

TEACHING ENGLISH AS A SECOND LANGUAGE FOR MULTILINGUAL
LEARNERS IN HIGHER EDUCATION: THE SOUTH SUDANESE CONTEXT

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Dedication

Foremost, I would like to thank God for protecting me throughout my studies. I wish to dedicate this thesis to the memory of my late daughter Faith and to my parents who provided me with the most loving childhood, for which one would ever wish. Their love and support has led to my success. Therefore, I dedicate this thesis to my late father Professor Severino Matti who made me a strong woman, capable of facing the challenges of this world and for inspiring me to become a teacher. To my mother Natalina for the proper care and love she showed me when I was a child. To my husband for his patience and allowing me to come to the United States for my studies. Finally, to my lovely children, Noel, Night, and Levi: You gave me the hope and dedication necessary to complete my master's degree. Thank you.

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As a new country, South Sudan faces many unique challenges and the establishment of English as a shared language of instruction is one of the main challenges. South Sudan is a multilingual and multiethnic nation, and English is often not even the second language of many residents, but sometimes the third. With South Sudan's independence from Sudan in 2011, English was designated the medium of instruction and national language. The sudden change of English as the medium of instruction has affected the educational system of South Sudan. It led to a very low level of English proficiency for both students and teachers alike. Because of this low proficiency level, this paper focuses on the effective methods of English instruction for higher education students who speak more than one language in South Sudan universities. In particular, it looks at how to help multilingual students with low proficiency contexts for whom English may be a second or third language.

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Chapter One: INTRODUCTION

As a new country, South Sudan faces many unique challenges and the establishment of English as a shared language of instruction is one of the main challenges. South Sudan is a multilingual and multiethnic nation, and English is often not even the second spoken language of many residents, but sometimes the third or fourth. As such, there is a low level of English proficiency for both students and teachers. Because language is very important, it is critical that teachers are skilled at second language instruction. This refers specifically to the actions, steps, or techniques that teachers use to improve learners academic achievements and their own progress of teaching in a second language. In this study, I will research the effective methods English instruction in the content areas, with a focus on academic language and literacy instructions to higher education students who speak more than one language. This research will be applied to the institutions of higher education in South Sudan, in particular Bahr el Ghazal University. This research is designed to improve the academic reading and writing abilities of multilingual students with low proficiency context and for whom English is not only their second language but third language as well.

My interest in this topic developed because of my two years' experience as a teaching assistant in Bahr el Ghazal University. During this time, I taught English language for first and second year students. Most of the students' educational backgrounds were in Arabic, the national language of South Sudan before 2011. The students had problems in English language proficiency and were negatively affected in their studies because of the sudden transition from Arabic to English language. The

students did not perform well in their academic writing and most of them lacked the ability to properly take notes in class. As a result, they developed negative attitudes towards English language, which resulted in further poor performance in the English language.

Through my two years' experience, I realized that the effect of English learning for students was not only due to their weakness as second language speakers of English, but that it was often due to the fact that the teaching methods were not effective. This was due to several reasons. First, the methodology and instruction across the content areas were not effective. The teaching methods used in the university are a traditional methods or, teacher-centered methods where teachers are the main source of information. Because teaching is a bilateral relationship, a teacher must develop communicative approaches, which will involve the students' participation. This can be accomplished through learner-centered methods. Another problem is that the often-utilized grammar translation method of English language instruction does not allow students to expand their vocabularies and thus does not lead to improvement or success in learning English. Another reason many educators struggled with English teaching was the large class sizes, which are common at the University level. The large classes make activities such as writing compositions, individual readings and pair work, or group work activities very difficult to organize because teachers cannot control the large class and follow up on the students' performances.

Study Rationale

This study seeks to address the issue of Academic literacy instruction in Bahr el Ghazal University. The topic is very important because of the following reasons: First,

the teaching at Bahr el Ghazal University is mostly conducted through the teacher-centered method. Second, the academic performance of students in writing and reading skills are very poor due to the lack of effective academic literacy instruction for all learners, especially for those whom English is their second or third language. It is hoped that the findings of this study will help address the above concerns and ultimately improve the quality of teaching in Bahr el Ghazal University.

Statement of Problem

The long civil war of Sudan, which began in 1983 and lasted for 21 years, caused significant destruction and displacement in the region that would become South Sudan. It not only destroyed public places but it caused significant displacement of people to the neighboring countries such as Kenya, Uganda, and Sudan. The civil war negatively affected the education system and it is the most significant factor that led to the deterioration of the educational system of South Sudan.

Several problems have contributed to the lack of academic language proficiency among the students of Bahr al Ghazal University. These problems stem from the period following independence of Sudan from the British in 1956. During this time, English served as the language of instruction in most southern schools in Sudan. English remained the language of instruction until the mid-1990s when, under immense pressure from Khartoum, the southern region of Sudan was forced to replace English with Arabic as the language of instruction. Children who remained in the South during that time and went to the government schools were the most affected by this change in policy (Power & Simpson, 2011).

With South Sudan's independence from Sudan in 2011, English was again

designated the medium of instruction and national language. The sudden change of English as the medium of instruction affected the educational system of South Sudan. Both the Arabic speaking teachers and students faced many challenges in teaching or learning English as a second language. This was especially true since many teachers were required to provide instruction in a language with which they are not fluent or even familiar. This is significant since language is an important factor that contributes to the academic development of students (Webb, 2002) and so it deserves full and proper consideration of the University.

A second problem concerns use of teaching methods. Unfamiliarity of learner-centered teaching poses challenges for both teachers and students. The teachers continue to use the same traditional, teacher centered, methods of instruction that were used during their time as students. The teachers remain in total control of the class and students remain passive learners. Thus, most language teachers do not have enough experience or even understanding of how to facilitate learning in a student centered manner. Teachers remain the main source of knowledge in the classroom and the students' part is to simply memorize the given work.

This is problematic since students have different learning styles such as visual, auditory, and kinesthetic that are often not favored by traditional teaching at universities (Fox & Ronkowski, 1997). Therefore, university course design must accommodate the diversity of learning styles to enable students to participate in their own learning. English language students face many similar issues since teachers are often unfamiliar with learner-centered instruction. Their new role as an active rather than passive learner must be acquired through experience and the use of content-based instruction. As posited by

Skehan (2002) this will aid students in continuing with their academic development while improving their language proficiency.

The third problem of English language instruction is practical. This problem stems from large class size that contributes to low performance of students because the teachers cannot control the class and follow up on the student's performance in the class. Lack of teaching aids and materials such as textbooks are another negative result of the large class sizes because teachers cannot practice the use of effective visual aids which are known to help most students in their learning. Therefore, teachers need to know the methods of how to teach effectively in classes with large numbers of students.

With this variety of problems, it is imperative that effective methods of instruction are identified as possible solutions to poor teaching and student performance. If this does not happen, students and teachers will continue to struggle with their instruction and learning. This struggle will result in both a dislike of English and poor performance in all subject areas.

Chapter Two: RESEARCH QUESTIONS AND METHODS

University students face many difficulties on how to best express themselves through writing in English. This inability has often resulted in poorly written essays submitted by undergraduate and graduate students. The lecturers also find difficulties in assessing and grading student writing and find obstacles to giving feedback especially to students with low proficiency and in large classes. University students must do a significant amount of work in order to prepare for their classes. This includes reading and written assignments. As such, most of the research questions posed for this study focus on the student's active involvement on how to improve their literacy skills. Therefore, I will investigate effective methods of academic language proficiency instruction in institutions of higher education in South Sudan. In particular, my research will focus on low proficiency students.

The thesis is guided by two specific research questions:

1. What are the current approaches used in academic literacy (reading and writing) at Bahr el Ghazal University, and why they are not effective?
2. What are the most effective methods of English instruction, and how can these be incorporated into the English language programs at Bahr el Ghazal University?

These research questions will guide me in finding possible solutions to the academic problems of students. They are important, because improving the writing of university students will help them prepare for reading assignment and class lectures. In addition, exploring these questions will aid instructors in helping students to review and summarize key ideas and to think critically and creatively (Knipper & Duggan, 2006).

Ultimately, these questions will help me identify from the results of the literature review which strategies can be applied effectively to improve the academic literacy instruction at Bahr el Ghazal.

Research Methods

The method used for conducting this research was based on secondary data information. This is because the research could not be conducted in the field (South Sudan) due to distance and time limitations of this study. Information was collected from the library, search engines and academic databases such as ERIC, EBSCO Host, and JStor. The search terms used to gather research articles, reports and books were “English and academic writing”, “second language and effectiveness”, “effective method and language teaching”, “institutional teaching of English proficiency” “ESL and instruction”, and “academic literacy or higher education”. I used these terms as key words for searching the topic because they were limited to English proficiency and more specifically to the area of academic literacy and instruction. On determining whether the terms were related to the topic, it will depended on the abstract of the article. I made a quick read to determine the context of the articles that were listed on the databases. All the articles were limited to peer reviewed and full text articles. In addition, I identified and utilized information from English textbooks.

I used a descriptive, systematic report that compared the problems at Bahr el Ghazal University with significant research conducted on similar issues, and that was related to the current situation of English teaching in higher education across South Sudan. I then analyzed the report to present ideas that are most likely be successful in higher education in South Sudan.

Chapter Three: THE EDUCATIONAL CONTEXT OF SOUTH SUDAN

South Sudan is the newest nation in Africa, having gained independence from Sudan in 2011. It is a multi-cultural nation with extreme linguistic diversity among its population. While there are many local languages the educational system has been dominated by Arabic and English. Before independence and in particular during British colonial rule, Arabic was used as the language of education in the northern part of Sudan and English was used in the southern part. After Sudan's independence from the British in 1956, the nation struggled to establish a consistent and coherent language policy for its educational system. This was complicated by decades of civil war between the Islamic, Arabic speaking northern Sudan and the Christian, English-speaking southern Sudan.

