN THE CITY	CHARACTERS, PLACE AND TONE <ul style="list-style-type: none">• The police man and I are the characters.• Market, police post are the places.• Tone is how the speaker feels.

Source: *Primary Data*1.2

Observing from the syllabus covered for the learners, it appears that apart from the core contents, the department was trying to pick on every aspect that they thought was relevant. While this is believed to be good, according to Wren and Martin (2003, p. 109), because of its advantage in enabling learners to actively engage in the learning process there is a probability that some contents were handled shallowly. However on the other hand, Newell & Simon (cited in Billet, 2001) seem to disagree with this finding. They argue that, human memories may be powerful, but they are not particularly good at processing lots of knowledge simultaneously. If learners are confronted with a lot of things to learn, they may not be able to integrate all the knowledge expected of them. However relevant the content may be, there is need for the English language department to handle what could be managed within a given timeframe adequately.

From the in-depth interviews, the students reported that the contents of the curriculum are many and relevant and vital for them right from S1-S4. While all the respondents acknowledged that most curriculum content given during the four years of secondary education was relevant and consistent with the tasks they were performing in class. Students of S1 and S4 also noted that some curriculum content covered was relevant and they saw a bright future of coping with the rest of people. Some of the contents noted to have been relevant to some respondents were; grammar, composition, comprehension, summary writing and literature. However, I was able to verify with some of the respondents that the mentioned contents were sufficient to them.

Relating to the nature of teaching and what is really taught, the findings seems to agree with Nilsson (cited in Mjelde, 2009) view of learning that most students wanted to work with assignment that had concrete applications. This is in conjunction with the finding above which indicates that all the content of the curriculum is covered as students are able to apply English language in their daily lives.

Accordingly, the teachers of English language seemed to agree with the students. To them virtually all the contents of the curriculum are taught as they also concerned the contemporary issues in the country at the time and so were important and appropriate. In my opinion, the teachers seemed to have a clear picture of the content that relates to the students' real life experiences. Apparently, the students were able to apply of some of the contents they were being taught, as the teacher seemed to address the issues of the curriculum content.

From the observation made during a lesson conducted, the students seemed to see meaning in what they are learning they show interests during the learning process. There seem to have been connectivity and conduciveness of the learning environment. Comparing the learning in NOMA, emphasis are made on the connection between the school learning environment and outside school environment as observed by Jorgensen (2008, p. 186). However the biggest challenge is the question, did the students get involved in constructing their learning (Biggs, 2001), and did they participate in the constructive alignment of the content at any one moment? This ought to point clearly to more efficient contents of the curriculum.

The study findings indicated is a bit contrary to the views advanced by Biggs, 2003 and Bookallil, 2009, about students finding meaning in their learning activities. The Students' need for meaning seemed not have been met, because they were not involved in constructive alignment of the learning activities. For instance in senior four, students are examined on the four skills of writing, reading, speaking and listening. At this level, composition writing enhances learners own ideas as it requires great precision in expression and improves learners vocabularies. But the still demonstrate knowledge of grammar both written and spoken. Importantly, according to Nilsson (cited in Mjelde, 2005), in order to understand what it is that creates good learning situations for students, and to understand how teaching problems arise and change for teachers, one must study how this is transformed in the practice of the everyday lives of the teachers and students. In light of this, if the students were not able to demonstrate good knowledge of grammar both spoken and written as part of the content of the curriculum, this means that it was not transformed in the practice of their everyday lives. In a view of what makes a good teacher, Galbraith(2004, p. 5) points out many generalqualities, but what impressed me here is the fact that a good teacher relates the theory to the practice; being more concerned about learners than other things; and being open to a variety of teaching strategies. Mjelde (2006a) too agrees to the pedagogy that relates the theory to the practice. She commends learning that takes place from practice to theory and reflectively back again to practice.

As far as the curriculum development process is concerned, when asked whether they (students) had been involved in the process of curriculum development to determine their involvement in the planning of their learning, the majority of the respondents both students and teachers reported that they had never been involved, while some teachers had once taken part in the review of the curriculum. They pointed out that much as they took part in the review, the exercise was flawed by limited time for consultation with all the stakeholders, such as employing agencies, senior students and specialist facilitators. (MoEST, 2007). And failure to involve these categories can affect their attitudes.