The problem of English language instruction in South Sudan is politically tied to the forced use of Arabic as the official language of instruction during the civil wars. This dramatically affected the current state of education in South Sudan, including the teaching practices of educators at Bahr el Ghazal University. In order to understand fully the current instructional difficulties it is important to understand a variety of issues related to the history of English in South as it related to the current educational context. These issues include the impact of decades of civil war, the struggles with creating a consistent curriculum, and the current university system. Each of these factors combines to create a serious problem for the university system.

The History of Language Policy in South Sudan

Colonial Rule

Prior to independence from the British in 1956, the Southern region of Sudan was greatly influenced by the British, including the educational system. The educational system primarily educated children to become priests, clerks, and members of the lower cadre of employees. Their policy towards southern Sudan allowed the vernacular language to be taught in primary schools. However, English was the language of education for upper levels as well as an official language of the region. In contrast, Arabic was used in the northern region for the lower levels of government administration and most educational systems. As a British colony, Sudan used English the higher levels of government administration in both regions.

The general educational system in Sudan consisted of two unique programs. The government schools, consisted of three stages of schooling; the primary, intermediate and secondary schools in which all subjects were taught in Arabic. In these schools English was just taught as a subject for 7-8 periods per week and the schools were concentrated in urban areas. The second system included the private schools such as Comboni and Sisters' schools, which were controlled by Roman Catholic Missionaries. These schools had two streams: one for boys and the other for girls. They accepted both Christians and Muslims students. The majority of the private school staff in the South were European missionaries and English was used as the medium of instruction. This means that even before Sudan was an independent nation it struggled with different educational systems and two major languages of instruction.

Early Independence and the First Civil War (1956-1972)

After the independence of Sudan from the British in 1956, Sudan went through a long period of civil war (Deng, 2003) which included tribal conflict, and displacement of

large portions of the population (Scott, et al., 2013). This conflict led to many complications in an already confused educational system. The educational system was divided into two separate administrations one in the North and another in the South, which allowed each region to select its primary language of instruction. In 1957, all schools in the North had to follow the new national curriculum, which was based on the Koran and Islamic teachings. At this time Arabic replaced English as a medium of instruction for all schools in the North, however the schools in the South were allowed to continue teaching in English. This changed in 1959 when Arabic became the only language used at all levels of administration for all purposes including education (Wa'gi Allah, 1996).

By 1964, the government sent Muslim northerners as teachers to the South and expelled the missionaries from the South, effectively ending instruction in English (du Toit, 2014). With the expulsion of missionary instructors, the educational system in the South deteriorated. As a result, most schools during the civil war in Southern Sudan were “bush schools.” This is where classes are taught in open air. In fact, only 12 percent of the classes were held in permanent buildings made of bricks or concrete (Deng, 2003). In the South, there were less than 200 schools with permanent structures as compared to 800 schools in the North that were permanent buildings.

First Peace Agreement (1972-1982)

In 1972, the Northern and Southern regions of Sudan signed a peace agreement which gave South Sudan some level of self-governance. However, the inequality between North and South became worse (Deng, 2003) and access to education continued to deteriorate in the South compared to that in the North due to a lack of trained teachers

and funding. In addition, the government in Khartoum failed to respect the schools in the Southern part of the nation and by late 1970s' schools were largely organized by the government in the Northern part of Sudan. At this time, the Sudanese government adopted a policy that was based on Islamic rule and forced this instruction on the schools of the Southern part of the nation. Again making Arabic the language of instruction. For this and other reasons the people in the Southern Sudan rebelled against the north in 1982.

Second Civil War (1983-2005)

The second Sudanese Civil War lasted from 1983 until 2005. This war resulted in destruction of many schools and the need for access to primary education increased greatly during the civil war as compared to the period before war. Unfortunately, implementing primary education was very difficult especially in the civil war context. For example, in the war zone areas there was insecurity and frequent displacement of persons. The demand for human resources meant boys or youths were taken for the war and in addition, teachers were recruited into different army units. In places like Wau, people were displaced three times from their homes (Deng, 2003). As if this was not horrible enough, the Northern forces, also either turned schools to garrisons or deliberately destroyed them (du Toit, 2014).

The schools operating under the Sudanese People's Liberation Movement (SPLM) controlled areas were taught outside in open air, or under trees due to lack of facilities, like during the first civil war (du Toit, 2014). However, since there was little oversight of the bush schools, many of the schools used English as their primary language of instruction. This lasted until 1990 when leaders in the South were pressured

by the Khartoum government to use Arabic as the medium of instruction for all public schools (Deng, 2003). Since 1990, the educational system of South Sudan was based on Arabic language regardless of the fact that students in the South did not speak the language. All the textbooks distributed promoted the Northern Sudanese history, religion and culture neglecting the vast diversity and heterogeneity of South Sudan.

Comprehensive Peace Agreement (2005-2011)

With the signing of the Comprehensive Peace Agreement (CPA) in 2005, South Sudan became semi-autonomous and was given a six-year period that was then followed by the referendum (Scott et al., 2013). During this time, the government declared education to be one of the first priorities to improve human and economic development. After two years of the CPA agreement, the number of students in school increased with an addition of over one million new students. With the influx of new students, it became apparent that South Sudan lacked teachers. Of the few teachers in the educational system, only 16 percent were considered qualified instructors (Hammond, 2013). This problem was made worse due to the lack of any national teacher infrastructure (Hammond, 2013).

Education Since Independence

With the independence of South Sudan from Sudan in 2011, South Sudan maintained the educational structure of Sudan. However, it was determined that English would be the only medium of instruction for upper primary level, secondary schools, colleges and universities (Power & Simpson, 2011). This sudden transition created a significant language barrier that affected millions of children throughout South Sudan. Particularly affected were the Arabic students, refugees, and children living in IDP camps. These students needed to receive instruction in English as a second language

(ESL); however most educators did not have the skill to teach students ESL. In addition, many of the teachers were trained in Arabic and lacked English language proficiency themselves. If teachers are not fluent with the language of instruction, it meant no quality education could take place. Schools continued to admit students from the diverse linguistic areas with no training provided for teachers. This training was missing in needed areas including the areas with the majority of returnees and IDP students. In addition, there were no materials to support the teachers in their instruction.

Although universities or Non-Governmental Organizations (NGOs) provided some training, the programs proved to be ineffective. This was because most teachers did not have the necessary English skills required to benefit from the pre-service and in-service training. This is particularly true for training that was related to the new curriculum. In fact, many teachers could not begin to engage with the new curriculum because it was written in English. The universities proved ineffective in their training of teachers in ESL methods because that system faced similar struggles to the lower grades due to constant changes in the language of instruction. This is partially because the university system in South Sudan was often neglected and is just now beginning to develop.

The University System

Gordon Memorial College was the only college opened under British colonial rule. In 1951, it became an independent university called Khartoum University. At this time, English was the language of instruction. There was also a branch of Cairo University that was opened in Khartoum for those who did not score marks high enough to enter Khartoum University. Cairo University used Arabic for teaching all subjects

(Wa'gi Allah, 1996). Since there were no universities in the southern region of Sudan, all students who completed their secondary education went to Khartoum or Cairo University in the North regardless of the region where they were from.

In the mid-1970s, Sudan aggressively expanded its higher educational system and established four Universities, eleven colleges, and twenty-three institutes. However, these were all located in the northern part of the nation with many near the capital city of Khartoum. There was only one university established in the southern part of Sudan. This was the University of Juba. The language used in University of Juba was English while most of the universities in the North used Arabic as a medium of instruction with the exception of Khartoum and Al Gejira University (Wa'gi Allah ,1996). Civil in the 1980s prevented the continued expansion of the university system.

The economic and social costs of war were high and persisted for years after the end of the conflict. Poirier (2012) found that civil wars and other periods of armed conflict were extremely damaging to educational participation. Since South Sudan experienced 21 years of civil war, the effect has caused a lot of destruction and displacement of people and places and the universities were no exception. They were targeted places during the war. This was because they were very visible in the civil society. In addition, most universities were destroyed and used as garrisons for the armies and their faculty and students were recruited or killed. These factors resulted in the current limited level of university teaching including the lack of facilities. Today there are many challenges facing the universities and their instructors. The most significant change is the transition to English as the primary language of instruction as declared by the Government of South Sudan.

The Impact of an Inconsistent Language of Instruction

The sudden change of the language of instruction from Arabic to English negatively affected the educational system. This caused many significant challenges that cannot be overstated. These challenges are not only faced at the primary and secondary level but also reach into the university level of instruction. This is because many students who manage to graduate from secondary school still lack basic skills of reading or literacy (Power & Simpson, 2011). After years of Arabic instruction, many students enter the university with knowledge of math, science and other subjects but lack the ability to express this knowledge in English. They are faced with problems of communication skills, grammatical mistakes as well as note taking or spelling problems. This often results in a lack of their meaningful participation in class.

In addition, years of instability and fighting have left universities with limited resources. They lack textbooks, which are critical for effective teaching. Unfortunately, the student and teacher ratio to textbooks remains incredibly high at the university level (Kim, Moses, Jang & Wils, 2011). The shortage of textbooks is partially troubling due to the transition from Arabic to English since new textbooks must be created, purchased and distributed. This has presented challenges to education for both teachers, and students. This is true for all students not just the Arabic students since teaching and learning in a new content needs time. Without the support of textbooks, it will not be easy. The shortage of textbooks resulted in difficulties for teachers on how to use activities in reading where the students are expected to practice in the class. Access to technology can help the university faculty and students by providing additional sources of information

from databases and the Internet. However, many universities, including Bahr el Ghazal have no computer labs to help the students in their studies.

The lack of technology is related to the second problem of insufficient infrastructure. Universities in South Sudan do not even have adequate classrooms and lecture halls. Poor facilities can lead to ineffective learning and teaching. In addition, limited instructional space means larger class sizes and class size has negatively affected the effective teaching methods. Having enough space is very important and creates a conducive learning environment, because it will allow the teacher to monitor the performance of the students and demonstrate activities, which will engage all the students.