The findings of the study showed a dynamic look at teaching English Language Learners across the curriculum to ensure their success which to the respondents helps to increase

the effectiveness of instructional delivery. In addition to engaging learners in to classroom activities, discussion panels with teachers and students about the content of the curriculum plus an actual experience as an English Language Learners, this results in feeling empowered with classroom practices that enhance English Language Learners' understanding and achievement. In the spirit of providing better educational opportunities and more meaningful interaction with the rest of the world, The Plan for Educational Reform (2007) and The New Framework for Education in south Sudan (2008) established the principle of teaching English language in all schools and use it as medium of communication in all public places based on the content of the curriculum. Guided by basic principles, the content of curriculum for English language attempts to develop the use of English for three major purposes: social interaction, academic achievement, and cultural enrichment. It is believed that the most effective way to achieve these purposes is through the adoption of a thematic, integrated, content-based approach to teaching and learning. The curriculum embodying this approach is going to be spiral in nature. The same concepts and skills will be taught at various times across the classes, but with increasing levels of complexity and sophistication as we move up. In my opinion, there has to be a clear relationship between these contents covered, the methods employed alongside the practice activities.

The findings of the study further revealed that the content of the curriculum is characterized and sets apart for the teaching and learning of English language. The current content of the curriculum of English language for south Sudan secondary schools addresses similar teaching/learning contexts. Schools and students following this curriculum learn content-related information while acquiring English language skills in listening, speaking, reading, and writing. The emphasis on teaching English for academic purposes entails the development of thinking skills. It is for this reason that the new curriculum, in addition to promoting the development of traditional skills, has also emphasized the development of thinking skills. Accordingly the content of the curriculum covered in the secondary schools attempts to develop native-like proficiency in English more specifically it stresses both fluency and accuracy as pointed by the respondents. In an interview with teachers, the content has set realistic, achievable objectives that the teachers and students relate to. Furthermore, an observation from the lesson plans

pointed that these objectives have been illustrated with samples of clear, measurable performance tasks that can be easily implemented in the classroom.put argu

What is expected of every learning environment and institution is the pride of success in what students learn at different levels. With close reference to study, the findings showed that language was presented to students in its proper content. Though language learning starts with universal themes, the particular characteristics of the content of English content are introduced gradually and where appropriate. Put argue. The purpose of this is to develop cross-content openness, tolerance, and understanding. It is for this purpose that the proposed curriculum highlights foreign language literature at all grade levels and includes a special section on what exactly are covered. The content highlights the role of group work in the development of communicative language skills. It thus stresses the need for the creation of an interactive classroom environment. Many of the objectives and performance tasks included in the curriculum call for pair and group work in line with the cooperative learning model of classroom interaction. Finally, the content emphasizes the development of the proper study skills which will help students develop into independent learners. For details of the content covered see an illustration below:

TABLE 4.3: TABLE SHOWING THE CONTENTS COVERED

CONTENT	MAIN THEME
Parts of speech	Nouns, common nouns, concrete nouns, countable nouns, and abstract nouns.
Pronouns	Personal, possessive, reflexive, and functional pronouns.
verbs	Lexical, regular and irregular verbs.
Adjectives	Comparative and superlative regular and irregular adjectives.
preposition	Simple prepositions like in, to at, of etc.
Phrases	Constituents, noun phrases
Tenses	Definition, simple present tense, simple past tense, present continuous tense, present perfect, past perfect tense.
Reading	Silent reading, reading aloud, speed reading, effective use of dictionary, effective use of a library, use of a learning resource centre, intensive reading of poems, plays, short stories, with focus on the plot, literary language.
Writing	Hand writing, spellings, punctuation, building sentences, personal writing, social writing, and institutional writing.

Source: *Primary data 1.3*

4.3 Methods employed for teaching English language.

The study under this gives a presentation, interpretations and discussion of findings in respect to analyze the pedagogical approaches used by the teachers of English language. The principle sources of data on this objective were the teachers of English language, the students and the MoEST officials. Findings under this address research question two which stated: what pedagogical approaches do the teachers of English language employ for effective teaching and learning? Data was basically obtained through interviews and observation. English language teaching may have considerable potential for introducing pedagogic approaches in the education sector by modeling contemporary, learner-centered teaching methods where students are more engaged in classroom activities so as to promote more opportunities for 'deeper learning' across all subjects.

Findings from the face to face interviews with some of the respondents especially the Ministry officials revealed that most teachers do not have adequate English Language skills to engage and cope with the pedagogical approaches for effective teaching and learning of English language. According to Martin Davidson, Foreword to English Next – India, British Council, 2010, this is likely to be a significant factor contributing to the implementation difficulties experienced in introducing the new curriculum. For example, in four states (Upper Nile, Western B.E.G., Unity and Warap), where up to 80% of teachers are reported to be Arabic trained, with poor English Language skills. These therefore implies that the teachers are most likely to deliver poorly, and need to be able to both understand the new curriculum in English and pedagogical approaches to teach their subject in English, and will require training and support in order to effectively use the most flexible methods of teaching.