Curriculum Framework

The inconsistencies related to the official language of instruction are not the only confusion related to South Sudan's educational policies. The curriculum utilized for various courses has also been inconsistent. In 1992 the SPLM began writing a new curriculum and textbooks for South Sudan. However, they were faced with a lot of resistance since most schools used the curriculum of the neighboring countries such as Kenya and Uganda (Du Toit, 2014). The teachers utilized varieties of curricula, which resulted in a variety of pedagogical practices across the nation. In the 1990s only about 48% were using parts of the new Southern Sudan curriculum (Du Toit, 2014).

While the SPLM attempted to recognize the cultural diversity of South Sudan by making the mother tongue the medium of instruction during the first three years of formal primary education, not much else was done. However, after the CPA in 2005 another group was selected to rewrite and improve the curriculum, and they focused more on

diversity. They wanted to make sure the new curriculum would represent all the diverse tribes and areas of South Sudan. The inclusive curriculum was aimed to build the culture of unity among the divided tribes and focused much more on developing a South Sudanese identity than on tribal differences.

In 2007 the new primary curriculum was introduced then in 2008 the new curriculum for secondary schools was also introduced. Like before, the curriculum and school syllabi were not standardized in all the primary schools of South Sudan. About 54 percent of schools used the new syllabus formulated by the South Sudan Government while the other schools used Kenyan, Ugandan, or Ethiopia syllabi (Deng, 2003). The numbers were worse for secondary schools. By 2010, 21% of schools preferred the South Sudanese curriculum however, only 12 % use it for senior four exams. The majority of schools still used the North Sudanese Arabic curriculum up to senior three (Breidlid, 2010). Difficulties in curriculum have not only affected the primary and secondary levels of education, but also the university system.

The Current University System

With all of the confusion related to curriculum, the lack of trained teachers, limited resources and dangers in attending school it is not surprising that there is a high rate of dropout in secondary schools for both boys and girls. This rate is also affected by truancy among boys and pregnancy among girls. Students who manage to sit for the school certificate at the end of grade 11 or 12 and complete their secondary certificate can join the University or a vocational training center. However, there are not enough technical institutions to train the labor force needed to improve South Sudan. Before

2005, South Sudan had three universities functioning in Khartoum during the civil war but after the CPA some faculties and students moved back to the south.

By 2011 South Sudan had five public and seven private universities in operation. The University of Juba, founded in 1977 was the first official university opened in the South. This was followed by the establishment of two public universities in 1991, The University of Bahr El Ghazal in Wau and Upper Nile University in Malakal. Several public and private universities were established after the signing of the CPA.

Dr. John Garang Memorial University, a public institution located in Bor was established in 2006. Catholic University of South Sudan and St. Mary's University in Juba are private universities established in 2008 and 2009 respectively. 2010 and 2011 witnessed the founding of South Sudan's newest public institutions, Rumbek University, in Rumbek and the University of Northern Bahr el Ghazal in Aweil. The total enrolment at the university of Bahr el Ghazal during 2009 was 6,491. However, demand for a university education has grown dramatically. In 2011 about 70,000 students wrote entrance exams in 2010 to apply for acceptance at universities in South Sudan (Du Toit, 2014).

Students who enter the public universities are likely to be introduced to a curriculum similar to that of Sudanese universities as these institutions have yet to develop new South Sudanese specific curriculum. It is unfortunate that Bahr El Ghazal University still maintains the curriculum used in Sudan with no updates made to the curriculum especially after the transition from Arabic to English medium of instruction. In addition, most of the lecturers who taught at the university were from Sudan. With the division of the country, none of them remained to teach in South Sudan. As a result, the

universities were required to recruit and hire many new faculty members. However, most of these educators received their training in Arabic. Thus, teaching in the content areas with English has been a big challenge for them. In addition, no training was conducted at the university level except the one-month intensive English course for first year students. The course was not effective because teaching or learning a new language takes a considerable time. One month is not enough for the students to learn English.

In addition to difficulties with curriculum and hiring of qualified instructors, the students first responded negatively with the sudden change of English as the medium of instruction especially the Arabic students. They were the ones most affected. This caused many students to leave the university since they were not able to continue their education in Arabic. Others decided to return to Sudan to continue with their education in Arabic. Most of the students remained and struggled with English as medium of instruction. They faced challenges related to their study skills, note taking and research writing. These difficulties were highlighted by the end of year exams held at the University of Juba in 2012. That was the first year the University held its exams in English. The South Sudanese students who had always studied in Arabic were unable to finish their exams and complete their degrees (Hammond, 2013). As a result, the university was temporarily closed.

Training Programs

Power and Simpson (2011) found that in four of South Sudan's ten states, Upper Nile, Western Bahr El Ghazal, Unity, and Warrap, about 80% of teachers were Arabic-trained with poor English language skills. This makes it extremely difficult to provide instruction. This highlights the need for training programs. However, up to this point, few

training programs have been established and they have proven ineffective. The teachers need to be able to both understand the new curriculum in English and teach their subjects in English.

Several training programs for all Arabic teachers were provided by different organizations, for example, in the central government, the Ministry of Human Resources Development (MHRD) that about 4,000 people were in need of English training within the ministry so the United Kingdom Consultancy provide the training and the British Council was also involved in training (Power & Simpson, 2011). In the school sector, Windle Trust International also provided a wide range of English training for Arabic teachers. The training was based on face-to-face training with a group of 20-30 teachers. However, the training proved ineffective because much of it was based on “grammar translation” which did not improve the teachers’ ability in communication in the targeted language.

Much must be done to remedy the situation of English language instruction at the university level, and the first step is to establish a solid policy on instruction and practice. This policy can be used to guide the training of teachers and will improve their English language instruction. Improved English language instruction will ultimately improve students’ academic attainment. The next chapter will explore relevant literature to identify best practices English language and content-based instruction.

Chapter Four: LITERATURE REVIEW

This review of literature is designed to identify the ineffectiveness of academic literacy instruction at the university level in South Sudan. The review is important because this inadequacy ultimately leads to poor academic performance as exhibited by the ineffective academic writing of enrolled students. If left unchecked there is little chance for academic success for students at the university level. While poor academic performance and difficulties in written communication are not new to university system, the problem has intensified since the South Sudanese policy mandated the use of English for all academic instruction. In reviewing relevant academic studies, it is hoped that the most effective methods of instruction can be identified and ultimately applied to improve the literacy skills of university students. The review of literature will be divided into two parts. I will begin by identifying current instructional practices at Bahr el Ghazal University and why these approaches are ineffective. Next, I will review different approaches believed to lead to improved academic literacy for second language learners.

There are different approaches used for effective teaching of academic literacy instruction and how they are incorporated in English language programs and academic programs in general through content-based instruction. This is important because ESL teachers can use different techniques for teaching, organizing the class, designing a curriculum that will meet the needs of students and showing instructors how to present their lessons. This component of the literature review will include an analysis of the following strategies for all teachers; integrating language and content- based instruction, student-centered activities, and the use of mother tongue in the second language instruction and training for ESL teachers.

Academic Literacy at Bahr el Ghazal University: Teacher-Centered Methods

Teachers play an important role in developing an effective learning environment and providing the necessary skills and knowledge for students. The English curriculum taught at Bahr El Ghazal University is divided into various categories. These include English proficiency, which primarily deals with grammar but includes the other English skills such as listening, speaking, reading and writing. English proficiency is only taught once a week for two hours. The other aspects of English acquisition, such as semantics, morphology, phonology and syntax, are taught separately by different teachers. They are also timetabled once a week.

In addition to limited instructional time devoted to English literacy, the teaching in the university is teacher-centered. Due to limited resources and small budgets for supplies, the lecturers are the only people who possess textbooks or teaching materials. Power and Simpson, (2011) found instruction in South Sudan was based on the traditional method or teacher-centered method of instruction. In this method, teachers are the main sources of knowledge and the student's part is simply to memorize the given work. There is not critical thought. The teacher-centered method has been criticized as leading to rote learning which causes difficulties for the students to think critically and creatively due to the limited demand needed from them in the their learning. Students become passive instead of active learners, which can lead to a lack of academic attainment (Mtika & Gates, 2010). Most teachers in sub- African countries and other developing nations have been advised to move from the system of “chalk” and “talk” to a discovery-based learning system. Teachers have been accused of being responsible for making bad decisions which leave little contribution from the students as such students

rely on handouts or notes from the teachers (Mtika & Gates, 2010). Changing this practice has proven difficult, since most language teachers do not have enough teaching experience and do not know how to facilitate learning, hence they simply rely on teacher-centered methods. It is important to note as well, that teachers everywhere will often return to using methods similar to those they experienced during their education, unless they are given explicit opportunities to not only learn about but also practice new ways of teaching.

Teacher-centered methods do not allow students to practice what they have learned or encourage group discussion where they can express their ideas freely. All that students are required to do is copy down notes and memorize them for examination. Bromley (2007) stated that this method could not help students improve their reading because it is based almost exclusively on dictionary checking and memorization. In addition, O'Sullivan (2003) suggested that students must also learn to analyze, synthesize, to imagine and explore, to criticize and create, to understand and use" (p. 587) if they are to be successful. In order for teachers to be able to help their students to do these things, the teachers themselves must first experience them as learners. This is why good professional development is so important. Other nations have realized the problem with the teacher-centered instruction. According to Bantwini (2010) in South Africa, he had revised the national curriculum statement (RNCS) and advised teachers to change their methods of instruction. Teachers were required to stop their routine method of traditional teaching and note writing on the chalkboard and memorizing of facts by students to methods that encouraged critical thinking, creative thinking and learning abilities of the students. The new method of teaching is designed to encourage the use of

inquiry-based learning and encouraging the learners to adopt the constructivist approach. The constructivist approach is the active role of the learners on building their own knowledge by understanding the information given (Woolfolk, 2015).

Hassan and Ahmed (2015) also supported the idea arguing that the teacher-centered method of instruction has not given chance for negotiation, which would have enhanced second language acquisition. This is partly because the teacher-centered instruction does not engage students in the class. When the method of teaching is appropriate such as the student-centered, it will improve the performance of students in the class.

While it is known that there are many problems with teacher-centered instruction, this method of teaching continues to dominate classrooms in South Sudan. The traditionally large class sizes in many South Sudanese universities make it difficult to incorporate more student-centered instruction. This is the case at of Bahr el Ghazal University. The teacher-centered method ignores the issue of student motivation, which is one of the most important things for students to have in their learning process. Vavrus, (2011) observed that the “primary role of the teacher is to engage students in inductive, hands-on activities, group work, and reflection to promote critical thinking, self-evaluation, and the integration of knowledge across traditional subject areas” (p. 27). This is important because it will improve the performance of students by making students contributors in their own learning. The teachers and students become co-participants and will gain greater understanding through these types of activities. Therefore, most of the activities used in instruction should base on methods that enable the students to reflect on their learning, think critically, and actively participate on their own learning.

Ineffectiveness of English Instruction in Large Classes

Large class sizes with limited resources make it impossible to teach skills like reading and writing that require students to have at least one textbook for their individual use. According to Ferguson (2013) English as the medium instruction cannot work efficiently unless, among many other things, the English proficiency of teachers is enriched through proper training and sufficient quantity of textbooks and materials suitable for second language users are provided. Teaching methods should enable students to actively participate in their learning process and teachers have to play their role by organizing the students to become involved in their learning (Schweisfurth, 2011). Unfortunately, this is difficult in classes with large numbers of students.

While large class sizes make it difficult to implement some of the good practices, it is not impossible to transition teacher-centered instruction to more inclusive instruction. O' Sullivan, (2004) agreed with the active involvement and participation of the students in their learning process and argued that it is very essential. He suggested that teachers should structure their classes in such a way that it will encourage learners to actively take part in discussion in small or large groups, in pairs, or working individually. This will involve the use of teaching techniques that fit the purpose and the content of the lesson thus encouraging the active participation of the students. For example, this can happen when the students are involved in doing activities that include critical questions based on explaining, demonstration, and problem solving.

Lack of Materials and Ineffective Academic Literacy Instruction

In addition to limited space and texts, many English courses do not have a unified or structured syllabus. This means teachers have to rely on their own instructional

materials and information that they gather from a variety of sources. Even when courses have a fixed syllabus, they often do not have consistencies in the topics being taught. This leads to confusion for teachers, students and administrators. Moreover, the English courses are not updated to reflect current needs of students. Most courses have remained unchanged for many years without being revised for improve the student's English proficiency. This is also a problem because language changes, and textbooks become out-of-date. Students then learn archaic or old-fashioned language that has limited usefulness. Another result of limited materials is that the assignments given for students do not engage students to produce work that reflects their understanding. This is made worse when students do not have materials to rely on or reference for their understanding As stated by O'Sullivan (2004) materials are necessary to support both teachers and students in the classroom. Unfortunately, this is the case at Bahr el Ghazal and teachers and students struggle with limited access to resources and modern materials for instruction.

Ultimately, students are not provided activities or assignments the involve them in critical thinking designed to develop their learning. As stated, this is due to the lack of materials and overcrowded classroom environments. Even if teachers are trained in developing student centered instruction and assignments it is difficult for them to grade multiple assignments with large numbers of students. Unfortunately, this often leads to teachers relying on rote method of instruction with only summative assessments to determine student learning. This fails to encourage and engage students in their learning since they are not challenged to read widely and discover more information for themselves, since the materials are very limited as such the teacher cannot follow-up individual answers and the students will rarely get encouraged to contribute in class

(Hardman, Abd-Kadir & Smith, 2008). Often, the students do not do more than two assignments in a complete semester and the assignments they may do are often tests, which are easy for the instructor to mark in large numbers. Exam questions are mostly designed to focus on definitions because giving them inquiry-based questions will make it hard for the teacher to mark them given the fact that this will take much time to accomplish. It is not easy to mark students' work in large classes, but with support among teachers, they can collaboratively help each other in assessing student learning. Educators can also organize meetings with each other to discuss some critical issues and find the best ways to handle such problems.

Lack of English-Proficient Instructors

The lack of English proficiency is evident in students' academic writing. Students also find difficulties in academic writing including essays in content subject areas such as history, geography, and science. Most often English teachers are blamed for the poor performance in writing essays in these subjects. Each subject has its own vocabulary that both the teachers and students need to know and understand this vocabulary, it becomes difficult when both teachers and students come from Arabic backgrounds and do not possess the necessary vocabulary in the specialized subject. The teaching of English for specialized academic purposes is not easy for any language teacher, because he or she needs enough knowledge of the subject area and the matching vocabulary. In situations where the teacher is responsible for developing his or her own syllabus for that subject it can become very challenging and this is where many teachers begin to struggle. Again, it is important to emphasize that the teachers do not have the background and support that they need to meet their students' needs.

Huang (2010) stated that English for academic purposes begins “with the student and situation” whereas general English begins with the language. When a teacher wants to design a course for EAP he should first understand the needs of the students. In addition, findings from classroom observations show that, many teachers, especially in content-based areas, have limited English proficiency and therefore have difficulties teaching entirely in English (Tsui, Shum, Wong, Tse, & Ki, 1999). These instructors have a shallow understanding of the specialized vocabulary and without providing clear guidance as to how to teach the courses it can become almost impossible for students to gain academic knowledge.

Another factor that contributes to the students’ poor performance and academic writing is the lack of class instruction related to the appropriate process of writing structure. This results in many difficulties for student in their academic writing (and writing in general) due to their limited level of English proficiency. According to Gahn (1989) students need to be guided through several steps to produce their assignments because writing can help them learn the subject matter. For example, some good steps where students should start their writing include; encoding words then spelling the words, constructing sentences, identifying the mechanics of the paragraph they finally develop and understanding grammar.

Reading and writing skills are not taught intensively at any level or in any content area. Fewer activities were given to the students in these two important skills because according to Brooks and Brooks (1993) teacher-centered approaches emphasize “teacher talk” and are predominantly textbook-oriented. This discourages cooperation and instead requires students to work in isolation on assigned tasks and leads to the development of

low-level skills rather than higher-order reasoning. What the students need in this stage of their English learning is to refine and expand their skills by following the steps of the writing process. This process includes several steps. It starts with prewriting, then writing, reviewing, revising, editing and preparing the final draft. The university students would most benefit from following this basic writing method. In addition, teachers should use the method for guiding students through the writing process.

Typically, instructors rely on the grammar-translation method. According to Kwambeh (2015) since the grammar-translation method emphasizes reading and writing, students who cannot read well will not be able to participate in the class. In teaching English for special purposes, no academic writings were practiced by students. In fact, most of their study in the content area was based on grammar-translation, which is not the effective approach to improve the ability to communicate. Kwambeh (2015) stated that grammar classes only teach about the language. That grammar classes do not actually teach learners to engage with the language in spoken or written form. The grammar method is focused on memorization it does not place necessary attention on communication competence. Students are not encouraged to speak even though speaking is essential to a learners' language acquisition.

There is a need to include the other skills of language (speaking, writing, reading and listening) into a coherent and strategic activity in relation to English language teaching in South Sudan (Power & Simpson, 2011). According to Li (1998) communication gives chances to the learners who struggle to understand the language in the same way as native speakers. Li (1998) suggested that providing students with activities in communication is very important. For example, teachers could assign group

work activities so that the learners interact either in pairs or in small groups. This could be done in either speaking or writing tasks. Teachers will limit the time in order for students to learn to negotiate meaning then the teacher will select the activities of communication according to how students become engaged with the content. Discussions and dialogue are intended to stimulate inquiry and critical thinking. However, putting students at the center of the learning process does not mean that all opinions and answers they provide should be accepted as equally valid or correct. It is necessary therefore for teacher education curricula and educational policies to explain carefully what is meant by “quality teaching” and not reduce learner centered pedagogy to students working in groups and giving their opinions in class (Vavrus, 2011).

According to Kwambehar (2015) teaching methods in South Sudan have also ignored listening and speaking as basic skills of language. Overall, the methods used at Bahr el Ghazal University did not give students the chance to participate actively in the class because less attention was given to communication. This is unfortunate since communication is an important tool and skill for motivating the students in the class. Adding to this, the grammar-translation method does not properly support students in learning and acquiring a second language (L2) in the same way they learned their first language (L1), through speaking and listening actively. Therefore, one of the main weaknesses of this method is the reliance on repetition of words and drills that may not affect the thought of students. This criticism is true of most second language teaching methods.

Analysis of the Current Practices at Bahr El Ghazal University

Several studies have shown that the traditional teacher centered methods of instruction are ineffective. Unfortunately, these are the methods prevalent at Bahr el Ghazal University. The most utilized methods include teacher-centered instruction. Teachers use passive means of student participation rather than working to engage students in active participation in class. This devalues students and their role in education. The instruction is predominantly textbook-oriented, which discourages cooperation and instead requires students to work in isolation on the task given. The students with low levels of understanding and English fluency will not improve and explore additional knowledge. This leads to the development of low-level skills instead of higher order reasoning skill. In addition to the disadvantages of the teacher-centered methods, which encourages memorization of grammatical rules and the vocabulary of the content area, this method does not improve communication because both speaking and listening skills need active participation by students. The grammar-translation method does not motivate the students in class activities, because the teacher does much of the work. Less demand is placed on the students in the traditional method, and the teachers do not teach all the skills of the language.