Findings from the face to face interviews with all the respondents in respect to methods employed revealed that the methods used in the teaching were both theoretical and practical. Theory took most of the time of teaching, six periods per weeks making a total of 72 periods a term. Apart from the short practice aspects within the class, like speaking and listening, there were the practice activities like debates, club activities, drama and writing competition and it took a short period for instance debate was only once a week and lasted for 2-3 periods. There were no practice activities like debates for class four.

With reference to my experience as a master's student of vocational pedagogy, no much difference could be seen from what was going on in the VET institutions that I visited during different research expeditions in VET institution while training. Most training institutions had more time given for vocational theory and general knowledge than the practical. Regi Enerstvedt, (cited in Mjelde, 2009) is in conformity with this finding. He contends that lengthening the hours spent in conventional classroom schooling away from practical working life has become a common characteristic of present-day school reforms.

In light of the findings above, it appears that classroom teaching was much more preferred (given extra time) at the expense of the practice. John Dewey and Lev Vygotsky's (Mjelde, 2006) point of view contents that, if learning is to take place, it is important as educators to adopt pedagogical approaches that help learners to relate the theory to the practice (see also Mayes, 2007). Learning through activity and cooperation is very vital. This will help learners to see the connection between the two learning environments, just as Jorgensen (2008) observed. The theory learned ought to have been right within the proximity of the practice.

From the document studied, as well as findings from all respondents showed that English language was taught theoretically and practice was given little attention. During the teaching of theory, findings revealed that little, and sometimes no reference was made in relation to the practical expectations of the learners. This finding is however contrary to the assertion put forward by John Dewey (cited in Mjelde, 2006) in which he emphasizes the need to have the theory taught in relation to the practice.

From the documents analyzed, one of the core issues about English language teaching and learning is to enable secondary school learners in south Sudan to be familiar and competent in the four main language skills and develop the ability to use English language beyond the secondary education. This implied that learners acquire practical skills in the knowledge areas mentioned in the core issues. According to Mayes (2007) the expected learning outcomes should be able to help determine the pedagogical model adopted by the teacher. Teaching theory that is totally separated from the practice as revealed by the findings cannot equip practical skills and competences. There is need to

view learning from the perspectives of meaningful learning and in which the learner is involved in making meaning of the new knowledge while reviewing the old knowledge.

From the interviews with the students it was also revealed that teacher-centered method (lecture method) was the most preferred and most frequently used by the teachers. This was the easiest to organize and manage as justified by the teachers, however, some of the students noted:

.....if the teacher simply talked in class without involving the learners in the process of learning, the students simply cram for examination.

In light of above finding, Farrah, (2004) pointed out that most preferred and used method of teaching is the lecture method. This view is further supported by Darkenwald and Meriam (cited in Farrah, 2004) who contends that the lecture was the most preferred and most used instructional method in most educational settings.

However findings revealed that the method was not purely teacher centered. The teachers allow the learners to ask questions and interact. In this process, teachers talk and write on the black board, talk to students and students respond by answering questions. The also allows students to ask questions in the due course this to me was good. It is also arguable that other methods could have been used instead of teachers sticking to this method.

The findings depicted that the teacher centered method denominated the teaching approach in most of the secondary schools visited, in my view this may not allow the learners to master the contents independently. Just as (Mjelde, 2006a) puts, that there is need for an interactive strategy that encourages dialogue, a dialogue between teachers and the students, and among the students he further argued that, more interactive methods are required if the learners are to find meaning in what they are learning, and be able to translate it in the practical situations outside school setting and encourage interactive participation among the learners.

Below is a picture showing participatory learning.



Source: Primary Data1.4

Appropriate teaching methods such as demonstration, practice and positive feedback as suggested by Chapell, (2004), could have worked best for the situation of these secondary schools. However findings from interviews with the students and the teachers revealed that some teachers instead simply dictated notes and talk to student as the students simply wrote. Limited efforts were made to clearly explain what was given. Some of the students wondered whether some of the teachers really knew what they were talking about. Some of the respondents were quoted as saying;

Some teachers are usually very difficult to approach and when they are asked to make clarifications, they don't. Worse still some of us still recovering from the Arabic background.....

According to the Association of Sudanese Teachers of English Language (ASTEL, 2006), drama is used as a medium through which learners engage in purposeful learning. Learners will have the opportunity to read/view and appreciate drama texts/performances. Drama activities which offer an extensive range of contexts and roles is be used to boost learners' self-confidence in using English, and to develop their language skills, notably

learners' self-confidence in using English, and to develop their language skills, notably their pronunciation and oral skills, as well as generic skills such as creativity, and communication, collaboration and critical thinking skills. Learners may be asked to participate in the production of a dramatic performance in class. This tends to disagree with the findings, were it was discovered from the interview with the teachers and students that this is not done coupled with scarcity of text-books, to them, this was simply spoon-feeding the students. The absence of these activities encouraged laziness and lack of creativity as pointed by Paulo Freire, (1972). It should have helped them to determine appropriate pedagogical approaches such as demonstration, practice and positive feedback as suggested by Chapell, (2004).

The findings further revealed that, the teacher centered methods has created dependence syndrome. Learners entirely depend on teachers. In such circumstances, learners cannot become independent learners to explore their learning potentials on their own like reading, writing and speaking skills. Yet according to Galbraith (2004), the purpose of teaching is to facilitate personal growth and development that impact the professional, social, and political aspects of the learner. In line with this argument, this particular practice does little in as far as growth of the learner is concerned. In a related opinion, Mjelde, (2005) argues that learners need to be given chance to explore possible sources of information with the guidance and close supervision of the expert teachers so that they can achieve personal and professional growth.

Acknowledging learner's a diversified range of individual differences related to their experiences, interest and background and learning styles is one approach to employ during teaching and learning process. According to Holton and Swanson (cited in Amutabi, 2005), such practices helps learners manage their differences is by creating activities that tap into their experiences such as group discussions, and problem-solving activities. To create good learning environment that involves learners in the learning activities requires adequate preparation from teachers. But the night mare with this is the limited number of teachers making most them part time teachers who had no adequate time to make such preparations since could have been committed to their fulltime employment elsewhere. This is what the findings from the study reveal.

Appropriate methods of teaching depend on the organization; my interview findings revealed that learning was basically organized in the class, with some group tasks. A class was comprised of thirty to forty (30-40) students and the students fairly distributed in class. In such a situation, interaction among learners was greatly observed, and learners benefit from each other. My interview with teachers further revealed that because many students chose to study in the neighboring countries, they were left with the option of having limited number of students.

Interviews with the students also revealed that teacher try to supervise their learning process despite their busy schedules sometimes. Students attend lessons on daily basis, participate in the learning process and systematic follow-up of the students' learning progress is done. I do agree with this practice that student's attendance of lessons, participation in the learning process as paramount, but this should be emphasized with guidance and counseling to help them develop a direction. This would be done in form of mentoring them. This strategy is supported by Inglar (2002, p. 25), who argues that it helps in locating the client's learning needs, making the client aware of it, and help her to take responsibility of her learning process. Like Mjelde and Vygotsky, Inglar asserts that the relationship should be based on cooperation and in symmetric way. Mentoring does help the learner to have an atmosphere of trust, support and challenge with the aim of creating reflection (Inglar, 2002). My experience in NOMA also reveals that mentoring can help a learner develop a direction and I would argue that it should also be practiced in secondary schools for teaching and learning of English language.

Accordingly appropriate pedagogical approaches require competent teachers, teachers who are skillful, innovative, and creative and can manipulate the pedagogical approaches effectively. On the contrary, the findings revealed that not all the teachers who were teaching English language were trained English teachers by profession. Most of them were stopped at junior levels and primary teachers. They might have the generic skills, but lacked the pedagogical skills to handle the teaching effectively. Adrian Underhill, (1992, p.68) argues that teachers need to be skillful and knowledgeable. They need to understand the learner's needs and create learning and thinking environment in the classroom. The teachers who were not professional teachers could have lacked

appropriate pedagogical skills noted by Adrian Underhill, (1992, pg. 68), the scholars seem to suggest that, today's' educationists and teachers particularly should adopt innovative teaching methods, something making it learner-centered.

Other methods used in the teaching included a few group learning, role play and oral presentation. According to the students, the teamwork/group work was usually very limited. Every student was expected to work on their tasks individually especially exercise given in class. The teachers however revealed that, students abused this method, because group tasks were sometimes left to only two or three students in the group. Some teachers also noted that, most students have negative attitudes towards group learning yet to teachers, it helps in improving their participation in class.

From my observation, there was poor use of group tasks in teaching and learning as observed from the learning tasks administered to the learners. This in my opinion implies that the students as well as the teachers did not understand the advantage of group tasks/ team-work in a teaching /learning situation, it was not seen as an opportunity to learn from each other. Accordingly, my experience from NOMA depicts similar practice emphasizing cooperativeness. Cooperation in the learning process is heavily encouraged by different scholars, for instance Lev Vygotsky (cited in Mjelde, 2005; 2006), and John Dewey, (cited in Mjelde, 1995); because of the values for learning. My experience is that group tasks should not be on exercise alone, but to involve other tasks during the learning process. With serious supervision and follow up for the students just as pointed out by Mjelde (2006a, p. 79). Supervision by the senior supervisor is very vital in the learning process. However this was reported missing especially in the school environment