Strategies for English Language Instruction

If Bahr el Ghazal University, and other institutions of higher education in South Sudan, are to improve their overall quality of their academic instruction it is important to understand and identify the most effective methods for English language instruction. There is a wide variety of literature that looks at English language instruction; however, not all research is relevant to the South Sudanese context. Special attention must be placed on scenarios with high student to teacher ratios and limited academic resources. In

addition, it is believed that English language instruction is not solely the job of the English educator, but that to be truly effective, all educators at the university must understand appropriate methods of instruction that relate to the development of English proficiency. Therefore, it is essential to understand strategies for English language instruction as they relate to instructors across a variety of content areas, not just the English classroom.

According to the study conducted by Stoller and Grabe (1997) the best strategy for ESL teachers is to integrate in their teaching, language and content-based instruction in a unified manner. The content-based instruction contributes a lot to the students' general understanding of the language and more specifically to that target language. This prepares students for content area classes and improves the language skills of the students. As such the content area teachers can use these strategies to help all students to build literacy skills while learning the subject matter. It is especially important to encourage students to use all the four skills of language: reading, writing, speaking, listening in the process of solving problems and completing their work.

This allows the students to develop greater understanding across the content areas by using language as a tool of reaching a goal not as a subject of study. What makes this strategy effective is the way that it encourages students to use all the skills of language in exploring the topic using strategies such as brainstorming, web diagrams, Venn diagrams and other methods of translating meanings. Sherris (2008) found that integrating content and language develops the proficiency skills in both written and spoken English for ESL students in the content area. In addition, teachers can also use it to help students improve their proficiency and master the knowledge of the content by incorporating into class the

four skills of language. It is very rare for ESL teachers to include all the four skills in their teaching especially in teaching limited proficient students, so this can help the low-proficiency students to improve their academic skills (Sherris, 2008). Ultimately, this approach shows the responsibility of teachers to focus on content and language instruction because it is very important for the success of the students.

Content-based instruction is the integration of a particular content with language teaching, which aims to incorporate the teaching of academic subject matter and second language skills (Brinton, Snow, & Wesche, 1989). Stoller and Grabe (1997), state all the approaches in content-based instruction should aim to improve the academic skills of students, study skills, and classroom communication. In the area of study skills, students use vocabulary based on the area of study to engage with the material. In other words, the use of language and subject matter as related to the content of the class. The authors found that the more the students mastered the vocabularies of the content area, the more their academic literacy improved because they had the opportunity to practice with the material and content in a way the related to the subject. In addition, Kong and Hoare (2012) found in a study conducted in Hong Kong, that content based language teaching (CBLT) is an effective area to improve second language teaching especially for learners of low proficiency settings where English is the medium of instruction. When students improve in their language skills they will explore better in the learning as academic language gives them the chance to expand and improve their language proficiency. This same idea as it relates to content based instruction was supported by Skehan (2002). It makes student continue with their academic development while improving their language proficiency. Skehan, (2002) added that integrated content also provide access to

knowledge and he said the program could be enhanced through the integration of technology.

Student-Centered Activities

Most researchers emphasized the effectiveness of student-centered activities used in content-based instruction. They believed that this pedagogical technique would improve the academic literacy of the ESL students (Mtika & Gates, 2010; Schweisturth, 2011; Hardman et al., 2008). This is because it demands a lot from the students and involves their participation and engagement. For example, most of the activities as stated by Sherris (2008) involve collaborative work where the students solve problems and evaluate solutions with one another using academic language. In addition, Doherty, Hilberg, Pinal, and Tharp, (2007) stated that teachers can make learning easy if they develop their activities to let both the teachers and students work together for a common good.

Examples of activities used for this work can be the Think-Aloud Pair Problem Solving (TAPPS), where students in pairs receive a series of problems as well as specific roles such as problem solver and listener. Students switch between these roles with each new problem. The problem solver “thinks aloud,” talking through the steps of solving problem. The partner listens to the problem solver, following the steps, and offering suggestions if there are missteps. So articulating one’s problem-solving process and listening carefully to another’s process helps students practice what they have read about or heard in a lecture (Barkley, Cross & Major, 2005). This strategy can make lessons in the content areas clearer and ultimately more interesting. The students’ interaction can be peer-to-peer or peer and teacher interaction. The activity design meant to develop and

improve the four skills of language, which are reading, speaking, writing, and listening. The technique used in this activity is cooperative learning where the students collaborate and work together with a common goal.

Another example of collaborative learning techniques is reciprocal peer teaching where a student teaches another student and they both act as teachers and learners. In this technique, the activity involves Note-Taking Pairs where the students work as partners to improve their individual notes. They will revise and crosscheck the notes they wrote and then they help each other to identify any missing information by correcting the notes. After correcting the notes, they combine all of their notes to create notes that are better than their individual notes. This activity is designed to improve the writing skills of the students for such academic purposes such as taking lecture notes, reading and writing assignments and other learning activities.

Cooperative learning has proven highly successful and according to Stoller & Grabe (1997) co-operative learning develops the higher-level cognitive process of students because they are comparing and contrasting views then bring them together in order to be presented in the class. In the process of cooperative learning, all students have to participate in the negotiation and the teacher does not dominate and control the class. The students' participation improves their academic achievement and language development as they spend most of their time on the work of learning. Ultimately, they become more active, self-directed and communicative by working together.

For example, a Jigsaw collaborative activity is when students work in small groups to develop knowledge about a given topic and then develop an effective way of teaching this knowledge to others. The students presenting to others are considered

experts on the subject. When they finish presenting, they will move to the next group. Each group will have experts who develop presentations on different topics. This is a way of accepting responsibility for learning something very well then teaching it to others means each student has a chance to present. This type of activity design is suitable for students who are shy and especially girls. Therefore, this kind of activity helps students to present on many topics during the same class session (Barkley, et al., 2005).

The way the activities are designed, connects new information to student's prior knowledge and their experience from home, school or community to promote thinking. The students collaborate, discuss and negotiate to achieve academic goals and they engage in the activity with peers then gradually they take responsibility of the activity until they can perform it alone. For example, role-play activities help students use language fluently. It helps them to be creative, imaginative, and resourceful. Role-play does not include scripted dialogue. The teacher only gives a brief description of the characters and situations then the students improvise the words and actions. The exception is a guided role-play when the teacher may write few hints of what is to occur (Wesley, 1993), but the overall dialogue is the responsibility of the students.

In addition, Skehan (2002) identified that the best practices of academic literacy performed in a class is to organize the class into different activities. This helps teachers do their best in improving the standard of the students. Skehan (2002) provided some strategies that can be easily used with the content-based paradigms such as, co-operative learning, tasked-based, and experimental learning while incorporating these strategies with the use of graphic organizers. Teachers can use Venn diagrams, mind maps and mind webs for this type of activity. Learning language by using graphs, charts, games and

diagrams makes learning more interesting for students. It is one of the practices that can be used to alter the grammar translation method, which has proven ineffective at improving the academic literacy of students.

Writing Across the Curriculum

Writing is a study skill to students of all disciplines. According to (Zamel, 1995) the portfolio helps in writing to learn because students write a given paper in a course as a response to a set of readings, this is to improve the writing proficiency of the students and to show that they are capable expressing understanding of what they are learning through writing. Zamel (1995) added that the most effective writings should be based on reflections to help develop the thoughts of students. This method also helps students in their academic process and should be integrated across the curriculum. This method is also appropriate for students with different levels of proficiency. Students differ in their proficiency levels as a result of many factors such as learning style, self-esteem, attitudes towards language, age, geographical location, an equal chance of communicating in English, socio-economic backgrounds religion and race (Chand, 2014).

Beside the strategies used for effective methods of academic literacy instruction, writing to learn is an effective tool that can be used across the curriculum to help students develop a better understanding of the content area readings (Knipper & Duggan, 2006). Writing skills should be considered in all the content areas because this is a powerful way of learning and questioning. It can be integrated in all content areas, and it is the most important strategy that can help university students to excel in their various studies (Knipper & Duggan, 2006). It helps them by enhancing their ability to prepare by reading their assignments, understanding class lectures, reviewing summary key ideas and

thinking critically and creatively (Knipper & Duggan, 2006). In addition, it gives them the opportunity to recall, clarify and question what they know about a subject and what they wonder about course content. Therefore, the process encourages passive learners to become active and it demands participation of each student. Knipper and Duggan (2006) and Wingate & Tribble (2012) suggested writing should be a fixed program in the curriculum and lecturers should consider it as a part of the regular teaching in any subject. As stated by Gahn (1989) the teachers who are familiar with the current research on writing and are taught how to teach writing will use students' writing in their content classroom to help develop students understanding of course content along with their English skills. Content teachers should provide writing activities in their classroom, and they have to know certain writing tasks that promote learning (DeNight, 1992). This is because students learn to write when they are given many examples and models and when they are guided (Knipper & Duggan, 2006). Ultimately, this practice will improve their writing especially when there is a frequent feedback from either their instructor or their peers.

Good content writing is the result of quality teaching and the teachers continue to build on the skills students already possess (Knipper & Duggan, 2006). Knipper and Duggan (2006) added that good writing is not about how vast the notes are but it is about the thought and word selection. This requires significant effort and practice in composing, developing, and analyzing ideas. Based on strategy, university students have to learn proficiency as well as writing strategies and techniques (Chand, 2014).

DeNight (1992) posted that, writing assignments that promote learning should match particular learning objectives in the class, examples of such writing activities that

can be used across the curriculum are, free writing, journal writing, reader response journals, and peer review groups. Teachers use them as models of good essay writing so as to promote learning and compel students' motivation to learn. The use of these strategies makes students more active especially in their writing, which involves metacognitive design or thinking about thinking. All the activities suggested by DeNIGHT (1992) are designed to develop writing and speaking skills and meet the higher levels of Bloom's Taxonomy. These are the activities where students are asked to explain, compare, analyze, classify, contrast, describe, justify, discuss, and summarize. The strategy often used in these activities is the KWL chart (what I know, what I want to know, what I learn). The use of this chart leads students to write with a purpose. For example, a reader response journal is the activity where students respond to series of questions on their process to understand a challenging literacy text. Peer review is the activities where students submit their composition to a classmate to review. Then the classmate will articulate why they choose to accept or reject their peers suggestions this activity involves an active dialogue, analysis and evaluation among the students. In learning logs, students articulate and defend the decisions they make in their composition. They analyze and evaluate what they write. In reading and writing journals, students make a critique on the text or essay while on their process of writing.