4.4 Practice Activities

These are activities that learners are involved in. These activities introduce learners to the world of discovering their potentials in learning that revolves around them these practice activities further encourage learners to read, write, listen and speak. The study revealed that students were involved in writing as they are exposed to daily written exercise, like class work, and Learners were engaged in different activities which aim to develop their understanding of the major features of the practice activities such as short stories, their language skills, cultural awareness, critical thinking skills and creativity. Learners were

supposed to either write their own story or develop a given story outline at the end of the lesson. The learning targets to develop learners' ability to: understand the major features of short stories (e.g. theme, character, and plot) respond and give expression to the imaginative ideas and feelings expressed in short stories through oral, written and performativity means understand how the English language works in short stories and apply this.

Debating, this practice activity aims at introducing learners to the format and principles of debating, and its value as a powerful language learning tool. Learners are engaged in a broad range of activities which aim to enhance their presentation, argumentation, critical thinking, and collaboration and information skills, increase their world knowledge and develop their self-confidence. Learners take part in a debate towards the end of the lesson. The Learning Targets are to develop learners' ability to: converse and argue about points of view persuasively and confidently participate with others in planning, preparing for and carrying out a debate generate, research, relate, connect, develop, refine, justify and apply ideas define and solve problems by considering related factors and exploring options understand how the English language works in the context of a debate and apply this understanding to their learning and use of the language. However the study finding shows that debates were not held so often because from my observation of the time table debates were scheduled for Fridays only. Yet in my opinion, these activities need to be carried out so often so as to make learners get used to them. This is aimed at familiarizing learners with the format, basic set up and rules of a debate, teach learners how to research and prepare for a debate, to help learners to develop the skills for debating, in terms of content, structure and style to enhance learners' debating skills by providing them with the opportunities to participate in debates. All the respondents revealed that debates help learners mainly participate in a range of activities which help them to understand the fundamental idea and the basic set up of debating as well as the idea of rhetoric, develop the range of skills necessary for debating, such as defining motions, researching information, analyzing underlying principles and assumptions, working on arguments and examples, structuring arguments logically, preparing speeches and rebuttals, and using appropriate delivery techniques and participate in a debate where they will apply their

knowledge and skills in argumentation, organisation, collaboration, oral presentation and self/peer assessment.

TABLE 4: Showing some of the topics debated upon.

Topics selected	Participants
Peace is better than war	Senior One Vs senior Two
The comprehensive peace agreement brought peace to south Sudan. Discuss	Senior Two Vs senior Three
Education for the development of south Sudan.	Students of Juba Day Vs Juba Girls secondary school.
Separation of powers between the North and South have brought peace in South Sudan	Students of Juba day and Katoro secondary school.

Source: Primary Data1.5

Like Egau (2002), he contends exposing learners in practical activities is an integral part of course that the learners plan how what is learned is translated into changed practice. These scholars are in support of the findings from the students about practice activity like debates. These views support the finding above.

From the interview with the students and the teachers of English language, I discovered that debate was awarded a very short period, and yet it was an opportunity to equip the learners with skills necessary speaking listening and writing as integral part of the learning activity. It also exposed the learners to the reality and what they face outside school setting. Students preferred spending more time on activities outside school setting than attending classroom work this is in concurrence with Mjelde, (2006). Many of them pointed out that debate was real, unlike classroom work. Findings from the students revealed that debates help them in providing them with an opportunity to access practices. It gave them an opportunity to practice what was learnt in class outside classroom.

The finding further revealed that practice activities are related to key learning areas. And this encouraged active participation of the learners in the classroom. From the observation I made, I was able to see some of the examples of key learning areas and activities that learners of English have been encouraged to undertake to reinforce the English language learning. The learners were given activities to perform as illustrated in the examples below.

Key learning areas.

- **Activities** Compare and discuss the cultural events, literary works, lifestyles and values of south Sudanese.
- Here learners were encouraged to plan their activity, present and prepare arguments for presentation.
- Read and discuss texts that examine issues or topics related to Liberal Studies (e.g. interpersonal relationships, the relationship between the individual and society, civic education and environmental protection).
- Explore and communicate ideas and information about the development or impact of modern technology;
- Write operating instructions for the preparation of tea in the kitchen.
- Plan and write a coherent composition about a Chris-mass in your village, and your first trip to Nairobi.
- Engage in different forms of creative writing (e.g. poems, short stories, play or film scripts) or give a dramatic presentation of a short play or a scene from a play; and
- Discuss about an advertisement, a poster you would prepare if you want to participate in headship elections in your school.
- For physical education as a practice activity, engage the learners in learning tasks or activities that examine the pros and cons of various health and physical activities.