Writing Centers

In class writing is an excellent start, however it is often not enough to assist students in obtaining adequate levels of academic English proficiency. To further assist students several universities have opened writing instruction centers for students from all backgrounds not just for non-native speakers of English. These centers support the

students who are not well prepared in writing skills from their secondary school education (Wingate & Tribble, 2012). The writing support students receive from these centers is done in collaboration with the instructors of English for Academic Purpose (EAP) and subject lecturers. The EAP teachers teach writing on the basis of subject where the text and materials are received from the subject lecturers. The EAP instructors and subject lecturers plan for the writing activities together and carry out instruction through a teamwork teaching method (Wingate & Tribble, 2012). While developing the activities, teachers should design them in a way that has to meet the objectives at all levels of Bloom's Taxonomy. This is necessary as a way to involve the students in higher thinking level (DeNight, 1992). In a survey of writing done in the study of Gahn, (1989) in one of the American schools 10% of the teachers used tests that did not including essay question. So a question was asked, why are content teachers not encouraging students to write more often? Even the teachers who included essay questions did not encourage students to write during the class. In most of their class activities, writing was rarely practiced, but teachers expected students to write for their final assessment.

Incorporating First Language in Second Language Instruction

In addition to adding to content based instruction, the use of first language (L1) can benefit second language (L2) learners by providing instructions, conveying meaning, explain grammar and for organizing the class (Halasa, & Manaseer, 2012). This is because L2 teaching relies on the characteristics of the L1 acquisition of the students. When non-English speaking learners do not have another language to rely on, it becomes difficult for them to understand course material. Therefore, as stated by Halasa and Manaseer (2012) that it is very important to use L1 in L2 instruction because many of the

major problems in L2 learning come from L1. This is especially apparent in sorting activities, activities that use proverbs and idioms, activities that ask students to translate the meaning of instruction and for the teacher with issues of class management.

Mizza (2014) found the use of both languages engages and encourages students to express themselves interactively and is an effective way to build language experience. Another way to develop students' skills is the use of scaffolding, which is where the teacher guides learning by building on the students current skills. Scaffolding is effective since it helps L1 students in second language teaching. Mizza (2014) stated that L1 language development is the key for accessing literacy and highlights how language and literacy are situated. This strategy can contribute a lot for the multi-lingual discussion and helps low proficiency students in their learning. This is due to a reduction in rote learning and in oral or written communication exchange. It encourages class interaction and helps students who lack competence in language to understand what the teacher says.

Although it is not easy to implement in a multilingual environment, a common language known to all the students can be used to aid in L2 acquisition. For the case of South Sudan, Arabic language can be used as a common language in second language class because it is known to most students. From this experience, the policy of using L1 in L2 teaching is supported by the study of Hammon (2013) which identified the challenges to policy and practices of teachers on the language of instruction in South Sudan. He stated that if there are no teachers who can teach English, mother tongue, and Arabic, the students will not receive a quality education. This is due to the current situation of English being the medium of instruction and students who have limited

English proficiency will need the help of L1 to translate and negotiate meaning in L2 class.

Power and Simpson, (2011) stated, L1 or indigenous languages can work for oral interaction mostly in less formal settings while English is appropriate in the written and official communication in South Sudan. South Sudan is linguistically diverse with over 50 languages spoken. Over the years the various languages have received various levels of support. In 2012 a conference was held in Juba for promoting the indigenous languages because the learners have love for their language and culture. The policy was discussed and endorsed but was not implemented due to the many years of armed conflict (Spronk, 2014). For a multilingual and low proficiency country like South Sudan, the mother tongue or L1 can be used for oral communication so as to develop a way for language and literacy skills. It will help the students to understand better their second language. .

Teacher Training

One of the most essential and successful methods to improve teaching of language in South Sudan is to ensure training of all teachers. This training must focus on how to instruct with a learner-centered pedagogy. This is important since learner-centered pedagogy has been successfully used in many countries and has been proven to have a positive effect in students' performance. Secondly, South Sudan's teachers need to be trained on how to integrate language in their content area instruction so that the low proficiency students can master both the subject area and the language. The third and most important training that is needed in South Sudan is how to provide effective

instruction for large classes. Teachers should be trained in the use of effective strategies and techniques for teaching large class size.

The goal of this training is to prepare teachers to take on a new teaching assignments or responsibility and to give them ability to demonstrate the principles and practices in their classes. It also aims to help the teachers understand how to use the effective methods or techniques of teaching in their classrooms. This includes the use of group activities in a lesson (Richards & Farrell, 2005).

Strategies for Teacher Training

Without high-quality initial training, teachers largely teach the same way they were taught. It is difficult for them to adapt or adopt learner-centered pedagogy. The strategies used in academic literacy can include ESL teachers training to improve the approaches used in their teaching. Stoller and Grabe (1997) in their study introduce the center for content-based instruction (CBI) in United States called the Applied Linguistics Approach (ALA) to train teachers on how to carry broad-based research on CBI and how to connect content and language teaching so that a particular language is use in an academic content area. The training prepares the teachers to improve the academic skills, study skills, class communication and vocabulary use of students. In most cases, the content area prepares students in a particular system of using specific language or vocabularies that are relevant to that subject and it deepens the understanding of students about that area of study. Hammond (2013) stated that teachers are not to be trained only to speak and write English, but they need to be trained on how to teach English.

In South Sudan, several Non-Governmental Organizations and other donors provided multiple trainings. Unfortunately, these were not based on how to learn teaching

in the South Sudan new curriculum in English. The British Council is involved in many English language trainings for officials from the government of South Sudan. In the education sector one of their of its largest providers of English Language Teaching is the Windle Trust. They provide English training for Arabic teachers and all working staff members in order to improve their levels of English communication in both written and spoken form. This is to help develop their competence in the English language. The training was a face-to-face program and worked with small groups of twenty to thirty participants over the duration of three months. The training was limited to “grammar translation” which was not effective because this method typically does not improve a learner’s ability of communication in the target language (Power & Simpson, 2011).

A similar program was conducted by the United Kingdom University, where the Higher Education Funding Council for England was sent to train individual teachers. This was done in order to make a great change the program set many student-focused goals for learning (Gibbs, Habeshaw & Yorke, 2000). The training was meant to help teachers redesign courses to new formats with the idea that they should act as agents of change. The change that they were to make was to improve the quality of learning and teaching in general and to shift from the teacher-centered method to learner-centered pedagogy. The training was not successful because of continued increases in student numbers and proportionately even greater increases in class sizes. This was especially true in new universities. The solutions to the problem of increased enrollment were often beyond the resources of most individual teachers and even of most departments. Investment in ‘learning resource centers’ (Gibbs, et al., 2000, p. 353) was seen as necessary to support the increased quantity of independent learning time since class contact hours were

reduced and no self-access centered was provided because traditional libraries find difficulties in coping with student demands to (Gibbs et al., 2000).

Lack of trained teachers led to more disservices (Henrichsen, 2010) and it resulted in significant problems because many teachers who were volunteers were untrained and were using the traditional method of teaching which was taught them during their training. This method has not been effective compared to the current practices.

Henrichsen (2010) described the formation of unit for training English teachers who have not attended a training on teaching English at the university level to speakers of other languages. This maybe due to financial problem, distance, and time limits. Untrained teachers lack ESL knowledge of the learner's cultural preference, which cannot help them deal with some concerns of learning. The programs provided in the ESL trainings are both written and oral English with a face-to-face tutoring, small group teaching and class teaching. Those who are trained may be the best ones to provide instruction.

The aim of the training is to prepare the novice volunteer teachers to teach effectively, professionally and successful and give them effective techniques because most of them are older people who attended school long ago and they have not been exposed to new and more effective English language instruction. Therefore, they often teach how they were taught, unless they are provided with an effective training to make change in their instruction (Henrichsen, 2010). A successful program was designed in Canada. It was meant for teachers and staff as a voluntary in-service program (Kutner, 1992). The program was designed with information from conferences, workshops and seminars all focused in developing participant ownership in training, designing instruction and addressing concerns of teachers. The training provided was meant to

develop the teachers and create a conducive learning environment. The teachers were given responsibility on how to plan their lessons, implement and evaluate their work so this involves them in their own learning by creating a professional learning environment.

A Way Forward

From the analysis of different strategies of effective methods in academic literacy instruction used in different countries and contexts, I think incorporating the strategies together will improve the academic literacy instruction at Bahr el Ghazal. This will lead to increased academic success of all the students. From reviewing how successful the strategies have been used in the educational system of different countries, the teaching in university of Bahr el Ghazal can integrate language and content-based instruction to develop the proficiency of the ESL students in the content area while learning language at the same time. Content-based instruction simplifies teaching by using charts, graphs, or Venn diagrams to motivate students and makes the instruction more interesting to students.

The student-centered strategy has proven to lead to improvements in the academic skills of the ESL students because it involves the students in a variety of activities and requires that they participate in their own learning. All the activities designed involve the four skills of language. These strategies include the student-centered method, which results in improved performances of students. This is because they are made to think critically and creatively while cooperating with peers in their activities. The use of L1 during instruction also helps in the teaching of L2 especially for students with low proficiency. This is because it enables them to understand instructions, convey meaning, explain grammar, and it helps teachers organize the class. This is because most students

in South Sudan are from Arabic backgrounds so using pure English in the class without translation will not help them and can disrupt their learning.