In the four -year senior secondary curriculum is designed to provide learners with opportunities to explore and develop their potential talents and career interests. Following the recommendations in the Senior Secondary Curriculum Guide (2007), the four-year senior secondary English Language curriculum supports the learners. All the above

activities were aimed at providing the learners with practical skills of speaking, writing, reading and listening. The new experience of in the realm of teaching and learning of English language has confirmed our conviction that looking beyond content, methods of delivery and practice activities has become a productive exercise that provide new insights in to the theory and practice of language teaching and learning, Irizar (2001).

The role of such practice activities is likely to be critical in widening exposure to written and spoken English language, and in providing model language and stimulus material for peer and individual learning, particularly in contexts where levels of literacy are generally very low. The opportunity to supplement such practices through print, for example, through ELT pages in newspapers, should be explored, perhaps particularly for more literate audiences, such as Arabic speaking teachers.

Conversation as a practice activity in a classroom is a drop-in base, teacher led designed to help learners become fluent and effective. Here learners are put in groups to practice pronunciations in a dialogue. According to Livemocha, 2013 learners can learn through practice of conversation and teachers can design this to actively involve the learners in the classroom activity. In this view learning is effective when learners explore and learn through practice and conversation.

The finding of the study further revealed that reading comprehension was one of the common practice activity that learners were involved in. through this learners were able to read verb tenses, sentence completion, word definition, phonics, alphabetization and divided syllables. According to Godwin, (2003), the comprehension reading is always done hand in hand with writing practices like forming questions, paragraphing, spellings punctuation and word constructions.

Practice activities have no specific thematic focus and could be integrated in to almost any oral English lesson. For instance retelling story in students own words to improve their oral fluency practices. These activities are done in relations to role play, working groups; students invent their own stories and take turns to speak.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMEDATIONS

5.1 Introduction

This chapter gives a general summary of the findings, conclusion(s) and some recommendations for improvement based on the findings of the study.

5.2 Summary

This study was set to provide answers to the question that what relationship exist between the content, methods of delivery and practice activities in the teaching and learning of English language in secondary schools? The study specifically looked at the content of the curriculum, the methods of delivery and the practice activities that learners are involved in during the teaching and learning of English language.

Based on the findings, it was noted that students had challenges in performing the practice-based tasks, more so during debates and writing. Major weaknesses were noted in areas of writing personal letters, official letters and composition. In spoken, most students still have challenges in grammar, pronunciations and vocabularies as a result of the shift from Arabic to English language. There has also been increasing change in attitudes roles of the teachers from the traditional practice of teacher centered approach learner-centered which is geared towards enhancing learners skills in writing, reading listening and speaking.

The curriculum as observed from the findings was very relevant to what the students are likely to get outside school setting. However, the curriculum had some missing elements that were believed to be important for the students even after the secondary education, ICT was seen very vital in this era of massive technological advancement, and many times students had difficulties working with computers even after the secondary education.

Most teachers preferred the lecture method as the most common mode of delivery against other methods that should have helped the learner to get involved in constructing their learning activities. Group tasks, role play, discussion, learning by doing from practice to

theory and back again, close collaboration and cooperation of the teacher and the learner, and amongst the learners themselves as pointed out by Mjelde, (2006a); Vygotsky (cited in Mjelde, 2005)- the basic principles of vocational pedagogy were not emphasized and used by the teachers. From the findings, learning basically took place in traditionally arranged classrooms. This did not enrich much relationship between the learners and their teachers.

5.3 Conclusions

The study sought to assess the relationship between the contents, methods of delivery and practice activities in the teaching and learning of English language in secondary schools. This was intended to answer the following questions:

- a) What is the content in the curriculum covered for the learners of English?
- b) What methods have been employed by the teachers to teach English language?
- c) What practice activities are the learners involved in during teaching and learning of English language?

Although there has been a lot of input by the ministry of education science and technology, MoEST, (2007) about adopting English language not only as an official language, but also as medium of instruction in schools. Enriching the content of the curriculum, adopting new modes of delivery and enriching the practice activities, most secondary schools in south Sudan have not coped well with these innovations. Apart from the Arabic dominated influence in most of the secondary schools, there is also lack of skilled man power most of the teachers were ill equipped. The study revealed that the students were not able to use English language fluently in both written and spoken as most of them had Arabic background.

ICT is one of the leading concern of most countries as a result of the technological advancement hence all educational needs are geared towards integrating ICT in the curriculum as part of the content to cut across all the teaching subjects. However ICT was found to be lacking as part of the content of the curriculum provided for the secondary schools, a common practice in secondary education in today competitive of technology as pointed out by Rodridgue, (2004), the rest of the content was found to be relevant for the

students to even use beyond secondary education. However, failure by the students to use it efficiently can be attributed to the teacher's inability to show the connection between the contents and the students' real life situations. In addition, the students' lack of interest could have contributed to their failure to pay attention to what was taught.