From the different trainings conducted for teachers, it shows that when teachers are well trained, they can make effective changes in their teaching. This is especially true when teachers incorporate language in content-based instruction. All content teachers need to be trained on how to best connect content to the language teaching approach. All the strategies including writing across curriculum will help the content teachers to use writing in their everyday classroom activities so that all the students including the Arabic speakers will be able to read and write assignments, understand class lectures, create summaries of key ideas and think critically and creatively while writing.

Conclusion

In conclusion, the traditional teaching method practiced at the University of Bahr el Ghazal has led to ineffective methods of academic literacy of the students. This has contributed to their low performance in academic language proficiency. The students need to improve in their academic literacy because most of the university work is based on writings such as note taking, assignments, and research writing. Therefore, many efforts need to be done by teachers to improve the academic literacy instruction in the university. However, instead of the traditional method of instruction used in the university some effective strategies can be implemented and used to improve the teaching in the university. These strategies include integrating language in content-based instruction, shifting from teacher-centered method to learners centered method and incorporating the use of L1 in L2 teaching and finally providing training for all teachers on how to teach effectively. This analysis of relevant literature raises two significant

questions: How can the content-based instruction be applied in the university? Secondly, what exact teaching methods and activities can be use in the universities with the large class sizes?

Chapter Five: IMPLICATION FOR POLICY AND PRACTICE

The sudden change of the medium of instruction from Arabic to English in 2011 during the early independence of South Sudan has led to many challenges for the teaching and learning of English within the educational system of South Sudan. While this problem was faced by the general educational system, it has also greatly affected students at the university level. This is because university students are required to learn all subjects in English and professors are less likely to be flexible with their instruction. I believed that the many challenges with implementing English instruction can be solved through the identification and application of appropriate policies by the Government of South Sudan. This work can be initiated by identifying successful practices for instruction and supporting educators in implementing these practices. Therefore, the goals of this chapter are to identify the mechanisms that support the teaching of English language academic skills to university students and to pinpoint the effective methods of language teaching that teachers can incorporate in their practice. This chapter will consist of two sections: the implication for policy and implications for practice. It will also provide recommendations for encouraging further research, including suggestions on how educators may carry out their own research as a means to improve practice.

Implications for Policy

Based on the investigation conducted on the current practices of English instruction in Bahr el Ghazal University, it was determined that teachers use mainly “teacher- centered” pedagogy. This is considered “Chalk” and “Talk” and rote learning, which does not actively involve the students in class activities. This method of teaching makes the students more passive than active in their learning. In addition, the University

of Bahr el Ghazal lacks materials such as textbooks and other resources to support the students in their learning. From the findings of the literature review, several studies have proven that the “teacher centered method” and the lack of adequate textbooks resulted in poor academic achievements of students. In this regard, I would suggest that language teaching needs adequate resources and due consideration to be given to it by the university because English language contributes to the academic development of students when integrated into content-based instruction.

In addition, proper instruction in academic literacy will help learners to develop the skills and abilities that will enable them to make and negotiate meaning. Furthermore, it provides students with critical awareness of language use that enables them to understand how to apply language structures and convention in appropriate contexts. The students should also be taught appropriate academic writing for specific purposes. This requires all teachers to develop appropriate materials and methodology for teaching and learning. This will also require an effective curriculum that provides students with adequate knowledge, as they are the future leaders of the country.

Shifting from Teacher-Centered to Student-Centered Methods of Instruction

The current practice of academic literacy instruction in Bahr el Ghazal University is based on the teacher-centered method, which results in poor academic performance by students. Several studies have proven that the teacher- centered method does not improve the performance of students (Vavrus, 2009). In fact as discovered from a study conducted in Tanzania many teachers used the lecture or teacher-centered approach to teaching. Because of this problem, many students failed to understand the concepts and lessons taught. For example, the teacher-centered method has been criticized as leading to rote

learning which makes it difficult if not nearly impossible for the students to think critically and creatively. This is due to the limited demand needed from them in their learning. Students become passive instead of active learners, which can lead to a lack of academic attainment (Mtika & Gates, 2010).

In such an environment, students are rarely challenged. There is much evidence that suggests many college professors stick to the idea of imparting knowledge to their students rather than engaging them to discover such knowledge on their own through active learning (Bataineh, 2015). Therefore, the problem in universities is that many instructors still continue with the traditional method of instruction: lecture and note taking in which the teacher gives information to the students, test them and assigns grade. This is instead of using methods that will provide the students with active learning activities that will meet their needs (Bataineh, 2015). Consequently, teacher-centered methods need to shift because it allows the students to remain passive in their learning instead of being active participants, and it does not help them to connect with prior knowledge and new information.

Student-centered methods enable students to work collaboratively where they can express themselves and exchange ideas in a meaningful way. According to Bataineh, (2015) students of higher institutions are required to have the necessary skills on how to achieve understanding. They must be able to adopt meta-cognitive strategies, in order to continue with their studies. By the time, students reach the university level they should have developed a set of learning strategies that allows them to successfully complete a variety of exams and assignments they may encounter while at the university. Students can then transfer these skills to their careers when they leave the university.

Due to poor academic performance by students and lack the of teacher understanding related to the best linguistic classroom practice, and the importance of teaching students to be active instead of passive learners it is recommended that Bahr El Ghazal University shift from teacher-centered to student-centered methods of instruction. The transition from teacher-centered instruction to student-centered instruction will prove useful in developing students' critical thinking.

Although the policy of shifting from a teacher-centered to learner-centered method is highly recommended for Bahr El Ghazal University, there are some challenges that the teachers will face while implementing this policy. This is in part because of teaching in large class sizes is problematic. In many cases there are up to 150-200 students in a class. There is no space even for the teacher to move around and monitor the students as they do their work activities, and the large number of students makes access to materials difficult. As O'Sullivan (2004) clearly states in his case study in Namibia, teaching methods must allow for active involvement and participation of learners in their learning process. Ultimately, teachers should structure their classes to facilitate this active learner role. However, organizing learners into smaller or larger groups, pairs or working individually will need appropriate techniques that will fit the purpose or content of the lesson. It is also recommended that a clear policy be stated that can be used for teaching in large classes situations. The teachers should be trained on how to teach large classes thus needing specific skills and techniques of how to use effective activities for such big classes.

While this transition would be a significant change to instruction in Bahr el Ghazal, the transition alone cannot affect the change necessary to improve students'

academic English understanding. In order to dramatically improve English understanding changes must be made in the way all educators provide instruction.

Integrating Language in Content-Based Instruction

The use of content-based instruction for English academic language skills is a second critical policy suggestion that will improve student English acquisition. When students improve their academic language skills they will learn better, as academic language skills give them chance to expand and improve their language proficiency. Thus, it is recommended that content area teachers integrate language teaching with content-based instruction. This will increase academic language proficiency and improve performance of students in content subjects. The poor academic performance of students as well as low proficient skills cannot improve when the students only learn English from attending just the English class. This is especially true for students who are not in the College of Education and those who are also specializing in different subjects like geography and history.

Faculty must incorporate language teaching in their content subject areas. Therefore, it is recommended that all content area teachers consider themselves as English teachers. Kong and Hoare (2013) stated in their findings at the Hong Kong Institute, that content based language teaching (CBLT) is an effective area to improve second language teaching especially for learners of low proficiency settings where English is their medium of instruction. When students improve their academic language skills they will learn better, because academic language skills give them the opportunity to expand and improve their language proficiency. Therefore, integrating language

teaching with content-based instruction supports the development of second language teaching while the students are studying their academic subject (Kong & Hoare, 2008).

The most effective strategy for content area instruction is the cognitive academic language proficiency because it is cognitively demanding, and it will provide the students with deep and broad understanding of language and subject matter and they also learn the more complex cognitive academic language. In content-based instruction the students will use both language and the subject are concurrently to help them expand their language proficiency (Hoare & Kong, 2013).

Consequently, all content subject teachers can teach in English but English teachers cannot teach in the content areas. This is why the policy requires all teachers to be teachers of English. The content teachers can also explain meaning of the content area in grammatical forms by using complex noun phrases, for example, paragraphing and memorizing the vocabulary of the specific subject. In addition, there is a high demand of more writing in subject areas by teachers, as this is a very important step forward for content-based instruction (Hoare & Kong, 2008). Similar to the implementation of student-centered instruction, there are many barriers. Teachers must be trained in appropriate techniques and supported in the early stages of implementation if the policy is to be successful.

Policy Implementation

For both policies to be effective, they will need significant amounts of funding. To find possible solutions to this problem, the University should address this issue to the Ministry of Higher Education at the state level as well as the central government level to provide training for the University lecturers as a way to improve their ESL and content-

based instruction. This is because the government funds for education do not go directly to the university but are channeled through the Ministry of Higher Education. While the Ministry of Education at the state level can also assist the university with teaching, facilities and providing adequate materials such as chalk and books.

The University of Bahr el Ghazal will welcome individuals who are willing to support the program including stakeholders and NGO's who have already been supporting different educational programs in South Sudan. For example, USAID, UNESCO, UNICEF and Windle Trust international have provided several teachers training programs. However, most NGO's provide short-term funding which in most cases does not have a positive effect on the program. The organization that will be willing to fund the program should not provide a short term funding because any good result of training does not take a short time so the NGO's funding should be long term for at least a contract of maybe three years or more.

Another possible resource is the use of retired English language teachers. They could also be a part of the support system. Although their support might not be financial, their knowledge for training is very important. They will act as resources to solve problems concerning language teaching and work in collaboration with the university administration.

The role of Ministry of Education at the state level can provide facilities for teachers in the ministry because educational grants are provided to the Ministry of Education in order to solve the problems of education at the state level. The Ministry of Higher Education should work in collaboration with NGO's in supporting educational programs likewise the university can also work with the Ministry. The Ministry can help

the university with facilities for training such as books, textbooks, transportation money for the tutors and all other teaching aids.