The secondary schools need to focus beyond secondary education to get the new changes in knowledge and technology and beef-up the content within the curriculum. The study indicated lack of ICT as part of the content, both as a tool to facilitate learning and as an element in the curriculum. As noted by Mjelde, (2006a), there is computer revolution and therefore students of the 21st century should be equipped with skills in use of modern technology not only as an element in the curriculum, but also as a tool to ease performance of work so as to catch up with technological trends. Because of lack of skills in computer, students found it hard to perform certain computer-based tasks like participating in writing competitions and even reading news.

The study indicated that the methods of delivery used by the teachers of English language varied from theoretical to practical-based. A teacher centered (lecture method) was the most common used method by the teachers. Although it was found to be very convenient by the teachers, lecture method as pointed out by Farrah, (2007) had its limitations as far as equipping learners with practical was concerned. This was mainly because the theory was taught separate from the practice. For instance composition writing was taught theoretically without asking the learners to practically write up.

Students preferred to have more time on practical write up and speaking, because it exposed them to the real life situation. When they are involved in these practice activities, they learnt by doing (Mjelde, 2006a) as opposed to classroom learning. In view of Lave & Wenger, (1991) and the theory of situated learning, learning takes place through interaction among communities of practice- situated. Methods such as group discussions, task-based learning, need to be emphasized.

5.4 Recommendations

Interventions should be developed to acknowledge the broader issues around basic education, literacy and numeracy and communication skills, as well as English language

needs. In particular, I recommend that secondary schools in South Sudan should focus on key areas of English language teaching, to provide for:

1. For improved delivery, some of the practical aspects like writing, debates, role play in the content of the curriculum must be taught practically. More practical-based approaches like practical tasks should be adopted to equip the learners with skills to perform their tasks adequately.
2. The ministry of education science and technology should set up English language training centers in each of the states (Eastern equatorial, Western and Central, Upper Nile) of the country. These centers should be used for language teaching in addition to what other organizations are already doing. Trainers should be recruited, ideally from the local population, or regionally, that can support English language development cost-effectively and in sufficient numbers to ultimately operate implementation at scale, across broad geographic regions.
3. There is urgent need for Ministry of Education Science and Technology to recruit teachers trained professionally in teaching skills. There should also be organized on-job training in teaching skills.
4. Teachers of English language s should vary their teaching methods by giving examples from real life situations. They should help learners to see the relevance of the contents they cover. Methods that involve the students in active participation should be used. Such methods as group discussion, demonstration and role play should be emphasized.
5. The Ministry needs to introduce ICT, not only as a component of the content in the curriculum, but also as tools to facilitate e-learning where students and teachers can interact and share their experiences with increased participation in the learning process.
6. There is a need for coherent and strategic activity in relation to English language teaching within South Sudan. Approaches deployed need to be at an appropriately large scale, to be proportionate to the needs identified. The approaches should focus upon activities explicitly designed to deliver impact: that have a high degree of relevance to the practices the end users require English language competence for. Materials should be

developed to support English language development, capitalizing upon economies of scale, and maximizing reach and impact. In particular, the opportunities for using appropriate, low-cost communications technologies (e.g. radio and mobile phone) should be thoroughly explored in relation to all interventions.

7. There should be wide-spread need for basic functional English, to develop sense of inclusion in the new nation and to enable access to opportunities for development;

8. Wide-spread need for professional / vocational English literacy, in relation to making sense of written texts in the work place;

9. Higher level provision for middle managers, focusing upon critical reading of written texts, and ability to communicate ideas effectively through spoken and written English. Above and beyond focusing on these aspects of ELT provision for the general population, we recommend a particular consideration be given to two specific audiences, both critical to nation building:

10. Improving the English language competence and ELT practice of teachers, particularly from the primary level in order to have a good foundation.

5.5 Areas for Further Research

What are the relevant teaching materials for the teaching and learning of English language in the secondary schools in South Sudan?

What are roles of the stake holders in promoting the usage of English language in south Sudan?

What is the most effective way to assess relevance of the teaching and learning of English language in south Sudan?

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear Sir/Madam,

**RE: AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN CONTENT,
METHODS USED AND THE PRACTICE IN THE TEACHING AND LEARNING
OF ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN SOUTH SUDAN**

I am a master's student of Vocational Pedagogy, carrying out research on the relationship between content, methods and practice activities in the teaching and learning of English language in selected schools in Juba county South Sudan. The data is intended to contribute to the improvement of the Teaching and learning of English language and its practice in relation to the acquisition of English language skills. This will help to improve the teaching and learning of English language in secondary schools. I would like to request for your time to answer a few questions I have prepared. The information you will give will be treated with confidentiality and used specifically for this study.

Thank you.

APPENDIX II: INTERVIEW SCHEDULES

INTERVIEW SCHEDULE FOR THE TEACHERS

What content of the curriculum do you cover for the learners?

What methods do you use for teaching English language?

What practice activities do involve the learners in?

What ways can you suggest to improve the teaching and learning of English language?

INTERVIEW SCHEDULE FOR THE STUDENTS

What content is specifically taught for you in English language?

What methods are used for teaching English language?

What practice activities are you involved in during your learning process of English language?

What ways can you suggest to improve learning of English language?

INTERVIEW SCHEDULES FOR EXAMINERS

What content is mainly examined in English language?

What methods are used for assessing the performance of the learners?

How are the skills examined?

What challenges are faced as examiners?

What ways can be suggested to improve the teaching and learning of English language?

INTERVIEW SCHEDULE FOR OFFICIALS (MoGE)

What roles does the MoGE play in the formulation of the curriculum for secondary schools for teaching and learning of English language?

What policy is in place for the content selection?

What policy is in place for the methodology used?

What practice activities are provided for the development of the skills?

APPENDIX III: OBSERVATION SCHEDULES

OBSERVATION SCHEDULE

Organization of teaching and learning process.

Preparation

Presentation

Classroom management and control

Record keeping

Teacher personality

Content taught in class.

Teaching syllabus

Teaching guide

Lesson plans.

The teaching methods

- ❖ The instructional materials
- ❖ Practice activities

APPENDIX IV: FOCUS GROUP DISCUSSION GUIDE

FOCUS GROUP DISCUSSION GUIDE FOR STUDENTS

Composition of the Group

1. Class
2. Gender

Content in the curriculum

1. What contents do you learn in English language?
2. How do you find the contents in this subject? Is it appropriate for you? If so how? If not, why?
3. What is your view on the time allocated for teaching the content of these subjects?
4. What do you think should be added or removed from this content? Why?
5. What other suggestions would you give for the improvement of the content of English language?

Methods employed by teachers in teaching English language.

1. How are you taught English language in this school? (group/individual)
2. How do you cope with this way of learning?
3. How are you assessed in English language?
4. Are you involved in the assessment? If no why? If yes how?
5. What is your opinion on the methods of teaching used?

Practice activities that learners are involved in.

1. Do learners practice what they learn? If so where?
2. What practice are you involved in?
3. What is the benefit this practice for you?
4. What is your opinion about the practice activities?

Thank you for your time.

APPENDIX V: WORK PLAN AND TIME FRAME.

ACTIVITY	TIME	PERSON RESPONSIBLE
Chapter one Introduction	August-September 2012	Mentors / Researcher
Literature review	Ongoing activity	Researcher
Methodology	October-November 2012	Mentor/ Researcher
Data collection	January –February2013	Researcher
Data analysis and interpretation		
Writing draft research report		
Submission of final report		

APPENDIX VI: BUDGET

Item No	Item	Cost (ug.sh)
1	Feeding /Accommodation	1.500.000
2	Secretarial work	150.000
3	Recordings	500.000
4	Stationary	200.000
5	Data processing	200.000
6	Miscellaneous	500.000
	Total	2.950.000

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FACULTY OF VOCATIONAL STUDIES

DEPARTMENT OF ART & INDUSTRIAL DESIGN

To: THE DIRECTOR GENERAL
MINISTRY OF GENERAL EDUCATION & INSTRUCTION
CENTRAL EQUATORIA STATE

RE: LETTER OF INTRODUCTION

This is to introduce Mr/Ms/Mrs. ASIENZO IMMACULATE TOM
Registration No. 2011/XI.H.D/404/MVP, who is a student of Kyambogo University pursuing
on a post graduate programme in Vocational Pedagogy.

He/She intends to carry out a research in:

Teaching and Learning of English Language in Secondary Schools in Tororo Central Equatoria State South Sudan

as partial fulfillment of the requirements for the award of the Degree in Masters of Vocational Pedagogy.

We therefore kindly request you to grant him/her permission to carry out the research at your organization.

Any assistance accorded to him/her shall be highly appreciated.

Thank you.

Yours Faithfully,

Mugisha John
Ag. Head of Department
Art and Industrial Design



IV Head Teachers (Tuba Day Secondary School, Rajaf Secondary School,
Supiri Secondary School and Lokon Secondary School)
Please give the necessary assistance to the bearer
of this letter (English Teachers)
11/04/2013

11 APR 2013