Implications for Practice

It is simple to suggest that the university must shift from teacher-centered instruction to student-centered instruction and to mandate that all faculties, regardless of content area, are in fact English language instructors. However, making these policies a reality, even with the support of the Ministry of Education and a variety of NGOs will not be possible unless effective methods of instruction are identified. Webb (2000) stated that, this can successfully be done and well developed by establishing a “Task Group” who will implement these policies to make a positive change across the university. Each educational context is unique and the need of instructors at Bahr el Ghazal can be met with the implementation of a variety of methods including learner-centered pedagogy, content based training, in-service teacher programs and workshops. In addition, it is important to develop a tradition of research were faculty and educators work to understand how students learn through active research practices. As Webb (2000) on his organization models of teaching and learning observed, departments are responsible for developing their own strategies and the strategies should have goals concerning learning and teaching and the process for achieving and monitoring them will be put together across a range of activities which focus on learning and teaching. This is a good example from which Bahr el Ghazal University can learn.

Learner-Centered Pedagogy

In order to be able to implement the learner-centered pedagogy, the university should provide scholarships for the staff so that they can improve their knowledge and

teaching skills. All the teachers must be trained because most of them are using old systems of teaching that were used during their initial education and teacher training. This kind of teaching has proven ineffective and therefore teachers should be encouraged to participate in the training workshops and attend continuous professional development to learn and discuss issues connected with academics. Training workshops should be organized in such a way that they should be conducted by language experts and should be concerned with current difficulties faced by lecturers. They should provide lecturers with opportunities to discuss, explore, and practice new pedagogical methods in a supportive professional environment.

It is essential that the training be based on activities that will help the teachers use critical thinking approaches that are related to learner-centered pedagogy. For example, how teachers implement learner centered pedagogy in their classrooms and ways of using teaching aids can be obtained from the local available resources. This is an important way to address the challenges of active participation in large classes. It is also important to include in the teacher training understanding of the principles of learner centered pedagogy and collaborative activities that encourage critical thinking so that students can improve in their performance in the university.

Content-Based Training

The content based training focuses on the application of learner-centered pedagogy. For teachers of specific subject areas, their training should be based on activities in which content area teachers will be divided into different content subject groups such as English, History, Physics and Mathematics. They will be paired with tutors and senior expert faculty members in that field of study. The teachers will be asked

to develop and teach lessons that involve critical thinking activities aligned with learner centered pedagogy. They will be given feedback from the faculty experts, tutors, and fellow teachers, which may be the first time for most of them to get involved in such a way of reflection on their pedagogy of teaching. Feedback from such discussions should be positive to allow them to reflect on their own performance and make use of the good comments, which they get from other participants. In this way, they will be able to learn valuable suggestion of how they can best infuse their teaching with LCP and how to develop critical thinking among their students.

Another program can be teaching with an action plan, which is formed by developing an extensive resource network of the University teachers. Teachers will be given a complete booklet with cultural information relevant to the teaching strategies where teachers have to form classroom-activities that go with learner centered pedagogy and subject specific resource. They must make a list contact information of the other teachers in the local area. When they get this information, they should collaborate among themselves in meaningful ways and create professional learning communities. Establishing such network is very important for teachers in the university. For example, mathematics teachers who may not have colleagues that they can discuss issues concerning their subject matter with can find some support and collaboration in a professional learning community. This kind of activity encourages experts from the training to keep in touch with nervous teachers who will be able to learn more from the experts after the training is finished. This type of pedagogical reform takes time and needs important agreement of policies and programs.

In-Service Teacher Programs

In-service training programs are designed to prepare teachers on how to implement changes in policy and the curriculum and to discover how to use learner-centered methods in overcrowded classrooms with limited teaching aids. This is where the teachers in Bahr el Ghazal University need guidance. The teachers should be trained in ways of how to adapt learner centered pedagogy to match with the contexts in which they teach in classrooms that consist of many students and with limited or no access to library, books and computers. The in-service training program should help teachers who have little training on how to use the few available resources to enhance teaching.

Curriculum

According to Webb (2000) departments rarely make changes across courses and also it is rare for institutions to try to bring about change except in small scale and short-term plans. Therefore, Bahr el Ghazal University should revise and redesigned its courses so that the content knowledge is in line with the subject content knowledge. It should also include on the timetable opportunity for teaching and practicing, using the learner centered pedagogy approach. This also requires teachers to be trained on how to integrate learner centered pedagogy into the curriculum across all subjects. It should be stressed that the university courses should not bear the names of Sudan while we can use South Sudan's history and names.

Another thing is the university curriculum must be revised at least every five years to include updates of the current best practices so that they can implement the best teachings to the university. In the assessment of the university, it is recommended that the university assignments and reflections should be a continues activities that the students should do. For example, a unit for English courses should be done for the first year

students with a minimum period of about six months. It should be considered as part of the course and should be mandatory for all the students including those who know English because the course will also include study skills.

The study skills include different academic requirements of university such as in reading skills they need to know how to skim, scan, read intensively and extensive and they need have logic to make their reasoning strong. They need support on accurate syntactic forms so as to enable them develop different styles of academic writing for example in note-taking, assignments, writing a research, and summarizing notes. Therefore, the course will introduce all the different learning styles to the university students allowing them to become involved in their process of learning. Vechter & Brierley (2009) gave a good example from one of a university in Canada which conducted a pre-university English language program. Even language students who were quite proficient in their daily language skills still needed time to develop their cognitive academic language proficiency. So developing the knowledge or study skills of the university students needs to meet the English language proficiency entry requirement of the university. Therefore, besides meeting the English language proficiency requirements of the university, students whose first language is not English can still benefit from the English language support.

Training

As far as training is concerned, teachers' activities should be included that emphasize teachers' responsibilities in conducting their lessons. Teachers should be trained on classroom management strategies as this can promote good environment in learning and teaching. They should be supervised, monitored and given feedback from

others on their teaching practice. The training should include principles and practices of classroom management. They should be taught how to use effective strategies when starting a new lesson and how to adapt textbooks that match students learning needs. They should also be taught how to incorporate group activities into a lesson and how to use effective questions and ways to incorporate classroom aids and resources.

The teachers' development refers to the general growth; it is a long-term goal that seeks to facilitate growth of teachers to understand how the process of second development occurs. They should know how to change activities according to the kind of the learners they are teaching. The strategies for teachers is to develop writing different types of practices, reflections of teaching conversation with the students on core issues, collaboration with students on classroom projects. They should be trained in subject matter knowledge such as pedagogical grammar and composition.

The teachers' training should involve collaborative work with others because it will enhance individual learning and serve the goals of the university. Therefore, the training should emphasize much on developing among all the teachers, not just English teachers, because collaboration will guide them in the process of development. The development can be through participation in several seminars and workshops at the national, regional, and state level. Their participation in these workshops will enhance their skills and equip them with better English language proficiency so that they can make quick adjustment in their teaching process.

If the teachers work collaboratively with colleagues, it will deepen their knowledge of content areas and they will learn new methods of teaching. So working with colleagues gives them an opportunity to improve and practice their English.

Therefore it is recommended that teachers engage in professional development as a way to learn the best strategies and methods needed to promote quality teaching and motivate students.

It is recommended that the professional development should start with the needs of the institution and the teachers; the training should be facilitated by managers, mentors or teachers themselves as part of the process reflecting to their needs and interest. It should include all teachers even if they are not English teachers, because English is the medium of instruction in South Sudan and all content teachers need to teach fluently in the way English teachers speak and teach. One important activity they should include in the training is workshops for teachers. This will address related issues for both institutional improvement and individual development. Experts should be the ones to provide the workshop. Workshops are a most useful form of professional development for teachers.

The Workshops

Teaching without guidance can lead teachers to teach the same way they were taught. In understanding their problem, the most powerful and effective way to improve their teaching is through their participation in a successful workshop where they will be trained in different types of activities that will improve their professional development.

Therefore the workshop should provide ample the opportunity for participants to observe new information and that will be in a form of group discussion to discuss problems. This is important especially for teachers coming from different colleges and departments to have unity among themselves by sharing the same or relevant ideas and experience related to the topic of the workshop. There should be a direct instructional

presentation on key words, key ideas, theories techniques and all this should be supplemented by written materials it should include partner or pair work. This could include groups of four to six members discussing activities and should also involve problem solving readings and reflections. In their discussions teachers can give suggestions for the workshop and develop strategies for application the role of the participants is to apply the strategies and techniques been discuss during the workshop.

The Need for Research

There is also a significant need for research in the development of English instruction. This is because teachers play a great role in helping learners to develop the knowledge and skills that are necessary for learning. Good practices must be understood and encouraged especially since English is now the medium of instruction and plays an important role in the educational system of South Sudan. Academic understanding of English provides the students with knowledge and skills that enable them access education in different content areas. English also acts as a tool for development by affording the students privileges for better jobs. It is recommend that faculty members and graduate students in the university conduct research on this topic, because it is very important for addressing the academic problems of the students and improving instruction for faculty. This line of research can contribute to finding possible solutions.

Conclusion

The goals of this chapter were to identify and elaborate upon suggested policies and practice for educators at Bahr el Ghazal University in South Sudan. It was determined that in order to improve students' academic literacy with the English language the university must transition from teacher-centered instruction to learner-

centered instruction. This is because the learner-centered method focuses on the role of learners in an active learning process to make sure the quality of teaching encourages the attitude of inquiry among the learners (Vavrus, 2011). In addition, it was determined that all faculty, regardless of content area, should come to know themselves as English educators, because they need to teach the content area subjects in English just as the English teachers are teaching English. These are significant transitions from the traditional means of instruction and educators will need supports in understanding their new responsibilities and roles. These supports should be provided through a series of training seminars such as workshops in LCP and principles and practices of classroom management, Finally, it was acknowledged that additional research into best practices for English Language Instruction would prove critical in improving academic instruction. Therefore faculty should be supported and encouraged to engage in research related to their practice and should be encourage to collaborate as a means to support their development as educators.

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